



THE  
**NEW GUILD**  
TRUST

**CPD Provision Policy**

## **POLICY**

This policy has been adopted on behalf of all four academies in The New Guild Trust:

**Moorpark Junior School  
Jackfield Infant School  
Alexandra Junior School  
Alexandra Infant School**

## **Approval and Review**

Committee to Approve Policy	LCGB Standards Committee
Date of Board / Academy Committee Approval	
Chair of Board / Academy Committee	
Signature	
Accounting Officer	
Signature	
Policy Review Period	12 months
Date of Policy Review	

## **Definition**

Continuing professional development (CPD) consists of reflective activity designed to improve an individual's attributes, knowledge, understanding and skills. It supports the individual's needs and improves professional practice. There are many opportunities for CPD in our schools. These include:

- Discussing professional development points in staff/team meetings
- Coaching and mentoring
- Peer working
- E-networking and e-learning
- Involvement in MAT and wider networks, development groups or projects (local, regional or national) which provide opportunities for professional development
- Attending internal conferences, courses and professional development events
- Attending external conferences/courses
- Professional dialogue as part of the performance management process
- Discussions with colleagues to reflect on classroom practice
- Research and investigation
- Skills-based training (including accreditations, e.g. NPQ's etc)

## **Principles**

These are the principles which are the foundation of The New Guild Trust's approach to CPD. CPD must be effective in improving practice and raising standards of pupil achievement; therefore needs to include the following characteristics:

- › It is planned and based on the best available evidence about teaching and learning
- › It takes account of previous knowledge and experience, for example by building on the Early Career Teacher (ECT) portfolio and the Early Career Framework (ECF)
- › It enables the participants to develop skills, knowledge and understanding that will be practical, relevant and applicable to their experience (for example, in subject content, in teaching strategies, or in uses of technology)
- › Each activity is part of a coherent long-term plan that will give participants opportunities to apply what they have learned, and evaluate the effect on their practice
- › It is supported by coaching or mentoring from experienced colleagues, either from within or from outside the individual school (Across the MAT)
- › Its impact on teaching and learning is evaluated, and it secures high standards of teaching and learning, and enhances the general functioning of the school
- › Career opportunities are increased and each individual school is recognised as a community of learners. (See career progression document)
- › Trust funded courses repayment procedure where applicable

### **All decisions about the provision of CPD will take into account:**

- The needs of the individual school and that of the MAT (Overall vision)
- The professional needs, interests and aspirations of the member of staff
- The individual school's resources for the professional development of its staff. (On occasions this might include the MAT's resources.)

## **Procedures**

The New Guild Trust has developed an appropriate leadership and accountability structure for CPD leadership. CPD will be part of an annual cycle which links together:

- CPD and ongoing development
- Performance management (for teachers)
- School self-evaluation
- The MAT and individual school's improvement plans
- Standards (for teachers)

Performance management planning and review meetings in each individual school will take place from September to December. The objectives set in these meetings will focus on priorities, and reflect any relevant team, year or whole-school objectives. Individual school self-evaluation will feed into the annual school improvement plan. Each individual School self-evaluations will also take account of MAT, national, regional and local priorities.

### **The CPD plan for The New Guild Trust includes:**

- A summary and evaluation of the CPD undertaken in the previous annual cycle – provided by each individual school and included in annual Trust report.
- A plan for the CPD activities to be undertaken in the next annual cycle, showing how the CPD addresses the objectives of the school improvement plan and the needs of individual members of staff at each individual school. (This will link directly to the MAT development plan.)
- The resource implications of the CPD plan for the next school year. Presented and reviewed by the LCGB.
- CPD may lead to accreditation. This will be discussed with and agreed at the Executive teaching and learning board by SLT from each individual school.

### **New Staff Induction**

1. The aims of new staff induction are:

- To ensure that all staff are effectively inducted into the school and feel supported to do so
- To maintain a consistent whole school approach to exemplary Teaching and Learning including use of policy and processes
- To establish professional and positive relationships between new and existing members of staff
- To aid staff in establishing themselves quickly into their appointed role

2. The induction programme includes both generic and personalised provision for each new member of staff and includes the following:

- Communication with any new appointees prior to the appointee's contractual start date.
- All new members of staff will be invited for formal induction at the school. For staff joining in September, this will be hosted in July. For staff joining mid-year, an induction day will be arranged prior to taking up post.
- Each individual school will provide practical information for each new appointee. This will include: timetables, class lists, access to schemes of work with relevant resources, lesson plan templates, access to class records and assessment data and relevant paperwork and policies.

### **ECT/NQT Induction**

1. The aims of ECT/NQT induction are:

Each school in the MAT:

- Deliver an NQT/ECT induction programme that meets all the statutory requirements, including those of the Early Career Framework from September 2021.

- Provide NQT/ECTs with a supportive environment that enables them to develop as teachers and equips them with the tools to be effective and successful in their role.
- Ensure all staff understand their role in the induction programme.

## **2. The Early Career Framework and Induction programme**

From September 2021, the government is funding an entitlement for all early career teachers in England to access high quality professional development at the start of their career. New teachers will now receive development support and training over 2 years instead of one, underpinned by the early career framework. The offer for early career teachers includes:

- 2 years of new, funded, high quality training
- Freely available high quality development materials based on the early career framework
- Funding for 5% time away from the classroom for teachers in their second year
- A dedicated mentor and support for these mentors including access to funded high quality training
- Funding to cover mentors' time with the mentee in the second year of teaching

From September 2021, the induction period will last for two years, rather than one.

Until September 2021, for a full-time NQT/ECT, the induction programme will typically last for a single academic year. From September 2021, as part of the reforms to teacher induction the induction period will be extended to two years. Part-time NQT/ECTs will serve a full-time equivalent (subject to reduction for ECT's).

The programme is quality assured by The Golden Thread Teaching Hub, our 'appropriate body' (AB).

### **Repayment of Training fees**

From time to time the Trust may pay for employees to attend training courses. In consideration of this, if these training courses were instigated by the employee and not at the request of the Trust, anyone who leaves the employment of the Trust after they have paid for the cost of any training courses over £500, the employee will be liable to repay some or all of the costs associated with such training courses.

Details of repayments and exceptions are attached at Appendix 1.

### **Monitoring Arrangements**

This policy will be reviewed **annually** by the Trust. At every review, it will be approved by the full Board.

## **6. Links with Other Policies**

This policy links to the following policies and procedures:

- ECT/NQT policy
- Staff Code of Conduct.
- Career progression Plan/Appraisal/Pay progression document