



Professional Development Statement

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Policy Owner: Head of Centre (HoC)

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Supporting Leads: EDI Lead; SENCo/Access Arrangements Lead (AAL); Heads of Department (HoDs); Attendance/Pastoral Lead; IT Manager; Exams Officer (EO); Data Protection Officer (DPO)

1. PURPOSE

1.1 This Professional Development Policy sets out the principles, structures and processes for the continuous professional development (CPD) of all staff at London Maths & Science College (LMSC).

1.2 The policy aims to:

- Ensure that staff have the knowledge, skills and behaviours required to deliver high-quality education and support services in line with LMSC's mission and values.
- Align professional development with strategic priorities, quality improvement plans and regulatory/awarding body requirements.
- Support staff to develop expertise in STEM, Business and related disciplines, including effective use of online and hybrid teaching methodologies.
- Promote a culture of reflective practice, continuous improvement and professional collaboration.
- Ensure statutory and mandatory training (e.g. safeguarding, health and safety, data protection, examination regulations) is completed, recorded and regularly refreshed.

2. SCOPE

2.1 This policy applies to:

- All teaching staff (permanent, temporary, sessional, visiting and agency staff delivering teaching and assessment).
- All members of the Senior Management Team (SMT) and middle leaders.
- Support and administrative staff, including those in examinations, data, IT, estates, finance, HR, admissions and reception.

2.2 The policy covers:

- Induction and probationary training.
- Mandatory/statutory training.
- Role-specific and specialist training (e.g. DSL, Exams Officer, SENDCo, Quality Nominee).
- Pedagogical and curriculum-based CPD, including Cambridge and other awarding body training.
- Leadership and management development.
- Professional learning related to online and hybrid delivery.

2.3 The policy should be read alongside:

- Staff Performance Management Policy and Plan
- Staff Behaviour (Code of Conduct) Policy
- Safeguarding and Child Protection Policy
- Health and Safety Policy
- Equality, Diversity and Inclusion Policy
- Online Safety and Acceptable Use Policy
- Examinations Policy / Exams Officer Handbook
- Quality Assurance and Improvement Policy

3. PRINCIPLES

3.1 LMSC's professional development is underpinned by the following principles:

- Strategic alignment – CPD supports college-wide priorities, improvement plans and inspection/awarding body requirements.
- Learner impact – The primary purpose of CPD is to improve learner experiences, progress and outcomes.
- Inclusivity and equity – All staff have access to appropriate development opportunities, with reasonable adjustments for individual needs.
- Evidence-informed practice – CPD draws on current research, sector best practice and awarding body guidance.
- Collaboration – Professional learning is enhanced through joint practice development, peer observation and communities of practice.
- Evaluation – The impact of CPD is monitored and evaluated at individual, departmental and whole-college level.

4. DEFINITIONS

- CPD (Continuing Professional Development): Any planned learning activity or experience that improves skills, knowledge, behaviours or professional competence.
- Mandatory training: Training required by law, regulation or safeguarding expectations (e.g. child protection, health and safety, data protection).
- Role-specific training: Training required to discharge specific responsibilities (e.g. DSL, Exams Officer, SENDCo, Quality Nominee, Cambridge programme leaders).

Professional learning: Wider development activities, including informal learning, reflection, peer collaboration and self-directed study.

5. TYPES OF PROFESSIONAL DEVELOPMENT

5.1 Induction and Probation

- Structured induction programme for all new staff, including:
- Mission, values and vision of LMSC.
- Key policies and procedures, including safeguarding, behaviour, data protection, examinations and quality assurance.
- Introduction to online systems, VLE, MIS and communication platforms.
- Probationary training and support tailored to role, with clear objectives and review points.

5.2 Mandatory and Statutory Training

- All relevant staff must complete and regularly refresh training in:
- Safeguarding and child protection, including online safety and Prevent.
- Health and safety, fire safety and first aid (role-dependent).
- Data protection, information security and acceptable use.
- Equality, diversity and inclusion.
- Examination regulations and malpractice prevention (for teaching, exams and support staff as appropriate).
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5.3 Teaching, Learning and Assessment (TLA) CPD

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- CPD for teaching staff may include:
- Subject knowledge enhancement in STEM, Business and related disciplines.
- Pedagogy for post-16, including stretch and challenge, differentiation, EAL/SEND support and behaviour for learning.
- Assessment design, marking, feedback and standardisation against awarding body criteria.
- Internal assessment and coursework/NEA management.
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5.4 Online and Hybrid Teaching CPD

- Effective planning and delivery of online and hybrid lessons.
- Use of digital tools and platforms (VLE, video conferencing, interactive resources).
- Online assessment, academic integrity and digital safeguarding.
- Supporting learner engagement and wellbeing in virtual environments.

5.5 Awarding Body and Cambridge-Specific Training

- Familiarisation with Cambridge syllabuses, assessment objectives and mark schemes.
- Use of Cambridge resources (specimen papers, examiner reports, teacher guides).
- Training provided by Cambridge and other awarding bodies for exams administration, internal assessment, moderation and quality assurance.

5.6 Leadership and Management Development

- Training for middle and senior leaders in:
- Curriculum and faculty leadership.
- Data analysis and improvement planning.
- People management, performance management and HR basics.
- Safeguarding leadership, exam leadership and quality assurance.

5.7 Support Staff Development

- Role-related training for support staff (e.g. finance, HR, IT, estates, admissions, reception).
- Customer care, communication and safeguarding in non-teaching roles.
- System-specific training (MIS, finance software, HR systems, ticketing systems).

6. IDENTIFICATION OF PROFESSIONAL DEVELOPMENT NEEDS

6.1 College-Level Needs

- Derived from strategic plans, self-assessment, quality improvement plans, inspection reports and awarding body feedback.
- May include priorities such as: improving outcomes in particular subjects, strengthening online delivery, responding to curriculum reform or implementing new qualifications (e.g. Cambridge programmes).

6.2 Team/Department-Level Needs

- Identified through faculty reviews, observation outcomes, learner feedback, exam results analysis and internal audits.
- Heads of Faculty and functional managers analyse needs and propose team-level CPD priorities annually.

6.3 Individual Needs

- Identified through:
 - Annual performance management and appraisal discussions.
 - Observation feedback.
 - Changes in role or responsibilities (e.g. new Cambridge teacher, new DSL, Exams Officer).
 - Self-reflection and professional aspirations.

6.4 All identified needs are recorded within:

- Individual Professional Development Plans (where applicable).
- The annual College CPD Plan.

7. PLANNING AND DELIVERY OF PROFESSIONAL DEVELOPMENT

7.1 Annual CPD Plan

- The Vice Principal (Academic), in consultation with the SMT, Heads of Faculty and Quality Nominee, will produce an annual CPD Plan aligned with:
 - Strategic priorities.
 - School Development Plan and quality improvement priorities.
 - Regulatory and awarding body requirements.
- The plan will detail:
 - Mandatory training schedule.
 - Whole-college CPD themes and activities.
 - Team/department CPD.
 - Support for individual staff development.

7.2 Modes of Delivery

Professional development may be delivered through:

- Whole-college training days and twilights.
- Workshops, seminars and short courses.
- Online training modules and webinars.
- External conferences, networks and subject associations.
- Lesson study, peer coaching and collaborative planning.
- Observations (peer, developmental, learning walks) with reflective follow-up.
- Mentoring and coaching relationships.
- Self-directed study with agreed objectives and evidence.

7.3 Access and Prioritisation

- Line managers and SMT will prioritise CPD that addresses statutory requirements, college priorities and clearly evidenced needs.
- Where budgets or time are limited, priority will be given to:
 - Safeguarding and health and safety obligations.
 - Provision directly affecting learner safety and exam integrity.
 - Identified areas of underperformance or high strategic importance.

8. RECORDING, MONITORING AND EVALUATION

8.1 Recording Participation

- LMSC will maintain a central record of staff participation in CPD, including mandatory and role-specific training.
- Staff are responsible for ensuring their individual CPD activities are recorded (e.g. through CPD logs or HR systems) as directed.

8.2 Evaluation of Impact

- Staff will be asked to reflect on and evaluate the impact of significant CPD activities, focusing on changes in practice and learner outcomes.
- Heads of Faculty and line managers will:
 - Review the effect of CPD on classroom practice, team performance and learner outcomes.
 - Incorporate CPD impact discussions into performance management reviews.

8.3 Quality Assurance

- The Quality Nominee and Vice Principal (Academic) will review CPD provision as part of the quality assurance cycle, considering:
 - Feedback from participants.
 - Observation outcomes.
 - Examination and assessment results.
 - Findings from internal and external reviews.

8.4 Reporting

- An annual summary of CPD activity and impact will be presented to the SMT and Governing Body, drawing on the evidence above.

9. ROLES AND RESPONSIBILITIES

9.1 Principal / Head of Centre

- Provides strategic leadership and ensures that professional development supports LMSC's mission and improvement priorities.
- Ensures sufficient resources (time, budget, staffing) are allocated to CPD.
- Promotes a culture of professional learning, collaboration and high expectations.

9.2 Vice Principal (Academic) / Director of Studies

- Leads the overall CPD strategy and annual CPD Plan.
- Ensures alignment between CPD, performance management, curriculum priorities and quality improvement.
- Oversees CPD for teaching and academic staff, including Cambridge and other awarding body training.

9.3 Vice Principal (Pastoral & Student Experience)

- Leads CPD related to behaviour, attendance, pastoral support, safeguarding practice and learner wellbeing.
- Ensures tutors and pastoral staff receive training on pastoral systems and mental health support.

9.4 Quality Nominee / Head of Quality Assurance

- Ensures CPD supports quality assurance, internal verification, assessment standards and compliance with awarding body requirements.
- Identifies training needs arising from external verifier reports, quality reviews and inspections.

9.5 Designated Safeguarding Lead (DSL)

- Ensures all staff receive appropriate safeguarding and child protection training at induction and at regular intervals.
- Identifies and coordinates additional safeguarding-related CPD (e.g. online safety, Prevent, peer-on-peer abuse).

9.6 Bursar / Director of Finance & Operations

- Oversees CPD for professional services staff (finance, HR, IT, estates, administration).
- Ensures staff in these areas have up-to-date training in relevant regulations, systems and health and safety requirements.

9.7 Heads of Faculty / Functional Managers

- Identify team-level CPD needs and contribute to the annual CPD Plan.
- Support staff in accessing CPD and monitor its impact on practice and outcomes.
- Ensure new staff in their area are appropriately inducted and supported.

9.8 Individual Staff Members

- Take responsibility for their own professional learning and engage actively with CPD opportunities.
- Reflect critically on their practice, identify areas for development and discuss these with their line manager.
- Apply learning from CPD to improve practice and share good practice with colleagues.
- Maintain an up-to-date CPD record as required.

10. EQUALITY, DIVERSITY AND INCLUSION

10.1 LMSC is committed to ensuring equitable access to professional development for all staff, regardless of role, gender, ethnicity, disability, age, religion or belief, sexual orientation or other protected characteristics.

10.2 Reasonable adjustments will be made to enable staff with disabilities or other needs to participate fully in CPD activities.

10.3 The content and delivery of CPD will promote inclusive practice and challenge discrimination.

11. RESOURCES AND BUDGET

11.1 LMSC will allocate an annual budget for professional development, managed by the Principal and Bursar in consultation with the SMT.

11.2 Expenditure will be prioritised in line with the annual CPD Plan and documented in budget monitoring reports.

11.3 Where staff are supported to undertake external qualifications or extended training, the terms (e.g. time allowance, fee contributions, repayment conditions) will be agreed in writing in advance.

12. POLICY MONITORING AND REVIEW

12.1 The Principal, in consultation with the SMT and Quality Nominee, will monitor the implementation and effectiveness of this policy.

12.2 Monitoring will include:

- Review of CPD participation data and coverage of mandatory training.
- Feedback from staff surveys and forums.
- Evidence from performance management, observations and quality reviews.

12.3 This policy will be formally reviewed at least annually, or earlier if:

- There are changes in statutory or regulatory requirements.
- There are significant changes in the college's strategic priorities, curriculum or staffing.
- Monitoring identifies the need for amendments to improve effectiveness.

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