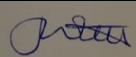



# Maybird Training

## Professional Development Policy

Version	1	2	3	4	5	6	7
Date	6 <sup>th</sup> Sept 2019	6 <sup>th</sup> March 2020	6 <sup>th</sup> Sept 2020	6 <sup>th</sup> March 2021	6 <sup>th</sup> Sept 2021	6 <sup>th</sup> March 2022	6 <sup>th</sup> Sept 2022
Author	Claire Piper	Claire Piper	Claire Piper	Claire Piper	Claire Piper	Claire Piper	Claire Piper
Approved By	Claire Piper Director	Claire Piper Director	Claire Piper Director	Claire Piper Director	Claire Piper Director	Claire Piper Director	Claire Piper Director
Approver Signature							
Next Review Date	6 <sup>th</sup> March 2020	6 <sup>th</sup> Sept 2020	6 <sup>th</sup> March 2021	6 <sup>th</sup> Sept 2021	6 <sup>th</sup> March 2022	6 <sup>th</sup> Sept 2022	6 <sup>th</sup> March 2023
Version	8	9	10	11	12	13	14
Date	30.10.23						
Author	Julie Williams						
Author signature							
Approved by	M. Simpkins						
Approver signature							
Governor approver	L Wakefield						
Governor signature							
Review date	31.7.24						

## **Aims, Objectives and Vision**

Maybird Training is committed to the learning and development of its entire staff and recognises that all staff play a vital part in the achievement of high standards to improve the learning and training experience of our apprentices. We believe that all staff and governors are entitled to professional development to improve the effectiveness of the company, as well as the professional skills of the individual staff member.

Maybird Training aims to ensure that staff demonstrate exemplary sector knowledge, skills, and experience to provide contextualised training in partnership with employers. It is essential that staff are fully up to date with changes and advancements within their sector specialist area.

The purpose of continuing professional development and ongoing training is:

1. To improve the quality of teaching, learning and assessment,
2. To improve staff sector expertise, skills, and performance,
3. To enable staff to meet their individual objectives as set out in their performance management review,
4. To facilitate the CPD of all staff,
5. To involve all staff in supporting Maybird Training towards the objectives stated in the quality improvement plan,
6. To provide a systematic approach to development for all staff,
7. To provide support and advice for staff.

### **Key Roles and Responsibilities**

- The Head of Quality has overall responsibility for the implementation of the Professional Development Policy.
- The SMT and Governors have overall responsibility for ensuring that the Professional Development Policy does not discriminate on any grounds, including but not limited to ethnicity/national origin, culture, religion, gender, disability, or sexual orientation.
- The SMT are responsible for overseeing the administration of Professional Development at a strategic level to monitor the provision and impact of Professional Development.
- The Head of Quality will be responsible for the day-to-day implementation and management of the Professional Development Policy.
- Administration staff are responsible for administering training and CPD and for booking training sessions.
- The identification of training needs can come from performance reviews, personal development plans, one to ones and observations of teaching, learning and assessment.
- Members of staff are responsible for identifying their own training needs in response to their own practice.
- Members of staff are responsible for evaluating the Professional Development they undertake and for disseminating relevant professional development to other Maybird Training staff (where applicable).

### **Identifying Needs and Learning Objectives**

- Employee – needs and learning objectives are identified as part of the performance review process, because of, but not limited to:

The outcome from observations of teaching, learning and assessment,  
Internal quality assurance,  
Quality audits,

Apprentice and/or employer feedback

The individual member of staff in response to their own practice.

The individual's objectives should consider and include any development needs. At the same time, individuals should consider their longer-term career aspirations and identify the development needs arising from these.

- Organisational – needs and learning objectives arise as the result of new legislation, government guidance, funding requirements, policies, feedback/requirements from external agencies or as part of the quality improvement or business plan. They should be considered by SMT and be factored into long term strategic planning.

- Customer- needs and learning objectives are identified as part of our partnership with employers. These can be identified during employer and industry expert engagement, employer feedback, apprentice progress reviews, planning, training, and provision surveys.
- Development needs should be reviewed formally during the performance review process.

### **Continuous Professional Development (CPD)**

At Maybird Training all staff are required to engage in Continuous Professional Development (CPD), CPD learning activities and professional engagement will enable learning to become conscious and proactive, rather than passive and reactive. CPD at Maybird training is defined as the holistic commitment to the enhancement of personal skills and proficiency through an individual's career. At Maybird Training, performance reviews, personal development plans, SWOT analysis, reflective practice, meetings, and standardisation meetings are regularly facilitated to support staff to develop the skills necessary for effective CPD and ensure that learning is an essential part of professional lives.

### **Provision of Professional Development**

At Maybird Training, CPD provision will allow staff to develop skills and competencies.

- Quality assurance mechanisms will ensure that we provide a consistently high standard.
- Delivery staff are required to take part in sector contact days and to keep abreast of changes within their sector specialism. Regular sector CPD will aim to maintain sector expertise, skills, and performance.
- The Head of Quality will ensure effective links to the quality improvement plan and self-assessment report making sure that Professional Development maintains a high profile.
- We are proud of the quality of teaching, learning and assessment at Maybird Training. We are committed to disseminating good and successful practice that supports and improves teaching, learning and assessment. Professional Development processes will be designed to widen participation, maximise inclusion and minimise bureaucracy.
- Maybird Training will participate in initiatives and projects which can be shown to have a positive impact on staff development.

### **Training costs**

All funds are allocated on an equitable basis where possible. Individuals are also encouraged to apply for training bursaries when applicable, to help fund private further education.

Maybird Training requires all unqualified Tutors to complete training to become qualified.

Maybird Training will facilitate the training all the time the member of staff is employed by Maybird Training.

Funding for other training courses will be determined by the Director in relation to the needs and requirements for the company and will be judged on an individual basis.

### **Leadership and Management of Professional Development**

The SMT/Governors will receive training to ensure that they are able to fulfil the role effectively.

The Senior Management Team will prioritise training needs and the likely budgetary implications of addressing these needs. There should be robust, transparent arrangements for accessing Professional Development that are known to all staff. Within the performance review process, there will be arrangements annually for staff to discuss the following within the context of Maybird Training's priorities:

1. Needs and aspirations.
2. Methods of accessing Professional Development provision including appropriate funding.
3. Accreditation opportunities.
4. Ways of disseminating the training.

### **Planning for Effective Professional Development**

Professional Development will be planned to balance use of resources with the aspirations and interests of staff. Professional Development opportunities should meet the following criteria:

- Meet identified individual, Maybird Training or national development priorities.
- Are based on good practice – in development activity and in teaching, learning and assessment and the quality of education.
- Help raise standards of apprentice's achievements.
- Respect cultural diversity.
- Support inclusive practice.
- Safeguard apprentices
- Support the Prevent Duty
- Are provided by those with the necessary experience, expertise, and skills, including those of the sector specialism.
- Are planned systematically and follow the agreed programme except when dealing with emerging issues.
- Are based, where appropriate, on relevant standards.
- Are based on current research and inspection evidence.
- Are based on external feedback from relevant agencies.
- Are based on feedback from staff, apprentices, and employers.
- Make effective use of resources, particularly ICT.
- Show commitment to English, maths, and digital skills.
- Show commitment to the sector specialism
- Show commitment to personal development.
- Show commitment to improving behaviours and attitudes.
- Support employability skills
- Support Local Enterprise Partnership priorities.
- Are provided in accommodation which is fit for purpose with appropriate equipment.
- Provide value for money.
- Have effective monitoring and evaluation systems including seeking out and acting on user feedback to inform the quality of provision.

### **Monitoring Professional Development**

Delivery staff are required to complete CPD activities each month and record this on their CPD log. This is submitted to the Head of Quality who will ensure that CPD activities promote currency and are sufficient, valid, and authentic. These will also be monitored to (but not limited to) ensure that staff maintain and improve their vocational, teaching, learning and assessment competence and are able to safeguard, promote equality and diversity and maintain the wellbeing and safety of learners/apprentices.

The staff development process includes agreed CPD activities and targets arising from:

- Learner/apprentice or employer feedback
- Observations of teaching, learning and assessment
- Staff aspirations and their own areas for development/improvement
- Line manager feedback
- Internal and external quality assurance reviews
- Ofsted or other external governing body feedback
- Governor feedback
- Changes to vocational sector
- Vocational sector currency

During performance reviews, CPD, targets or goals will be reviewed, and individual progress monitored to ensure progress. Delivery staff CPD will be monitored to ensure that vocational expertise, knowledge, and skills have been maintained, including 'return to industry' time.

Professional development will also be assessed, and actions set because of internal quality assurance, external quality assurance and observations of teaching, learning and assessment. If a delivery staff member has actions because of an observation of teaching, learning and assessment, these can be addressed at either or both, the performance review process and the OTLA process.

Professional development and CPD logs will also be monitored during the internal quality assurance process. Internal quality assurers will report on professional development and set actions that will inform the performance reviews where appropriate.

Issues with poor performance or insufficient progress will be handled in accordance with the staff disciplinary policy and procedure.

### **Evaluation of CPD activities**

CPD activities need to be valuable and measurable to inform:

- Apprentice qualification achievement rates
- Apprentice progression rates
- Apprentice and learner retention rates
- Apprentice withdrawal rates
- Distance travelled, including development in Knowledge, Skills, Behaviours and in formal assessments.
- Apprentice satisfaction survey results
- Employer satisfaction survey results
- End-Point Assessment results.
- Improved teaching, learning and assessment.
- Increased apprentice understanding, motivation, and enthusiasm.
- Increased staff confidence.
- Increased evidence of reflective practice.

### **Review of this Policy**

This policy will be reviewed annually.