

Learning and Development Policy and Procedure

Model Policy for Schools

July 2022

CONTENTS

1. POLICY STATEMENT	2
2. SCOPE	2
3. AIMS AND OBJECTIVES	2
4. EQUALITIES	3
5. FINANCING LEARNING AND DEVELOPMENT	3
6. INDUCTION	3
7. EARLY CAREER TEACHERS	4
8. WHOLE SCHOOL LEARNING	4
9. IDENTIFYING DEVELOPMENT NEEDS	5
10. WAYS IN WHICH LEARNING AND DEVELOPMENT CAN BE UNDERTAKEN	6
11. ROLES AND RESPONSIBILITIES	6
12. APPLYING FOR LEARNING AND DEVELOPMENT	8
13. FINANCIAL ASSISTANCE	10
14. STUDY LEAVE	11
15. STAFF REPAYMENT OF COSTS	12
16. STATUTORY REQUESTS FOR TIME OFF FOR TRAINING (also found in the Special Leave Policy)	12
17. MEASURING THE IMPACT OF LEARNING AND DEVELOPMENT	12
18. RECORD KEEPING	13
19. ADDITIONAL INFORMATION	13
Appendix 1	14
Appendix 2	16

1. POLICY STATEMENT

The school is committed to ensuring that all teachers and support staff are given opportunities to develop their practice in order to excel as professionals and provide the very best education to its pupils. Learning and development supports the school's strategic objectives as well as the professional aspirations and career progression of individual employees. The school recognises that effective employee development is not only vital to meeting future goals and ambitions, but also makes an essential contribution to the development of a positive learning environment for students and staff.

This policy and procedure has been consulted on and agreed with the relevant trade unions.

2. SCOPE

This policy covers all employees at the school at all levels, whether permanent, fixed term or temporary. This policy applies to all staff groups irrespective of differences in terms and conditions of service, seniority levels, working patterns and any other irrelevant distinctions.

3. AIMS AND OBJECTIVES

3.1 This policy is designed to support schools in managing learning and development in schools and ensuring a fair and equitable approach for employees to access learning and development opportunities. It also sets out the responsibilities on staff and management in respect of this. The policy addresses statutory requests, mandatory training, induction and evaluation of the impact of learning and development.

3.2 Teachers standards

This policy supports the expectations about professional development set out in the Teachers' Standards, namely that teachers should:

- keep their knowledge and skills as teachers up-to-date and be self-critical;
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues;
- demonstrate knowledge and understanding of how pupils learn and how this has an impact on teaching;
- have a secure knowledge of the relevant subject(s) and curriculum areas;

- reflect systematically on the effectiveness of lessons and approaches to teaching; and know and understand how to assess the relevant subject and curriculum.

3.3 Mandatory training

There is a requirement for staff in schools to undertake regular mandatory training, e.g. safeguarding, which is often covered at INSET. Headteachers/Managers need to ensure they are aware of what is required and that arrangements are made for staff to access the required training.

4. EQUALITIES

4.1 It is important that the policy is applied in a fair manner at all times. This means that no employee shall be subject to discriminatory practice in the provision of learning and development opportunities.

4.2 The school will promote equality in all aspects of school life and are committed to complying with the Equality Act 2010. The school actively opposes all forms of discrimination against employees on grounds of age, gender reassignment, being married or in a civil partnership, being pregnant or on maternity leave, disability, race including colour, nationality, ethnic or national origin, religion or belief, sex, or sexual orientation.

4.3 Learning and development opportunities should be offered in an objective and transparent way, ensuring that all staff have equality of opportunity. Headteachers/Managers should be mindful of factors affecting accessibility for some staff.

4.4 The school will monitor the impact of this policy, paying particular attention to any equality implications.

5. FINANCING LEARNING AND DEVELOPMENT

5.1 The Headteacher and Governors recognise the necessity for allocation of funds from the school budget in order to finance learning and development. The school may need to budget for supply cover to release staff to attend training. Headteachers/Managers need to ensure they identify budget implications when considering learning and development requirements.

6. INDUCTION

6.1 All staff and governors new to the school will receive a planned induction in school that is appropriate to their role and previous experience. Line Managers and Senior Leaders have discrete responsibilities within this process. Further details of the induction process can be found in the Induction Policy.

7. EARLY CAREER TEACHERS

7.1 Early Career teachers are required to undertake a 2 year statutory induction programme. The requirements for this are set out in the statutory guidance. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/972316/Statutory_Induction_Guidance_2021_final_002_1_1_.pdf

8. WHOLE SCHOOL LEARNING

8.1 In-Service Training

The School holds in-service training days (INSET) during the academic year. The INSET programme is planned in advance by the SLT and the content is informed by the needs of the school as outlined in the School Improvement/Development Plan.

8.2 All staff at the school will be provided with regular statutory and context-specific CPD in the following areas:

- Child protection
- Safeguarding
- Prevent
- Health and Safety and risk management
- Physical Intervention
- First Aid
- Fire safety
- SEND training (ASC, PDA, and Attachment)
- Additional needs training as appropriate (e.g. Dyslexia, Tourette Syndrome, Occupational Therapy)

This list is not exhaustive.

9. IDENTIFYING DEVELOPMENT NEEDS

9.1 Statutory requirements

Staff in schools will be subject to statutory training. Some specific training could be applicable to all staff, e.g. health and safety, safeguarding, data protection, etc. and some will be applicable to specific roles, e.g. ECT induction, safer recruitment, manual handling, food safety, etc. Headteachers and managers will need to ensure they have identified the appropriate statutory training for staff and that they successfully complete appropriate training and where appropriate, this is reaccredited on a regular basis.

9.2 Recruitment

Headteachers and managers may have identified development needs for staff during the recruitment process. This could be for new staff as well as existing staff who have changed roles.

9.3 Induction

All staff should undertake an induction programme. This is designed to help new employees, agency workers, volunteers and governors become familiar with the requirements of their position and learn about the school culture, ethos and working practices effectively and efficiently so that they become knowledgeable and confident as quickly as possible. Those responsible for induction should ensure they discuss learning and development with new staff and identify any needs.

9.4 Supervision

Headteachers/Managers should ensure that learning and development is discussed during regular supervision/1:1s. Discussions should include identifying needs as well as feedback on learning and development activities undertaken, how they have been utilised in school and how staff can share what they have learned with colleagues as appropriate.

9.5 Appraisal

All staff should have an annual assessment of their performance. This is a statutory requirement for teachers, and this must include assessing a teacher's professional development needs and identifying any action that should be taken to address them. However all staff appraisals should include addressing learning and development needs.

9.6 School Improvement/Development Plan

The school improvement/development plan may identify areas of development for staff, for example where the school may wish to strengthen a particular curriculum area, or introduce a revised policy or practice or respond to an external assessment.

9.7 Self-identification

Staff are expected to be proactive in identifying and seeking development for themselves in order to improve their practice and contribute to a school environment in which the very best education is provided for students.

10. WAYS IN WHICH LEARNING AND DEVELOPMENT CAN BE UNDERTAKEN

10.1 Learning and development for employees is an ongoing process and can occur in a variety of ways:

- on the job training/coaching
- work shadowing/secondments
- mentoring
- internal training courses
- access to external training courses
- e-learning
- Peer observations
- participation in working parties/focus groups
- taking additional responsibilities* (e.g. acting up)
- training leading to external qualifications
- peer review
- cross team working
- team building activities
- inset/away days
- team/faculty meetings
- project work
- visits to other schools
- working with similar postholders from other schools

Note: 'taking additional responsibilities' -this should always be agreed with staff and where appropriate, staff taking on additional responsibilities should be remunerated in line with the Pay Policy.

10.2 The appropriate method for learning and development will depend on the needs identified and the availability of resources.

11. ROLES AND RESPONSIBILITIES

11.1 Headteachers/managers

Headteachers/managers should:

- Ensure that all staff have equal access to learning and development opportunities.
- Ensure all new staff complete a relevant induction (see Induction Policy for further information).
- Support and lead professional development.
- develop links with training providers, such as the LA and other stakeholder agencies for safeguarding training, ECT training and training relating to the National Minimum Standards.
- Clearly identify staff development activities in the school Improvement/Development Plans.
- Ensure there is robust quality assurance to monitor the quality of provision, ensure best value and evaluate the impact of learning and development activities.
- Hold regular discussions and reviews with staff on their learning and development progress within the context of the annual performance appraisal;
- Agree an annual personal development plan with all staff and provide support to meet this plan;
- Ensure all staff complete any booked training or cancel these in a timely manner if no longer required;
- Ensure release and attendance of staff for mandatory training. If in exceptional circumstances staff are unable to attend, ensure courses are rebooked and the course is completed in a timely manner;
- Consider and approve applications for study leave and funding following this Policy and Procedure, or provide rationale for applications not approved.
- Ensure staff are fully aware of any potential financial liabilities before they undertake any learning and development for which they receive funding.
- Ensure staff are aware of any changes in requirements in their role following learning and development, e.g. First Aid.
- Ensure information on the learning and development undertaken is recorded.
- Ensure that information is collated from the Appraisal forms under the personal development plans and is used to inform learning plans;

All Managers will undergo mandatory training to ensure they have the skills and knowledge to undertake effective annual staff performance appraisals and performance reviews and support staff in constructing a personal development plan.

11.2 Employees

Individual members of staff should:

- Seek out and make the most of the professional development opportunities available to ensure that students receive the best and most appropriate education and student experience possible.
- Be proactive in finding learning and development based on feedback from performance management, exams outcomes analysis, learning walks and work scrutiny, supervision and line management meetings, student voice and feedback from other agencies.
- Reflect on their own practice to determine strengths and areas for development.
- Document those reflections to contribute actively to performance management, through maintaining a professional development portfolio.
- Where a school has a MIS system, colleagues must ensure they complete the evaluation of training using the MIS.
- Take part in opportunities to share strengths and learn from colleagues.
- Seek out and utilise new thinking, ideas and technology relevant to their roles.
- Support colleagues in achieving high professional standards.
- Feedback to colleagues, share resources and be willing to train and support other staff.
- Use their training for the improvement of the school.
- Take responsibility for their own learning and development, including attending relevant induction and mandatory training events.
- Make all necessary arrangement to attend training events.
- Participate in the appraisal / personal development review process with their manager, at least annually, and to take up opportunities that are provided in support of their learning and development needs.
- Meet the training and/or professional development requirements of their professional body, where relevant.
- Seek appropriate authorisation to attend learning and development activities.

12. APPLYING FOR LEARNING AND DEVELOPMENT

12.1 Apart from INSET and school wide training, usually training and development activities will be identified by employees and their line managers through discussion and the activities set out in section 9. Even where the training is mandatory,

discussions should take place and could cover when the training is going to take place and how the employee will access it.

12.2 Qualification Based Training

If a manager and employee identify an accredited professional qualification that will support the needs of the school, the line manager will forward an application for financial support (appendix 1) to the headteacher for approval. The headteacher will consider the application against the criteria below;

- develops the organisation's capability and meets the needs of the school
- supports the development and retention of skilled and aspiring leaders and professionally qualified employees
- provides value for money
- impact on the overall school budget.

12.3 Non-accredited training

Employees may request and/or be advised to attend a non-accredited development programme. All non-accredited courses should be related to the area the employee works in. This does not preclude them from them engaging with the training in their personal time

12.4 Release for external short courses/seminars/workshops, etc.

The criteria for granting release for both internal and external short courses, and development activities lasting up to one week are:

- suitability;
- the benefit to the school; and
- the benefit to the employee.

Where attendance on a short course is approved, leave on full pay will be granted. No overtime will be paid except where a part time employee needs to attend a course which requires additional hours. In this case the employee will either be reimbursed through additional pay at plain time rates or time off in lieu. Whichever option is chosen, this will be in consultation with the employee and must be agreed prior to the development activity.

13. FINANCIAL ASSISTANCE

13.1 Assistance with study and financial costs for external qualifications and courses is not automatically granted upon request. Employee development is provided based on the needs of the school and taking into account the expected benefits to both the school and the individual employee. The financial status of the school must be taken into consideration when making the decision.

13.2 Any accredited programme instigated by the employee and agreed by headteacher requires both the school and the employee to each contribute 50% of the funding. In exceptional circumstances where there is a need (but not essential) for a school to have a professional qualification (but instigated by employee) an 80% funding can be paid by the school and the remainder 20% paid by the employee. If the course is a statutory requirement and instigated by the school then the full cost of the course will be met by the school.

13.3 This funding is subject to the employee remaining in the school for a minimum of 12 months from the certificated date of completion; if the employee leaves the school prior to completing 12 months then the employee must pay back part of the fees on a proportionate basis. Employees on temporary or fixed term contract must have at least 12 months remaining on their contract on completion of course.

13.4 The school has the right to refuse requests made by employees to fund any accredited programmes. Funding is normally granted for the examination (when not included in the overall cost of the course) but not guaranteed. Funding for a potential retake will be considered taking into account all the circumstances involved for not passing at first attempt. The school will expect employees to make a personal financial contribution at the outset of their studies and sign the financial assistance form (appendix 1).

13.5 Most accredited programmes and some non-accredited courses will have an associated cost attached to it. Subject to agreement, employees attending approved courses are entitled to receive (if approved) payment of:

- the full course fee if this is instigated by the school;
- or 50% of the course fee if instigated by employee;
- or 80% of the course fee if it is a professional qualification where instigated by employee but a requirement for succession planning
- examination entry and/or exemption fee

- student membership of a professional body where membership is a condition of entry to that body's examination
- the cost of additional travel will be reimbursed
- in the event of employees failing to pass an examination after two attempts, the headteacher will consider whether or not to support a third and final attempt, or seek repayment of fees, taking into account individual circumstances
- accommodation costs when attending block release courses. Prior application must be made via the Headteacher prior to attendance
- the reasonable cost of course books as agreed with the headteacher. These books remain the property of the school and must be returned on completion of the course to the school office.
- the reasonable cost of course equipment, i.e. headphones for e-learning, specialist stationery/equipment. These equipment remain the property of the school and must be returned.
- reasonable expenses, approved in advance by the headteacher for the production of a thesis or project.
- all claims for the reimbursement of expenses must be made within 4 weeks.

13.6 Employees who undertake any qualification, partially or fully funded must complete the financial assistance form (appendix 1) prior to starting the programme. Financial assistance is not guaranteed and is subject to approval from Line Manager and Headteacher. Employees attending approved short courses/seminars/workshops on behalf of the school will be reimbursed the following expenditure, which must be agreed in advance, subject to the production of receipts/proof of purchase:

- the course fee, where not paid directly by the school
- the travelling expenses

14. STUDY LEAVE

14.1 All staff should be given sufficient time to undertake induction activities and complete mandatory training.

14.2 Staff approved to undertake any course and/or qualification funded by the school or any course or qualification that is self-funded or funded by another means but that is pertinent to their post and has benefits for the school, can request paid time off as follows: -

- time to sit examinations; proof to be shown to the Headteacher prior to the examination

- half day per examination study time to prepare for examinations
- special leave will not normally be granted for completion of course work

14.3 The school expect employees to complete parts of their study in their own time. The amount of study leave must be determined and agreed with the Headteacher prior to the course being undertaken and the signed financial assistance form (appendix 1) signed.

15. STAFF REPAYMENT OF COSTS

15.1 Employees leaving the school within 12 months from the date on which they have completed their qualification will be required to repay the funding on a sliding scale – one twelfth of the total grant for each remaining month of the 12 month period. All payment will be taken out of the final salary and any remainder will have to be paid back to the school in accordance with this policy.

15.2 Employees failing to complete the qualification, either by leaving the school before taking the relevant final examinations or through terminating the course of study, will be required to repay up to the full amount of the costs incurred. The Headteacher and the governing body will determine an appropriate cost based on the individual circumstances and the proportion of the course successfully completed.

15.3 The Headteacher/Chair of Governors has the discretion to waive repayment of fees in exceptional circumstances.

16. STATUTORY REQUESTS FOR TIME OFF FOR TRAINING (also found in the Special Leave Policy)

16.1 In addition to the provisions set out in the rest of this document, where a school has at least 250 employees, the law grants employees who have a minimum of 26 weeks' continuous service the right to make a request in relation to time off for study or training and to have their request considered by their employer. Details of this are set out in the Special Leave policy but are reproduced as Appendix 2 for information.

17. MEASURING THE IMPACT OF LEARNING AND DEVELOPMENT

17.1 Schools make a considerable investment in learning and development and it is important that evaluation of the impact of training takes place. Schools can measure this in the following ways:

- SLT will monitor learning and development impact through their leadership meetings/line management meetings.
- SLT will monitor excellent practice on an individual or phase level through monitoring and learning walks
- Subject/phase leaders can measure the impact of learning and development activities through monitoring their subject/phase areas
- Analysis of data from teachers at Progress Review meetings may demonstrate impact of learning and development of staff.
- During appraisal, employees can record the impact learning and development activities have had on their practice
- Successful initiatives recorded through the School Development Plan process often include training elements and highlights changes and development in professional practice as a result of this
- Post training evaluation by individuals should provide feedback on the effectiveness and application of the learning

18. RECORD KEEPING

18.1 A record of employees learning and development activities should be kept on employees' personal files. This should include copies of certificates, accreditation, dates, applications, etc. This serves as a record of support and can be used as part of appraisal.

18.2 Induction checklists should be retained and completed to indicate when all induction activities have been completed.

18.3 Information on any financial support which has been agreed should also be retained.

19. ADDITIONAL INFORMATION

19.1 For any further information on this policy please contact your HR provider.

Appendix 1

Application for financial assistance for course of study leading to professional qualification

To be completed by applicant and forwarded to the Headteacher

Name			
Position			
Details of any previous school sponsorship and qualifications obtained			
Qualification requiring sponsorship (state if distance learning or on site)			
Date of commencement		Length of Course	
Objective for undertaking qualification	<i>Continue on separate sheet if necessary</i>		

Financial Assistance

Please list any financial cost incurred for undertaking the qualification (please do not include any travel and subsistence allowance)

Tuition fee	
Registration or Exemption Fee	
Examination Fees	
Professional body membership fee	
Any other costs (please list)	
Total claimed	

Please provide us with the contact details of the university/institution delivering the qualification

Name university/institution	
Address (including postcode)	

Contact Name	
Contact email/telephone	

Study Time

I apply for paid study time as follows in connection with the qualification I intend to undertake (please read the Learning and Development Policy for guidance on the time allowed for study leave).

Time attending college (if applicable) or time for distance learning	Revision Leave (if forms part of course)	Examination days
Total Days	Total Days	Total Days

Undertaking

I _____ (the employee) acknowledge that sums paid to me or on my behalf in respect of the course of study described in this document, will be paid in accordance with the terms outlined in the Learning and Development Policy, subject to the approval by the Headteacher and governing body.

I have received and read a copy of the Learning and Development Policy and undertaken that I will observe the requirements expected of me and in particular, I will pay on demand or permit to be deducted from my salary any sum properly required to be repaid in accordance with that policy, should my act or default fall within any of the circumstances which in that policy lead to such repayment. I also agree for the school to obtain access to my attendance and performance record from the university/institution.

Please ensure you read the whole Learning and Development Policy and in particular the section for Financial Assistance, staff repayment of costs and Study Leave.

Signed: _____ **Date:** _____

I _____ (the headteacher) support this application for financial assistance and study leave and confirm that the information on this form is in accordance with the Learning and Development Policy.

Signed: _____ **Date:** _____

Appendix 2

STATUTORY REQUESTS FOR TIME OFF FOR TRAINING (also found in the Special Leave Policy)

Where a school has at least 250 employees, the law grants employees who have a minimum of 26 weeks' continuous service the right to make a request in relation to time off for study or training and to have their request considered by their employer.

The School is not obliged by law to pay an employee for any time off granted for study or training under the right to make a request in relation to study or training (nor pay for the cost of the programme). Therefore, any time off for training agreed will be unpaid. Employees will be expected to use annual leave, other flexible working arrangements or in exceptional circumstances unpaid leave.

Each request will be dealt with individually, taking into account the nature of the employee's request and any likely effects of granting it, e.g., any effects on the employee's work or on the employee's colleagues. Agreeing to one employee's request will not set a precedent or create a right for other employees to have their requests in relation to study or training granted. If, following a valid request in relation to study or training, where the School thinks that it needs additional information before it gives proper consideration to the request, it can ask the employee to provide further information.

Although the School encourages employees to undertake courses of study or training that are relevant to their employment, it will not always be possible to grant requests in relation to study or training. The circumstances in which the School may have to refuse a request include where:

- the proposed study or training would not improve the employee's effectiveness at work, or the performance of the School itself;
- the cost to the School of granting time off for training would be too great;
- granting the employee's request would have a detrimental effect on the School's ability to meet student needs;
- the School would be unable satisfactorily to cover the employee's absences on training;
- there would be a detrimental impact on quality or performance; or
- there are planned structural changes in the School.

Applying for statutory training requests

Employees who wish to submit a request in relation to study or training should do so in writing using the Application for Special Leave form. Requests may not be submitted more than once every 12 months and must be sent to the Headteacher. The request must cover:

- that it is an application to make a statutory request in relation to study or training;
- the date of the application;
- whether or not the employee has made a previous application in relation to study or training, and if so when and how the last application was submitted;
- the subject matter of the proposed study or training;
- where and when the proposed study or training would take place;
- who (if anyone) would provide or supervise the study or training;
- to what qualification (if any) the study or training would lead; and
- how the employee thinks the proposed study or training would improve their effectiveness in the School and the performance of the School.

Where a valid request has been submitted, the Headteacher will, where appropriate, arrange a meeting with the employee to discuss the request as soon as practicable. The meeting will normally take place no later than 28 days after the date on which the request was submitted. The purpose of the meeting will be to discuss the request, its appropriateness to the employee's job and the needs of the School and any possible alternative arrangements that might meet the employee's training needs. A decision will be given to the employee in writing within 14 days of the meeting.

A written response must be sent to the employee within 14 days of the meeting, which must provide an explanation where the request has been refused and grant the right of appeal.

If an employee's request in relation to study or training is refused, the employee will have the right to appeal against this decision to the Governing Body. Any appeal should be submitted within 14 days of the decision to refuse the request. The appeal notice must be in writing and must include the grounds on which the employee wishes to base the appeal.

The Governing Body must hear the appeal within another 14 days and communicate the outcome in writing to the employee within a further 14 days.

The Headteacher and the employee may, if they wish, agree to extend any of the time periods specified above. In this case, the Headteacher must record the agreement in writing and send a copy to the employee.