



Diocese of Norwich  
St Benet's  
Multi Academy Trust

# Continuous Professional Development (CPD) Policy

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<b>Person Responsible:</b>	<b>Deputy Chief Executive Officer</b>

## **Our Christian Ethos and Values**

Our academies are open to all and accepting of all regardless of faith. Our passion and ambition are to see children and young people in all our academies achieve excellent educational outcomes alongside developing and growing into their potential as individuals made in the image of God.

Our culture is one of high aspiration for all. This is rooted in our Christian values as demonstrated in the life and teachings of Jesus Christ. We have a desire to see our academies acknowledged as places of aspiration, high quality learning, achievement and hope making a significant contribution to the communities they serve.

All policies within St Benet’s Multi Academy Trust (hereafter referred to as “the Trust”), whether relating to an individual academy or the whole Trust, will be written and implemented in line with our Christian ethos and values.

### **Overall accountabilities and roles**

The Trust has overall accountability for all its academies and staff. Through a Scheme of Delegation for each academy it sets out the responsibilities of the Trust, its Executive Officers, the Local Governance Committee and the Head Teacher. The Head Teacher of each academy is responsible for the implementation of all policies of the Trust.

All employees of the Trust are subject to the Trust’s policies.

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## **1. Purpose**

The purpose of Continuing Professional Development (CPD) across St Benet's Multi Academy Trust and its academies is to ensure high quality student and pupil learning and achievement, develop outstanding practitioners at every stage of their career and create a cutting-edge workforce which is both flexible and adaptable in its approach to personal and organisational improvement. This means providing high quality CPD opportunities for all.

## **2. Principles and Values**

CPD is available for all involved in academy improvement and who are part of the Trust-wide "learning community"; support staff, teachers, leaders and governors. It is provided in the context of the Christian values that underpin our organisation and support students and pupils in receiving an all-round education enabling them to flourish at school and in the wider world.

As a "learning community" the Trust is committed to providing opportunities for the continuous learning and development of its entire staff. Professional development is the means by which the Trust is able to deliver whole school, team and individual development priorities.

The Trust has an expectation that all members of the learning community will undertake an active role in their own professional development and support the professional development of their colleagues.

Professional development will be co-ordinated by a CPD Leader at each academy. The CPD Leader will be appropriately trained and will be provided with regular opportunities to network with other schools and training providers.

The approach underpinning the Trust's work with leaders is structured around the 'Learning Centred Leadership' model placing pupils' learning at its heart (**Appendix 1**).

The Trust will support opportunities for professional recognition including accreditation of the CPD undertaken where relevant. This includes embracing the Apprenticeship programme and central co-ordination for the use of the Apprenticeship levy.

## **3. Frameworks, Networks, Subject Area Networks (SANs) and Instructional Coaching**

All members of the Trust's learning community will have a framework for access to high quality induction (see Induction Policy) and continuing support and development.

### St Benet's CPD Framework

The Trust will publish a guidance document annually which will outline that year's approaches for developing teaching and learning across the organisation. This will include a programme of internal training will be published with core, mandatory elements identified for all relevant staff.

Whilst a documented framework is not set out for the range of non-teaching staff roles the principles remain the same and are as set out in this CPD policy. Training and networking opportunities will be in place for a range of specialised staff roles. These will be confirmed on

an annual basis based on identified need.

#### Subject Area Networks

In addition, and where possible, the trust will develop the use of SANs to further develop networking capabilities, the creation of Subject Area Networks will play a key role in delivering high quality CPD. SANs are intended to complement the CPD coaching offer and to draw on this MAT's depth of expertise. These groups will be a forum for members of staff across the trust who share similar job descriptions and/or curricular interests to meet on a regular and planned basis. They will use these opportunities to share their experiences of leading curriculum development to either secure positive change and/or ensure high quality consistency. Where possible these groups will also call on expertise from outside of the Trust to support with developing best practice.

#### Instructional Coaching

As part of its commitment to high quality staff development, St Benet's MAT will be seeking to develop instructional coaching for all staff as an integral element of their training and development. Instructional coaching recognises that all staff have areas of strength and expertise and that, with the right support and training, each member of staff can contribute to a training and development programme. The framework for this form part of the annual guidance document.

### **4. Identification of Need and Aspiration**

- i. The CPD Leader will be responsible for co-ordinating the identified training and development needs of the academy, the **Central Team** is responsible for the Trust community. These needs will be identified through mechanisms such as performance management, self-evaluation, national and local priorities, other internal and external monitoring, feedback and discussion evidence.
- ii. The CPD Leader will be responsible for discussing with the Headteacher (where it is not the same person) the main training and development priorities and the budgetary implications of addressing these needs. Improvement Directors are available to support the Headteacher in making relevant decisions.
- iii. The CPD Leader will facilitate access to a range of professional development opportunities and be responsible for communicating opportunities to appropriate staff.
- iv. The CPD Leader will be responsible for ensuring that appropriate training opportunities are provided for all groups of teaching and support staff and volunteers.

### **5. Match of Provision to Individual and Organisational Learning Needs**

- i. The professional development opportunities available will only be offered if they:
  - a. meet identified individual, team, organisational or national development priorities
  - b. are based on recognised effective practice and are informed by relevant research
  - c. contribute to raising the standards of student / pupils' progress / achievements
  - d. respect and promote cultural diversity, student safety and pastoral care
  - e. provide value for money

- f. are clear about how impact will be demonstrated
- ii. The Trust / academy will support a wide portfolio of CPD approaches matched to the need of learners. These may include:
- a. in-school training using the expertise available within the Trust / school and collaborative activity
  - b. coaching and mentoring and engaging in learning conversations
  - c. 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)
  - d. producing documentation or resources such as curriculum development, teaching materials, assessment package, ICT or video programme
  - e. accessing an external consultant / adviser or relevant expert such as an Advanced Skills Teacher or Lead Teacher
  - f. master classes, model and demonstration lessons
  - g. collecting and collating pupil feedback, data and outcomes
  - h. attendance at a lecture, course or conference
  - i. school visits to observe or participate in successful practice
  - j. secondments, exchanges and placements
  - k. International professional development
  - l. Trade Union provided training courses
  - m. Apprenticeships
  - n. 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
  - o. research opportunities
  - p. distance learning / eLearning
  - q. 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).

## **6. Procedure for Time Off for Training / Study and Financial Support**

- i. Where the training is a recognised transferable qualification which enhances the employees' career prospects the employee is likely to be expected to pay up to 25% of the cost of the training (this does NOT apply to government funded Apprenticeships). Each case will be considered on its merits and the needs of the employer. (In cases of financial hardship consideration will be given by the CEO to paying the full cost of the training). A Study Agreement can be seen in **Appendix 5**.
- ii. Where there is significant cost (currently £450 or over) for the training the employee shall repay the employer as follows if they leave the organisation. Such costs will be deducted from the employee's salary or other remuneration due if possible, or repayment will be sought via invoice if:
  - a. The employee ceases employment with St Benet's before attending the training course but the Employer has already incurred liability for the costs, 100% of the cost or such proportion of the costs that the Company cannot recover from the course provider shall be repaid

- b. The employee ceases employment with St Benet's during the training course or within 12 months of completing the training course, 100% of the costs shall be repaid
  - c. The employee ceases employment with St Benet's more than 12 months but no more than 24 months after completion of the training course, 50% of the costs shall be repaid
  - d. The employee ceases employment with St Benet's more than 24 months but no more than 36 months after completion of the training course, 25% of the costs shall be repaid.
- iii. This does not apply if moving between St Benet's academies. However, a review will be needed by the new academy as to whether their organisational needs require the completion of the training that has begun. The responsibility lies with the member of staff to make sure the new academy is aware of the full implications of any training programme during the interview process.
  - iv. If an employee leaves due to ill health, it is unlikely that there would be an expectation to repay the employer.

## **7. Evaluating Impact and Disseminating Effective Practice**

Following professional or other development, the participant will discuss with the CPD Leader or line manager if it would be useful and relevant to arrange opportunities to disseminate to other staff. If it is agreed that it would be, the CPD Leader will be responsible for organising that and ensuring whether any follow up is needed to the training provider e.g. feedback, issues of access.

- i. The CPD Leader 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

In individual academies the CPD Leader will be responsible for assessing the value for money of training and development through seeking to monitor and evaluate the benefits of CPD in relation to the CPD activity's original desired outcomes. Opportunities for demonstrating the impact and effectiveness of CPD activities can be drawn from:

- a. participant evaluation
  - b. pupil and school attainment
  - c. the pupil / student voice
  - d. external and internal evaluation and inspection processes
  - e. recruitment and retention data
  - f. the changing qualification profile of the staff
- ii. The CPD Leader will provide
  - iii. The Trust Board's Standards and Performance Committee will receive an annual report from the Central Team on the impact of CPD and review this policy biennially.

## **8. Please read this policy in relation to other Trust policies**

## Appendix 1 - St Benet's model of learning-centred leadership

### Principal Foundation:

- St Benet's approach to improvement is driven by Christian mission, values and principles. This brings **purpose** to leadership at *all* levels across the organisation, including within and beyond individual academies.
- St Benet's MAT expects leaders to exhibit the **character** required to be 'servant' leaders within their community for the benefit of all children in their care; whereby Christian distinctiveness becomes the principal foundation of their work in improving outcomes and raising standards.
- In order to maximize the influence and impact of its leaders St Benet's promotes a model of learning-centred leadership. This provides a relevant and sharply focussed framework for values-led improvement.

### Learning-centred Leadership:

St Benet's expects that leadership across the Trust will involve a strong commitment and concern for all pupils' learning. Expressed another way, what is distinctive about school leadership, compared to the leadership of other organisations is that it is centrally concerned with improving pupils' developments and achievements.

Research shows that school leadership has a significant effect on student learning, second only to the effects of the quality of the curriculum and teachers' instruction. Leadership is therefore most powerful and potent when it focuses on developing all pupils' learning and strengthening teaching. Therefore, this is why the idea of learning-centred leadership is so important.

St Benet's MAT will strive to establish, promote and support a climate of high achievement through learning-centred leadership by enabling leaders to make excellent decisions about:

- What is taught (curriculum)
- How it is taught (pedagogy)
- How it is assessed (formative and summative assessment)
- How learning is delivered and resourced (organisation)

Although Headteachers can draw on others for this process they must be seen to be confident about these issues and their implications. If learning is at the centre of the school's purpose they need to know what is happening within classes and among individual pupils and ensure the efforts of all staff are focused on individual pupil learning. In order to create the right capacity for Headteachers to make this their primary function St Benet's will strip away, as far as it is able, other leadership responsibilities delegated through the Education Reform Act of 1988 which introduced Local Management of Schools (LMS); for example, by introducing efficiencies through the procurement of external services such as HR, joint-purchasing and back-office finance functions.

St Benet's MAT will also seek to recruit and develop leaders who have knowledge of and technical excellence in teaching and can provide themselves, or recognise and encourage skills in others, for learning and assessment. This priority will underpin other ways of working, such as through the support and challenge provided by the Central Team. It will dominate the way they communicate, the way they collect and review data, respond to staff development issues and shape the culture and

structure of the academies they work with. In effect, they will model the learning-centred leadership we expect of those who lead our academies.

St Benet's will enable school leaders to work with and through others to influence teachers' practice through learning-centred leadership. In doing so, St Benet's will promote these powerful tactics for leaders to use:

- Modelling
- Coaching
- Monitoring
- Dialogue

These represent the essential methodology required to successfully implement whole school decisions to improve the curriculum, pedagogy, assessment, their organisation and delivery.

Finally, St Benet's will systematically seek through its succession planning strategy to identify, develop and utilise leadership talent in a way that builds capacity, competence and character through servant and learning-centred leadership. It will therefore seek to recruit and grow individuals who understand that:

- Leadership is *contextualised* because where they are affects what they do as a leader. There is no one way to be successful in all situations. Outstanding leadership is highly sensitive to the context.
- Leadership is *collaborative* because we need leaders who can work together and learn with one another in order to share effective practices both in and beyond their academy.
- Leadership is *distributed* because we think about leadership rather than just the leader.
- Belief in the power of one has given way to the belief in the power and reach of everyone.

Leadership is about providing a *sense of direction* to know where you are going. Good leaders 'see ahead', 'see behind', 'see above', 'see below', 'see beside', 'see beyond' and significantly 'see it through' (*Henry Mintzberg 2003*). They are aware of what is happening outside the school which will have implications for what goes on inside it and are capable of implementing change even when it is difficult to do so.



## Appendix 2 - Application procedure for time off for training / study and financial support

1. We are committed to developing the skills and knowledge of our employees and will support training appropriate to job roles, subject to the needs of the Trust/Academy, and operational and budgetary considerations.
2. To be eligible to make a formal request under this procedure you must:
  - a. be an employee\*
  - b. have worked for us continuously for 26 weeks at the date your request is made
  - c. have made no previous formal requests under this procedure in the last 12 months

*\*Some employees aged 18 or under are subject to special laws on education and training, and may not be covered by this procedure, depending on age and qualifications.*
3. To make a formal request under this procedure you should submit the form at the end of this Appendix to your Line Manager.
4. If your application for training is agreed without the need for a meeting, a copy of the signed form will be returned to you and the original will be retained on your personnel file.
5. If necessary, the application will be discussed with you, usually within 28 days of receiving your formal request. We will normally tell you the decision in writing within 14 days of the meeting.
6. We do not have to pay you while you are taking time off for study or training requested under this procedure. However, in some cases we may agree to pay you for some or all of the time off. We do not have to pay the costs of training or study requested under this procedure (including associated costs such as travel expenses). However, in some cases we may agree to meet some or all of those costs.
7. Where we reject all or part of your request, we will write to you with the following information:
  - a. which part of your request is rejected
  - b. which of the grounds for rejection set out below applies and why; and
  - c. the appeal procedure
8. We may reject your request for any of the following reasons:
  - a. that the proposed study or training would not in our view improve your effectiveness at work and the performance of the Trust/Academy
  - b. the burden of additional costs
  - c. detrimental effect on ability to meet the demands of the school/Academy community
  - d. inability to reorganise work among existing staff
  - e. inability to recruit additional staff
  - f. detrimental impact on quality
  - g. detrimental impact on performance
  - h. insufficiency of work during the periods that you propose to work
  - i. planned structural changes
9. You may appeal if we reject all or part of your request. Your appeal, at which you may be accompanied, must:

- a. be in writing and dated
  - b. set out the grounds on which you are appealing; and
  - c. be sent to The CPD Leader within 5 days of receipt of the written notice of our decision
10. The appeal decision will be final and you will not be able to make another formal request until 12 months after the date of your original request.
11. You must tell us in writing immediately if:
  - a. you do not start the approved course for any reason (for example if it is cancelled)
  - b. you do not complete the approved course
  - c. you undertake (or wish to undertake) a different course of study or training
  - d. there are changes to the approved course, including changes to the timing or content of the course
12. This procedure does not form part of any employee's contract of employment and we may amend it or depart from it at any time.

**Application for funding and/or time off for training or to undertake study – Part A**

**Name:**

**Job Title:**

Course Title
Course Provider
Course dates (approximate if necessary)
The subject matter of the study or training
Where and when it takes place
What qualification (if any) it would lead to
How you think the study or training would improve your effectiveness at work

How you think the study or training would improve the performance of the Trust/Academy

Date(s) of any previous applications

**Please complete Part B overleaf.**

## Application for funding and/or time off for training or to undertake study – Part B

Name:

Job Title:

Please tick as applicable:

A I request that the course fees are paid by the Local Governing Body of the Academy.

The total course fees are £ \_\_\_\_\_.

Please attach a copy of the course provider's information on fees

B In the event that the academy will not agree to pay the course fees then I will be fully responsible for payment.

C I will be fully responsible for payment.

If you have ticked Option A then, in consideration of this, you agree that if your employment terminates after the Trust/Academy has incurred liability for the cost of the training you will be liable to repay some or all of the fees, expenses and other costs of the course as set out below:

- (a) if you cease employment before you attend the course but the Trust/Academy has already incurred liability for the costs, 100% of the costs that the Trust/Academy cannot recover from the learning provider shall be repaid
- (b) if you cease employment during the training course or within 12 months of completing the course, 100% of the costs shall be repaid
- (c) if you cease employment more than 12 months but no more than 24 months after completing the course, 50% of the costs shall be repaid
- (d) if you cease employment more than 24 months but no more than 36 months after the completion of the course, 25% of the costs shall be repaid.

Thereafter, no repayment shall be required. You agree to the Trust/Academy deducting the costs from your final salary or any outstanding payments due to you and agree to be responsible for the repayment of any outstanding amount.

I, \_\_\_\_\_ [insert name] understand and accept that I may in extreme circumstances be required to absent myself from the course and attend the Academy, if directed by the Headteacher (or delegate).

I, \_\_\_\_\_ [insert name] confirm that there will be no other additional expenses that will be incurred by Trust/Academy as a result of me undertaking this course e.g. travel, books, examination fees, etc

I, \_\_\_\_\_ [insert name] understand and accept that:

- Any books or resources belonging to the Trust/Academy bought by the Trust/Academy remain the property of the Trust/Academy and must be returned on completion of the course or earlier if required.
- The Headteacher/Principal may request an attendance report from the course tutor. If I am unable to attend for any reason I will ensure that my Line Manager is notified.
- Consent for me to undertake the course outlined by me in this agreement is dependent on my signed and dated acceptance of the terms of the agreement.

Signed Employee: \_\_\_\_\_

Date: \_\_\_\_\_

Print Name: \_\_\_\_\_

Part C overleaf **to be completed by management.**

**Application for funding and/or time off for training or to undertake study – Part C**

**Part C to be completed by management.**

Please select A or B as appropriate:

- A The application is granted in full.
- B The application is granted in part. Please see the accompanying letter which sets out the reasons why the application has been rejected, in full or in part, and which provides the opportunity of an appeal.

Signed Manager: \_\_\_\_\_

Date: \_\_\_\_\_

Print Name: \_\_\_\_\_