

Title	Training and Development Policy
Cross References	Internal:  Performance Management Policy  Teaching Learning and Assessment Policy
Date	October 2024

Rationale

This policy is supported by the School Improvement Plan (**SIP**), and the Performance Management Policy. The structure and organisation of the school ensures that staff development needs are identified and reviewed regularly. The **SIP** identifies the targets the school is working towards; These structures and procedures ensure equality of opportunity for staff to access training and development. Professional development needs are also identified in the performance management reviews.

Principles

Apricot Online is committed to fostering a positive climate for continuous learning. Continuing Professional Development is the means by which the school is able to motivate and develop its community. It does so at a variety of levels - individual, team and whole school.

The school is committed to appropriate and personalised opportunities for staff development. A commitment to progressive, high quality and assured development opportunities has the potential to improve standards and raises morale through personal and professional fulfilment as well as assisting recruitment and retention.

High-quality induction and continuing support and development is crucial for a consistent and personalised approach to CPD. All staff will have opportunities to discuss their professional needs through performance management / appraisal as well as other professional dialogues.

Apricot Online's CPD provision will allow staff to develop skills and competencies progressively allowing them to build on and reinforce skills, particularly across the key areas identified in the appropriate standards frameworks. Both voluntary and compulsory CPD opportunities exist at Apricot Online, to address individual need and the fundamental aim of ensuring that training addresses and supports the school vision and needs.

Aims

- To ensure staff development policy facilitates school improvement by supporting School Development Policy priorities
- To monitor and quality assure the CPD provision to ensure that priorities are being addressed through high quality CPD
- To ensure that staff are provided with opportunities for professional and personal development which is underpinned by current standards frameworks
- To equip staff to be able to respond to curriculum and institutional change
- To balance the needs of the school, teams within the school and individual staff and to provide members of staff with the skills to prepare themselves for increased responsibility and career advancement
- To ensure that staff are recognised as the school's most important resource

Induction

- All new staff at Apricot Online take part in a full induction programme. The new staff days seeks to balance the specific role training required coupled with the opportunity to meet new people and be welcomed to the community. This consists of sessions which support staff with the procedures, ethos and good practice identified by the school prior to starting their new role.
- For individuals promoted internally or changing posts, support will be offered between the appointed person and the line manager

Identification of Need

- Directors, Deputy Head and Subject Leaders, identify training and development priorities as well as this, needs are identified/revised through the performance management cycle.
- Individual CPD needs can also be identified through the lesson observation process. This may lead to a personalised plan for an individual of CPD support, or to a group of individuals to address need.
- Opportunities are also offered to staff on a voluntary basis – this may provide individuals for the opportunities to address areas related to career progression or leadership progression or succession.
- The ‘in-house’ CPD programme has been developed to meet the needs of staff. Regular sessions encourage development and collaborative work amongst colleagues. Staff are encouraged to take an active part in participating and leading sessions.

Evaluating Impact and Disseminating Good Practice

- All staff are responsible for evaluating and disseminating (where appropriate) CPD. It is the responsibility of the Deputy Headteacher to co-ordinate this evaluation and provide a framework for rigorous quality assurance; ensuring that CPD is of the highest quality and meets school and individual need.
- Following professional development opportunities, participants complete feedback forms for the Deputy Head – Teaching & Learning indicating how he/she will disseminate the information / training to other and highlighting the usefulness of the sessions attended for their own practice. Assessments of impact are also made six months after various (relevant) external courses to measure / assess impact.
- The Deputy Head – Teaching & Learning is responsible for monitoring and evaluating the impact of CPD. This will be undertaken at a variety of levels including immediate evaluation by participants, longer term follow up for a sample of CPD undertaken and / or informal discussion with colleagues about improved practice. The Deputy Head –also provides summary reports to the Directors on the benefits of the CPD undertaken and future needs.

Authorised by: Jodie Phillips, Operations Director

Date: October 2024

Review Date: October 2025