



Trinity Multi Academy Trust

<b>Policy:</b>	MAT Continuing Professional Development Policy
<b>Date of review:</b>	September 2018
<b>Date of next review:</b>	September 2021
<b>Lead professional:</b>	HR Manager
<b>Status:</b>	Non Statutory

## **1. Purpose of policy and guiding principles**

- 1.1 Trinity Multi Academy Trust is committed to providing a positive climate for learning for all members of each academy community. We are all involved in a continuous process of development and improvement, and our belief is that the continuing professional development (CPD) of the workforce is at the heart of our academy improvement plans and will ultimately improve student outcomes.
- 1.2 Through this policy and framework the Board of Directors for the trust and the Local Governing Body and Senior Leaders of each academy aim to:
  - enable all staff and governors to take responsibility for their own professional development and to become self-reflective practitioners
  - ensure that all staff have equal opportunities to pursue their personal and professional goals
  - enable staff to develop the skills, knowledge and attributes required to contribute effectively to high standards in student performance and sustain academy improvement
  - support performance management processes
  - provide a structure that will support, monitor and evaluate the effectiveness of professional development
  - encourage all members of each academy community to become lifelong learners.
- 1.3 The purpose and emphasis of the CPD policy will be developing and improving the quality of teaching and learning, improving standards, developing leadership and increasing professional knowledge and expertise that will lead to improved student outcomes. The ultimate aim is the improvement in the practice of individuals and teams, through creating and providing a supportive and collaborative learning culture.
- 1.4 Each academy also understands that a coherent and progressive opportunity to develop professionally and personally improves standards and raises morale through personal and professional fulfilment and assists recruitment and retention.
- 1.5 All staff will have the opportunity to access opportunities to support continual professional development
- 1.6 Through continuing professional development and performance management processes each academy aims to:
  - encourage staff to be innovative and creative in pursuing high standards of student performance
  - enable an academy to respond to national, local and whole academy priorities as well as to team and individual targets
  - value the many forms of professional development as appropriate to individual learning styles and the purpose of the development
  - ensure that all staff feel valued as an academy's most important asset
  - enable staff to support the professional development of colleagues
  - enable staff to access development relevant to their current experience and future aspirations
  - encourage the development of confident professional judgement and sense of ownership and control over their work
  - to develop a positive environment in which staff feel confident to work collaboratively and to share expertise and ideas
  - disseminate learning and good practice.
- 1.7 The identification of learning needs is a two way process. Staff may express professional or personal development needs at any time through their line manager (or SLG improvement partner) and as part of their performance reviews. Individuals and managers have a responsibility to work together to secure appropriate development, and to monitor and evaluate its effectiveness, in responding to an academy's improvement plan.

1.8 **Appendix 1** gives examples of a broad range of development opportunities. This is not exhaustive and shows examples in which each academy can support CPD.

## 2. Links with other policies or legislation

- 2.1. This policy links with terms and conditions of employment for all staff.
- 2.2. This policy links with the relevant academy improvement plan, curriculum area improvement plans, performance management policy and guidance, statutory NQT induction guidance and probationary policy.
- 2.3. Trinity Multi Academy Trust will treat all employees equally and consistently when dealing with requests for CPD and in accordance with the trust's Equality Policy.

## 3. Consultation

- 3.1. This policy has been developed by the trust in consultation with recognised Trade Unions.
- 3.2. The policy was approved by the Board of Directors after consultation and agreement with the recognised Trade Unions.

## 4. Provisions

### 4.1. Identifying CPD needs

- 4.1.1. CPD needs will be identified through a number of ways. These include external recommendations, such as Ofsted reports, changes to exam specifications and School Improvement Partner reports. Internal methods include Quality Assurance reports, academy and curriculum area improvement plans and individual performance management planning or review discussions.
- 4.1.2. Members of SLG will agree an annual CPD plan and calendar, this will include INSET days, and any CPD time that forms part of teachers directed time calculation, and/or support staff working hours.
- 4.1.3. The CPD plan will broadly outline the termly CPD focus.

### 4.2. INSET & Scheduled CPD sessions

- 4.2.1. INSET days will be published at least 12 months in advance.
- 4.2.2. SLG will agree and co-ordinate the delivery of CPD during INSET days. Agendas will be shared at least a week before. The priorities for INSET will be discussed with SLG and Curriculum Leaders.
- 4.2.3. Each academy's working day is designed so that a weekly one hour CPD session is scheduled. Teachers and learning support staff participate in this weekly session. This hour is part of teachers directed working time and support staff working hours.

### 4.3. Training courses/Individual requests

- 4.3.1. In supporting professional development, line managers are expected to support professional development within the context of:
  - how it will benefit students of the academy
  - the academy improvement plan
  - curriculum or college improvement plans
  - individual performance management targets and personal aspirations;
  - individual roles and responsibilities
  - preferred learning styles and current knowledge levels
  - value for money.
- 4.3.2. **Appendix 2** details the process of booking a training course/CPD event.

- 4.3.3. All training requests need to be agreed by a line manager, or a member of SLG. In addition to 4.4.1, when agreeing requests line managers should take into account:
- impact on cover
  - costs (location of event, method of delivery)
  - training available online
  - number of staff attending the event (would it be more cost effective to have the sessions delivered at the academy).
- 4.3.4. Generally a maximum of two people in each department will be permitted to attend the same training course/event. The expectation is that information is disseminated to colleagues to ensure best value for money and minimal disruption to student learning.
- 4.4. Learning Walks/Quality Assurance windows/Regular performance management reviews.  
Throughout the year each academy will co-ordinate and support internal development events, such as learning walks, CPD sessions and other internal training. The purpose of these activities will:
- develop student progress (both academic and pastoral)
  - contribute to the academy improvement plan
  - support professional development
  - monitor, in a range of ways
  - offer constructive feedback, formally or informally
  - offering support and assistance to change plans, as a result of feedback
- 4.5. Induction
- 4.5.1. Each academy will have in place an induction programme, which is tailored to the individual and their role. Line managers will be expected to ensure that their team members attend relevant training sessions, induction meetings and complete statutory training.
- 4.5.2. The HR contact at each academy will book any meetings with individual staff and co-ordinate induction programmes.
- 4.6. NQT
- 4.6.1. The Governing Body and SLG are committed to supporting teachers new to the profession and each academy will have in place a specific induction programme for NQT's which reflects their role and specialism.
- 4.6.2. Each academy will follow the statutory guidance for NQT's, in relation to teaching periods, assigning a mentor and meeting statutory requirements, in terms of monitoring and recording progress.
- 4.6.3. Each academy will engage an appropriate body (e.g. the LA) to support NQT processes, which will include a quality assurance/monitoring visit.
- 4.6.4. Each academy will ensure that when an NQT is appointed their timetable is made up of 50% of their specialism, with additional training and support provided for individuals who are teaching outside their specialism.
- 4.7. Unqualified Teachers
- 4.7.1. An academy cannot recruit and employ unqualified teachers on a permanent basis. Employment is only offered to support their training to become a Qualified Teacher, this will generally be on a temporary contract of employment.
- 4.7.2. Teachers who are post-16 trained can apply for Qualified Teacher vacancies. Their contract of employment will be temporary to support achievement of QTS equivalent e.g. QTLS. An academy will provide support and mentoring to achieve

this qualification. Unless agreed at interview an academy will not fund the training for QTS.

- 4.7.3. Each academy supports School Direct teacher training (through Trinity Teaching School Alliance) and each Local Governing Body will review annually the number of salaried and non-salaried places the academy can support each year.
- 4.8. Child Protection training
  - 4.8.1. During induction and at regular intervals throughout an employee's career at an academy an employee will be required to update their knowledge of child protection processes and procedures. This may involve changes in academy procedures, or legislative changes.
  - 4.8.2. Child protection training is statutory and all academy employees will be expected to refresh this knowledge at least every three years. (More frequent for identified pastoral posts, and designated officers).
- 4.9. Apprenticeships

Each academy is committed to life-long learning and as such will consider if any vacancies can be offered as apprenticeships. Apprentices are employed by an academy and the apprenticeship is organised and delivered by an agreed training provider. All apprenticeships meets the statutory requirements of the national apprentice scheme.
- 4.10. Technology

Each academy has invested in a wide range of technology resources to support teaching and learning. As such there is a need to provide training and support to staff who are new to this technology. The E-learning Manager (or equivalent) and ICT team in each academy will co-ordinate training requirements and source additional support for training.
- 4.11. Acting up or temporary opportunities

Outlined in the trust's pay policy and recruitment and selection policy are the arrangements for advertising and offering temporary opportunities. Each academy recognises that by offering staff acting up positions, or additional temporary responsibilities, this can provide professional development in a range of ways. The pay policy outlines how these will be remunerated.
- 4.12. Middle Leader development
  - 4.12.1. Each academy regularly reviews the support and development opportunities offered to middle leaders. This encompasses future middle leaders, to support succession planning.
  - 4.12.2. Middle leadership development can come from acting up opportunities, formal accreditation or formal courses. Each academy has developed an 'in house' middle leadership development, delivered by an external provider, based on an Action Centred Leadership model. This is co-ordinated by the HR Manager.
- 4.13. Accreditation and Pay progression
  - 4.13.1. Each academy's CPD provision will allow staff to develop progressively, with reference to recognised competency frameworks such as the Teachers' Standards, competency descriptions for teaching assistants (LSA's), HLTAs, business support staff etc.
  - 4.13.2. The pay policy outlines how teaching staff apply to access the Upper Pay Range.
- 4.14. Trade Union representatives

Any employee who is an official of the Trade Unions recognised by an academy may take a reasonable amount of paid time off during working hours in order to carry out

official duties concerned with negotiations with the employer or any other related duties or undergo training in industrial relations related to the execution of the above duties.

4.15. Preparation for retirement/redundancy

Any employee who is facing either retirement or redundancy will be offered an opportunity to attend appropriate development activities to prepare them for retirement or support with securing a new role or career.

**5. Lead Teacher team**

5.1. Led by an Assistant Principal, Teaching and Learning this team is crucial to the CPD programme offered by an academy. The team consists of Lead Teachers and Associate Lead Teachers.

5.2. The Lead Teacher team deliver 'in house' CPD, act as coach or mentor, observe in learning walks and support individual support plans.

5.3. Recruitment to this team is primarily from existing staff.

**6. Teaching School and Maths Hub**

6.1. Opportunities for academy and Trust staff

6.1.1. Since September 2014 the Trinity Academy Halifax has been recognised as a lead school in a Teaching School Alliance and a National Maths Hub. Developing partnerships to support improvements in school performance, student outcomes and the quality of teaching means that the trust's commitment to continued professional development extends outside each academy.

6.1.2. Through using academy staff (when partnerships are brokered by the Teaching School or the Maths Hub) to develop, deliver and lead school improvement strategies, staff can be offered professional opportunities to work outside the academy. This can be related to local or national developments in the education sector.

6.1.3. Through the collaborative work of the Teaching School academy staff will have the opportunity for research and development, working in networks and local and national learning forums.

6.1.4. Strategic plans for each of these initiatives are detailed in separate documents.

6.2. School Direct placements

6.2.1. The Teaching School offers School Direct teacher training, as a key initiative to recruit and train teachers of the future. School Direct (SD) is a national initiative led by the Department of Education. SD places can be offered as salaried or unsalaried places.

6.2.2. The number and subject of salaried places and unsalaried places are agreed by SLG and communicated to the Teaching School to advertise. Salaried places can be offered in all subjects and the Teaching School will co-ordinate the number of SD places required and whether these are salaried or unsalaried places.

6.2.3. Unsalariated placements are offered and accepted as training opportunities and there is no employment relationship, as defined by the Employment Rights Act. Salaried places offer a fixed term contract and a salary for the duration of the training (usually an academic year). As this is salaried there is an employment relationship.

6.2.4. There are national incentives to attract trainees into core or difficult to fill subjects and the Teaching School can receive funding from government towards the salary and training costs of these trainees. Funding is only available for identified subjects and potential candidates will be made aware of how much financial support towards their training costs will be available to them during the Teaching School's usual recruitment and advertising processes.

- 6.2.5. The training fees will be paid directly from the grant monies received from the government to the Teaching School at the start of the School Direct programme. As there is no funding given directly to the employee, there is no repayment required after the training and placement has ended
- 6.2.6. The subjects that qualify for government funding and grants will be made available on the National College for Teaching and Leadership website annually. Support with training costs will only be available to those training in salaried SD places and in subjects where there is financial support available from the government.

## **7. CPD opportunities supported by an academy for non-staff**

- 7.1. Initial Teacher Training (ITT)
  - 7.1.1. A key strand of the teaching school is to deliver Initial Teacher Training (ITT). By co-ordinating and delivering a school based QTS programme staff at an academy have the opportunity to support, train and develop new entrants to the profession.
  - 7.1.2. In addition to the teaching school led programmes each academy hosts PGCE placements and SCITT placements.
- 7.2. Work experience - the trust's volunteer policy outlines how each academy deals with work experience requests.
- 7.3. Internships - the trust has an internship policy which offers post-graduates who studied their A-levels at an academy an opportunity to apply for an internship. The purpose of this is to identify future talent and potential candidates for teacher training.

## **8. Recording and evaluation**

- 8.1. All those engaged with CPD will be encouraged to reflect on their development using appropriate mechanisms such as a Career Development Portfolio and seek professional recognition, including accreditation for the work undertaken.
- 8.2. Line managers will work with individuals to ensure staff have guidance on producing and updating an appropriate professional development portfolio, this will be with the support of the HR Manager.
- 8.3. Before the professional development experience the participant will discuss with their line manager the opportunities to disseminate to other staff. Relevant feedback about the provision and the ideas should be provided to relevant individuals, or the team, through the standard agenda item.
- 8.4. Each academy will retain individual records on the courses/events an individual has undertaken. This can only be done if the procedure outlined in **Appendix 2** is followed.
- 8.5. The Lead Teacher team will disseminate good and successful CPD practice that supports and improves teaching and learning. The Lead Teacher team will evaluate the weekly CPD sessions in order to measure impact and plan future sessions.
- 8.6. Where it is agreed that there would be benefit in a wider circulation or follow up, the SLG improvement partner will take responsibility for the organisation, e.g. circulating relevant resources, a session at a staff or subject meeting, introducing a teaching or learning strategy, inclusion on the academy website.
- 8.7. The HR contact at each academy will be responsible for ensuring whether any follow up is needed to the provider, e.g. feedback, issues of access.
- 8.8. Evaluating the impact of CPD
  - 8.8.1. The HR contact at each academy will review regularly (at least annually) provision from training providers and suppliers and whether any aspects of the CPD provision (identified programmes and quality of training providers) do not represent value for money and make appropriate recommendations to the Principal and Local Governing Body.

- 8.8.2. The HR contact at each academy will be responsible for assessing the value for money aspect of CPD through seeking to monitor and evaluate impact.
- 8.8.3. Evaluation of CPD activities will be undertaken using a variety of methods and intervals including:
- immediate/short term evaluation of the event
  - standard agenda items in team meetings to discuss CPD activities, share best practice and discuss team needs
  - informal discussions with colleagues about training needs or training providers
  - feedback from CPD needs and opportunities from the annual performance management discussions
  - feedback from individuals, team meeting minutes and discussion at SLG level.
- 8.8.4. Use of other, appropriate data and documents will be used to assess the impact of CPD activities:
- student/academy attainment
  - individual records
  - more effective and embedded teaching and learning based on our Five to Drive model
  - a greater variety of teaching and learning approaches
  - a climate of supporting success and effort
  - staff/student/parent survey data
  - staff confidence, enrichment, motivation, self-esteem, preparedness to take risks, collaboration, reflectiveness
  - outcome from learning walks
  - recruitment and retention
  - career progression/promotable staff, including succession planning
  - increased staff confidence and morale
- 8.8.5. Annually the HR Manager will report to the Board of Directors on the benefits of the CPD undertaken and identified impact.

## **9. CPD costs**

- 9.1. Course fees will usually be paid in full for approved CPD or training courses, regardless of an employee's length of service. This will be the case for when an individual is requested to attend the course by an academy, the training is required due to changes in new technology or work practices or where the organisation has a policy to train staff in such areas, e.g. Child Protection.
- 9.2. Course fees will usually be paid in full if the individual was knowingly recruited without a specific skill and training was offered at that time of appointment, or where an individual training need has been identified during staff appraisal.
- 9.3. Payment of academic courses
- 9.3.1. An academy will consider meeting the cost, or partial cost, of funding professional and academic training.
- 9.3.2. Normally, employees will be expected to contribute 50% of the course fees. However, where an academy agrees that the training is directly related, and required, for the job, or where an employee is studying for a professional qualification through open learning methods; (thus studying through non tutor based courses and in their own time) 100% financial contribution maybe awarded. The staff member responsible for the CPD budget will consider, within the constraints of the CPD budget, whether the costs of an academic course can be covered, and if so whether it can be met in full or in part.
- 9.3.3. The maximum amount of money, which an academy will contribute to any course of study, is normally £1,500 per year or 50% of the annual fees charged



whichever is the lesser. The maximum financial support, which will be offered towards one course, is £3,000. Where text books or course materials are stated as essential course materials, employees may claim a contribution towards these costs. No contribution will be payable in respect of travel or other expenditure. The subsidy will be reviewed annually for courses running over several years and no commitment is made to providing financial assistance in future years.

- 9.3.4. Financial assistance is conditional that the subsidy will normally be repayable to the organisation should the member of staff not complete the proposed course of study or leave the organisation's employment within 24 months of the assistance being agreed (for any reason other than redundancy or ill-health).
- 9.3.5. If the employee leaves an academy's employment within 12 months the academy will seek 100% of the allowance paid. If the employee leaves an academy's employment within 24 months the academy will seek 50% of the allowance paid.
- 9.3.6. Employees should discuss any request for study leave or financial support towards the cost of professional/academic study with their SLG Improvement Partner, and referred to the HR contact.

#### 9.4. Payment of travel and subsistence

- 9.4.1. Where training has been approved, travel and subsistence will be paid at the usual rates. This will apply equally whether the training necessitates time off during the day or involves attendance at evening or weekend sessions.
- 9.4.2. Wherever possible travel should be by public transport, and any travel by private vehicle (over 50 miles) must be agreed prior to undertaking the journey. All travel costs are borne from the CPD budget.

### 10. Time off for CPD

- 10.1. Where a CPD request has been agreed, time off will be granted to attend the course. Where required, cover will be arranged. Teaching staff must leave appropriate cover and homework, in line with the normal procedures.
- 10.2. Time off for training for recognised union officials or safety representatives will be granted in accordance with statutory requirements or collective agreements.

### 11. Roles and responsibilities

#### 11.1. The role of the Principal

- 11.1.1. The role of Principal is to ensure that this policy is applied fairly and consistently across each academy.
- 11.1.2. The Principal, with the assistance of other Senior Leadership colleagues, will review CPD information and make recommendations to the Local Governing Body.
- 11.1.3. The Principal, will delegate to an appropriate member the responsibility for CPD.

#### 11.2. The role of the Board of Directors and Local Governing Body

- 11.2.1. The Board of Directors will approve the CPD policy.
- 11.2.2. Inform all staff of the policy which has been adopted.
- 11.2.3. The Local Governing Body will monitor, evaluate and review policies in line with statutory and best practice guidelines.

#### 11.3. The role of SLG

- 11.3.1. The Vice Principal Teaching and Learning is the strategic leader for all teaching and learning initiatives, including improving the quality of teaching across an academy.

- 11.3.2. The Assistant Principal(s), Teaching and Learning. These senior leaders lead the Lead Teacher (and Associate Lead Teacher) team, develop external facing CPD packages and the Teaching School.
- 11.3.3. The HR team are responsible for arranging inductions, CP training and identifying appropriate providers. The HR team will administer requests and maintain CPD records.
- 11.3.4. The HR contacts will monitor the budget, and monitor in line with budget planning and monitoring.
- 11.3.5. The HR contact will manage all relevant administration and evaluation processes.
- 11.3.6. The HR team and Assistant Principal, Teaching and Learning, will monitor the impact of CPD arrangements on teachers, support staff and the teaching and learning at the academy, and report to Governors.

#### 11.4. The role of the employee/other staff

##### 11.4.1. All employees should:

- be committed to their own development
- agree and contribute to academy priorities
- be open to constructive advice and be willing to act upon it
- respect the confidentiality of feedback discussions
- consider creating a personal development portfolio
- evaluate honestly the impact of any CPD activities.

## 12. Monitoring and Evaluation

- 12.1. All CPD events will be recorded and all staff will be requested to complete an evaluation, to assess the impact and benefit of the CPD event.
- 12.2. Any CPD events will be monitored to ensure compliance to the policy and to ensure that the policy is fit for purpose.
- 12.3. Any concerns will be brought to the Principal in the first instance.
- 12.4. This policy should be reviewed at least annually to ensure compliance to legislation, academy needs, budgetary information, national and local terms of employment and good practice.

## **Appendix 1**

Examples of CPD opportunities

### **Learning through Collaboration**

With others, both in an academy and with colleagues from other academies and schools. This could include peer networks or other groups to share experiences, information and good practice from other academies and schools.

### **Mentoring**

Be a mentor, or be mentored. Good mentoring relationships allow colleagues to learn from experiences of each other.

### **Coaching**

Be a coach, or coach others. Working collaboratively to encourage self-reflection and self-evaluation.

### **Professional Learning Teams**

Working with colleagues to analyse and interpret student data. Working together on specific challenges, seeking to identify and implement solutions collaboratively. Producing documentation or resources, such as teaching materials, assessment packages and IT resources.

### **Utilise the skills of Lead Teachers or other colleagues**

Observe these teaching, work with them to reflect on own practice and plan lessons with them.

### **Joint Planning**

Planning with colleagues within an academy and across other academies and schools.

### **Teacher Exchanges**

Can range from short visits to other academies and schools to observe lessons, discuss practice, provide a demonstration lesson, shadow colleagues, to longer exchanges locally or further afield. Includes the possibility of international teacher exchanges and study visits abroad.

### **Business Placements**

Provides opportunities to improve understanding of practice in the world outside education, develop curriculum materials, strengthens links to an academy's specialism or enables staff to reflect on their own practice.

### **Teacher Research**

Work in partnership with higher education institutions and other academies and schools to research any aspect of teaching or learning. Can also include reading academic and professional journals.

### **Courses, seminars and conferences**

These may include; professional education course leading to relevant recognised qualifications, courses of study or research, internal or external training courses. Training in relation to government initiatives or statutory responsibilities would be included here. Courses or training events may be face-to-face, online, webinars or distance learning.

### **Practical experience**

Registering with an examination board as an assessor or examiner. This also could include opportunities to present or contribute to training programmes.

### **Job Shadowing**

Within an academy, across academies and schools, and in industry, to further career development.

### **Performance Management**

Underpins everything we do – teaching and learning and raising achievement as well as pursuing individual targets.

### **Starting a Career Development Portfolio**

Helps to plan a career path, and allows individuals to record, reflect, analyse and self-evaluate. This is required for progression to a Lead Teacher role.

### **Join a professional subject Association**

These often provide up-to-date information and training, relevant to specific subjects.

### **Taking on Additional Responsibilities**

These include being an exam marker or moderator, becoming a governor representative, contributing to an academic or professional journal, taking part in interviews, leading staff development, developing policies.

### **Lesson Observation**

Observe colleagues, and be observed by them to discuss and improve practice.

### **Access Support for Career Development**

Developing applications for accessing Upper Pay Range or promotions.

### **Accredited Course**

Taking part in national recognised courses e.g. Leading from the Middle (LftM), National Professional Qualification for Headship (NPQH,) Taking part in accredited courses offered by higher education e.g. certificates, diplomas, master's degrees.

### **Self directed and informal learning**

Books, professional journals/magazines, newspapers, television, radio and online resources provide a wealth of potentially valuable learning material. Other sources of informal learning can come from videos, social media and other learning communities.

Attendance at events, exhibitions and performances is essential in many job roles in order to keep abreast of new developments, particularly, but not exclusively in art form areas.

Staff are reminded of the benefit of continuously maintaining an up to date curriculum vitae. This will prove beneficial when required to interview for internal posts or when considering external secondments.

### **Opportunities for CPD**

The following definitions may provide a starting point for discussions.

Effective CPD is invaluable as a means of encouraging personal and professional growth and crucial in developing the academy's capacity for improvement.

'Professional development consists of all natural learning experiences and those conscious and planned activities which are intended to be direct or indirect benefit to the individual, group or Academy, which contribute, through these, to the quality of education in the classroom. It is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purpose of teaching; and by which they acquire and develop critically the knowledge, skills, and emotional intelligence essential to good professional thinking' planning and practice with children, young people and colleagues throughout each phase of their teaching lives'

## Appendix 2

### Request for INSET/CPD leave

Please use this form to request any training, INSET or CPD events.

All parts of this form should be completed and submitted with the any relevant booking forms.

<b>Name:</b>		<b>Curriculum Area:</b>				
<b>Title of course/event:</b>		<b>Organiser*:</b>				
<b>Event ID code:</b>						
<b>Venue/Location:</b>		<b>Date:</b>				
<b>All day?</b>	Yes No – complete below					
<b>Period: (Circle)</b>	1	2	VT	3	4	5

Please indicate how this event meets your CPD needs as outlined in your performance planning statement:

Please indicate how this event meets the needs of students and the Academy, as outlined in the Improvement Plan relevant to you:

If this request is for development outside your usual role, please indicate if this relates to:

Teaching School Alliance  Mastery Pathway  Maths Hub

<b>Cost of course:</b>	£	<b>Supply cost:</b>	£230 per day/ £150 per half day
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#### Authorisation:

Employee signature:		Date:	
Curriculum Leader/DCL/LT:		Date:	
HR Director:		Date:	

**You will receive an email informing you if the request has been approved/ rejected.**

*For admin use:*

Send email to individual (Agreed/Declined):		CPD record updated:	
Arrange cover:		Budget information updated:	
Agreed requests – passed to Finance for PO:		Agreed requests – General Office booked	
<b>Finance/General office – return this form to HR</b>			