

Viking Academy Trust



CPD Career Progression Policy

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Last review date: Term 5 2025

Signed:



Chair of Trust

CPD Career Progression Policy

The Viking Academy Trust

'Empowering children through education: One Childhood One Chance'

Schools in the Viking Academy Trust (VAT)

These are:

Chilton Primary School
Ramsgate Arts Primary School
Upton Junior School

This CPD Career Progression Policy is for **all** of the aforementioned schools.

CDP / CAREER PROGRESSION POLICY

It is the fundamental belief of the Board of Trustees and Leadership Team of the Viking Academy Trust that the 'Continuing Professional Development' (CPD) of all staff is vital if the school is to flourish and achieve continued success.

'Developing a culture that encourages career advancement is essential to retaining dedicated employees and providing for the future.' NCSL

The robust and rigorous performance appraisal undertaken by all staff at the Viking Academy Trust ensures that CPD is ongoing and remains high priority for all. This is reinforced in our 'VAT Little Blue Book', promises 6 & 7.



Initially the recruitment process established by the Leadership Team and Trust Board sets out the school's high regard for CPD by stating the commitment the school intends to

give to the new member of the team as well as expecting the new member of staff to show they value and commit to furthering their own CPD.

The Teachers' Standards and UPR Standards detail the expectation that teacher's knowledge and skills are up-to date and that appropriate professional development is sought (see appendices 1 & 2).

Alongside individual professional development, the Viking Academy Trust has a clear leadership pathway to support career progression.

Purpose of the Career Progression Policy:

- Without a definite career plan it is easy to become dissatisfied in one's job.
- The VAT (Viking Academy Trust) needs to foster a culture of development that encourages employees to advance.
- Continuing education, cross-training, skills assessments, and other tools will be used to help employees define a career path.
- The VAT recognises an essential factor in helping employees to develop skills is providing leaders for the next generation.
- Each employee should be encouraged to pursue excellence and fulfil his or her potential.

Professional Development Meeting (PDM) time is set aside weekly to aid staff training and allow for discussion around key educational issues. These meetings are timetabled in advance and agendas set based upon school improvement priorities and current T&L issues.

Coaching is firmly established as a successful practice to raise performance and develop staff competencies. This links to an individual's appraisal and has teaching and learning at its core.

Staff training is organised via CPD leaders within each Viking school (e.g. HoS / line manager). Training is only sought if it links to staff appraisal and / or relates to the current school priorities set out in the Trust/School Improvement Plan.

Peer observations are highly encouraged. Staff are advised to arrange time (at least twice a year) to observe a colleague's practice – either 'in-house', across the MAT or in other educational establishments. This may be as part of the coaching cycle or as well as. Paired observations are recommended in order to stimulate further discussion.

Teacher's Career Structure:

Discussion on CPD and career progression is a vital part of the appraisal cycle and through this process, appraisal leaders will tailor training and development opportunities to meet individual staff requirements.

The structure detailed below is to be used as a 'guide' and method of 'best fit' will be used to ensure staff at the Viking Academy Trust are effective practitioners ready to take on the challenge of increased responsibility in school leadership – whether that be 'in house' or moving on.

The Viking Academy Trust is committed to the achievement of excellence and so **MUST** invest intelligently in the support and development of our teachers, from our early career teachers (ECTs) to the CEO. There is no substitute for high quality CPD and professional discourse focused firmly on effective teaching and learning. Commissioned by Wellcome, [a study by Ambition Institute and the Education Policy Institute](#) found that **35 hours of high-quality continuing professional development a year could improve pupil outcomes almost as effectively as having a teacher with 10 years' experience in the classroom.** The study also found that quality CPD improves teacher retention.

CPD is not always about an external course or conference, it is about intelligent, regular, focused reflection on research, own practice and that of others, supported planning (instructional coaching) in order to improve own practice and ultimately outcomes for children. Within school all monitoring is developmental and helps to identify areas of strengths and areas for refinement. All staff meetings (Professional Development Meetings PDMs) are a forum for the 'best practice blueprint' to be identified, clarified, reinforced and developed.

Across the Trust individual schools will also offer whole school training and CPD designed around whole school issues, they will also provide developmental feedback and incremental coaching. To supplement this there are a range of Trust sessions also available. These will vary depending on staff needs but could include:

- **New to Viking sessions** – understanding the teaching and learning and behaviour policies at Viking
- **Middle Leadership sessions** – delivered according to experience and need
- **Teaching and Learning Forums** – to share best practice within a particular area across the Trust

The Viking Academy Trust will also offer access to a range of programmes delivered by the [Ambition Institute](#).

Benefits in working for the Trust

We will:

- **Support and challenge** you to be an exceptional practitioner
- Provide **high quality professional development** opportunities: access to courses and coaching
- Ensure change is managed effectively
- Support your well-being by **ensuring a reasonable workload** is the norm

- Provide a **supportive network of Viking schools**; where expertise and career opportunities are shared
- Provide access to staff support and assistance: Viking VR (One Stop Shop)
- Provide a **central team of experienced professionals**
- Offer **internal promotions** within a growing family of schools
- Promote equality of opportunity and diversity

Induction and Career Development

- A mentor programme for all Early Career Teachers
- Strong programme of continuing professional development
- Professional development opportunities, including leadership placements in other settings, for all teachers from newly qualified courses to the NPQH for aspiring Headteachers

We use **Ambition Institute** as a provider, their evidence-based CPD programmes support educators at every stage – from early career teachers through to CEOs leading multiple schools, and all the crucial teaching and leadership roles in between.

Why Ambition Institute?

Ambition Institute is a national education charity. They help schools tackling educational disadvantage to keep getting better, and help their teachers and school leaders to become more expert over time.

They support schools to ensure every child gets a great education and the best possible start in life.

- They train teachers and leaders to get better at the things that make the biggest difference: what you teach, how you teach it, and how you create the conditions for schools to thrive.
- They share what works. Everyone can benefit from evidence of how great teaching and leadership can improve schools and change lives, so they connect people to the latest research and the best practice out there in the system.
- We champion every teacher and school leader's potential to develop, as the driving force for sustainable school improvement

The research tells us that:

- Professional development for teachers is proven to support their retention in the sector (Zuccollo & Fletcher-Wood, 2020). This is particularly significant for new teachers. Support significantly increases retention over the first five years of teachers' careers (Ronfeldt & McQueen, 2017). Throughout a teacher's career, increased levels of professional development are associated with a reduced desire for teachers to move schools (Sims, 2017).
- Improving the performance of serving teachers is three times more effective in raising standards than the combined effect of all the attempts to improve teaching through replacement (Sutton Trust, 2011).
- High-quality CPD for teachers has a significant effect on pupils' learning outcomes. (Zuccollo & Fletcher-Wood, 2020).

- Most teachers stop improving after the first five to ten years of their career, but effective professional development can prevent this plateau and enable teachers to continue improving at the same rate (Kraft & Papay, 2014).

Career Pathway:

Early Career Teachers (ECTs): An ECT would be allocated a ‘mentor’ and would receive the full support of all staff throughout the two year period. No further curriculum responsibility beyond the successful completion of their ECT year would be expected.

Main Pay Range Teachers:

- **ECT+1: Teacher’s with a minimum of two-years experience:** As a teacher enters their third year of teaching, it is expected that they take a more active role within the school, broadening their role beyond their own classroom and teaching commitment. This may be in the form of subject leadership, or paired leadership (of a core subject area e.g. Maths). The responsibility may be one with whole school impact but not a curriculum focus e.g. Community links (e.g. PTFA) or taking responsibility within their year group / key stage to lead events (school visit). A mentor will still be allocated for this year but in an informal capacity. During the first year of this responsibility the teacher will undergo training (internally and externally) and be fully supported by the wider and senior leaders within their own school and the trust.
- As a teacher enters their third/fourth year of teaching, ‘Middle Leadership’ training will be available. This would usually be internal Trust training programme or to look at external providers if evidence of good quality training e.g. Ambition, Teach First, Best Practice or EKLA.
- As a teacher enters their fourth /fifth year of teaching ‘Aspiring Leadership’ training will be sought. The training would now focus upon developing future school leaders. These would usually be via the NPQ programmes. Ambition Leadership would be the preferred training provider. (e.g. NPQLL)

Upper Pay Range Teachers:

The expectation for a teacher to have gone through the ‘Threshold’ at the Viking Academy Trust is that they display consistently good T&L with elements of outstanding. Their appraisal evidence would show developing whole school responsibility. (see ‘Pay and Reward Policy’ for more details)

- UPR teacher’s will be expected to show a commitment to their continuing professional development and be currently training (or willing to commence) a NPQ programme or equivalent eg Transforming Teacher / Instructional Coaching
- UPR 2 & 3 teachers may choose to pursue further leadership training, in which case suitability for NPQSL and pre-NPQH training will be considered.

Learning Agreement:

All staff applying or asked to attend a course/training/programme of study that includes partial funding or has a cost of more than £200 to the Trust attached will be asked to sign a Learning Agreement.

A Learning Agreement is an agreement between the employee and school that sets out what is expected from both parties once the course / training / programme of study commences. Any member of staff who attends or applies to complete a course / training / programme should have the agreement and support of their line manager and Head of School, and the course / training / programme of study should have been identified as part of their appraisal, personal development review or a change in the school needs. Any course / training / programme should be explicitly linked to the school and Trust's values and strategy.

Only approved course / training / programme of study fees and travel expenses will be funded by the school / Trust. All course / training/ programmes of study must be approved by the Head of School or for Trust Leadership Team, by the Executive Headteacher.

Where applicable examination fees will also be funded by the Viking Academy Trust except when re-sits are required. Financial assistance towards the cost of books and materials may be given from the school budget at the Head's discretion.

Should a member of staff fail to complete a course/ training / programme of study or leave the Viking Academy Trust School with a set time period, repayment of all costs incurred up to and including the current stage of training will be recovered. See Learning Agreement Appendix 3 for further information.

Appendix 1: Extract from TEACHERS' STANDARDS

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

TS Part 1. 8 Fulfil wider professional responsibilities

- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.

Appendix 2: Upper Pay Range Standards:

	Standard
Professional attributes Frameworks	P1. Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.
Professional knowledge and understanding Teaching and learning	P2. Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalize learning to provide opportunities for all learners to achieve their potential.
Professional knowledge and understanding Assessment and monitoring	P3. Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.
	P4. Have up to date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.
Professional knowledge and understanding Subjects and curriculum	P5. Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses with them.
	P6. Have sufficient depth of knowledge and experience to be able to give advice on the development and well being of children and young people.
Professional skills Planning	P7. Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well matched to learning objectives and the needs of the learners and which integrate recent developments, including those relating to subject/curriculum knowledge.
Professional skills Teaching	P8. Have teaching skills, which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.
	P9. Promote collaboration and work effectively as a team member.
	P10. Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

Appendix 3: VAT Learning Agreement:

This agreement outlines the procedure for all staff attending or applying to complete a course/training/programme of study that includes partial funding or has a cost of more than £200 to the Trust attached (for example – Read, Write, Inc Leadership), and/or study leave and may cover study leading to professional or vocational qualification relevant to business needs.

Any member of staff who attends or applies to complete a course/ training/programme should have the agreement and support of their line manager and Head of School, and the course/training/programme of study should have been identified as part of their appraisal,

personal development review or a change in the school needs. Any course/ training/ programme should be explicitly linked to the schools and organisational values and strategy.

The conditions relating to the funding of your course are outlined below.

Where appropriate:

Funding/Costs

Only approved course/training/programme of study fees and travel expenses will be funded by the Trust. All course/training/programmes of study must be approved by the Head of School (Leadership CPD must be approved by EHT).

Where applicable examination fees will also be funded by the Viking Academy Trust. except when re-sits are required. Financial assistance towards the cost of books and materials may be given at the Head's discretion.

Travel Expenses in connection with the course/training/programme of study

The Finance Officer or CFO will inform you of your car user status. Your base location will remain as designated in your contract of employment. Travel expenses will be paid in line with the 'lesser mileage rule' in the Blue Book, i.e. only mileage in excess of the usual 'home to base location' mileage will be paid. You must submit all your mileage or travel expense claims within the month you attended your approved training/course/programme of study.

Authorised Leave of Absence:

Your entitlement to time off to study will be agreed by the Head of School, based on the guidelines below.

Day Release

Where required day release will normally be given for attendance at workshops etc.

Study Leave

Time off for study will be agreed at the Head's discretion.

Your entitlement to study leave will end once your final assessment and examination have been completed, unless you are required to attend any further meetings in connection with your course.

Examination Leave

In accordance with the provisions of the Blue Book, paid special leave will be given for examination days for the duration of the course/training/programme of study.

When taking exams for the first time you will also be entitled to revision leave as follows:

- courses of one year or less – 3 days
- courses exceeding one year – 5 days over the whole course of study. Up to 3 days additional days for exam leave may be given prior to intermediate exams

Attendance and Completion of the course/training/programme of study



You will be expected to;

1. attend all planned University, College, training or programme placement days, as required. Sickness absence or any other unplanned absence should be reported to the Head and University, College, Educator or tutor as appropriate, in accordance with the absence procedures outlined in the staff handbook
2. complete the course/training/programme of study within the agreed timescale, unless alternative arrangements have been made with the training department
3. undertake all examinations which are a requirement of the course/training/programme of study and to attend any forums, learning sets or other meetings, as required.
4. inform your Line Manager immediately of any change of circumstances which may affect your ability to complete the course/training/programme of study.

Withdrawal of Funding

Funding of the course/training/programme of study detailed above may be withdrawn if you do not sit for a required examination, if you do not show satisfactory progress in your studies, or if you discontinue the course.

If you discontinue the course//training/programme of study or do not achieve the qualification, you will continue in your substantive post and your funding will be withdrawn. Completion of the course/ training/ programme does not guarantee a pay increment or enhanced job role at the Viking Academy Trust.

Form of Undertaking/Repayment

By submitting your training request you have confirmed your agreement to these arrangements including the following Form of Undertaking section. The Form of Undertaking identifies the amount you will be required to pay back should you leave the Viking Academy Trust before the end of the specified period.

Should a member of staff fail to complete a course/training/programme of study or leave Viking Academy Trust with a set time period, repayment of all costs incurred up to and including the current stage of training will be recovered.

Form of Undertaking - Granting funding for course/training/programme of study

In return for Viking Academy Trust providing funding towards training costs, travel expenses or any other expenses approved by the Head / EHT in connection with the qualification/training course (referred to in this agreement as “the course”/“the training”/the programme of study) during the period.

I, promise Viking Academy Trust (VAT) as follows -

- 1 I am bound by and observe Viking Academy Trust’s current terms and conditions relating to learning and development, subject to any modifications made by VAT from time to time;
- 2 I will produce official receipts for the payment of fees and complete a mileage claim form when using my own transport or produce receipts when travelling by public transport;
- 3 I will make every reasonable effort to pass the exam(s)/successfully complete the course/the training for which financial assistance is granted under this agreement;
- 4 If I:

(a) Discontinue the course/the training or fail to show satisfactory progress; or

(b) Give false information about my eligibility for funding

(c) I am dismissed for capability

(d) Fail to sit the exam(s) on the date shown or by an agreed time after that date, taking account of all circumstances (e.g. illness, maternity leave);

I will refund VAT upon request either the whole amount paid to me/on my behalf as financial assistance or such proportion of that amount VAT may determine. I understand that it rests with me to make application for the amount of refund to be reduced;

5 If I terminate my employment with Viking Academy Trust before sitting the exam(s)/completing the course of study or training, I will immediately refund VAT the whole amount paid [to me/on my behalf] as financial assistance or such proportion of that amount determined by VAT. I understand that it rests with me to make application to have the amount of the refund reduced.

6 If I terminate my employment with VAT within two years of the exam(s) result/the date of completing the course/the training being notified, I will immediately refund VAT a sum equivalent to the whole amount paid [to me/on my behalf] as financial assistance. See repayment levels below. An exception to this condition is set out in paragraph 7.

Notice given	% Repayment
Within First 11 months from completing training	100%
Between 12 – 17 months from completing training	50%
Between 18 – 24 months from completing training	25%

7 The exception referred to in paragraph 6 is:

No refund will be required if, having passed the exam(s)/successfully completed the course/successfully completed the training, my employment is terminated by Viking Academy Trust for redundancy reasons or early retirement following a reorganisation, or there are extenuating circumstances which have prevented completion of the course.

There are extenuating circumstances which have prevented completion of the course.

8 I accept Viking Academy Trust may, at its discretion, retain the full amount or part of any refund due to be made under the terms of this agreement from my salary, emoluments or other expenses. If such deduction would cause severe hardship to me, VAT may determine some other method of repayment. If the refund I am due to make under the terms of this agreement exceeds the amount of money owed to me by VAT on termination of my employment, I agree to repay the excess over a period of time determined by VAT.

Appeals against any decision should be made to the Chair of Local Advisory Body.

Appendix 4: Leadership Training Providers:

[Ambition Institute](#)

[Best Practice Network](#)

Appendix 5:

Name:
Current Role: Teacher / Support Staff Education / Support Staff Admin / Premises
Viking school: Chilton Primary / Ramsgate Primary / Upton Juniors / Trust wide role
Career Aspirations (short term): Where do you see yourself in 1 year?
Medium term career aspirations: Where do you see yourself professionally in 3 years?
Long term career aspirations: Where do you see yourself professionally in 5 years +?
CPD: Detail the training / professional development you would like to complete. This may be specific courses / shadowing colleagues in 'role' / observations across Trust & beyond. If able, please give timeframe you ideally would like this completed by:
Any other comments you wish to share: