

# Professional Development Policy

This policy is effective in all Academies within the Learning without Limits Academy Trust and the Trust Central Team. Where the term ‘Trust’ is used in this policy, it covers all Academies and the Trust Offices.

<b>Associated Policies:</b>	
Capability Policy	Staff Behaviour Policy (Code of Conduct)
Complaints Policy	Staff Expectations
Disciplinary Procedures	

<b>Version: V1.0</b>	<b>Status: LIVE</b>
<b>Date: August 2023</b>	<b>Next Review: August 2024</b>

Version	Date	Author	Changes
V1.0	August 2023	AbEv	New Trust policy created, replacing two former policies: Appraisal Policy – Teachers Appraisal Policy – Support Staff This policy has been implemented following consultation with recognised trade unions.

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## **1. Introduction**

1.1.

## **2. Scope and Purpose of this Policy**

- 2.1. The purpose of this policy is to set out the framework for the clear and consistent professional development procedure for all employees, and for supporting their development within the context of the Trust's plan for improving educational provision, performance, and the expected standards set for each employee.
- 2.2. The Trust regards the Department for Education Teachers' Standards<sup>1</sup> as the baseline of expectations for the professional practice and conduct of teachers, from the point of qualification.
- 2.3. In implementing this policy, the Trust will ensure that professional development reviews are managed in a way that minimises any increase in workload for all parties concerned, for

make reasonable adjustments for disabled employees. The Trust Board is aware of the guidance on the Equality Act 2010 issued by the Department for Education.

### **3.3. Monitoring and Evaluation**

- 3.3.1. The CEO will monitor the operation and effectiveness of the professional development arrangements. In developing, applying and evaluating this policy we will monitor the impact on different groups of people with protected characteristics in line with the Trust's Equal Opportunities Policy and our Staff Privacy Notice. This will ensure that what we do is done fairly.
- 3.3.2. The CEO will provide the Trust Board with a report on the operation of the Trust's Professional Development Policy annually. The report will not contain any information which would enable any individual to be identified. The report will include:
- the operation of the Professional Development Policy
  - the effectiveness of the professional development procedures

### **3.4. Retention and data protection**

- 3.4.1. The Trust Executive and Principal will ensure that all written professional development records are retained in a secure place. As part of the application of this policy, the Trust may collect, process and store personal data in accordance with our Data Protection Policy. We will comply with the requirements of Data Protection Legislation (being the UK General Data Protection Regulation and Data Protection Act 2018) and any implementing laws, regulations and secondary legislation, as amended or updated from time to time. Records will be kept in accordance with our Staff Privacy Notice, our Data Retention Policy and in line with the requirements of Data Protection Legislation.

## **4. The Professional Development Review Period**

- 4.1. The professional development review period will run for twelve months, from September to August for all staff.
- 4.2. Employees who are employed on a fixed term contract of less than one year but more than one term will have their professional development managed in accordance with the principles underpinning this policy. The length of the review period and employee's objectives will be

5.3. Employees will be notified of who their reviewer will be, before or as soon as practicable after the start of each professional development period.

## **6. Setting Objectives**

### **6.1. All employees**

6.1.1.

## 6.3. Support Staff Standards

### 6.3.1.

observations will be carried out in a supportive fashion and not add to teacher workload.

- 7.1.3. In addition to formal observation, the Principal and other leaders with responsibility for teaching standards may "drop in" in order to evaluate the standards of teaching and classroom practice and to check that high standards of professional performance are established and maintained. The length and frequency of "drop in" observations will vary depending on specific circumstances.
- 7.1.4. The "drop in" observations can be used to provide feedback to teachers as part of the ongoing supportive nature of the professional development process but are not part of the formal observation process.

## **7.2. Development and support**

- 7.2.1. Our professional development process is supportive and, for teachers, is used to determine decisions on pay.
- 7.2.2. For all employees it is to inform and decide continuing professional development, which improves performance.
- 7.2.3. The Trust encourages a culture in which all employees take responsibility for improving their performance in their role and extending their depth of knowledge through appropriate professional development. Agreed training and professional development will be linked to Trust/Academy improvement priorities and where possible, to the ongoing professional development needs and priorities of individuals. We are committed to supporting appropriate and reasonable development which not only assists the employee in their role but also leads to improvements in performance across the Trust.

## **7.3. Feedback**

- 7.3.1. All employees will receive constructive, written feedback throughout the professional development cycle and as soon as practicable after an observation has taken place (where applicable) or other evidence has come to light. Feedback will highlight particular areas of strength as well as any areas that require further development.
- 7.3.2. Feedback will be given during an employee's normal working hours.
- 7.3.3. Feedback will also be sought from relevant employees within the Trust or Academy, for example, a teacher may be asked to provide feedback on a teaching assistant who works with them.
- 7.3.4. In any circumstance, where concerns have been identified, the Trust Capability Procedure will be followed.

8.





Appendix - Professional Development Review Form <Add dates e.g. 2023-24>

Employee Name	
Employee Role	
Trust/Academy Name	
Reviewer Name	
Reviewer Role	
Date of Initial Review	
Date of Mid-year Review	
Date of End of Year Review	

Objectives for <add dates e.g. 2023-24>

Summary of employee's personal and professional aspirations:

Objective 1 Performance criteria (inc. suggested actions where	
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(inc. suggested actions where appropriate)		
<b>Mid-year Review</b>		
<b>End of Year Review</b>		<b>Met / Not Met</b>

<b>Objective 4</b> (Trust/Leadership/TLR/UPR objective, if appropriate)		
<b>Performance criteria</b> (inc. suggested actions where appropriate)		
<b>Mid-year Review</b>		
<b>End of Year Review</b>		<b>Met / Not Met</b>

<b>Areas for further development:</b>

<b>Employee comments:</b>

Signed: Employee

Signed: Reviewer