



Professional Learning Policy

Believe, Achieve, Celebrate

Reviewed November 2023 M Woodhouse

Reviewed November 2025 M Woodhouse

Next Review November 2027

Policy on Professional Learning

1 Introduction

- 1.1 Our Academy values all the people who work within it. Our aims statement makes clear that it is our intention to enable our children to reach their highest level of personal achievement. If we are to achieve this aim, all staff have a part to play. A programme of continuing professional development recognises and develops the contribution that all adults can make to the Academy improvement. Expenditure on the professional development of teachers and other staff is critical to and directly related to raising standards in the classroom. This policy provides the framework through which all staff are supported and professionally developed.

2 Entitlement

- 2.1 All staff and Academy Councillors in our Academy are entitled to professional development opportunities. These opportunities are linked to local and national priorities, such as:
- priorities identified in our Academy Improvement Plan (SIP)
 - Individual priorities identified through professional development
 - the Early Careers Framework
- 2.2 Our Academy ensures that all staff and academy councillors have equality of opportunity, without discrimination, in seeking the highest level of personal achievement.
- 2.3 All staff and students will be given an induction programme by senior staff. Supply staff will receive a clear simple induction pack. All staff are supplied with an annual Staff Handbook.
- 2.4 All teaching staff are entitled to an annual Professional Development Conversation so that professional development needs can be identified and negotiated targets can be supported. Similarly, support staff are entitled to an annual development review.
- 2.5 The Academy recognises its responsibility to offer developmental opportunities for staff with leadership and curriculum expertise.
- 2.6 Early Careers Teachers are entitled to a specific programme of support and development, and after three terms, they are assessed against national Induction Standards. They are entitled to 10% off timetable in year one and 5% off timetable in year two, an induction tutor, and an individualised induction programme. This programme will reflect strengths and development priorities identified toward the end of their Initial Teacher Training (ITT). The ECT and the tutor will use the Teacher Standards to set professional development objectives for the induction period. Reports following assessment meetings each term will be based on observations of teaching, and of progress towards meeting the Teaching Standards.

- 2.7 New councillors will be eligible for support and training through TMET governance forum. We will also support our councillors with training of our own, linked to our Academy Improvement Plan (SIP).

3 Racial equality

- 3.1 All members of staff are entitled to appropriate training, so that they can play their full part in ensuring that our Academy not only promotes racial equality but also recognises cultural diversity. Induction for new staff addresses racial equality. Members of the academy council too have identified their training needs in relation to racial equality.

4 Academy Improvement Plan (SIP)

- 4.1 The professional development of staff is linked to our Academy Improvement Plan (SIP). This is our action plan for improving the performance of our pupils. Funding for priorities within the plan will take account of the related professional development needs. Funding for professional development itself is identified in the Standards Fund.

5 Evaluation and dissemination

- 5.1 All professional development activities are monitored for their impact on Academy performance. Training evaluation is carried out via the Professional Development Conversation form.
- 5.2 The professional development coordinator records all professional development undertaken in and out of the Academy. S/he prepares a termly update for the Principal's report to councillors

6 CPD programme

- 6.1 Support staff meet regularly with their line manager. The CPD programme offers staff a wide range of development opportunities:
- review of job description
 - induction
 - performance management
 - staff training days
 - joint training sessions for staff and governors
 - paired reviews of children's work
 - paired lesson observations
 - membership of working groups
 - conferences and seminars
 - coaching and mentoring

- membership of local and regional networks
- membership of professional associations
- placements and secondments

7 Performance management

- 7.1 Since September 2000, performance management has been an entitlement for all teachers, including the Principal. The aim is to help teachers improve, by agreeing and reviewing priorities within the context of the Academy Improvement Plan (SIP). The outcomes of performance reviews help to set priorities for future planning and professional development. They also inform decisions about discretionary pay awards.

8 Monitoring and review

- 8.1 This policy will be reviewed every two years, or earlier if necessary.