

## Staff Development Policy

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Approval/ review body	SLT
Frequency of Review*	12

**\* Policies will be reviewed more frequently if legal changes or good practice require**

Review History:		
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Aug 2010	DCQHR	General update
Jan 2011	Principal / Principal	
Jan 2011	Director of Curriculum Improvement & Partnerships	
Jan 2013	Director T&L	
Sep 2015	Assistant Principal, Teaching & Learning	Full rewrite to meet current operational practice
Jun 2017	Assistant Principal, Teaching & Learning	General update
Aug 2021	Deputy Executive Principal – Teaching, Learning & Improvement	General Update for harmonisation of all Colleges
Apr 2022	Deputy Executive Principal – Teaching, Learning & Improvement	Change to review frequency due to RoATP requirement
Apr 2023	Deputy Executive Principal – Teaching, Learning & Improvement	General Review

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### Related policies/documents:

Performance Management Policy;  
Equality and Diversity Policy;  
Annual and Special Leave Policy;  
Staff Employment Policy

## **1. Policy Statement**

North Kent College (“the College”) which incorporates Hadlow College, seeks to continually improve the quality of its provision through the development of its staff, which it acknowledges as its most valuable resource. The College is committed to the planned and continued development of all staff so as to meet its strategic aims and objectives.

All staff development opportunities are intended to support the College Vision:

- Our College will be consistently recognised as a national leading vocational centre dedicated to delivering outstanding teaching and learning
- Our courses will continue to reflect local and regional industry needs and be in fields where we have a proven track record
- Our students, as a result, will be seen as the first choice by employers

## **2. Definition of Staff Development**

The College recognises that people learn and develop in a variety of ways. Throughout this policy, references to staff development activities include:

- Induction
- Coaching
- Mentoring
- Shadowing
- Secondments
- Project Work
- Distance Learning
- In house training
- Industrial Updates
- Health & Safety
- External training courses
- Conferences and seminars
- National Vocational Qualifications
- Further and Higher Education programmes
- Professional development
- Industry journals

## **3. Key Principles for Staff Development**

The following are key principles for staff development across the College:

- 3.1 the College is committed to developing a coaching culture and to providing a variety of development opportunities;
- 3.1. all staff development planning, implementation and evaluation is carried out in accordance with the College’s Equality and Diversity Policy;
- 3.2. Staff Development is centred on assisting all staff in acquiring the skills and knowledge they need in supporting and maintaining an environment which is conducive to the aspirations and educational achievement of students, and which are responsive to organisational and national change;
- 3.3. Staff development is planned to embrace the needs of all staff, both academic and support, as an individual, team and on an organisational level

in a way that is educational and supportive to their professional development;

- 3.4. the identification of needs is supported and provided with guidance which is professional and advantageous to staff, within the financial constraints of the College;
- 3.5. a dedicated staff training space is provided at most College campuses, otherwise there are private bookable spaces either in the Learning Technology Centres or around a campus to enable staff training, including in the use of IT, coaching and mentoring, to take place in a confidential, professional environment. From May 2023 there are also four Immersive Technology spaces (one on each campus), which can be booked for cross-campus, or linking with other Colleges, organisations or businesses for the purpose of continued professional development;
- 3.6. outside of the dedicated central CPD day hours placed in the calendar, all teaching staff are encouraged to complete CPD, which will be discussed as part of the Appraisal and/or lesson visit process;
- 3.7. all staff are responsible for logging their own staff development sessions on iTrent as this record will form part of the staff appraisals, see Appendix 2 CPD Expectations;
- 3.8. the College is firmly committed to providing a variety of development opportunities that are relevant and supports the drive to improve teaching and learning or the support thereof. A range of CPD activities will be available, in line with development of staff and the cycle of continuous improvement. The College is committed to the roll-out of Teacher Enhancement Effectiveness Programme (“TEEP”) targeting teaching staff throughout the year so that all new teaching staff complete the full TEEP Level 1 Programme within their first year, and ideally within their first or second Term. New teaching staff and those on a sessional contract may be offered a condensed version of TEEP such as ‘Peep at TEEP’. All new teachers at The College are expected to complete TEEP Level 1 in their first year of teaching. From August 2023, there will be a TEEP adapted programme targeted specifically for all Additional Learning Staff;
- 3.9. all teaching staff will be expected to gain a teaching qualification within three years of joining; this can be a Diploma in Education and Teaching (DET) or PGCE. We are in the process of developing this programme so that it can be run in-house. In the event of its inception, staff will no longer be offered funding to attend external providers, instead they will be offered the in-house programme developed and delivered through the Teaching and Learning team at no cost to the staff member. If a member of staff does not want to utilise the in-house programme, then they will need to fund their own programme to meet the three-year contractual expectation to gain a full teaching qualification; and

- 3.10. as part of the teaching and learning function, the Teaching and Learning team, together with senior curriculum colleagues, will plan and provide the development activities that form part of the College CPD programme. This training provides the skills and capabilities that the College needs to continue being successful and to achieve its drive to be outstanding.

#### **4. Staff Development Opportunities**

Staff development opportunities will be developed within the context of:

- 4.1 improving student participation, satisfaction and overall achievement;
- 4.2 continuing professional development;
- 4.3 the changing curriculum;
- 4.4 the changing student profile;
- 4.5 the economic environment and the local business community;
- 4.6 quality assurance relative to assessing achievement against performance indicators and the use of information deriving from Ofsted inspection, awarding bodies, government guidance notes and external verifier reports;
- 4.7 continual Professional Development and the appraisal process are mechanisms for exploring staff development needs;
- 4.8 to meet the College Mission Statement and the Strategic Aims;
- 4.9 Government initiatives;
- 4.10 changes in technology;
- 4.11 linked to succession planning and leadership development; and
- 4.12 developing pedagogic practice.

#### **5. The Staff Development Process and Responsibilities**

##### **5.1. Planning**

All managers will be responsible for reviewing the training needs of their staff each year, including through the Appraisal and Teaching and Learning processes. This, with SLT priorities, will provide the information for Curriculum and Support Managers to agree an individualised plan for training, recorded locally and shared with their line managers.

## 5.2. **Implementation**

Managers will ensure that, in the case of newly appointed staff, they follow the appropriate induction checklist to ensure they are inducted into the College's procedures for staff development and that they are made aware of development opportunities.

Authorisation to attend a Staff Development activity is not an automatic right but is subject to business needs.

Where essential qualifications, up-skilling and re-skilling become necessary to carry out specific roles and responsibilities, if required it will be the Manager's duty to assist staff in seeking the required professional guidance and support.

From September 2023, all new teaching staff will follow a revised Induction process called, "Pathway to Practice", where they will be expected to complete modules related to their pedagogical development.

## 5.3. **Monitoring**

Staff Development activity will be continually monitored by the teaching and learning team, the senior curriculum team and/or line managers and, where necessary, reviewed and amended. This will include monitoring of planned activities against actual development so that they achieve identified and prioritised objectives.

The following procedures will be used to inform the monitoring process:

- 5.3.1 the impact of training and development as part of the appraisal meetings;
- 5.3.2 audits of the budget spent on CPD activities;
- 5.3.3 attendance at workshops provided via the College CPD annual programme;
- 5.3.4 ad hoc surveys throughout the academic year measuring the impact and satisfaction of staff training.
- 5.3.5 exit survey and evaluations at the end of staff training which are monitored for consistency, additional needs, impact, sharing of good practice and to make improvements; and
- 5.3.6 reviewing the student feedback through surveys and Learner Voice.

## **5.4. Evaluation**

Training and development activities undertaken by staff will be evaluated in terms of:

- 5.4.1 achieving or improving job performance;
- 5.4.2 meeting the needs of the students and the College and ensure we also meet any Ofsted agenda;
- 5.4.3 improvements in meeting standards and in terms of the contribution they make to achieve the College's Vision; and
- 5.4.4 for those staff development activities flagged as "mandatory", any non-attendance may be deducted from their department or support area budget.

Managers will evaluate and report on the impact of training and development within their own areas of work, which will take the form of assessing the knowledge and skills acquired against the objectives identified in the College Strategic Vision.

Whole College CPD days will ensure that a Survey is shared with staff so that there is quantitative feedback on a larger scale as to the quality of the development day activities. Where external providers are brought in, and they conduct their own surveys with those present in their sessions, they will be expected to share the feedback given.

## **6. Process for Applying for CPD**

- 6.1 Each Division senior leader has a budget for CPD and it will be at their discretion as to how that budget is spent in collaboration with the Assistant Principals under their line management. The Teaching and Learning team also has a budget but this will be used more for generic cross College training rather than subject specific, which should be requested through your own teams.
- 6.2 External CPD should always be pre-approved by your line manager, as they will have responsibility for their own curriculum oversight and will therefore decide whether the Intent of the training requested is appropriate to enhance the Implementation for the learner experience. All CPD should be considered in terms of what Impact will happen as a result of the CPD.

## **7. Criteria for Assistance**

### **7.1 Eligibility**

All permanent, sessional and casual staff are eligible to apply for assistance in staff development activities.

## **7.2 Financial Support**

Financial support for development will be defined in Appendix 2.

The assistance granted will take account of the training and development needs of the individual in supporting their performance of their duties against the College Vision.

Financial support for part-time, fractional, sessional and casual staff, will be authorised on a pro-rata basis, dependent on the number of hours worked or exceptionally full support may be offered. Costs may be met out of the staff development budget.

## **7.3 Travel and Subsistence**

Approved travel for Staff Development activities will be financed from departmental budgets. There is an expectation that the reimbursement of expenses is on the condition that an evaluation of the activity is completed to state the expected impact of the CPD in how they will use this new or improved knowledge. It will be the responsibility of the line manager to ensure this is completed.

## **7.4 Staff Cover and Teacher Training**

In order to maximise the Staff Development budget, staff cover will be organised and financed on a departmental basis.

Teaching staff without approved pedagogic qualifications are contractually required to undertake and successfully complete appropriate teacher training qualifications leading to Diploma in Education and Teaching ("DET") or equivalent (a minimum of a Level 5 qualification). The programme should be started after the probation period is passed or with approval of the relevant Assistant Principal and in any case within a year of commencement (subject to a suitable course being available) and successfully completed within a three-year timeframe, or as close to this as is practicable allowing for course start dates. This will be monitored by managers through the annual appraisal cycle. Heads of Curriculum will ensure that such staff are available to attend the delivery sessions for these programmes and are supported, as necessary, to enable successful timely completion. The Teaching and Learning team will support staff in achieving their qualifications so will work closely with the curriculum team leaders. Failure to complete successfully or within the prescribed timescale will be seen as a breach of contract.

## **7.5 Staff on Approved/Maternity Leave**

Staff development may be possible for staff who are on approved leave or maternity leave, following agreement with HR, although not if the member of staff is on unpaid or long-term sick leave.

## **7.6 Sharing of Knowledge/Expertise**

Staff having received assistance or training will be required to actively share their newly acquired knowledge or expertise with colleagues.

## **7.7 Members of Staff undertaking staff development who subsequently leave the employ of the College**

Assistance will not be offered to any member of staff who has submitted their resignation. The only exception is for pre-retirement programmes.

Any member of staff leaving the employ of the College who has received support for staff development activities may be required to reimburse a proportion of the financial support provided by the College as follows:

7.7.1 Staff leaving within twelve months of receiving assistance for staff development or from completion of their course, whichever is the most recent, will normally be required to repay 75% of the total costs met by the College.

7.7.2 Staff leaving within twelve months and one day, to twenty-four months of receiving assistance for staff development or from completion of their course, whichever is the most recent, will normally be required to repay 50% of the total costs met by the College.

7.7.3 Staff leaving within twenty-four months and one day, to thirty-six months of receiving assistance for staff development or from completion of their course, whichever is the most recent, will normally be required to repay 25% of the total costs met by the College.

## **7.8 Members of Staff who withdraw from a programme**

In the event of a member of staff withdrawing from a programme of study other than because of sickness or other agreed substantial reason, the member of staff will be required to reimburse the full costs of course fees sustained by the College.

# **8. Appeals Process**

Appeals regarding decisions made on staff development applications should be submitted in writing to the Deputy Executive Principal - Teaching, Learning & Improvement within ten days of the initial referral being made.



## **Appendix 1 – CPD Expectations**

North Kent College CPD aims to personalise the offer for each individual so that they can choose what they wish to focus on developing. Sessions will be subject specific training; some sessions will be related to developing teaching and learning pedagogy and other CPD can be about personal self-development, including sessions related to health and well-being.

1. Every member of staff will track their own progress in self-development and record their CPD on iTrent.
2. Any member of staff (newly qualified, recently joined, extensively experienced, teaching or non-teaching) can offer to facilitate and run sessions for other staff members (provided the course has been approved by your Assistant Principal or the Deputy Executive Principal – Teaching, Learning & Improvement. This means that a Learning Support Practitioner (“LSP”) for example, might run a course on ‘Dealing with Dyslexia in the Classroom’, a Technician may host “Managing your PC”, or a newly qualified teacher may offer “Online Short-cuts and Innovations to Marking and Assessment”. The range of courses is limitless because the talent from across the College is vast. We want to tap into every individual’s skills and knowledge and provide opportunities for sharing. All course topics must be agreed by the Head of Teaching and Learning or the Deputy Executive Principal - Teaching Learning and Improvement before the course is uploaded to iTrent by the Teaching and Learning team.

Most CPD Days will usually have an overarching theme but will include some element of health and/or well-being activities to ensure that the culture of the College promotes the importance of everyone looking after themselves personally as well as developing themselves professionally.

## Appendix 2 – Table Outlining Financial Assistance for Staff Development Activities

This is only available if the CPD activity has been agreed by the line manager.

		% of costs to be paid by College		
		Curriculum/ Dept Budget	Staff Development Budget	
1.	External Activities	Travel & Subsistence	Course/ Attendance Fee	Examination Fee
1.1	Activity (other than continuing education) identified by the Line Manager as a development need to enable the member of staff to meet the College strategic mission and aims	100%	100%	100%
1.2	Continuing education i.e. teacher training qualifications, where it is agreed that the course is relevant to the College's needs as well as to the member of staff	0%	0%	0%
1.3	Any other development activity which could prove of some benefit to the College but is not a development need to enable the member of staff to meet the College Strategic Vision. i.e. Masters or PhD.	0%	0%	0%
2.	Courses run by the College			
2.1	Activity (other than continued education) identified by the Line Manager as a development need to enable the member of staff to meet the College Strategic Vision.	100%	100%	100%

Approved travel and subsistence costs will be financed from Curriculum/Departmental budgets.