

# Professional Development Policy

NextStep Training Ltd

## 1 INTRODUCTION

The Managing Director, centre manager and Quality team are actively committed to developing all staff within NextStep Training Ltd.

This policy is underpinned by our Mission Statement which challenges us to:

- respect the uniqueness, worth and development of each individual, both as a learner and as a person
- recruit excellent committed and highly qualified staff who are valued and respected for their contribution and development as learners and educators.
- We recognise that all our staff members are life-long learners encouraged and supported through continuing professional development.

This policy is concerned with the professional development, training and retention of staff members who are able to contribute positively to the culture of NextStep Training as a learning institution and impact on the wider educational community. This policy outlines the steps taken to continuously improve the sector specific and teaching experience, knowledge and skills of NextStep Training employees. Our vision is to provide current and relevant industry training to prepare learners for the skills they need to work, in order to do this we demonstrate full commitment to the development of staff CPD to create first class trainers.

## 2 PRINCIPLES

- The training and development of staff raises achievement of all learners/apprentices and will have an impact on centre's self-assessment and improvement.
- Professional development and training assists the centre in the pursuit of the declared direction and purpose of our Mission Statement.
- Support for training and development links directly to professional and personal development.
- Staff development activities link to the centre priorities set out in the Quality Improvement Plan and targets set as part of performance management.
- There will be ongoing review of staff development activities and these will continue to be set within the context of educational change.
- Staff will be encouraged to take control of their own professional learning through annual self-audits and review of performance management targets.
- Staff development will be tailored to individuals needs via skills analysis.
- Monitoring and evaluation will be linked into existing centre's self-assessment system and line managers will be responsible for overseeing the impact on learning and teaching and learners' attainment.
- The impact of training activities will be assessed against centre self-assessment and QIP and overall achievement of learners/apprentices.

## 3 AIMS

The aims of continuing professional development at NextStep Training as a centre are to:

- Improve the effectiveness of learning and teaching of staff to impact positively on learners/apprentices performance and experiences
- Improve the skills, knowledge and attributes of staff to enable them to carry out their roles and responsibilities effectively
- Enable staff to deal with change and the challenges of teaching
- Assist and induct staff into the culture and ethos of the centre
- Support professional development and promotion
- Promote collegiality and collaboration both within and beyond the centre
- Promote self-evaluation and focused development
- Encourage experimentation and risk taking involving new and innovative educational pedagogy
- Develop staff as reflective practitioners
- Improve motivation
- Ensure a seamless progression from start to end of all learner's journey
- Engage staff in practitioner based research
- Encourage the take up of further degrees and diplomas
- To support performance management targets
- Secure the recruitment and retention of a highly trained and effective workforce.
- To plan for succession and leadership as part of talent management programmes

#### **4 THE CENTRE AS A LEARNING ENVIRONMENT FOR CPD**

All staff new to the centre will be given the opportunity to observe learning and teaching in other curriculum areas. The most effective way is through learner tracking which has a particular focus agreed in advance through line management or by making use of the peer observation of experienced trainers who have expertise and particular strengths can contribute to whole centre training, examples of this may include the use of new and emerging technologies, support and challenge for gifted and talented learners/apprentices, thinking skills SEN, Safeguarding, mentoring and coaching of learners/apprentices and adults etc.

Where trainers lead change management programmes or innovation streams, they are expected to develop on new and innovative approaches to learning and teaching pedagogies which are based on sound research and evidence leading to successful implementation and outcomes for learners.

The centre will aim to disseminate this practice more widely through its staff development strategy.

We also recognise that training can also happen through staff collaboration and sharing of good practice to support colleagues in an informal way.

#### **5 OPPORTUNITIES FOR CONTINUING PROFESSIONAL DEVELOPMENT**

##### **5.1 Centre-wide Training**

Professional training days or standardisation days enable the centre to plan and prepare for identified centre priorities and the introduction of national initiatives.

As an ongoing basis of each academic year, all staff will participate in training related to our Mission Statement and aims of the centre. This allows the centre to reinforce what it aims to achieve as a community of faith and learning. Remaining sessions will focus on statutory guidance e.g., Safeguarding,

centre priorities identified in our Organisational Development Plan and curriculum change and these will be agreed in consultation with staff.

## **5.2 Induction**

Induction of staff is a key priority and all new staff has the opportunity to attend induction session based on individual need. There are separate programmes to suit the needs of individuals and groups and range from training and support for newly qualified, staff new to the centre, through to leadership programmes for subject and pastoral leaders and members of the leadership group.

## **5.3 Leadership and Subject Programmes**

Lead IQA for each subject sector area of teaching receive induction as part of management meetings and can participate in leadership programmes such as Certificate or Diploma in Management up to Level 5.

Staff members also have the opportunity to train as facilitators of these programmes. They are also encouraged to attend off site subject specific training and training specifically related to their job descriptions to enable them to grow and develop as leaders.

Members new to the leadership team are inducted through senior management meetings and leadership courses.

All new members audit their skills and attributes as leaders and targets are agreed through line management.

Each of the training programmes are evaluated and reviewed annually to ensure they meet the needs and challenges for trainers and leaders in programme delivery contexts.

## **5.5 Attendance at External Courses**

The centre supports learning for staff beyond the centre context. All requests for external training must be completed on the appropriate form by asking HR Officer and serious consideration will be given to them by the Head of Quality & teaching

Priority will be given to training that:

- supports the learners with additional needs
- takes forward centre and national priorities
- focuses on new pedagogy related to learning and teaching
- equips trainers with skills in ICT
- relates directly to performance management targets
- gives value for money and will make a difference to learners/apprentices' learning and achievements

All staff members are required to keep a record of their training in their Professional Portfolios. As part of performance management staff are expected to be able to evaluate the impact training has had on their teaching and learning and skills required to carry out their roles and responsibilities and outcomes for all groups of learners/apprentices.

## **5.6 Visits to other Institutions**

As life-long learners, staff members are encouraged to observe teaching and learning in different contexts including those which are more challenging. The emphasis will be on experiencing and learning from good practice in a range of contexts.

We aim to arrange visits to other partner centres who we work with as a delivery partner for peer observation. The focus of the visit will support the targets they have been set. Where it is deemed appropriate and supports individual teacher targets other visits can be arranged as part of a rolling programme for staff.

## **6 MENTORING AND COACHING**

All staff at NextStep Training has a key role to play in the learning and professional development of others. The centre is actively involved in training experienced staff as coaches and each year the ongoing programme of development will enable staff to support the professional development of colleagues. It is expected that highly experienced staff members who have 3 to 4 years of teaching experience will act as professional coaches to other members of staff.

## **7 LIFE LONG LEARNING**

All aspects of training and development contribute to continuous learning for all our staff. This remains at the heart of our CPD programme. The centre actively seeks to encourage and support staff members who wish to take further degrees and diplomas so that learning is recognised through accreditation.

## **8 LINKS TO PROFESSIONAL PORTFOLIOS AND PERFORMANCE MANAGEMENT**

All teaching staff at NextStep Training has a CPD plan & record linked to the professional standards for trainers. The plan & record gives them the opportunity to assemble evidence and carry out regular self-review of their performance enabling them to identify key areas for development.

The plan is used as a focus for annual performance management, review of targets and agreeing areas for further development.

On the basis of the targets set line managers and the CPD co-ordinator will have an overview of staff needs for training and development which will inform practice annually.

Members of the Senior Leadership Team will use the centre-wide attributes and skills audit to support identification of areas for development as part of their leadership role.

## **9 OTHER OPPORTUNITIES FOR STAFF DEVELOPMENT**

NextStep Training has always promoted the idea of 'every minute' inset and all experiences can become training and development opportunities.

- All meetings and discussions about learning and learner performance should be treated as staff development
- Annual negotiation of job descriptions within the centre should be seen as an opportunity to develop new skills and attributes.
- General observation of others can contribute to learning. For example, shadowing a meeting between a member of the leadership team and a difficult parent, observing experienced or

- Pastoral Support Managers dealing with difficult or sensitive issues to do with learners/apprentices. There are many more examples and we encourage staff to be open to learning at every opportunity.
- Centre reviews provide a more intensive look at performance and staff should use these positively to review their developmental needs.
- Opportunities for showcasing good practice as part of the annual centre calendar ensures a cohesive approach to developing learning for all across the whole centre

## 10 FUNDING CONTINUING PROFESSIONAL DEVELOPMENT

Whilst CPD remains at the heart of developing all our staff the centre has to continually seek new and creative ways of funding this. A portion of the funding from income generated via all training provision supports the training and development of staff. The Managing Director will work collaboratively with the Lead IQA and centre manager to make the most effective use of any funding spent. Staff career development plans will aim to give best value for money.

## 11 MONITORING, REVIEW AND EVALUATION

The review of CPD activities is part of our internal and external self-assessment programmes. Each year the co-ordinator Agnes Karamagi-Ssemakula (AS) will request all staff to evaluate their professional learning as part of their performance management review. Feedback will inform annual programmes and assist in the personalisation of learning for staff.

## 12 CONCLUSION

It is our aim to remain a centre of ongoing learning for staff and our belief that investment in continuing development for staff is an investment in learning and teaching for all learners/apprentices. The centre will continually seek new and innovative ways to develop all individuals and we recognise that our staff members are the most important resource we have to deliver a quality teaching for learners/apprentices that will equip them with the skills required for the 21<sup>st</sup> century.

## 13 RATIFICATION

This Policy has been updated and ratified by the Head of Quality Kausar Malik (KM), Managing Director (AK), Programme Manager (AS) on 3 September 2021 and will be reviewed in September 2022

Ahmed Khan (AK)  
Managing Director

Agnes Karamagi-Ssemakula (AS)  
Programme Manager  
Responsible for Staff CPD

## Management Approval



**Managing Director**

**Date: 19/02/2025**