



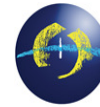
CONTINUING PROFESSIONAL DEVELOPMENT GUIDELINES

1. Principles, values and entitlements.

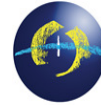
- 1.1 Ruskin Mill Educational Trust (the Trust) places a very high priority on Continuing Professional Development (CPD) for all members of staff and is a 'learning community'. The Trust regards CPD as a means of providing all staff with a career-long opportunity to engage in a range of learning and developmental activities.
- 1.2 The Trust believes that CPD is the basis of personal and professional growth for all staff and the continued improvement in the quality of teaching and learning within its colleges. A successful CPD programme has been proven to have a positive effect on staff morale as well as being a major factor in the recruitment and retention of staff and succession planning.
- 1.3 The Trust's strategy with regard to CPD is to address those needs created by international, national and local priorities, the needs of the college and, where possible, individual staff's needs and aspirations.
- 1.4 The emphasis of all CPD activities is on raising student achievement and standards, and improving the quality of teaching and learning. It is the intention to improve the practice of both staff teams and individuals by developing a "learning community" in which a supportive and collaborative culture extends the capacity for continuous self-improvement. The Trust recognises that the most effective CPD is that where colleagues can learn from one another through observation, feedback, coaching and mentoring.
- 1.5 The Trust is committed to providing all staff and trustees with equality of access to continuing professional development. All employed staff at the Trust will have opportunities through the annual Performance and Development Review process and other appropriate mechanisms to discuss their professional needs at least on an annual basis.
- 1.6 The Trust's CPD provision will seek to build on existing staff skills and encourage the increasing use of analysis, reflection and self-evaluation.
- 1.7 The sharing of good and successful practice is key as part of the Trust's CPD implementation strategy. Organisational structures (which are reviewed on a regular basis) are in place to allow this to happen.
- 1.8 These Continuing Professional Development Guidelines does not form part of any employee's contract of employment and is entirely non-contractual. It may be amended, withdrawn, suspended or departed from at the discretion of the Trust.

2. Responsibilities of the Hiram Academy

- 2.1 The Director of Learning and Development will present an annual CPD report to Trustees detailing:



- staff take-up of CPD opportunities over the year;
 - an impact analysis of CPD activities over the year;
 - a forecast of CPD needs for the coming year and the link to the Trust's Training and Development Plan, plus an estimation of the financial resources required to meet those needs to allow effective budgeting.
- 2.2 The Hiram Institute will support accreditation of the professional development of staff, where appropriate and in the light of available resources including finances. If finances are not available to support CPD of the individual, it is still highly encouraged that staff pursue their own route sourcing appropriate funding to assist them in this process.
- 2.3 The Hiram Institute will ensure that the CPD strategy offers training to staff and trustees on their responsibilities under Health and Safety Legislation, the Race Relations Act, Equality of Opportunity legislation as well as training on Safeguarding appropriate to the member of staff's role within the Trust.
- 2.4 The Hiram Institute will monitor the take up of all CPD activities to ensure that there is equality of opportunity for all staff and trustees irrespective of race, gender, age, sexual orientation, religion and belief, disability and seniority within the Trust.
- 2.5 The Hiram Institute will ensure that appropriate quality assurance monitoring mechanisms are in place to ensure that the Trust provides access to provision of a consistently high quality.
- 2.6 The Hiram Institute will seek out the best CPD provision within and outside the colleges and may choose to enter into an agreement with one or more suppliers, such as the LEA, that offer a total package of provision, brokering and co-ordinating services, if this is seen to present value for money.
- 2.7 The Hiram Institute will seek to co-ordinate participation in local, national and international initiatives which will have a positive impact on staff development represent good value for money and are relevant to the current or future priorities of the Trust or other major initiatives.
- 2.8 The Hiram Institute will seek to gain quality standards that support effective CPD and seek to measure the impact of CPD on standards and achievements.
- 2.9 It will be the responsibility of the Director of Learning and Development to evaluate annually the effectiveness of the CPD policy.
- 3. Why have a Continuing Professional Development Policy:**
- 3.1 To ensure continuous improvement and development of a learning organisation, which includes:
- Ensuring the Trust's vision, values and method including its charitable purposes is maintained;
 - Raising the levels of staff achievement in the Trust;



- Improving the quality of leadership and management in the Trust;
- Improving the quality and impact of teaching within the Trust;
- Being supportive of professional and career aspirations;
- Developing an effective programme of CPD opportunities for all staff;
- Building on existing good practice within the Trust;
- Seeking out good practice elsewhere within the LEA, with four other partners and to determine how this could be used within the Trust to raise standards;
- Underpinning, integrating and refining existing initiatives within the Trust;
- Maximising the potential of performance management for teaching staff and professional review processes for non-teaching staff.

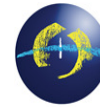
4. Criteria the Hiram Institute will use for CPD opportunities

4.1 CPD opportunities offered to staff will meet the criteria set out in the Department of Children, Schools and Families (DfCSF) Code of Practice. They will:

- meet Lifelong Learning UK standards (LLUK), Trust, and where possible, individual development research priorities;
- be based on good practice;
- help raise standards of student achievement;
- respect cultural diversity and equality of opportunity;
- be provided only by those with the necessary experience, expertise and skills;
- be planned systematically and follow an agreed programme, except when dealing with emerging issues;
- be based, where appropriate, on current research and inspection evidence;
- be based on approved courses and training;
- make effective use of resources, particularly ICT;
- be provided in accommodation which is fit for purpose with appropriate equipment;
- provide value for money;
- have effective monitoring and evaluation systems including seeking out, and acting upon, participants feedback to inform the quality of future provision.

4.2 The Trust will support a wide range of CPD approaches identified according to best value principles. These include:

- CPD needs identified by staff, and approved by the Hiram Institute;
- Attendance at a course or conference;
- College training using in-house expertise;
- College training using an external consultant, adviser, teacher adviser, or other relevant expert;
- College training using external expertise for demonstration lessons, or master classes;
- Visits to other colleges to observe or participate in good practice;
- Secondments, sabbaticals, study leave, exchanges or other placements including visits abroad;
- Opportunities to participate in qualification based and validated work;



- Research opportunities;
 - Distance learning;
 - Practical experiences such as presenting an educational paper, contributing to a training programme both in college or other, being involved in a local, national or international network, working party or partnerships;
 - Job enrichment activities such as taking a temporary post of higher responsibility, job sharing, rotation or shadowing;
 - Producing documentation or resources for the use by other staff, for example teaching materials, ICT packages or training videos;
 - Coaching, mentoring or acting as a critical friend;
 - Being part of an interview or accreditation panel either in college or for another body or organisation;
 - Facilitating training by acting as the leader between presentations.
- 4.3 The Trust will ensure that appropriate opportunities will be provided for all groups. These will include:
- Newly qualified tutors;
 - Experienced tutors;
 - Junior Managers/Supervisors;
 - Middle Managers;
 - Senior Staff;
 - Trustees;
 - Non teaching staff such as finance, human resources, admissions and college administration managers;
 - Tutoring assistants, support workers, and other support staff;
 - Secretarial and administrative staff;
 - Catering staff;
 - Attendance and support;
 - Caretaking and cleaning staff;
 - Instructors and technicians;
 - Maintenance staff.

The Trust will provide CPD opportunities for each of its occupational groups in terms of induction and current role related needs, plus advice and special guidance on promotion, if required.

5. Developing a CPD Infrastructure

5.1 Registration with the Institute for Learning (IFL)

All tutors who are employed, including part-time, in a Young Persons Learning Agency (YPLA) funded organisation are required to register with a professional organisation. In addition they will be expected to undertake and record, as will all staff in the Trust, continuous professional development (CPD). It is encouraged that non-teaching staff also register as a person interested in the sector.

Please contact the Hiram Institute or a member of the Department of Human Resources to obtain a hard copy of the Institute for Learning (IFL)



membership form or, please download a copy from the IFL website. Once completed you will need to complete and send the form to the IFL. Should you wish to do this electronically the website address is www.ifl.ac.uk. Non-teaching staff are encouraged to register as 'a person interested in the sector'. Please ensure that you provide Human Resources or the Hiram Institute with your registration number - without this we are unable to complete your records.

Please do not hesitate to contact the Hiram Institute should you require any assistance.

It is a mandatory requirement that all tutoring/teaching staff maintain their registration with the IFL as this may affect your on-going ability to continue to teach within the Trust.

5.2 To track your CPD you can:

Using a computer

- You will have access to the Trust system called HR.net using your own username and password (if you do not have a username or password, please contact a member of the human resources team);
- There you will find clear further instructions;
- You will be able to print a copy of your CPD;
- You can discuss your CPD at your annual review;
- It will be confidential.

Recording the information on paper

- A CPD form can be obtained from you're the Department of Human Resources, tutor team leader or your line manager;
- Or keep records in a journal or diary;
- You can discuss your CPD at your annual review;
- It will be confidential;
- All entries must be transferred to HR.net.

Undertaking a CPD analysis.

The Trust will undertake an annual CPD needs analysis as part of the annual appraisal process. Trustees will ensure that an adequate annual CPD budget is in place to meet the CPD needs of the Trust. CPD information will come from four main sources:

- College training and development plan priorities;
- Role related professional development needs;
- Staff performance and development review requests;
- Other professional development needs.

5.3 College training & development plan priorities

The College Improvement Plan will identify college priorities and major initiatives each year. CPD requirements to support these priorities and initiatives will be identified in the CPD training list. CPD requirements to support the College Development Plan priorities and initiatives will receive the highest level of support from Trustees.



5.4 Role related professional development

Role related professional development needs fall into three categories:

1. Staff orientation needs;
2. Pre-identified role related needs - performance and development reviews;
3. One-off role based professional development needs.

5.5 Induction needs

The Trust identifies the orientation needs for all new members of staff and all existing members of staff taking on a new role within the Trust. Trustees will support all orientation requirements. On appointment, all new members of staff will be introduced to their line manager and have their orientation program fully explained by the Hiram Institute Co-ordinator.

5.6 Pre-identified role needs

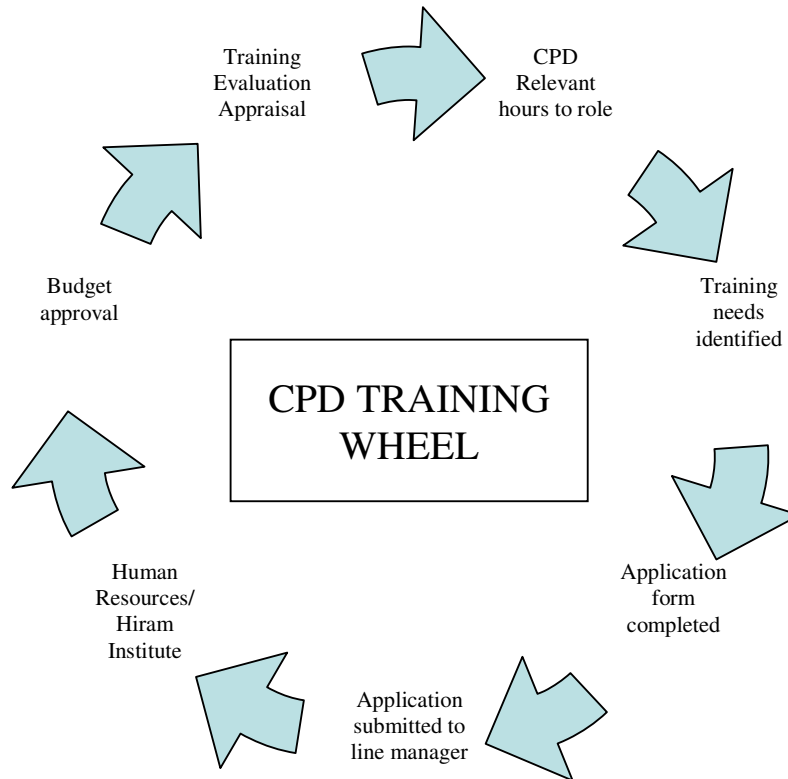
The Trust has identified CPD needs related directly to the different roles within the organisation, such as centre based training for support workers and training for managers. These CPD requirements will be incorporated into the annual CPD programme. These CPD needs will be supported each year by the senior management team at each respective college and the Trustees.

5.7 One-off role based professional development needs

These CPD activities will be identified as being valuable in developing skills, understanding or expertise in the member of staff's current role. These "one-offs" may not be known well in advance and so financial resources will be kept in reserve each year to support such opportunities. Support for each request will depend on the appropriateness of the request in relation to the role undertaken within the Trust and the availability of resources.

5.8 Staff Performance and Development Review Process

The Staff Performance and Development Review (Appraisal) process invites all staff to identify CPD needs for the coming year. These will normally be related to the College Development Plan priorities and initiatives, but there may be other individual requests. All these requests will be collected, collated and recorded.



5.9 Other professional development needs

Staff may wish to be involved in CPD activities not related to their current role. These may include working for additional degrees, qualifications or diplomas, or attending courses in preparation for a future role. The Hiram Institute will decide annually how and if at all, the Trust can support staff with the funding for this type of professional development request.

5.10 Collating CPD needs

Each year all the proposed future professional and career developmental needs of staff will be collated. Proposals for CPD provision for the coming year will be presented to the senior management team within each college. The proposals will seek to identify the benefits to the Trust of each CPD activity and any resource implications.

5.11 Meeting CPD needs

Once an individual's CPD needs for the coming year have been identified, through the performance and development review the most effective means by which each requirement might be met will be decided in consultation with the staff concerned.



All members of staff are responsible for managing their own CPD, they should ensure that they review their identified needs on a regular basis and proactively look for ways to meet these needs.

Staff should not rely on their line managers or the Trust to ensure that they meet their CPD requirements but must take ownership and responsibility for their own CPD.

5.12 Recording, monitoring and evaluating CPD activities

5.12.1 Recording

All members of staff have the responsibility to keep their own personal record of all CPD activities that they have undertaken (CPD is a mandatory requirement for all staff). Ideally this will be as a computerised log within HR.Net. Where this is not possible then staff should keep a paper record. Assistance on how to record CPD onto HR.Net is available from the Hiram Institute co-ordinators.

This log will then feed into the annual record of CPD activities undertaken by staff within the Trust.

5.12.2 Monitoring

All members of staff are required to complete their CPD log for each CPD activity (or series of activities) attended.

All CPD undertaken must be evaluated and its effectiveness and quality of provision analysed. All providers will receive any appropriate feedback.

The Hiram Institute has overall responsibility for monitoring the implementation of the CPD policy.

5.12.3 Evaluation

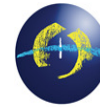
The senior leadership team will evaluate the CPD report annually. Evaluation will be in two parts:

Analysis of CPD programme take up

- Number of staff involved categorised by gender, ethnicity, post/position;
- Perception of quality of provision;
- Overall cost;
- Types of CPD activities being undertaken.

Impact especially as measured by

- Staff progress and achievement;
- Improved teaching and learning;
- Improved leadership and management;
- Improvement in workshop practice;
- Increased staff enthusiasm;



- Increased staff confidence and motivation;
- Increased evidence of reflective and analytical practice;
- Effects on recruitment and retention;
- Evidence of career progression and staff gaining promotion.

6. The Role of the CPD leader - Director of Learning and Development

6.1 Organisational information

6.1.1 The Trust has a named CPD leader. The leader is a senior member of staff (currently the Director of Learning and Development) with a wide experience of supporting the professional and career development of staff supported by Hiram Institute Co-ordinator teams.

6.1.2 The CPD leader/Hiram Institute Co-ordinator will be directly responsible to the Senior Staff for all CPD activities, for both teaching and non-teaching staff and will provide regular updates of progress. Managers will be expected to provide direct help to all members of their teams in supporting their agreed CPD needs. The CPD leader will take the lead in preparing the Annual CPD Report to Trustees.

6.1.3 The CPD Leader will receive appropriate and continuous training in order to fulfil the role.

6.1.4 The CPD leader will be responsible, along with the Senior Management Team and appropriate team leaders, to ensure that the organisational infrastructure remains robust enough to carry CPD information and feedback back and forth to all appropriate members of the community.

7. Main responsibilities

7.1 The key task for the CPD leader is to ensure the efficient and effective delivery of the CPD guidelines.

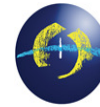
This will be done by:

7.1.1 Maintaining effective links with key providers, agencies and organisations such as the LEA, DfCSF, ILM, LLUK, universities, subject associations, and commercial organisations to ensure that all CPD opportunities are identified and made available to staff.

7.1.2 Ensuring that all CPD opportunities made available conform to the DfCSF Code of Practice, Race Relations and Equality of Opportunity legislation

7.1.3 Ensuring that all members of the community have equality of access to a full and agreed range of orientation, job related and other CPD opportunities.

7.1.4 Providing CPD opportunities to the different occupation groups of staff as outlined in the policy and monitoring the uptake in terms of gender, ethnicity and seniority.



- 7.1.5 Organising and making available to all staff relevant CPD information in appropriate electronic or hard copy formats
- 7.1.6 Dealing with all requests for CPD provision and advising on how, if appropriate, each might be accessed
- 7.1.7 Ensuring that the administration of CPD activities is managed effectively including the prompt return of applications for CPD attendance, the booking of cover staff, the effective dissemination of feedback and the maintenance of appropriate records of all CPD activities undertaken by staff.
- 7.1.8 All funding for training and qualifications (both internal and external) come from a limited budget, so there are times when it may not be possible or only partial funding can be provided. Priority will be given to qualifications which are deemed mandatory in priority order by the Trust.
- 7.1.9 In all cases where funding is to be provided in the member of staff will be required to sign a formal Training Agreement which confirms that if they leave the Trust within one year of completing the qualification, they will repay all of the funding provided. In the second and third year following the completion of the qualification, the member of staff would be required to repay a proportion of the fees. Full repayment of any fees incurred by the Trust on your behalf will be required if you fail or do not achieve the qualification(s) for any reason.
- 7.1.10 Receiving CPD feedback from participants, ensuring, where appropriate, that dissemination takes place to other staff, and that providers receive relevant feedback.
- 7.1.11 Organising and collating the dissemination of all good and successful practice stemming from CPD opportunities in such ways as to lead to an improvement of standards in teaching and learning.
- 7.1.12 Devising a monitoring process allowing for annual CPD evaluation.
- 7.1.13 Ensuring that all CPD provision is checked to be of a consistently high quality through the regular monitoring of staff evaluation returns.
- 7.1.14 Providing information to Trustees on the staff uptake of CPD activities in the Annual CPD Report
- 7.1.15 Devising criteria for evaluating over the medium to long term the effectiveness of staff involvement in the various CPD activities undertaken, and reporting to Trustees on the effectiveness of CPD activities in the Annual CPD Report.



- 7.1.16 Ensuring that all members of the community have at least an annual opportunity through the performance and development review or professional review procedures to discuss their individual needs and aspirations.
- 7.1.17 Collecting and summarising all the requested needs of staff prior to a presentation to Trustees on future CPD needs in the Annual CPD Report.
- 7.1.18 Liaising with the Hiram Institute and Human Resources, Senior Staff and Trustees on CPD needs and on appropriate ways of providing access.
- 7.1.19 Providing appropriate and agreed orientation for all new members of staff and trustees.
- 7.1.20 Providing training to all staff on effective professional and career development planning and maintaining an individual Professional Development Profile based on an agreed format.
- 7.1.21 Advising and liaising with organisations offering accreditation for any CPD being undertaken by members of staff, and providing help and support to those members of staff seeking accreditation.
- 7.1.22 Advising the Senior Management and Trustees on the benefits of participation in relevant local and national initiatives.