

## Professional Development Policy

Version 4

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This policy will be reviewed on an annual basis, or earlier if changes are necessary. Springfield Training reserves the right to amend this policy, following consultation, where appropriate.

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## **1. Introduction**

The most significant resource in ensuring success for our learners is the staff team. Professional development encompasses all of the activities that staff undertake to raise their performance. Our vision to ensure we have the best workforce who are continually improving supports our ethos of giving the best experiences and support to our apprentices.

Springfield Training are committed to educational development and this will impose a need for a continuous Professional Development (CPD) programme. We take seriously our obligation to secure the Professional Development of staff and to encourage career development. Professional development may include study for further professional qualifications, attendance at events arranged by external providers and can be gained from work-based expertise through mentoring, coaching, Observations of Teaching and Learning, standardisation and quality reviews.

## **2. Definition**

The Professional Development programme is integrated with Improvement Planning, Performance Management and Work Scrutiny. The Professional Development has four aspects:

- Induction for new staff
- Training for the job
- Keeping CPD up to date
- Professional development for career progression

## **3. Scope**

This policy includes both employed and associate (non-employed) team members at Springfield Training.

Professional Development is linked to clearly definable outcomes through targets arising from Performance Management, Improvement Planning and Work Scrutiny. Where possible professional development activities will be accredited. The Operations Manager allocates a budget to support the Professional Development programme. The negotiated delegation of responsibilities represents an important opportunity for the professional development of staff. Where appropriate, professional development will be delivered internally and draw upon the expertise of the staff team.

Professional Development needs may be identified and monitored through the following process:

- Improvement Planning including SAR/QIP, OTLA process
- Performance Management
- The individual member of staff identifying a training need
- Work Scrutiny

Our observation of teaching, learning and assessment (OTLA process) within our Evaluating Quality of training and Outcomes Policy ensures 'at least Good' teaching practice, challenges and supports those who 'require improvement'. Our company vision and ethos is to invest in our workforce (both financially and with appropriate time allocations) so that they offer Ofsted 'Outstanding' teaching and support to develop the business as the apprenticeship provider of choice for the standards that we deliver.

If during the course of an academic year a member of staff intends to leave, his/her resignation will render any professional development assigned to that individual to be cancelled or delegated to another member of the team. This is to ensure that the benefits gained from such training are

embedded within the relevant areas of Springfield Training. Further education and higher education courses will be eligible for financial support under the discretion of the Operations Manager.

#### *C - Continuing*

- Members of staff demonstrate their commitment to developing their competence through the virtuous circle of CPD
- Development is continuous in the sense that staff members actively seek to improve their knowledge, skills and performance
- Regular investment of time and learning is seen as an essential part of professional life, not as an optional extra

#### *P - Professional*

- Staff members show an active interest in the internal and external environment and in the continuous development and improvement of self and others at both organisation and individual levels
- Learning objectives should be clear and serve individual and ideally, client, learners and organisational needs

#### *D - Development*

- The starting point is a realistic assessment of what needs to be learnt in order to meet the demands of the ever-changing professional and business worlds
- Development is owned and managed by the individual, learning from all experiences, combined with reflection as key activities
- Working effectively and inclusively with colleagues, clients, stakeholders, customers, teams and individuals both within and outside of the organisation

### **4. Monitoring of Professional development by Management**

Professional Development days during each academic year will be used to achieve the Professional Development Plan as outlined in the Contribution Review process.

Our Policy provides a comprehensive guide to how professional development is monitored. This includes all staff submitted their updated CPD logs including sector expertise, progress and impact on a monthly basis. All delivery staff will complete an on-going CPD log (updated monthly) with at least 30 CPD hours annually which will include sector specific expertise to ensure up to date skills and expertise.

Individual CPD logs will be monitoring monthly during supervision meetings (1 to 1 s) with staff, interim Contribution review (monthly), Contribution Review (annually), during annual Self-assessment, monthly review of quality improvement planning, mandatory training requirements within the single check register. Team and individual KPI s are included which also links to the IAG Policy.

### **5. Professional development- staff responsibilities**

It is the responsibility of all staff to plan and manage their own career development.

The Contribution Review process provides staff with an opportunity to discuss their career development and identify areas that they wish to be professionally developed in.

Each year all staff are involved in the Self- Assessment and Quality Improvement Planning process and Performance Management. With the support of their line manager they are required to identify the PD that they believe they require in order to achieve improvement targets that they are responsible for. When an Improvement Target comes up for evaluation and PD has been undertaken in support of the target then staff must identify how effective they believe the PD activity was in enabling them to achieve the Improvement Target.

When attending an external PD course staff are expected to keep any expenses relating to the course to a minimum and to complete an expense's claim form and return it to the Operations Manager soon after the course. Where overnight costs or significant travelling costs are likely to be incurred then they must be agreed by the Operations Manager responsible for PD prior to the course. Staff may only travel 2nd class.

## **6. Line Managers Responsibility**

All line managers are responsible for:

- Assisting staff in identifying their PD needs in relation to their jobs, the Improvement Planning and Contribution Review processes
- Ensuring that PD needs arising out of Improvement Targets are identified in the Improvement Plan
- Monitoring that aspect of the Improvement Plan that relates to their specific responsibilities
- evaluating the effectiveness of PD in supporting Improvement Targets
- Supporting the Operations Manager responsible for PD in organising PD activities relating to their area of responsibility, including those that take place during Development Days

In addition to the PD responsibilities of Line Managers, The Operations Manager will:

- monitor the PD Plan for those subjects and areas
- ensure that PD needs are identified alongside Improvement Targets in the Improvement Plan
- ensure prioritising for PD to ensure that the PD budget is applied to the greatest effect

## **7. Associated Policies**

Performance Management – Evaluating Quality of Training and Outcomes.