

Continuous Professional Development (CPD) Policy

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1. Introduction

Continuous Professional Development (CPD) is a priority and an entitlement for all staff and governors of Intech Centre's. Its purpose is to:

- improve the quality of learning and teaching;
- enable the Centre to meet its curriculum aims;
- provide the highest standards of support and guidance to clients and learners;
- facilitate centre improvement and development;
- contribute to professional aspirations and career progression;
- support and challenge strategic decisions to ensure the best outcomes for learners.

All staff and governors have a responsibility to utilise CPD to develop their knowledge and skills as well as increase their capacity to be positive role models to pupils as lifelong learners. Staff should:

- keep their knowledge and skills up-to-date and be self-critical;
- take responsibility for improving services through appropriate professional development, responding to advice and feedback from colleagues;
- demonstrate knowledge and understanding of how learners learn and how this has an impact on teaching;
- have a secure knowledge of the relevant subject(s) and curriculum areas;
- reflect systematically on the effectiveness of lessons and approaches to teaching;
- know and understand how to assess the relevant subject and curriculum areas.

2. Approaches to CPD

Intech Centre's will support a wide portfolio of CPD approaches in order to facilitate centre improvement. As far as possible, CPD is personalised and takes into account the needs and career aspirations of the individual member of staff alongside the needs of the Centre.

The Centre acknowledges that successful professional development involves working in partnerships and should support a culture of trust and respect. It should:

- have a focus on improving and evaluating learner outcomes;
- be underpinned by robust evidence and expertise;
- include collaboration and expert challenge;
- be sustained over time.

Therefore, CPD approaches may include:

- attending a course or a conference;
- completing online training;
- attending internal training using the expertise available within the Centre.
- practical experience
- Staff meetings
- Standardisation meetings
- Observations
- One-to-one sessions with senior staff
- Reading and keeping up-to-date with process and policy changes

3. Induction

All staff and governors new to Intech Centre's receive a planned induction in centre which is supplemented by prime contractors'/funders' requirements. Every new member of staff receives a handbook and must go through shadowing and observations processes for at least 2 weeks to understand the delivery system. The days are structured to ensure that new members of staff benefit from a positive and purposeful start to their career at Intech Centre's.

4. Continuous Training

The Centre supports and encourages all staff to take part in ongoing training and improvement throughout the academic year. The principle purpose of this continuous training is to improve learning and teaching by:

- increasing awareness of educational developments and innovations;
- improving knowledge and specialist knowledge, e.g. Special Educational Needs;
- sharing examples of effective good practices
- working collaboratively to exchange ideas
- enabling staff to contribute to the delivery of the Centre's development and improvement plans;
- The Centre aims to make the best use of all available resources and will draw from providers such as:
- in-centre expertise; making use of the knowledge, experience and skills of staff;
- local authority experts, e.g. the Islington Safeguarding Children Board

5. Leadership and Management of CPD

The Senior Manager and Internal Quality Assurance Manager are the CPD leaders and have overview of staff development. In order for staff to maintain and develop their skills and contribute to centre development, the CPD leaders will ensure that CPD balances the needs of the Centre and its development priorities; the development needs of each department and the career aspirations of the individual.

The CPD leaders' main responsibilities will be to:

- identify CPD needs through centre self-evaluation, analysis of learner outcomes, analysis of appraisal and target setting, formal and informal discussion with staff;
- discuss CPD priorities and budgetary implications with the Director;
- maintain accurate and up-to-date records of the training undertaken and delivered by staff and governors;
- monitor and evaluate the quality and impact of CPD through formal and informal feedback;
- report to the Director on the provision and impact of CPD;
- keep up-to-date with CPD developments nationally and locally;
- promote CPD as a central element of performance and appraisal;
- provide details of CPD opportunities and disseminate information to the appropriate staff.

6. Procedures

In the first instance, attendance at any CPD course must be agreed in principle with the member of staff's line manager. In the case of Senior Manager, training should be authorised by the Director.

Once the CPD course is completed, staff is required to send the completion certificate via email to salih@intechcentre.com

7. Funding

Funding for staff CPD is incorporated into company budgets.

8. Evaluation

The quality and short-term effectiveness of CPD is evaluated through informal discussion with staff and governors.

The long-term effectiveness of CPD is evaluated through:

- learner and client outcomes;
- lesson observations;
- minutes of subject meetings;
- staff well being (qualitative and quantitative measures);
- recruitment, retention and career progression of staff.