



Humber UTC
A University Technical College

CPD Policy
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Approved by the Humber UTC Board on XXXX

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Background

Continuing professional development (CPD) encompasses a wide range of activities for UTC staff which adds to their professional knowledge and enhances their professional skills. High quality professional development focuses on improving students' learning.

We believe that a coherent and progressive opportunity to develop professionally and personally both improves standards and raises morale through personal and professional fulfilment and assists recruitment and retention.

Principles

Both teaching and support staff and governors shall have an entitlement to equality of access to high quality induction and continuing professional development. All members of staff will have opportunities through performance management to discuss their professional development needs.

The central emphasis will be on improving standards and the quality of learning and teaching. The ultimate aim is the improvement in the practice of individuals and teams through creating learning communities in which supportive and collaborative cultures directly extend the capacity for continuous self-improvement.

The principles of CPD at Humber UTC are:

- To help raise students' achievement
- To meet identified individual, UTC and national priorities
- To make effective use of resources, particularly ICT
- To provide value for money
- To respect diversity
- Based on good practice
- Based on current research and inspection evidence
- Effective monitoring and evaluation systems

Aims

CPD at Humber UTC will:

- be relevant to the needs of participants, the College and the UTC
 - challenge and support
 - cut new ground & be research-based
 - support risk taking
 - excite and motivate
 - involve a spectrum of opportunities from courses to self-study
 - involve opportunities for individual learning
 - include opportunities for collaborative learning
 - involve peer support and coaching
 - enhance career progression
 - bring about improvement and make a difference to pupils of varying needs
 - have its impact monitored and evaluated
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- be inclusive

Practice

Staff will complete an annual audit to identify their professional and personal needs with links to the UTC/College's self-evaluation procedures and performance management systems. In so doing, we will address the needs created by national and local priorities, the needs of the UTC/College as well as personal needs, aspirations and fulfilment. The UTC/College's CPD provision will allow staff to develop skills and competencies progressively, with reference to recognised competency frameworks such as the DfE Teachers' Standards Framework, NCTL's Leadership Development Framework and competency descriptions for Teaching Assistants, HLTAs, Business Managers etc.

Staff Training

80 minutes will be allocated in the UTC every week for staff training. This time will be managed and allocated by the Senior Leadership Team to ensure that staff are offered appropriate professional development. These two hours are within the calculation of Directed Time for teaching staff. The UTC will then disaggregate three training days per year.

Roles and responsibilities

The individual member of staff will:

- seek out and make the most of the professional development opportunities available to make sure that pupils receive the best and most appropriate education possible
- reflect on their own practice to determine strengths and areas for development
- document those reflections to contribute actively to performance management, through maintaining a professional development record or portfolio
- take part in opportunities to share strengths and learn from colleagues
- seek out and utilise new thinking, ideas and technology relevant to their roles
- support colleagues in achieving high professional standards

The UTC will provide:

- leadership of professional development by the Performance Management leader
- induction procedures for all staff
- close links between performance management procedures, the identification of professional development needs and how those needs are to be met
- planned arrangements for CPD which reflect the UTC's needs, national and local priorities and the professional development needs of individuals
- a wide range of school-based, local and national opportunities for professional development
- appropriate quality standards in organisations supporting effective professional development such as Investors in People, Basic Skills Quality Mark, Artsmark, etc
- clear identification of staff development activities in the Development Plan
- encouragement and support for the maintenance of a portfolio of professional development

- opportunities for staff who wish to do so to seek accreditation for their professional development
- effective means of disseminating professional learning to those staff for whom this is appropriate
- robust quality assurance to monitor the quality of provision, ensure best value and evaluate the impact of CPD activities on standards and the quality of learning and teaching
- accurate information about spending on professional development

Monitoring and evaluation

- Following an external CPD activity, each member of staff should facilitate the dissemination of information to their department and/or faculty, or share across the UTC as appropriate.
- A record will be kept with the Human Resources software of all training undertaken by staff and can be reported to the Board annually.