

Staff Professional Development Policy 2019-2020

CALAT believes that staff development and training plays a vital role in the effectiveness, development and quality of the service, and is crucial in delivering its mission, aims, and quality improvement plans. Investment in staff professional development is an essential part of service delivery to enable staff thrive and contribute to the overall success of the service

Aims

CALAT staff professional development aims to:

- promote and support sustainable and continuing quality improvement, particularly the quality of teaching and learning, outcomes for learners and standards of management
- aspire to excellence and promote high standards, ambition and high levels of achievement for learners
- contribute to and support the CALAT mission, vision, values, service plan and priorities together with the relevant Croydon Council strategic and business plans
- ensure that staff have the skills, expertise and knowledge to carry out their role to provide appropriate teaching, assessment and support for learners
- address the development needs identified in the Self Assessment Review (SAR) quality improvement plan, learner and user feedback and observation action plans
- address teacher training requirements and standards
- enhance the performance of all staff through the provision of continuous professional development opportunities for all staff (within available resources) through coaching, mentoring, support and training
- develop and support the high performance of staff, addressing training needs identified through performance management processes (including review meetings and classroom observations)
- actively improve employees' sector knowledge, teaching, learning and assessment skills and performance
- take account of the different learning needs, styles and requirements of all staff
- encourage the personal development of all staff to build "a learning organisation" and integrate team and individual development needs within CALAT training plans
- identify and share best practice for professional development

The Senior Leadership Team (SLT) has identified, through the Self Assessment Review, the quality improvement plan, strategic and business plans and performance management processes, the following areas as being a priority for the Service:

- Continuing improvement in retention and success rates in line with national benchmarks and CALAT improvement targets (in specific areas).
- Teacher training and assessor qualifications
- On-going training to improve the quality of teaching and learning, assessment and outcomes for learners
- Continuing development of quality improvement processes including training on class observation reporting, evaluative judgement statement and feedback for observers
- Updates on local and national changes affecting adult education including national initiatives, new legislation, funding changes and GLA/ESFA/DfE and local authority requirements which also include the Community Learning strategy.
- Development of the Community Learning Strategy and key partnerships
- Equality and diversity training, including narrowing the achievement gap and any changes to equalities legislation
- Budget monitoring training in new financial systems and Management Information System (MIS)
- ICT (Information Communication Technology), ILT (Information Learning Technology), e-learning and use of the virtual learning environment
- Leadership and management training particularly in relation to change management and resilience
- Health and Safety updates

- Safeguarding and protection of children and vulnerable adults
- Development needs as identified in quality improvement and performance management processes (SAR, observation process and appraisal scheme)
- Delivery of new accreditation, particularly those linked to accreditation and funding changes and success rate improvement.
- Monitoring, reviewing assessing and recording progress and achievement and use of individual learning plans and SMART targets, including setting employability targets
- OFSTED - Education Inspection Framework (EIF)
- Data protection and information management (GDPR)
- New digital enabling processes and new management IT systems including SharePoint and My Resources
- HR training particularly sickness management, capability and re-structure processes
- Development of learners' English and maths skills across the curriculum.
- Development of employability skills and links with JCP and employers.
- Tracking and recording of learner destination data and progression information, including job outcomes.
- Delivery of apprenticeships and training for Council staff. This will include activities such as work shadowing and research to ensure assessors/trainers professional competence is up to date and current.
- Attendance management and the implementation of on-line attendance software to enable the effective recording and monitoring of dynamic attendance data.
- Developing a service wide mentoring scheme within available resources.
- Ongoing updates of safeguarding training
- Anti-radicalisation and prevent strategy training

SLT updates the Staff Development Policy annually based on CALAT priorities, the quality improvement plan and identified training needs. Staff development and training will be monitored and reported on as part of the Self Assessment Review and performance monitoring schedule.

Training methods

A range of training methods are used to deliver staff training and development, addressing training needs and priorities and meeting the different learning needs and styles of staff:

- External training
- In-service and Council training
- Flexible on-line learning and blended learning
- Coaching and mentoring
- Work shadowing
- Reading and studying
- Meetings, seminars and conferences
- Employee Development Scheme
- Peer review and observation

In-service training events are held regularly in CALAT throughout the year, usually in identified training weeks before or after term starts. On-line training is being increasingly used eg recent equality and diversity training and prevent training and access to the VLE. Council training is available to CALAT staff throughout the year and staff also attend a range of external training run by outside agencies such as the Adult Learning Provider Networks (HOLEX, Leafa), National Institute of Adult Continuing Education (NIACE) and Quality Improvement Agencies (ETF). CALAT Employee Development Scheme (EDS) is open to all staff (details later in this policy). Trainee teachers are mentored by CALAT staff as part of their training.

Communication

Dissemination of information about the CALAT Staff Development Policy and training programmes will be undertaken in the following ways:

- Staff Handbook
- Staff meetings
- Performance management meetings, including the Our Appraisal Scheme.

- Line management and staff supervision
- Newsletters and handbooks
- Electronic dissemination through e-mail, intranet, vle and the shared drive

Teacher/Assessor Training

Teacher training qualifications changed in 2013 and are now categorised as

- Level 3 Award in Education and Training
- Level 4 Certificate in Education and Training
- Level 5 Diploma in Education and Training
- Level 5 Diploma with a specialist pathway

All tutors are required to have a minimum of the Level 3 Award in Education and Training (formerly PTLLS) or to complete it within 1 year. All tutors on accredited courses are required to have a minimum of the Level 5 Diploma in Education or Training or to complete it within 5 years. Tutors teaching English and maths and learners with disabilities should have the specialist Level 5 Diploma in Education and Training (or be working towards it within 5 years).

It is made clear in the recruitment process for new staff that those who do not hold the required qualifications (see above) at the time of appointment will be expected to attain them within an agreed time frame, normally at their own expense. This will be negotiated on appointment.

Existing staff without qualifications or who have older qualifications are encouraged to upgrade their teacher training qualifications by enrolling on the Level 3 Award in Education and Training (essential training for those without higher level teacher training qualifications) or Level 5 Diploma in Education and Training courses as appropriate. However, staff in post prior to 2001 are recognised as fully qualified but will be encouraged to update qualifications if appropriate

Tutors with Level 3 Award (or equivalent only) will be barred at Point 4 on the pay scale. Those with the Certificate are barred at Point 6 and those fully qualified with the full Level 5 Diploma (or equivalent) can progress to Point 8.

Assessor/Verifier awards

- Level 3 Assessor Award- Understanding the principles and practices of Assessment
- Level 3 Assessor Certificate in Assessing Vocational Achievement
- Level 4 certificate in Leading IQA of Assessment Processes and Practice

All assessors IQA's and trainers maintain, promote and support sustainable and continuing quality improvement, particularly the quality of teaching, learning and assessment and achievement of apprentices. In house delivery of Assessor and IQA qualifications for existing staff who have teaching qualifications and industry experience enables the service to ensure assessors and trainers are fully competent within their role.

Teacher training targets for 2018-19

Teacher trained staff

- L3 Award in Education and Training (or equivalent) 100%
- L5 Diploma (or equivalent) 65% (of those teaching on accredited courses)

English and maths, tutors and those teaching learners with disabilities

- Level 5 diploma including a specialist pathway 80%
- Level 5 diploma 90%

Data on numbers of staff teacher trained is based on numbers of staff who hold the actual relevant level of qualification or equivalent (both pre and/or post 2001) and does not include the number of staff who are recognised as fully qualified if teaching prior to 2001.

CPD requirements

It is mandatory that all full time teachers should undertake 10 hours of professional development annually. Part time staff will be required to do a minimum of 6 hours dependent on their fraction. CALAT will fund this training where possible within available budget.

A termly training event is held for all teaching and learning staff together with training events at the end of every term as appropriate.

Funding Training

CALAT allocates an annual training budget depending on available resources. Sessional tutors are paid to attend relevant training at the training rate.

All requests to fund training or undertake training in work time, including attendance at external conferences, must be approved by the appropriate Strategic Service manager, be within designated budgets and have appropriate cover arrangements in place.

- **Fees for Diploma in Education and Training Qualifications (including those with English, maths and SEN pathways)**

Fees should be paid with a loan in the new scheme. Diplomas with specialist English maths and SEN pathways are eligible for a bursary. Further details available on the relevant websites. All staff new to teaching English and maths should be trained to Level 5 or working towards these within 5 years.

- **Level 3 Award in Education and Training**

CALAT runs its own Level 3 Award in Education and Training. CALAT staff without a teacher training qualification and with the approval of their manager and the Strategic Service manager can enrol on the course for a reduced fee. Contact Sarah Oxbey for details.

Attendance at Meetings and Training

Staff are **required** to attend relevant training to improve their teaching where issues have been identified through observations, appraisal or learner feedback. All teaching and learning staff are required to attend the sept staff meeting.

Evaluation of Training

All in-service training is evaluated and this feeds into relevant planning and quality improvement. Staff attending training are expected to complete an evaluation form and managers use these to review the effectiveness of training, use the results in future planning and report on training in the SAR.

Staff attending external training are expected to report back to their line manager and cascade relevant information to colleagues as appropriate.

Training Records

Staff are required to complete and submit the **CALAT Training Record** at the end of the year for all staff development undertaken in that year. Staff are required to keep a log of professional development undertaken to maintain qualified teacher status.

For all external and certificated courses that bear a cost or are done in work time, staff need to get approval from their line manager and any cost has to be approved by the Strategic Service Manager

CALAT Employee Development Scheme (EDS)

The EDS enables Croydon Council staff and CALAT volunteers to enjoy the educational opportunities of CALAT courses by offering a 20% fee discount on standard accredited and non accredited course fees.

Croydon Council staff and CALAT volunteers at all levels and conditions of employment will be eligible for one reduced EDS fee place on the course of their choice at any time 6 months after their employment start date with Croydon Council, with exceptions overleaf. The main objectives for the CALAT EDS are:

- To encourage an ethos of lifelong personal learning and development among Croydon Council staff.
- To support a learning culture within the organisation and to provide opportunities beyond job-related training.

Further guidelines for the EDS scheme can be found in the EDS document on the S drive Applications

- For enrolment, please follow the 'How to Enrol' guidelines in the CALAT Course Directory and on the CALAT website - www.calat.ac.uk.

Work Shadowing / Mentoring and Coaching

CALAT recognises the opportunities that work shadowing, mentoring or coaching may provide for staff. Requests for work shadowing experience or mentoring must be discussed and agreed by the immediate line manager or equivalent senior manager and must satisfy all of the following criteria:

- Offered within available resources
- Relevant to the work that the member of staff is currently undertaking within the service
- Undertaken within an agreed timeframe and with agreement from the member of staff being 'shadowed'
- In line with appropriate protocol in terms of confidentiality

Staff may be required to undertake coaching or mentoring as part of our quality improvement strategy

Priorities for Teaching and Learning

Essential Qualifications

Qualifications	Training Method	Who
Teacher Training Level 3 Award in Education and Training (formerly PTLLS) Level 5 Diploma in Education and Training (formerly DTLLS). Level 5 specialist Diploma for ESOL, English and maths teacher training qualifications	Ext/CALAT Ext Ext	All new lecturers Existing or new teachers who do not hold L5 Diploma (or equivalent) with full teaching role All literacy, numeracy, ESOL, FLLN teachers.
Assessor/Verifier awards Level 3 Assessor Award- Understanding the principles and practices of Assessment Level 3 Assessor Certificate in Assessing Vocational Achievement Level 4 certificate in Leading IQA of Assessment Processes and Practice	Ext/CALAT Ext/CALAT Ext/CALAT	Teachers assessing on accredited courses and Apprenticeship programmes Staff who internally verify courses and Apprenticeship programmes Curriculum/Programme managers and lead staff who internally verify courses and Apprenticeship programmes
ICT Qualifications Level 3 ICT qualification	CALAT	All ICT Teachers teaching ICT

Desirable Qualifications

Qualifications	Training Method	Who
Dyslexia Assessment and Support	Ext	Designated E&M teachers

Teaching and Learning Training Priorities

Training	Training Method	Who
Curriculum development in line with national and local priorities and strategies, including Community Learning strategy, apprenticeships and traineeships	Ext IS	All managers
Classroom observation (in particular report writing, enhancing evaluative judgement statements and having meaningful professional developmental discussions)	IS	All observers
On-going training to improve teaching and learning (e.g. increasing learner participation and interaction, classroom management, lesson pace and timing, incorporation of speaking practice, learner files as identified in observation, SAR etc)	IS	All teaching staff
Introduction of new accreditation particularly apprenticeships and traineeships.	IS/ext	Relevant teaching staff and managers
Use of on-line attendance and monitoring attendance and punctuality	Ext/IS	Teaching staff
Improvement in retention and success rates	IS	All teachers in classes with low retention/success rates
Safeguarding vulnerable adults and child protection	IS	All staff
Differentiated and mixed level learning	IS	Teaching staff
Advanced Practitioners project to drive outstanding teaching, learning and assessment	IS	4 tutors for the mentoring support and 2 tutors to undertake the role as the Advanced practitioners
Assessment, monitoring, reviewing, recording learner progress and feedback to learners including use of PLPs	IS	Teaching staff
Equality and diversity training, embedding into delivery	IS	All staff
Effective use of E Learning (embedding ILT across the curriculum) and use of Virtual Learning Environment (VLE)	IS	All teaching staff
Assessment and development of English and maths on vocational courses	IS	All tutors
Tracking and recording learner destination data	IS	All tutors
Delivery of apprenticeships	IS	Relevant tutors

Training	Training Method	Who
New IT systems & processes eg One Oracle	IS	All managers and f/t and fractional staff
Anti-radicalisation policies and assessments	IS	All staff
Dealing with mental health problems	IS & ext	All staff
Developing employability skills and preparing learners for employment	IS & ext	All tutors
New Education Inspection Framework	IS & ext	All Curriculum management teams

Teaching and Learning Training Plan for 2019-20

Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"> E-learning, blended learning strategies Updating on devolution of skills funding OTLA improving evaluative judgement statements and professional developmental discussion Recording progress and achievement inc PLPs Preparing Apprentices for EPA Transitioning Apprenticeship programmes from frameworks to standards Safeguarding Differentiation Using on-line attendance Delivery of the new functional skills standards up to level 2 Tracking learner destinations Anti-radicalisation and prevent strategies Safeguarding Mental Health Awareness Laughter in the classroom Keeping challenge and interest in the classroom with higher level learners Working successfully with employers and community partners Using You Tube in the classroom Digital Champion training – enhancing digital skills of your colleagues <ul style="list-style-type: none"> Education Inspection Framework 	<ul style="list-style-type: none"> E-learning Good practice sharing in preparing Apprentices for EPA New accreditation Classroom management Equality and diversity Apprenticeship training Community Learning. PLP's: developing objectives against learners overall purpose for learning. Mapping their next steps. Creating a job/career plan for unemployed learners and those seeking to improve their job prospects Supporting employability and embedding the Gatsby Standards Hate Crime Risk Assessments in the classroom Questioning Inclusive Classroom Education Inspection Framework – Professional discussions and consolidating the 3 I's 	<ul style="list-style-type: none"> Course review Accreditation Quality of teaching learning and assessment improvements

Across the year (external or cross service):

- Teacher training qualifications (including SfL)
- Assessor awards
- Management and leadership
- Safeguarding-protection of children and vulnerable adults
- Equality and diversity
- Improving the quality of teaching learning and assessment

PRIORITIES FOR FUNDING, FINANCE AND MARKETING TEAMS

First Aid: Appointed Person and First Aider at Work	Croydon Council	All designated staff
MIS training for funding purposes	CALAT	Business Support staff
Marketing – Website related training	CALAT or ext	Designated staff
ICT skills training – technical level	External	ICT team
Equalities training	CALAT/External	All staff
Share point	Croydon Council	All staff
Apprenticeship training – New Standards and programmes, ILR and data return requirements	External	Designated staff in MIS and Funding
On line attendance recording	MIS team	MIS and funding team Sessional tutors
One Oracle	Croydon Council	All staff