

Apprenticeship Policy

Professional Development Policy





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1. Our Vision

Our approach to professional development is a process to support of all our team and to improve the quality of teaching & learning. The leadership team ensures that teaching on apprenticeship programmes meets the appropriate professional standards for teaching, assessment, and learning support by ensuring our recruitment, development and ongoing monitoring is conducted in line with the quality assurance practices set out by the business, ESFA, Ofsted and Awarding Organisations.

All new and supporting team members of the Academy Team are required to attend a general induction programme, which explains our underpinning vision, strategy, values, and how we deliver our apprenticeship programs.

All educators are encouraged and supported to undertake relevant training and development; this includes personal skills development as well as knowledge of the ESFA / Ofsted, educational landscape, and the apprenticeship environment.



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2. Purpose & Scope

This policy sets out the framework for a clear and consistent assessment of the overall performance of all people directly involved in the education and training of our apprentices and for supporting their development within the context of the business's plan for improving apprenticeship provision and performance, and the standards expected of educators and other staff.

The scope of the policy is for anyone involved in apprenticeship delivery & support to ensure that highest levels of quality are maintained.

ANS Academy values its employees as well as its learners and we look to ensure staff development to take place in three main areas.

- 1) Leadership & Management – to ensure that staff have the correct tools and knowledge to strategically develop the academy and best support apprentices and learners.
- 2) Delivery – to ensure staff have the skills needed to deliver the highest quality service in both delivery and supporting areas of the academy.
- 3) CPD – to empower staff to develop their own skills to further their careers and foster an outstanding education environment for learners.

3. Continuous Professional Development

Continuous professional development (CPD) refers to the ongoing process of acquiring and refining knowledge, skills, and competencies necessary for individuals to excel in their professional roles. It is an essential component for trainers and academy staff as they are responsible for equipping others with the necessary skills and knowledge. To fulfil this responsibility effectively, trainers and academy staff must actively engage in CPD to stay up to date with industry trends, advancements, and best practices. They should participate in workshops, attend conferences, pursue relevant certifications, engage in research, and seek out opportunities for professional growth. By consistently enhancing their own skills and knowledge, trainers and academy staff can provide high-quality training and education that aligns with current standards, ensuring their learners receive the most accurate and relevant information available.

ANS Academy is committed to upholding its dedication to staff by ensuring the proper facilitation of CPD. To achieve this, the following measures will be implemented:

- Comprehensive records of CPD agreements with line managers and personal pursuits by staff will be maintained, adhering to ANS Group policy.
- The centralised record will be upheld, and the timely accomplishment of CPD deadlines and targets will be ensured.
- Data and reports will be effectively utilised to inform decision-making regarding CPD, with the aim of enhancing staff development in alignment with their job



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roles and individual needs. Close collaboration with the back-office team will be maintained.

- Appropriate financial support will be provided to enable staff to access relevant training that enhances their knowledge and skills, thereby facilitating the delivery of exceptional apprenticeships.
- Managers will be empowered to foster an environment of CPD and facilitate the sharing of best practices within their teams.
- Managers will be equipped with the necessary tools to accurately implement yearly performance reviews.
- A balance will be maintained between individual needs and desires and the academy's return on investment.

4. Expectations

Trainers and skills coaches play a crucial role in facilitating their own professional development and improving the skills of others in various industries. To excel in their roles, it is essential for trainers and skills coaches to engage in continuous professional development (CPD) and meet certain expectations. This ensures that they stay up to date with industry standards, possess the necessary qualifications, and contribute to the overall growth and success of their teams. The following bullet point list outlines the key expectations for trainers and skills coaches regarding their CPD:

Expectations for Trainers in relation to CPD:

- Completion of Level 3 TAQA or Required Vocational Training: Trainers and skills coaches are expected to complete their Level 3 Training, Assessment, and Quality Assurance (TAQA) or any other vocational training program relevant to their field within 12-18 months. This training provides them with the necessary skills and knowledge to effectively assess and assure the quality of learning.
- Mastery of Learning Management System (LMS) Skills: Trainers and skills coaches should ensure that they possess the required skills within the Learning Management System (LMS) used by their organization. This includes familiarizing themselves with the system's functionalities and using it efficiently to manage and deliver training materials and assessments.
- Attendance of Induction: It is essential for trainers and skills coaches to attend the induction sessions provided by their organization. This allows them to gain a comprehensive understanding of the organization's goals, values, policies, and procedures, enabling them to align their practices accordingly.
- Completion of Industry Recognized Qualifications: To maintain competency in their respective areas, trainers and skills coaches should strive to complete industry recognized qualifications within the academic year. These qualifications validate their expertise and ensure they possess the necessary knowledge and skills to deliver high-quality training.



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- Participation in Academy Quarterly Meetings: Trainers are expected to actively participate in quarterly meetings organized by their academy or organization. These meetings provide a platform to share best practices, discuss challenges, and learn from fellow professionals. Trainers may also be expected to present their own best practices to the wider team, contributing to a culture of continuous improvement.

By meeting these expectations, trainers and skills coaches demonstrate their commitment to professional growth, maintaining competence, and contributing to the success of their organization and the individuals they train.

Expectations for Managers and leaders in relation to CPD:

- Attend Management Training:
 - Actively participate in any management training prescribed by ANS (Company Name) and ANS Academy.
 - Attend relevant workshops, seminars, or conferences related to leadership and management.
 - Stay updated on the latest industry trends, best practices, and emerging concepts.
- Monthly 1-2-1s:
 - Conduct regular monthly one-on-one meetings (1-2-1s) with team members to track CPD progress.
 - Discuss individual development goals, achievements, and challenges.
 - Provide guidance, support, and resources to help employees achieve their goals.
- Yearly Performance & Development Reviews:
 - Ensure that yearly performance and development reviews are conducted accurately and in a timely manner.
 - Assess employees' performance against set objectives and competencies.
 - Identify areas for improvement and provide constructive feedback.
 - Collaborate with employees to set new development goals for the upcoming year.
- Support Staff in Goal Setting:
 - Assist staff members in creating appropriate CPD goals aligned with their roles and aspirations.
 - Encourage employees to set both short-term and long-term goals.
 - Provide guidance and resources to help employees develop action plans for achieving their goals.
 - Monitor progress and offer support throughout the CPD journey.
- Maintain CPD Records:
 - Keep comprehensive records of personal CPD activities, including both formal and informal learning.
 - Document attendance at training sessions, workshops, webinars, and conferences.
 - Keep a record of relevant books, articles, podcasts, or online courses that contribute to professional development.
 - Regularly update and review the CPD records to track progress and identify areas for further growth.



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- Participate in Safeguarding Training:
 - Take part in relevant safeguarding training programs or courses provided by ANS or other recognized institutions.
 - Stay informed about the latest safeguarding practices, policies, and legal requirements.
 - Apply the knowledge gained from the training to ensure a safe and secure environment for apprentices.

5. Identifying CPD needs and recording development.

Identifying appropriate CPD needs, and development opportunities is the responsibility of both the manager and employee.

5.1 Identification and Recording of CPD Needs:

- Monthly 1-2-1 Discussions: Engage in regular one-on-one meetings with team members to identify skill gaps and development needs. Use these discussions as an opportunity to explore areas where additional training or support may be required.
- Data Analysis: Analyse data from various sources, such as Internal Quality Assurance (IQA) reports, lesson observations, assessment outcomes, and feedback, to identify gaps in knowledge or skills. Use this data to pinpoint specific areas where further CPD is necessary.
- Yearly Performance and Development Reviews: During annual performance reviews, identify any specific CPD needs based on performance feedback and discussions. Assess whether there are any gaps in skills or knowledge that need to be addressed through further development.

5.2 Instructions for Keeping CPD Records:

It is important for both managers and employees to maintain their own CPD records (see leadership for the template). These records should include the following information:

- Date and description of each CPD activity undertaken, such as training courses, workshops, conferences, or self-study. Both formal and informal CPD activities should be logged.
- Duration and outcomes achieved from each activity.
- Relevance of each CPD activity to the individual's role and professional development goals. Log what area of your practice does this link to.
- Any certificates, qualifications, or awards obtained because of CPD activities.

CPD records should be regularly updated and organized in a systematic manner. This ensures easy retrieval of information when needed for self-reflection, performance reviews, or professional accreditation purposes.



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5.3 Responsibilities of the Manager and Employee:

The manager and employee share responsibilities in the CPD process:

- **Manager's Responsibilities:**
 - Track the progress and appropriateness of CPD activities for each team member.
 - Provide guidance and support in identifying relevant CPD opportunities.
 - Ensure that employees have access to necessary resources for their CPD.
 - Encourage a culture of continuous learning and growth within the team.
- **Employee's Responsibilities:**
 - Take ownership of their CPD by actively seeking opportunities for development.
 - Engage in regular discussions with the manager to identify and address their CPD needs.
 - Maintain accurate and up to date CPD records, documenting all relevant activities.
 - Reflect on their CPD experiences and apply acquired knowledge and skills to their work.

By fulfilling their respective responsibilities, both managers and employees contribute to the effectiveness of the CPD process and foster a learning-oriented environment within the organization and exemplars.

6. Monitoring and Evaluation

The senior management team will review and report to the board on personal development and areas for improvement for the team. The senior management team will also be responsible for ensuring that professional development is happening across the provider at all levels.

A report on the impact and statistics of CPD and professional development will be provided within the self-evaluation report.

7. Review of the Policy

The Head of Apprenticeships is responsible for reviewing and approving this policy annually and will take feedback from the Directors as part of this process. The policy will be revised as required to introduce any changes in regulation and statutory guidance to ensure that it is up to date.

