



The right support, at the right time

Continuing Professional Development (CPD) Policy

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This policy sets out the procedures and responsibilities for Continuing Professional Development (CPD) of staff at the Leading Futures Alternative Provision.

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CPD Policy Principles

We believe that effective CPD contributes significantly to improvement across our alternative provision. An investment in the staff has a positive effect on their motivation and effectiveness. It also helps to create a climate for learning which affects both staff and learners in the provision.

We believe that CPD is most effective when it is:

- **Owned by staff** – staff should be encouraged to reflect on their existing practice and to consider in what area they would most like their expertise to develop. Where staff are given space and structure within which to determine their appraisal priorities, they make astute judgements and commit to them
- **Relevant to the context** – any areas for appraisal must be able to find application in the normal work context to allow staff to reflect and experiment and to be able to discover successful approaches
- **Builds on existing expertise** – the starting point for any member of staff in developing their expertise must be to recognise what they already know and are capable of, known as reflective practice. This maximises the likelihood of success
- **Collaborative and supported from within the provision** – the most powerful learning occurs when opportunity is provided for debate and reflection.
- **Sustained** – the greatest impact in terms of changing and developing one's practice is gained through activities which involve a series of events
- **Accesses external expertise** – this may be from a book or a journal; it may be in the form of an external course; it may be ideas provided by a mentor or coach from within the provision, or from another educational setting; visiting professionals or artists; joining webinars, online networks or participating in virtual training etc.

We believe that effective CPD practice leads to the following:

- **Improved learner learning**
 - learners engaged in a dynamic learning programme with staff are more likely to achieve
 - staff who develop skills and confidence can provide effective learning experiences for a wide range of learners
- **Improved teaching**
 - developed and sustained skills which enable staff to do their jobs effectively
 - updated knowledge - develops best practice
 - widened repertoire of classroom skills
 - enhanced strong practice
 - developed specialisations, thus improving teaching quality

- **Appropriately supported staff**
 - strengthened recruitment and retention of staff
 - opportunities for progression and growth
 - informed and appropriate deployment of staff
- **The promotion of a positive ethos and learning culture**
 - high expectations
 - improved discussion, dialogue, trialling and reflection
 - the development of internal capacity
 - excellence in learning throughout the provision
- **Improves leadership**
 - developed skills and confidence in staff
 - improved staff ability to lead on whole provision initiatives
 - improved staff ability to take up new roles
 - developed understanding of the context in which staff work at national, local and provision level leading to greater cohesion in learners' learning
- **Contributes to provision improvement and transformation**
 - staff engaged as learners in collaborative enquiry
 - knowledge and skills shared to all staff
 - collective responsibility for learners and staff achievement
 - improved wellbeing through valuing every individual

Values and Entitlements

All staff should take ownership and give a high priority to professional appraisal. All staff contribute as part of a team to the success of the provision and have a right of access to CPD.

All staff have an entitlement to equality of access to high-quality induction and continuing professional appraisal. All staff will have opportunities through appraisal and through other mechanisms to discuss and make requests regarding their professional appraisal needs.

There will continually be a focus to strive for excellence within the provision, by improving standards and to remain at the forefront of high-quality teaching and learning. This forms part of annual agreed target which informs the staff appraisal cycle.

The professional appraisal needs that individual staff have, will be identified and need to be considered. The aim is the improvement in the practice of individuals and teams through creating learning communities in which supportive and collaborative cultures directly extend the capacity for continuous self-improvement.

CPD planning will be linked and integrated with the Provision Improvement Plan (PIP) and be based on a range of priorities and information gathered:

- The needs of the provision as outlined in the Provision Improvement Plan
- The needs of the provision as identified through the Alternative Provision Flexible Framework Reviews

- Informed by Ofsted framework
- Outcomes from the appraisal planning meetings. These meetings, part of the appraisal cycle, will identify the training and appraisal needs for all staff
- Individual learner needs e.g. physical needs, communication needs, manual handling and behaviour challenges
- Learner outcomes and progress, academically and holistically
- Staff skills audits
- Staff wellbeing surveys
- Curriculum appraisal
- Health and safety
- National and local priorities e.g. national curriculum strategies, child protection
- Gaining qualifications
- Individual requests for CPD made outside of the appraisal process
- Feedback from staff and others including learners and parents
- Culture and ethos of the provision
- Resources – e.g. membership of professional bodies; purchase of books/journals
- The provision will ensure there is a budget put aside for CPD annually and that this budget is used to ensure best value.

Staff Appraisal

We have an electronic internal appraisal system that manages the appraisal process, moving away from a paper-based system. The system complements our CPD cycle and processes.

It allows for:

- Leaders to easily access and data, to analyse it against reports for national inspections and governance
- Digitisation provides a holistic view of staff standards and allows teachers to collaborate on best practice
- Staff can take ownership of their own professional development in context of improving provision standards
- The provision's CPD programme will be informed by the training and appraisal needs identified in individual appraisal objectives
- The provision addresses the CPD needs of both subject tutors and support staff by ensuring that there are sound appraisal procedures in place with each member of staff having a named appraisee
- At the meetings between appraiser and appraisee, the impact on performance of the appraisee's CPD is reviewed and recorded

- The Directors will ensure in budget planning, that as far as possible, appropriate resources are made available in the provision budget for any training and support agreed for appraisees
- The Directors will report to stakeholders annually about training and appraisal needs of staff, including instances where it did not prove possible to provide any agreed or requested CPD
- If there are competing demands on the provision budget between CPD identified for a appraisee and the training and support which helps the provision achieve its priorities, the provision's priorities will have precedence; however the aim will be to meet all reasonable requests for CPD.

Leadership and Management of CPD

The Directors will lead CPD within the provision. They will receive training as appropriate in order to fulfil this role effectively and attend providers' sessions.

There are robust, transparent arrangements for accessing CPD that are known to all staff. These will be subject to regular monitoring to ensure that CPD is provided in a non-discriminatory way.

Training can be in-house, (including peer support), or attendance on courses for individual staff according to recommendation/ requests arising from their Appraisals. In addition, in-provision training is conducted in groups or for the whole staff at regular intervals.

The provision evaluates the impact that CPD has on teaching and learning and the progress that learners make, including monitoring, observations, data collecting and appraisal

Supporting CPD Initiatives

The provision supports a wide portfolio of CPD approaches in an effort to match interests, career appraisal and preferred learning styles of staff to maximise the impact on improving teaching and learning within the provision. These CPD approaches will include:

- Attendance at a course or conference including online courses and virtual learning platforms
- In-provision training using the expertise available within the provision e.g. behaviour management, sharing good practice, classroom observations, manual handling
- Provision-based work through accessing an external consultant or relevant expert
- Peer coaching
- Professional networks with other special provisions. This to include sharing ideas/approaches/curriculum and visits to observe or participate in good and successful practice
- Links with other alternative provisions and other mainstream educational settings to develop inclusive practices
- Opportunities for subject tutors to develop their subject expertise
- Opportunities to participate in accredited learning
- Distance learning

- Practical experience e.g. opportunities to contribute to a training programme, involvement in local and national networks
- Producing documentation or resources e.g. teaching materials, assessment package, DVD
- Course delivery- as part of the planned outreach programme, staff are encouraged to undertake delivery of CPD to other agencies within their own specialist areas e.g. SEND Training, Behaviour, Manual Handling, training for support staff
- Partnerships e.g. with a colleague, group, subject, phase, activity or provision based; team meetings and activities such as joint planning, research, observation, special project working groups
- International work – opportunities to work with colleagues from special provisions around the world
- Creating an improving learning environment within the provision

Types of CPD and Training

At Leading Futures, we pride ourselves on offering a comprehensive staff education, training, and development programme which supports the continuous improvement of our alternative provision. The programme ensures staff are well-equipped to meet diverse learner needs and promote a culture of ongoing learning.

Mandatory Training

This is training identified for all staff to complete and includes national level specialised training for specific roles, and opportunities for staff to pursue further qualifications.

At Leading Futures all staff will complete the following mandatory training:

- Annual safeguarding refresher
- PREVENT
- Health and Safety
- Fire Safety Awareness
- Crisis Prevention Training
- First Aid
- GDPR
- Staff Induction

This is a non-exhaustive list

Specialised Training

This is training identified for all staff to complete that will develop specialised skills crucial to working with children within the provision with specific SEND needs or more vulnerable learners.

At Leading Futures all staff will complete the following specialised training:

- Strategies to support learners with specific SEND
- De-escalation techniques
- Understanding Attachment Disorders and Trauma Informed Practice

- Emotion Coaching
- Specific safeguarding topics, including Online Safety

This is a non-exhaustive list

Leading Futures recognises that some of our learners with Autistic Spectrum Conditions, (ASC), have some unique needs, i.e. ASC learners' needs can be clustered within the Dyad of Impairments.

Our Director of SEND/ SENDCo ensures that all staff are fully trained in understanding, teaching and managing learners with autism ensuring good practice in this area of the provision's work.

The SENDCo also maintains regular communication with the National Autistic Society to ensure staff are up to date with the latest developments in this area.

Curriculum Specific/ Job Role Specific Training

This is training identified for staff to complete which will strengthen their knowledge and understanding of specific curriculum areas. This training will be subject specific or job role specific for each staff member.

At Leading Futures all staff may complete the following specialised training, dependent upon their role:

- Quality of Education Ofsted focus
- Teaching and Learning
- Literacy / Numeracy
- Reading
- Attendance
- Role of a Form Tutor

This is a non-exhaustive list

General Development Training

This is training identified for any staff to complete which will enhance their professional skills.

At Leading Futures staff may complete the following training if identified as an individual or business training need:

- Technology Integration
- Wellbeing and emotional support
- Classroom routines and management
- Assessment – academic and holistic progress of learners

This is a non-exhaustive list

Monitoring and Evaluation

Staff are expected to:

- Complete and submit to the Directors, the **Staff Skills Audit** that is sent out annually
- To fully engage with the appraisal process to ensure training needs are identified and supported
- Complete and submit to Appraiser, **CPD Training Request Form**. This will initiate discussions around appropriate training to support the individual staff member
- Complete and submit to the Directors, **Staff Training Record**. This information is transferred to the staff training tracker
- Complete and submit to the Directors, **Evaluation of External CPD** form when they return from an external course. This identifies how the course will be fed back to other staff and whether the course would be beneficial for other staff to attend
- Complete and submit the Directors, **Staff Feedback Form for In-House CPD**, when requested to do so

Continuing Professional Development (CPD) plays a crucial role in improving alternative provision settings. Directors are responsible for CPD, to ensure staff receive ongoing training, helping them adapt to learners' needs and maintain high-quality education. This process might include regular evaluations, professional learning communities, and targeted development plans aligned with the organisation's vision.

Staff Skills Audit

Personal Information	
Name	Role
Years in Education	Specialisms
Qualifications and Training	
Relevant Academic Qualifications	
Additional Certifications (e.g. Safeguarding L3/ Mental Health First Aid etc.)	
Additional Professional Training Attended within the last two years	
Professional Skills and Competencies	
On a scale of 0 – 10, rate how confident you are in your understanding and application of the areas below	
Area of expertise	 0 1 2 3 4 5 6 7 8 9 10
Child Protection and Early Help Strategies	
Online Safety and Digital Resilience	
CCE and CSE Awareness (Child Criminal and Sexual Exploitation)	
Trauma Informed Approaches and Adverse Childhood Experiences (ACEs)	
Managing Self-Harm and Risk-Taking Behaviours	
Strategies for Supporting Bereaved Learners	

Supporting Learners with Anxiety and Depression	
Emotion Coaching and Emotional Regulation Strategies	
Building Resilience in Young People	
Supporting Refugee and Migrant Learners	
Supporting Learners for whom English is an Additional Language (EAL)	
Behaviour Management Strategies	
De-escalation and Positive Handling Techniques	
Restorative Practice and Conflict Resolution	
Understanding and Managing Oppositional Defiance Disorder (ODD)	
Engagement Strategies for Hard-to-Reach Learners	
Mentoring and Coaching	
SEND Support and Inclusive Practices	
Speech, Language and Communication Needs (SLCN)	
Autism and ADHD Support Strategies	
Sensory Needs and Processing Disorders	
Strategies for Dyslexia, Dyspraxia and Dyscalculia	
Multi-Sensory Teaching and Learning	
ICT and Assistive Technology for Learners	
The New Ofsted Framework	
What do you consider your areas of strength?	
In what areas do you feel you could use development?	
What, if anything, may make you more efficient in your role	

Do you have any skills from previous employment, or from outside interests, that you feel could contribute to the provision?	
Future Development	
How do you see your career progressing over the next five years?	
Are there any specific specialisms/ areas of expertise you would like to pursue	
List five areas from the previous list that you feel you would benefit most from learning about	

Continuing Professional Development (CPD) Training Request Form

Staff Details		
Name	Role	Date of request submission
Training Details		
Title of training		
Name of training provider		
Dates and times of training		
Location		
Cost (£)		
Summary of training <i>(Describe the content, objectives, and relevance to your role)</i>		
Benefits of training <i>(How will this training improve your skills and knowledge? How will it contribute to the provision?)</i>		

This request requires approval from the Directors before proceeding.

Director Approval	
Name of Director	
Do you approve the request for training?	Y ☐ N ☐ If no, give reasons why
Signature	
Date of approval	

Appendix 3 - Staff Training Record



Staff Training Record

Staff Name	
Type of Training Received	
Date of Training Completed	
Training Provided by	
Profession and Title	

I confirm that _____ has received the training detailed above.

Trainer's Signature: _____

Date: _____

I confirm that I have received the training detailed above.

Staff Signature: _____

Date: _____

Suggested review date: _____

Appendix 4 - Evaluation of External CPD



Evaluation of External CPD Form

Staff Details	
Name	Role
Training Details	
Title of training	
Name of training provider	
Dates and times of training	
Evaluation of Training	
How relevant was the training to your role?	(Very Relevant / Somewhat Relevant / Not Relevant)
Was the content well-structured and engaging?	(Yes / No / Somewhat)
Were the learning objectives clearly defined and met?	(Yes / No / Somewhat)
What were the most valuable aspects of the training?	
What areas could be improved?	
Evaluation of the Trainer(s)	
How knowledgeable and effective was the trainer?	(Excellent / Good / Average / Poor)
Were they engaging and supportive?	(Yes / No / Somewhat)

Were queries and discussions encouraged?	(Yes / No / Somewhat)
Impact and Application	
Do you feel more confident in applying what you learned?	(Yes / No / Somewhat)
How will this training benefit your role/ the provision?	
Do you recommend this training for other colleagues?	(Yes / No)
Overall Feedback	
Overall rating of the training	(Excellent / Good / Average / Poor)
Additional comments or recommendations	

Appendix 5 - Staff Feedback Form for In-House CPD



Staff Feedback Form for In-House CPD

Staff Details	
Name	Role
Training Details	
Title of training	
Name of person(s) delivering training	
Dates and times of training	
Training Content Feedback	
Were the training objectives clearly defined and met?	(Yes / No / Somewhat)
Was the content relevant to your role?	(Very Relevant / Somewhat Relevant / Not Relevant)
How engaging was the training material?	(Excellent / Good / Average / Poor)
What aspects of the training were most beneficial?	
What improvements would you suggest?	
Trainer(s) Feedback	
How knowledgeable was the trainer?	(Excellent / Good / Average / Poor)
Were they clear and engaging in their delivery?	(Yes / No / Somewhat)
Were questions and discussions encouraged?	(Yes / No / Somewhat)

Impact and Application	
Do you feel more confident in applying what you have learned?	(Yes / No / Somewhat)
How will this training benefit your role/ the provision?	
Would you recommend this training for other colleagues?	(Yes / No)
Overall Feedback	
Overall rating of the training	(Excellent / Good / Average / Poor)
Additional comments or recommendations	