

The Cam Academy Trust CONTINUAL PROFESSIONAL DEVELOPMENT POLICY To be read in conjunction with the Performance Management Policy	
Approved in consultation with the Audit & Risk Committee on behalf of the Trust Board:	18 June 2020
Approved by recognised Trade Unions:	10 March 2021
Approved by the Governance & Remuneration Committee on behalf of the Trust Board:	24 March 2021
To be reviewed:	Every 2 years or as appropriate
Date of next review:	June 2023
Responsible Officer:	Trust CPD Officer
Category - 1	Version 4

1.0 Principles, Aims and Entitlements

The Cam Academy Trust is committed to supporting the continuing professional development of all its employees. CPD can be accessed by all colleagues who are part of the “learning community” across all schools, non-teaching staff, teachers, leaders, Trust colleagues and governors. This commitment is grounded in the belief that the Trust principles of excellence, broad, comprehensive and partnership apply to its remit of developing employees to ensure that they are highly effective in their role. Continuing Professional Development has a key role to play in ensuring that colleagues are well prepared to meet the Trust’s principles, support school improvement and so deliver the best possible educational experience and outcomes for all its pupils. It also has an important role to play in motivating colleagues, building competence and so self-esteem and supporting the retention of staff. The Trust recognises that CPD occurs at many levels, the individual, the team, the school, the Trust and wider professional networks such as Teaching School networks. It seeks to actively support all colleagues at whichever level is appropriate.

All members of the Trust’s learning community will have an entitlement for access to high quality induction and continuing professional development. This will be underpinned by Trust and School processes of self-evaluation and performance review that will identify the needs of individuals and their match to Trust, school and individual development priorities.

2.0 Key roles and responsibilities

1. The Trust Board has overall responsibility for the implementation of the Continuing Professional Development (CPD) Policy
2. The Trust Board has overall responsibility for ensuring that the Continuing Professional Development (CPD) Policy does not discriminate on any grounds, including but not limited to ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
3. The Chief Executive Officer or delegated person is responsible for overseeing the administration of CPD at a strategic level and for liaising with the Trust Board, Local Governing Bodies and Headteachers to monitor the provision and impact of CPD.
4. The Headteacher (or delegated colleague) will be responsible for the day-to-day implementation and management of the Continuing Professional Development (CPD) Policy.

5. The school CPD Lead will be responsible for communicating CPD opportunities to appropriate staff and facilitating access to CPD.
6. Line managers are responsible for identifying training needs among their staff members via performance review and observations.
7. Members of staff are responsible for identifying their own training needs in response to their own practice.
8. Members of staff have a responsibility to fully engage with CPD they undertake.
9. Members of staff are responsible for evaluating the CPD they undertake and for disseminating relevant professional development to the school community.

3.0 Early Career Teachers

The Trust is committed to supporting individuals who wish to enter the profession, during their training and in the early years of their career. It is committed to its schools offering classroom experience through visits and employment opportunities such as Teaching Assistant and Cover Supervisor.

Trust schools are actively encouraged to engage with teacher training and is involved with CTSN SCITT, University of Cambridge Faculty of Education, The Cambridge Partnership SCITT and other ITE providers. This engagement supports recruitment into the profession as well as providing valuable CPD opportunities for colleagues.

The Trust recognises that a one year teacher training course can only provide the foundations for a career in teaching and is fully committed to providing support to new teachers in the first two years of their career, giving them the opportunities and training that will enable them to develop into excellent practitioners. Schools are expected to allow their early career teachers access to Trust induction and CPD events.

Trust schools will actively engage with early career teacher training by providing the necessary requirements so that Early Career Teachers (ECTs) can engage with the Early Career Framework (ECF). Trust schools are expected to allow their ECTs to access further CPD events and courses which enhance the provision supplied by a national provider to enable them to develop into excellent practitioners.

4.0 Staff Induction

All new members of staff will take part in an induction programme during their first week of employment or before commencing in post. Their line manager should agree an appropriate induction programme prior to their start date and ensure that there are agreed time slots for training arranged with key school personnel. This programme will have a number of standard elements, e.g. Safeguarding, Health and Safety, ICT all of which are applicable to new staff. However, elements specific to the role or school may be identified in the selection and recruitment process. For teaching staff there may also be a teaching and IT related, whole school induction programme covering issues relevant to their role.

5.0 Identifying needs

- 5.1 Individual - these will be identified as part of the performance management process for Support Staff, Teachers and Headteachers/Principals as described in the Performance Management

policy. Also, by the individual member of staff in response to their own practice. The individual's objectives should consider and include, as appropriate, any development needs, which are identified at the start of the process and be reviewed formally at the interim and completion stages of the performance management process.

- 5.2 School - these should be identified by Headteachers and Senior leaders and arise from the self-evaluation process and feedback from stakeholders. They should reflect school improvement needs and national and local priorities, as well as wider development issues for the school. This needs analysis will lead to the production of a CPD plan for the school, which will be included in the school development plan. This plan should account for the needs of non-teaching and teaching staff employed within the school. The School CPD Lead is responsible to the Headteacher for the financial oversight of the CPD plan for the school.
- 5.3 Trust - these may arise from Trust self-review processes and new legislation and policies, or as part of the wider Trust development plan. They should be considered by the Trust Board in liaison with the Chief Executive Officer and CPD Lead.
- 5.4 If a school or the Trust identifies a whole school need, the school could the apply to the school improvement fund to help address this issue through CPD.

6.0 Range of CPD Activity

- 6.1 The Trust recognises that professional development takes in many forms of activity ranging from informal short-term activity to longer term professional qualifications. From activity by individuals or a team within a school to collaborative activity across schools and Trusts and with organisations such as The Chartered Teaching College, Professional Bodies, H.E.I.s and H.S.E. From face to face meetings to online learning (see appendix 1 for the typical (but not exclusive) range of activities recognised and supported by the Trust). The Trust and its schools will seek to support access to these opportunities provided they meet identified needs, which will allow the individual to more effectively meet the aims of the Trust and its schools and are cost effective.
- 6.2 The Trust, through its staff and involvement in networks such as the Cambridge Teaching School Network has developed programmes which are entitlements for colleagues working in schools. (See appendix 2). Colleagues are expected to access these programmes and schools are expected to allow colleagues access to these programmes, as they are seen as providing an effective CPD pathway for colleagues at different stages in their career.

7.0 Dissemination and Quality Assurance

- 7.1 All those engaged with CPD will be expected to:
 - reflect on their development
 - seek professional recognition, where available, including accreditation for the work undertaken.

- 7.2 Following professional or other development, the participant will discuss with the school CPD Lead or their line manager the opportunities to disseminate to other colleagues. This should include consideration of Trust wide dissemination.

Schools should collect relevant feedback about the CPD undertaken by colleagues through the completion of an evaluation form. Where it is agreed that there would be benefit in a wider dissemination or follow up, the School CPD Lead or the line manager will be responsible for facilitating that, e.g. circulating relevant resources, a session at a staff, team or subject meeting, inclusion on the school intranet or Trust CATalogue, article in the Trust magazine.

- 7.3 The Trust CPD Lead should evaluate the impact of Trust led CPD activities and review their value for money. The Trust CPD Lead will provide an annual report to the Trust CEO and Trust Curriculum and Standards Committee on the impact of the training and development undertaken. The School CPD Lead will be responsible for assessing the value for money of CPD and training in their own school, through monitoring and evaluating impact. The School CPD Lead should provide an annual evaluation report on the impact of training and development to their Headteacher. This should be included in the school SEF.

The School CPD Lead should monitor and evaluate at a variety of levels including:

- Immediate/short term evaluation by participants
- Longer term follow-up for a sample of CPD undertaken, usually at a period no less than 3 months following the provision
- Informal discussion with colleagues about improved practice

- 7.4 Measures used to determine the impact of training and development will be drawn from:

- Participant evaluation
- Changes in working practices
- Student and school attainment and progress
- Student voice
- External and internal evaluation and inspection processes
- The Trust annual staff survey
- Recruitment, retention and career progression data
- The changing qualification profile of the staff
- Staff wellbeing

- 7.5 The Trust and School CPD Lead (or other suitable person) will review annually whether any aspects of the CPD provision (e.g. service level agreements or subscriptions) do not represent value for money and make appropriate recommendations to the CEO and Academy Headteacher as appropriate.

APPENDIX 1

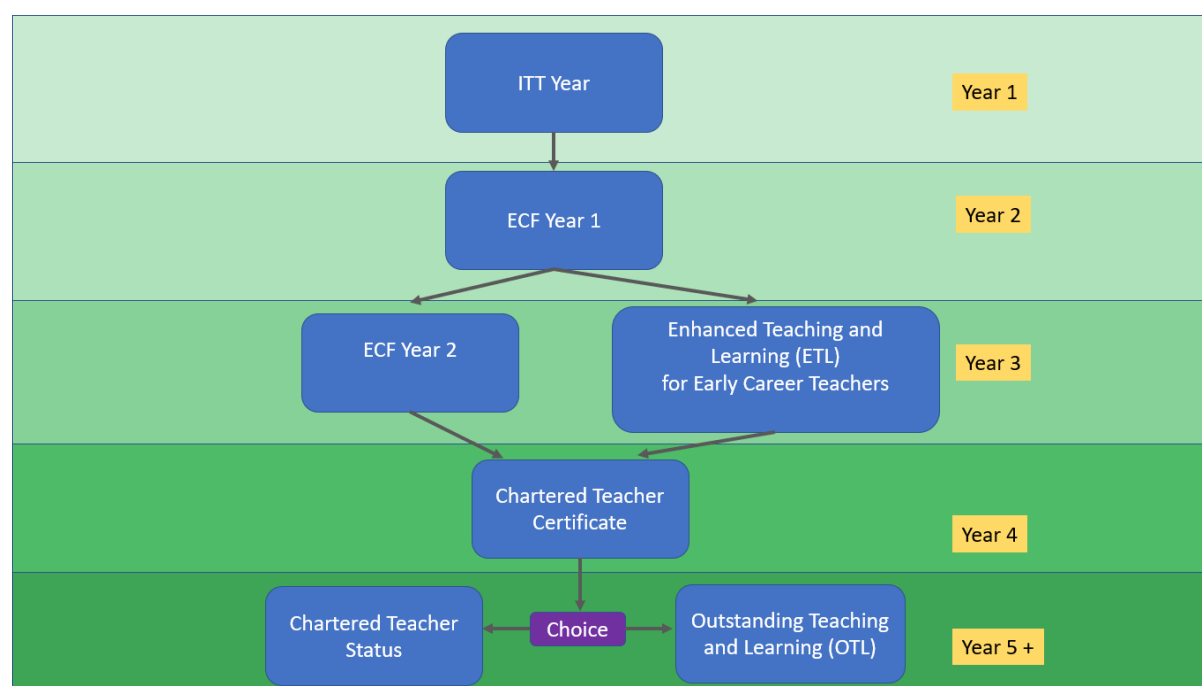
The Trust and its schools will support a wide portfolio of CPD approaches matched to the need of learners. These may include:

- Subject knowledge development, for example, membership of and engagement with a subject association or access to non-specialist subject development programmes such as TSST.
- Subsidised membership of and access to The Chartered College of Teaching
- In-school training using the expertise available within the Trust / school and collaborative activity
- Coaching and mentoring and engaging in learning conversations (e.g. NASBTT Level 2 advanced coaching and mentoring)
- Peer observation
- Job enrichment / enlargement (e.g. a higher level of responsibility, front line working in someone else's job, job sharing, acting roles, job rotation, shadowing, leading meetings)
- Involvement in ITE related activity
- Producing documentation or resources such as curriculum development, teaching materials, assessment package, ICT or video programme
- Accessing an external consultant / adviser or relevant expert such as a Specialist Leader of Education (SLE), Local Leader of Education (LLE), National Leader of Education (NLE) or Lead Teacher
- Master classes, model and demonstration lessons
- Collecting and collating pupil feedback, data and outcomes
- Attendance at a lecture, course or conference
- School visits to observe or participate in successful practice
- Secondments, exchanges and placements
- International professional development
- Trade Union provided training courses
- Apprenticeships
- Postgraduate professional development and other qualifications from higher educational Institutions and other forms of professional recognition and qualifications such as NVQs, Higher Level Teaching Assistants, M.Ed. courses,
- Research opportunities
- Distance learning / eLearning using external or Trust virtual learning platforms
- Practical experience (e.g. national test or exam marking experience, coordinating or supporting a learning forum or network, involvement in local and national networks, involvement with a subject or specialist association)

APPENDIX 2

Continuing Professional Development– Teaching Staff

The Trust has identified certain CPD entitlements and expectations for all teaching staff. These are CPD opportunities that teachers are expected to engage with as they are seen as providing effective, career stage, CPD. As such the Trust will fund the cost of the course (excluding cover and transport) and schools are expected to release colleagues to attend.



Pedagogy focussed CPD

Enhanced Teaching Assistants

Enhanced Cover Supervisors

Enhanced Teaching and Learning (typically in year three of teaching/year two of the ECF)

Chartered Teacher Certificate (typically in year four year of teaching)

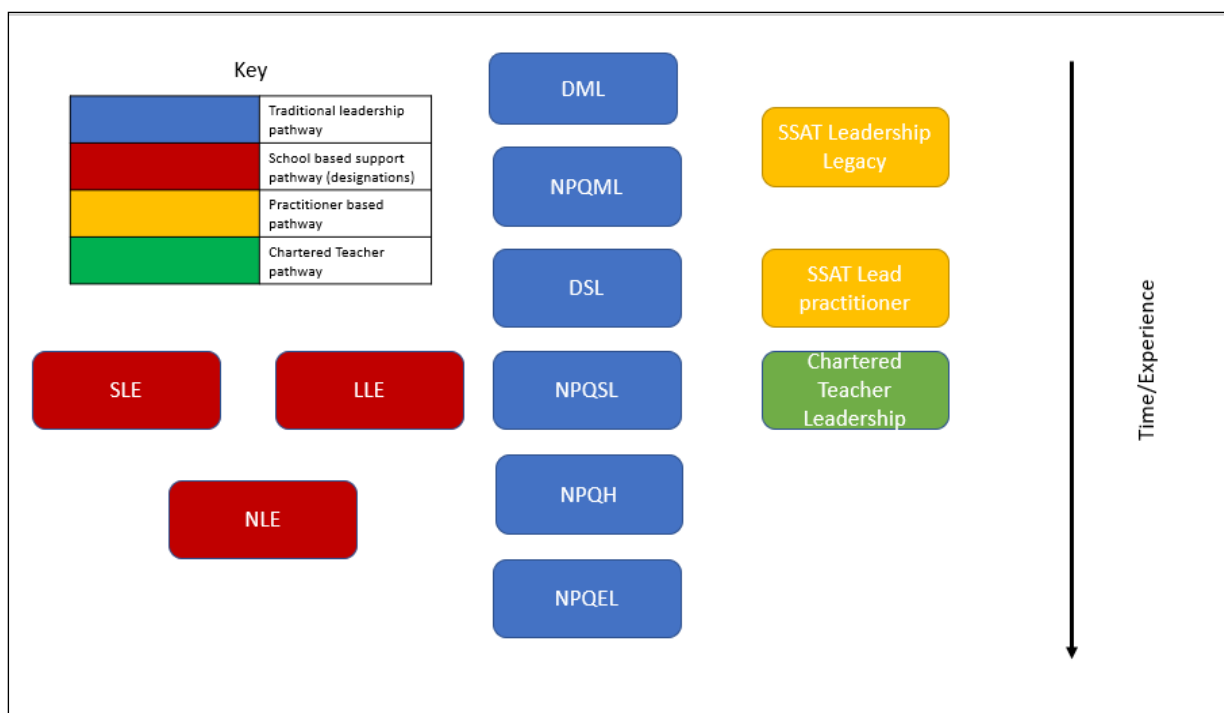
Outstanding Teaching and Learning (typically during fifth or sixth year in teaching)*

Chartered Teacher Status (typically during fifth or sixth year in teaching)*

*Note: it is likely staff will make a decision with regards to their own pathway having first experienced similar CPD opportunities earlier in their career rather than complete both courses.

Leadership focussed CPD

Please note the image and descriptions are designed to show a range of qualifications/designations but this list is not exhaustive.



Traditional Leadership Pathway

DML – Developing Middle leaders (Typically first year of first leadership/management role)

NPQML – National Professional Qualification for middle leaders (typically during second or third year of an appropriate level of leadership or management post)

DSL – Developing Senior Leaders (typically middle leaders aspiring to move to a senior leadership role or holding an Associate SLG post or first year of a full SLG role)

NPQSL - National Professional Qualification for senior leaders (typically during second year of a SLG post)

NPQH - National Professional Qualification for headship (are no more than about 12-18 months from applying for headship posts)

NPQEL - The National Professional Qualification for Executive Leadership (The NPQEL is ideal for those who are, or are aspiring to become, an executive headteacher or CEO of a MAT with responsibility for leading across several schools.)

School based support pathway (Example of current designations)

SLE

Specialist Leaders of Education (SLEs) are experienced school leaders who focus on developing leadership capacity in other schools. This role is about developing the capacity and capability of other leaders so that they have the skills to lead their own teams and improve practice in their own schools. SLEs usually specialise in a particular area such as pupil premium, assessment, Mathematics, SEND, Early Years etc.

LLE

Local Leaders of Education (LLEs): effective and experienced Headteachers who work alongside other new and experienced Headteachers. LLEs provide support and advice through coaching and mentoring. LLEs work alongside teaching schools and other system leaders to provide high quality support locally to those schools who need it most.

NLE

National Leaders of Education (NLEs): strong and outstanding school leaders, who have experience of effectively supporting schools in challenging circumstances. NLEs work alongside teaching schools and other system leaders to provide high quality support to those schools locally and nationally who need it most.

SSAT pathway

SSAT Leadership Legacy

The project is a year-long initiative and has been set up to develop teachers who have been identified by their headteacher as having the potential to become outstanding leaders.

SSAT Lead practitioner

If you have decided that leadership of learning, rather than system leadership, is your chosen career path, the Lead Practitioner Accreditation programme provides a structure that enables you to develop and flourish.

Chartered Teacher Leadership

Chartered teacher leadership is designed for practising school leaders with at least 3 years of whole-school or cross-school leadership responsibility (in a setting with pupils up to 19 years of age)

Continuing Professional Development - Non-teaching staff

A wide range of apprenticeship programmes are on offer to upskill existing staff starting from an Advanced Level 3 right up to Degree Levels 6 and 7. Degree apprenticeships allow the apprentice to work towards a degree as part of the apprenticeship itself. Each level typically has different entry requirements, depending on the employer, so you can see which one is best for you.

The types of apprenticeship are:

Business and Administration

- Business Administrator (L3)
- HR Support (L3)
- Team leader / Supervisor (L3)
- School Business Professional (L4)
- Operations / Departmental Manager (L5)
- Senior Leader Master's Degree (L7)

Education and Training

- Academic Professional (L7)
- Teacher (L6)
- Teaching Assistant (L3)

Information and Communication Technology (Digital)

- Infrastructure Technician (L3)
- Network Engineer (L4)
- Digital and Technology Solution Specialist (L7)
- Digital and Technology Solutions Professional (L6)

Construction (Site Services)

- Facilities Manager (L4)
- Facilities Management Supervisor (L3)

The level of apprenticeship you start at will depend on the qualifications you have, the job role, and apprenticeship standard available. The apprenticeship framework is being phased out in the academic year 2020/21.

You can progress your career and work all the way up through the higher and degree level apprenticeships for some job roles and career areas. You can also progress onto other further or higher education courses, including degrees and postgraduate courses.

A full list of available apprenticeships can be found [here](#).

Other entitlements

The Trust recognises the CPD value of membership of national and subject associations. It will subsidise membership of The Chartered College of Teaching and membership of any appropriate subject associations.