



## **Continuing Professional Development (CPD) and Training Policy**

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## Introduction

### Statement of intent

We believe in excellence and to provide all our staff with the training opportunities to achieve this, developing the skills and expertise in teaching and training knowledge, skills and performance and receive recognition through exceptional career development.

This policy applies to all staff employed by Manor Green School (including apprenticeship provision).

### School Mission Statement and Vision

To be the Centre of Excellence for students with special educational needs and apprenticeship delivery

### School Aims

To ensure outstanding outcomes for all students and apprentices at Manor Green School

### Aims and objectives

Manor Green School is committed to the learning and development of its staff and recognises that the school will function most effectively where adequate support and development opportunities are available to staff.

The purpose of continuing professional development is to:

1. Improve the quality of teaching and learning.
2. Enable staff to meet their individual performance management objectives.
3. Involve all staff in achieving the school's objectives as outlined in the SDP.
4. Provide a systematic approach to development for staff.
5. Provide support and advice for staff.
6. Ensure all teaching staff meets the teachers' standards.

## 1. Key roles and responsibilities

- 1.1. The Governing Board has overall responsibility for the implementation of the Continuing Professional Development (CPD) and Training Policy of Manor Green School.
- 1.2. The Governing Board has responsibility for ensuring that the CPD and Training Policy, as written, does not discriminate on any grounds, included under the Protected Characteristics of the Equality Act 2010.
- 1.3. The Headteacher will be responsible for the day-to-day implementation and management of the CPD and Training Policy.
- 1.4. The Head of HR and the HR Officer – Training and Development are responsible for overseeing the administration of CPD and training at a strategic level and to report on the provision and impact of CPD.
- 1.5. Line managers are responsible for identifying training needs among their staff members via performance management and observations.
- 1.6. Heads of department are responsible for identifying training needs across their departments.

- 1.7. Members of staff are responsible for identifying their own training needs and evaluating the CPD they undertake.

## 2. Identifying needs

- 2.1. **Individuals** - should identify CPD as part of the performance management process, and in response to their own practice.
- 2.2. **Departments** – Heads of Department should identify CPD during departmental meetings and reported to the HR Officer - Training and Development.
- 2.3. **Organisational** - these may arise as the result of new legislation and policies, or as part of the wider school improvement plan (SIP/SDP). They should be considered by the SLT in liaison with the HR Officer - Training and Development and be factored in to long term strategic planning (LTSP).
- 2.4. **Apprenticeship delivery** – training needs may be identified through engagement with employers either through the development of the School's role as a Main Provider of apprenticeships both within the School or to external bodies.
- 2.5. Development needs should be reviewed formally at least twice a year during the appraisal process.

## 3. Provision of CPD and training

- 3.1. CPD provision encourages staff to develop skills and competencies progressively with reference to Teachers' Standards, NCSL's Leadership Programmes, and competency descriptions for Teaching Assistants, Higher Level Teaching Assistants, School Business support etc.
- 3.2. The school will support accreditation of the professional development of staff and continue to work closely with appropriate accreditation agencies to ensure that the professional development programmes and activities meet the Standards of the awarding bodies.
- 3.3. Quality assurance checks will ensure that schools access provision of a consistently high standard.
- 3.4. To ensure that there are effective links to school improvement and self-evaluation and to ensure that CPD maintains a high profile, the HR Officer - Training and Development holds a senior responsibility within the school
- 3.5. We are proud of the quality of teaching and learning at our school. We are committed to disseminating good and successful practice that supports and improves teaching and learning. CPD processes will be designed to widen participation, maximise inclusion and minimise bureaucracy.
- 3.6. The school will participate in initiatives and projects which can be shown to have a positive impact on staff development, represent good value for money and can be accommodated within the constraints of the school.
- 3.7. MGS benchmarks educational standards by following advice from the Department of Education on required training.

#### 4. Training Costs

- 4.1. The Training Budget is held centrally by HR and delegated to L&D provision.
- 4.2. Staff should use the Training Request and Agreement forms when applying for school funding.
- 4.3. All funds are allocated on an equitable basis where possible and where a CPD need has been evidenced and discussed with a Line Manager.
- 4.4. Individuals are also encouraged to apply for Training Funds when applicable, to help fund private further education.
- 4.5. The school does not tend to fund master degree modules unless a particular module can have a direct impact on the school's objectives.
- 4.6. The school also encourages unqualified teachers to follow degree courses on a part time basis.

#### 5. Repayment of training costs

- 5.1. For individual training courses where the cost to the school exceeds £500 per person, staff will be asked to sign a training agreement which is contractually binding. If a member of staff leaves the course or employment during the academic year of the course, they will be liable for 100% repayment of the costs incurred by the school.
- 5.2. If a member of staff leaves employment during the following academic year after the course they will be liable for 75% of the total cost. If a member of staff leaves during the second academic year after the course, they will be liable for 50% of the total cost.
- 5.3. If a member of staff's current job is made redundant or they are dismissed from employment the funding would not be repayable to the school.
- 5.4. The school reserves the right, on the employee's resignation, to require them to repay the employer for training costs that they owe from their final salary payment.

#### 6. Leadership and management of CPD

- 6.1. The HR Officer - Training and Development will receive training to ensure that they are able to fulfil the role effectively.
- 6.2. The HR Officer - Training and Development will discuss with the Headteacher, SLT and Governing Board the main CPD priorities and the likely budgetary implications of addressing these needs. They will advise on issues such as the benefits of service agreements with appropriate providers.
- 6.3. CPD issues will be considered at Governing Board meetings and be included as part of the Headteacher's report. The Head of HR shall attend Governing Board meetings as appropriate, including the annual presentation of a report on the provision and impact of CPD.
- 6.4. There should be robust, transparent arrangements for accessing CPD that are known to all staff.

- 6.5. All staff are required to complete the Performance Management Review in line with the schools process.

## 7. Planning for effective CPD

- 7.1. CPD opportunities should meet the following criteria:
- Meet identified individual, school or national development priorities.
  - Help raise standards of student achievements.
  - Provided by those with the necessary experience, expertise and skills.
  - Planned systematically and follow the agreed programme except when dealing with emerging issues.
  - Based, where appropriate, on relevant standards.
  - Make effective use of resources.
  - Provided in the right environment with appropriate equipment.
  - Provide value for money.
  - Have effective monitoring and evaluation systems.
  - Succession planning and grow your own (teaching and leadership)

## 8. Types of CPD activity

- 8.1. Attendance at a course or conference.
- 8.2. In-school training using the expertise available within the school.
- 8.3. School-based work.
- 8.4. School visit to observe or participate in good and successful practice.
- 8.5. Secondments
- 8.6. Opportunities to participate in award bearing work from higher education or other providers.
- 8.7. Research opportunities.
- 8.8. Distance learning.
- 8.9. Practical experience.
- 8.10. Job enrichment/enlargement.
- 8.11. Producing documentation/resources.
- 8.12. Coaching and mentoring.
- 8.13. Partnerships.
- 8.14. Apprenticeships – using the service and learning options provided to the school by their supplier of choice
- 8.15. Creating an improved learning environment within the school.

## 9. Evaluation of CPD activities

- 9.1. CPD activities will be evaluated on an individual, departmental and whole school basis.
- 9.2. Evaluations will measure the following:
- Student and school attainment.
  - Improved teaching and learning.
  - Increased student understanding and enthusiasm.
  - Increased staff confidence.
  - Increased evidence of reflective practice.
  - Recruitment, retention and career progression/promotable staff.
- 9.3. Evaluations will take place with the following frequency:

- Staff members will evaluate individual CPD and training activities as they undertake them.
- Heads of Department will evaluate departmental CPD and training activities once per term.
- The HR Officer - Training and Development will evaluate whole school CPD and training annually in a report for the Governing Board and SLT.

#### 10. List of Mandatory CPD for all staff

- MGS Induction
- Safeguarding
- GDPR
- PREVENT Duty
- Autism Awareness
- Interventions
- Educational Visit Awareness
- Starting your School Career
- Sexual Harassment
- Cyber Security
- PICA awareness
- Equality and Diversity
- Whistleblowing
- Health and Safety Essentials
- Fire awareness safety
- Fire evacuation practice

#### 11. Review of Procedure

This procedure shall be reviewed and revised as necessary on an annual basis.

##### Link to other Policies:

- ☐ [Staff handbook](#)
- ☐ [Guide to performance management](#)
- ☐ [Probation policy](#)
- ☐ [APT Capability Policy and Procedure for all staff](#)

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The Governing Board approved this policy on date: 3<sup>rd</sup> July 2025

Signed: Colin Hayfield, Chair of Governors

Signed: Helen Hannam, Headteacher & Principal

Date of review or revision	Description	Author or reviewing officer
June 2025	Minor updates	Anna Weir