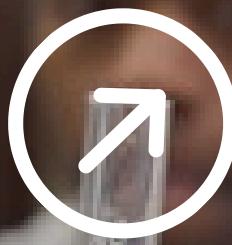




LONDON
MATHS & SCIENCE
COLLEGE



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Curriculum Policy

London Maths & Science College

167 Commercial Road, London, E1 2DA

info@lmsc.org.uk

CPD & STAFF DEVELOPMENT POLICY

London Maths & Science College (LMSC)

Version: 1.0

Status: Approved

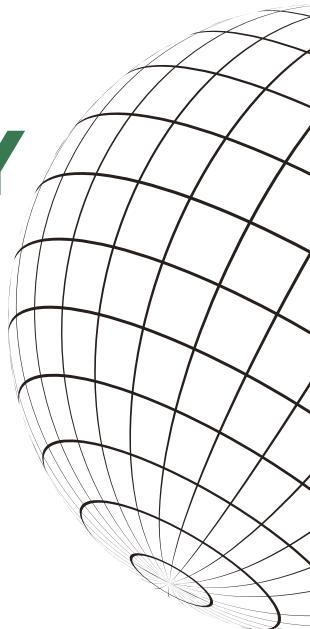
Publication Date: 31st October 2025

Next Review Due: 31st October 2026 (annual or following inspection/regulatory change)

Policy Owner: Head of Centre (HoC)

Operational Leads: Vice Principal/Academic (CPD Lead); HR Manager

Supporting Leads: Heads of Department (HoDs); Quality Nominee (Pearson); Designated Safeguarding Lead (DSL) — Eman Ahamed; Deputy DSL — Anis Zaman; SENCo/Access Arrangements Lead (AAL); Examinations Officer (EO); Health & Safety/Competent Person; DPO



1. PURPOSE / RATIONALE

This policy sets out LMSC's approach to continuing professional development (CPD) and staff learning, ensuring that all colleagues have the knowledge, skills and behaviours to deliver high-quality education, excellent outcomes and regulatory compliance. It aligns with: - Ofsted Education Inspection Framework (EIF) (leadership & management; quality of education; personal development; safeguarding).

- ETF Professional Standards for Teachers and Trainers in FE (and relevant professional bodies).
- KCSIE 2025, Prevent Duty, Equality Act 2010, UK GDPR/Data Protection Act 2018.
- JCQ (GR/ICE/NEA), Pearson Centre Quality Assurance Handbook, AAT assessment regulations.
- LMSC policies on Teaching & Learning, Quality Assurance & Self-Assessment (SAR/QIP), Safeguarding, EDI, H&S, and Data Protection.

2. SCOPE

Applies to all employees and regular workers (teaching/support, agency/supply, volunteers where appropriate, managers and leaders). Includes induction, mandatory training, role-specific qualifications, coaching/mentoring, professional learning communities (PLCs), conferences and accredited study.

3. PRINCIPLES

1. Impact-focused: CPD aims to improve learner experience, outcomes and compliance.
2. Evidence-informed: activities draw on credible research and professional standards.
3. Inclusive & equitable: access to CPD is fair; reasonable adjustments are provided.
4. Continuous: learning is planned, iterative and evaluated; staff maintain professional currency.
5. Aligned: CPD priorities flow from the SAR/QIP, curriculum plans, EQA findings and risk assessments.
6. Efficient & recorded: CPD is proportionate, quality-assured and logged with demonstrable impact.

3. PRINCIPLES

- Accessibility & fairness: simple process, reasonable adjustments, and assistance offered.
- Timeliness: prompt acknowledgement and investigation with clear target timescales.
- Proportionality: investigations appropriate to the seriousness/complexity.
- Impartiality: decision-makers uninvolved in the matter; panel includes independent member at Stage 2.
- Confidentiality: information shared on a need-to-know basis; records kept securely.
- Learning culture: outcomes inform service improvement and the QIP.

4. ROLES & RESPONSIBILITIES

Governing Body/Proprietor

- Oversees strategy; receives termly reports on CPD activity and impact.

Head of Centre (HoC)

- Sets strategic priorities and budget; approves study support and high-cost training.

VP/Academic (CPD Lead)

- Designs the annual CPD plan; coordinates delivery; quality-assures impact; reports to SLT/Governance.

HR Manager

- Maintains training records; monitors completion of mandatory training; manages induction, probation and appraisal timelines; administers study agreements.

HoDs/Line Managers

- Diagnose needs; agree Personal Development Plans (PDPs) with staff; provide coaching/mentoring; monitor impact in classrooms/services.

Quality Nominee (Pearson)

- Ensures assessor/IV competence and vocational CPD meet awarding-body requirements; tracks EQA actions.

DSL/AAL/EO/H&S/DPO

- Provide statutory/role-specific training and updates; ensure compliance in their domains.

All Staff

- Engage fully with CPD; reflect on practice; implement learning; log activities and evaluate impact on learners.

5. CPD FRAMEWORK

- 5.1 Needs Analysis
 - Inputs: SAR/QIP, observation/learning walk findings, student voice, outcomes data, EQA reports, audit/compliance findings, individual appraisal, probation reviews and curriculum changes.
- 5.2 Annual CPD Plan
 - College-wide priorities (e.g., adaptive teaching, assessment literacy, inclusion/SEND, safeguarding/Prevent, digital pedagogy & ethical AI, exam integrity, behaviour).
- - Calendar of twilights/INSET days; PLC cycles; mandatory refreshers.
- 5.3 Personal Development Plans (PDPs)
 - Each staff member has a PDP with SMART objectives, linked to role and centre priorities; reviewed termly.
- 5.4 Modes of CPD
 - Workshops, coaching/mentoring, lesson study/learning triads, micro-CPD, professional reading, qualifications (e.g., QTLS/QTS; Assessor (CAVA); IQA; AAT delivery CPD), external conferences, online modules, shadowing/secondments.
- 5.5 Mandatory Training (minimum, role-dependent)
 - Safeguarding & KCSIE (annual); Prevent; Online Safety; Data Protection/UK GDPR; Health & Safety, Fire; First Aid awareness (as required); Equality, Diversity & Inclusion; Examination regulations (JCQ/Pearson/AAT) for relevant staff; Access Arrangements/NWoW for teachers and invigilation staff; Laboratory safety/CLEAPSS for science.
- 5.6 Study Support & Professional Registration
 - Support may include funding, remission, and study leave for approved qualifications. Agreements set out costs, time, and clawback conditions where appropriate.

6. INDUCTION, PROBATION & APPRAISAL

- Induction: structured programme covering safeguarding, EDI, H&S, curriculum, assessment, MIS, Data Protection and key policies; initial PDP agreed.
- Probation: objectives set with observation/coaching; midpoint and final reviews.
- Appraisal: annual cycle with mid-year review; evidence includes student outcomes, observation/QA, contributions to QIP and professional standards.

7. COACHING, OBSERVATION & PLCS

- Developmental observation against the LMSC rubric informs coaching goals; capability is a last resort after support.
- Instructional coaching/mentoring available for ECTs/new assessors and staff requiring support.
- PLCs/lesson study operate termly with enquiry foci (e.g., retrieval practice, disciplinary literacy, adaptive teaching, AI in learning) and share outputs.

8. VOCATIONAL ASSESSMENT & AWARDING-BODY REQUIREMENTS

- Assessors/IVs maintain current occupational competence; engage in standardisation and IV; maintain CPD logs as per Pearson CQA/AAT requirements.
- Actions from EQA/SV/EE reports translate into targeted CPD.

9. DIGITAL & AI CAPABILITY

- Staff are trained in safe, ethical and effective use of digital platforms and generative AI (opportunities/risks), accessibility tools and assistive technology.
- Use of AI for planning/resources must not compromise academic integrity or awarding rules.

10. EDI, ACCESSIBILITY & REASONABLE ADJUSTMENTS IN CPD

- CPD is accessible (formats, timings, venues/online options); reasonable adjustments and alternative pathways provided.
- Participation and progression are monitored for equality gaps; actions taken where disparities are identified.

11. RECORDING, EVALUATION & IMPACT

- All CPD recorded on the CPD Log with evidence and reflection.
- Impact evaluation considers changes in classroom practice, learner outcomes, compliance findings, and staff confidence.
- Termly report summarises participation, completion of mandatory training, and impact; feeds QIP and governance reporting.

12. DATA PROTECTION & CONFIDENTIALITY

- CPD records and appraisal data are processed under UK GDPR/DPA 2018 with role-based access; retention per HR schedule.
- Observation/coaching records are developmental and kept proportionate; feedback shared with the staff member and line manager.

13. FUNDING & TIME ALLOCATION

- CPD budget approved annually by HoC; priorities aligned to centre strategy.
- Reasonable time/remission provided for essential training, EQA actions and qualifications; cover arranged where necessary.

14. MONITORING & REVIEW

- The CPD Lead/HR monitor compliance and impact; outcomes reported termly to SLT/Governance.
- Policy reviewed annually or earlier following inspection, regulatory change or significant curriculum developments.

15. ASSOCIATED DOCUMENTS & REFERENCES

- LMSC: Teaching, Learning & Assessment; Curriculum; Quality Assurance & Self-Assessment; Safeguarding & Child Protection; Prevent Duty; EDI; SEND & Inclusion; Examinations; NEA/Controlled Assessment; Malpractice & Maladministration; Online Safety & Filtering/Monitoring; Health & Safety; Data Protection & Privacy Notices; Safer Recruitment; Staff Code of Conduct.
- External: Ofsted EIF; ETF Professional Standards; KCSIE 2025; Prevent Duty; Equality Act 2010; UK GDPR/DPA 2018; JCQ GR/ICE/NEA; Pearson CQA; AAT regulations.

16. APPROVAL & REVIEW RECORD

- We distinguish between persistent complainants and persistent/vexatious behaviour. Where behaviour is unreasonable (e.g., abusive language, repeated pursuit of closed matters, excessive demands), restrictions may be applied (single point of contact, communication schedule, or declining further correspondence on the issue) in line with our Unreasonable Behaviour Protocol (Appendix C). This will not impede access to safeguarding routes or valid new issues.

Version	Date Approved	Approved By (Signature)	Role	Next Review
1	[DD/MM/YYYY]		Head of Centre	[DD/MM/YYYY]

APPENDICES (OPERATIONAL TEMPLATES)

APPENDIX A – ANNUAL CPD PLAN (CENTRE-WIDE)

Priority	Rationale (SAR/QIP/EQ A)	Activities (INSET/PLCs/ coaching)	Owner	Timeline	Evidence of impact

APPENDIX C – CPD LOG & IMPACT EVALUATION (INDIVIDUAL)

Date	Activity	Hours	Key learning	Implementation in practice	Evidence (lesson, resource, assessment)	Impact on learners/compliance	Follow-up

APPENDIX D – COACHING AGREEMENT & CYCLE

Purpose • Roles • Confidentiality • Meeting schedule • Targeted practices • Observation/feedback protocol • Review & success measures.

APPENDIX E – MANDATORY TRAINING MATRIX (ROLE-BASED)

Role	Safeguarding /KCSIE	Prevent	EDI	H&S/Fire	Data Protection	JCQ/Exams	AA/N WoW	CLEAP SS/Lab	First Aid	Other

APPENDIX F – STUDY SUPPORT REQUEST FORM

STAFF MEMBER | QUALIFICATION/PROVIDER | LEVEL | COST | TIME/REMISSION | BENEFITS TO LMSC | START/END | AGREEMENT TERMS | HOC DECISION |

APPENDIX G – INDUCTION CHECKLIST (ROLE-TAILORED)

SAFEGUARDING & PREVENT • EDI • H&S & FIRE • MIS/IT ACCESS • DATA PROTECTION • CURRICULUM/SPECIFICATIONS • TLA HANDBOOK • EXAMS/JCQ • AA/AT • BEHAVIOUR POLICY • WHO'S WHO • SITE ORIENTATION • KEY CONTACTS • FIRST REVIEW DATE.

APPENDIX H – OBSERVATION/CPD ACTION PLAN (POST-OBSERVATION)

Strengths | Development focus | Actions/CPD | Support/coach | Review date | Evidence of progress |

Printed copies are uncontrolled. The VP/Academic and HR maintain the master version and training records and ensure staff have equitable access to high-quality CPD.

Contact



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London Maths & Science College
167 Commercial Road,
London, E1 2DA
info@lmsc.org.uk
www.lmsc.org.uk