



Continuing Professional Development Policy

Principles, Values and Entitlements

DMM believes that all staff should be involved in a continuing process of improvement. DMM is committed to fostering a positive ethos of continuous learning. Continuing Professional Development (CPD) is the means by which DMM is able to motivate and develop its staff. This development takes place at a number of levels: individual, team, whole organisation and through wider networks.

DMM believes that a carefully planned programme of CPD improves standards, raises morale and assists with recruitment, retention and succession planning.

All those involved in DMM shall have an entitlement to equality of access to high-quality induction and continuing development.

DMM has effective measures in place to audit the professional and personal needs of staff and link this to the performance management system.

The focus of CPD will be on improving standards and the quality of teaching and learning. DMM will ensure that mechanisms are in place to disseminate good practice in CPD that supports and improves teaching and learning.

CPD planning should be integrated with DMM's development plan and based on priorities identified through self-evaluation.

All forms of professional development will be based on the following principles:

- all staff should be encouraged to develop their knowledge, skills, understanding and attitudes to enhance their professional work;
- all staff will have regular opportunities to discuss their development needs and professional aspirations;
- All staff have a responsibility to participate in CPD and personal career development.

DMM will use a range of providers/types of provision and endeavor to source the provision of CPD according the best value. Quality assurance mechanisms ensure that DMM accesses provision of a consistently high standard.

DMM supports professional recognition, including accreditation of the CPD undertaken.

Leadership and Management of CPD

DMM has a named CPD leader, who has responsibility for the leadership and management of CPD. This role sits with the managing director.

The CPD leader should have access to appropriate support and training in order to fulfil their role effectively.

The CPD leader is responsible for collating the CPD needs of DMM and its staff.

The CPD leader's main responsibilities are to:

- keep up to date with CPD developments locally and nationally;
- promote CPD as a central element of Performance Management and organisational improvement;
- provide details on the range of CPD opportunities and disseminate information to the appropriate staff.
- Maintain and develop links with sources of CPD.
- Ensure procedures for accessing information on CPD are available to all;
- identify the organisation's CPD needs through mechanisms such as: self-evaluation, analysis of Performance Management targets, local/national priorities, internal/external monitoring, informal/formal discussions with individuals and teams;
- discuss the main CPD priorities and the budgetary implication with the founder;
- ensure whether any follow up is needed to the training, e.g. feedback to the provider and be responsible for any such actions;
- provide guidance to colleagues on the most effective procedures for disseminating information following professional development training;
- regularly and accurately update records of the training undertaken by colleagues, and advise the appropriate bodies where there are issues of equality of access and involvement.

Planning for CPD

DMM's arrangements for CPD need to balance the judicious use of resources with the range of aspirations and interests within staff. The following criteria will be used to inform the decision-making process to achieve such a balance. CPD opportunities will be rated more highly when they:

- meet identified individual, organisation or national development priorities;
- are based on good practice – in development activity and in teaching and learning;
- help raise standards of learners' achievement;
- respect cultural diversity;
- are provided by those with the necessary experience, expertise and skills;
- are planned systematically and follow the agreed programme except when dealing with emerging issues;
- are based, where appropriate, on relevant standards;
- are based on current research and inspection evidence;
- make effective use of resources;
- are 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 on user feedback to inform the quality of provision.

Induction

New staff and staff promoted to new roles need support. The managing director and founder are responsible for Induction. However, an Induction Checklist provides a common starting point which is then adapted to meet the needs of the inductee. The CPD leader will periodically meet all new staff to provide additional support and guidance where necessary. Induction for a new member of staff will probably take 4 weeks but it is hoped that good induction will enable a new member of staff to work to the highest standards within two weeks.

Courses and Professional Development Opportunities

All Continuing Professional Development Requests must be discussed with the Founder. All requests must be approved by the CPD leader before booking. On completion of any course's participants are expected to feedback via email to the CPD leader about how the course is impacting on practice and learner outcomes. All staff are expected to bring evidence to their appraisal that identifies where CPD has impacted on practice and learner outcomes.

Managers are expected to provide clear guidance and support to their staff working with the CPD leader to plan and deliver a high-quality service. All training and development is recorded and saved on the G drive. These records are available for reference. Staff are expected to keep evidence files from CPD.

Supporting a range of CPD activities

DMM will support a wide portfolio of CPD approaches in an effort to match preferred learning styles of staff and to maximise the impact on teaching and learning within the organisation. These CPD approaches may include:

- attendance at a course or conference;
- in-house training using the expertise available within the organisation, e.g. team teaching, coaching/mentoring, skills in session observation, sharing existing expertise;
- Visits to other relevant institutions to observe or participate in good and successful practice, e.g. visit to a College or subject area with similar circumstances, a training College;
- shadowing opportunities to observe experienced colleagues in another setting;
- research opportunities;
- distance learning, e.g. relevant resources, training videos, reflection, simulation;
- practical experience, e.g. national test or exam marking experience, opportunities to present a paper, contribute to a training programme, co-ordinate or support a learning forum or network, become involved in local and national networks;
- job enrichment/enlargement, e.g. a higher level of responsibility; front lining working in someone else's job, job sharing, acting roles, job rotation, shadowing;
- producing documentation or resources such as a personal development plan, teaching materials, assessment package, ICT or video programme;
- coaching and mentoring – receiving or acting in these roles, acting as or receiving the support of a critical friend, team building activity;

- partnerships, e.g. with a colleague, group, subject, phase, activity; team meetings and activities such as joint planning, observation or standardisation, special project working group, Improvement Partnership network, Network Learning Community; creating an improved learning environment within the organisation

Supporting professional qualifications

DMM supports staff to undertake professional qualifications where;

- there is a clear benefit to DMM and its learners;
- there is sufficient budget to support the training;
- attainment of the qualification allows the person to fulfil a specific role to which they are appointed (e.g. SENCO, FS Mentor)

DMM has a legal duty to ensure qualified staff are employed (eg; First Aid); having a qualified member of staff allows for in house training that makes a financial saving (e.g. Team Teach trainer, First Aid trainer); all requests should be the managing director and will need approval from the founder. Courses may be funded in full, part- funded or release days may be granted. The outcome of requests will be communicated in writing and any terms and conditions outlined.

Staff receiving funding to undertake training will be asked to sign a contract to agree that if they leave their post within one year of receiving training, they may be required to repay a proportion of the funding provided. This will be made clear in the terms laid out by the Managing Director & Founder.

Assessing the impact of CPD:

The CPD leader shall report to the Founder annually with an assessment on the benefits of the CPD undertaken (and planned), especially as it relates to:

- learner & organisation attainment;
- improved teaching and learning;
- increased learner understanding and enthusiasm;
- increased staff confidence;
- increased evidence of reflective practice;
- recruitment, retention and career progression/promotable staff.