Staff Development Policy

Approved by:	Penny Harris (Director) Jane Cox (Director)	**Date:**	1st September 2026
Last reviewed on:	1st September 2025		
Next review due by:	1st September 2027		

All policies are generated and reviewed with an awareness of equality and diversity in relation to pupils, staff and visitors. All policies are generated and reviewed placing safeguarding and wellbeing at the heart of all that we do.

1. Principles

This school is committed to encouraging all staff to develop to their full potential through continual professional development activities (CPD).

- CPD leads to improved teaching
- CPD leads to improved pupil learning
- CPD leads to a positive learning culture
- CPD leads to a motivated staff team
- CPD leads to continuous school development and improvement

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 development needs.

There will be 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. The school evaluates the impact that CPD has on teaching and learning and the progress that students make, including monitoring, observations, data collecting and appraisal.

2. Integrated CPD

Staff development activities will be linked and integrated with the Education Inspection Framework, Independent School Standards, School Development Plan and be based on a range of information and priorities:

- The needs of the school as identified through self-evaluation against the Ofsted inspection framework, the Independent School Standards and outlined in the School Development Plan
- The needs of the school as identified during the Ofsted inspection process
- Individual training needs or requests identified during individual performance review meetings, as part of the appraisal cycle
- Individual student needs e.g. physical needs, communication, manual handling, behaviour, autism
- Safeguarding and child protection

- Curriculum development
- Health and safety

3. Implementation

Induction:
All new staff will follow a minimum and comprehensive three-month induction programme. The induction programme, consisting of several structured review meetings, ensures that all new school staff read, understand and implement all relevant school policies including those relating to Safeguarding and Child Protection, Health and Safety, Behaviour Management, Curriculum and Assessment and the Staff Code of Conduct.

All new staff will undergo a full 8-hour CPI Safety Intervention Programme.

All new staff will access online training through the National College including:

- Annual Certificate in Safeguarding for Staff
- Certificate in Understanding Child Criminal and Sexual Exploitation
- Certificate in Online Safety in Schools
- Certificate in the Prevent Duty in Schools
- Certificate in Data Protection & GDPR for Staff (Data Influencers)
- Certificate in Equality, Diversity & Inclusion
- Certificate in First Aid Awareness in Schools
- Certificate in Understanding Sexual Violence and Sexual Harassment
- Certificate in SEND Code of Practice
- Certificate in Understanding Fundamental British Values

Mandatory staff training:

SLT:

- The Designated Safeguarding Lead and their deputy (ies) will undergo advanced safeguarding training and this will be refreshed every year.
- The Designated Safeguarding Lead and their deputy (ies) will undertake additional DSL training in line with local authority safeguarding guidelines
- The School leader will undertake training on The Prevent Duty (WRAP training)
- The Designated Teacher for LAC will be trained in line with the requirements of the local authorities that place pupils at the school.
- Senior leadership involved in recruitment will undertake safer recruitment training

All staff:

- All staff will undertake child protection and safeguarding training every two years
- All staff will undergo a SAFETY INTERVENTION annual refresher programme'; SLT are aware of the training needs staff must attend and what restrictive physical interventions which staff are required to be taught (which are also reflected in the TNA). This information is shared with all certified instructors, including the ratio of trainers to participants being 1:12 or 2:18.
- All staff will undergo annual Online Safety training
- All staff undertake basic first aid training

Other:

- Health and Safety Officers will undertake IOSH training and other additional training relevant to their role
- Online safety Leads will undertake relevant training to their role which may include the CEOP Ambassador training
- All First Aiders will undergo relevant face to face training from an HSE approved training provider. There needs to be enough first aiders to ensure that there is a trained person on site at all times and accompanying all trips.
- At least one staff member will be Administration of Medication trained to ensure that there is a trained person on site at all times and accompanying each trip off site.
- THRIVE practitioners will undertake annual refresher training

- All Directors will undertake Level 3 equivalent safeguarding training refreshed regularly
- All teachers and tutors will undergo training relevant to the subjects they deliver and as facilitated by the appropriate awarding body / examining board

Appraisal
Professional development needs will be identified as part of the appraisal process. If there are competing demands on the school budget between CPD identified for a staff member and the training and support which helps the school achieve its priorities, the school's priorities will have precedence; however, the aim will be to meet all reasonable requests for CPD.

The school addresses the CPD needs of support staff by ensuring that there are also sound appraisal procedures in place for every member of the support staff. This reflects the importance attached to the role support staff play in the school.

Performance is monitored on a day-to-day basis by line managers through regular 1-to-1s and the APR process.

Formal capability procedures will begin when line management support, the performance improvement process and the appraisal process have been unable to bring about satisfactory performance or improvements in the staff member's work.

An informal period of support, put in place and monitored by the line manager, will have been in place before formal capability procedures are triggered. This will usually be in the form of a performance improvement plan. The PIP process includes an initial meeting with the staff member, an agreed written plan with time frames and regular review meetings. Evidence of this will be available before the formal capability process begins.

Where an early career teacher (ECT) is subject to capability procedures, we will continue the induction process in parallel with the capability procedure and inform the appropriate body.

See appendix for full details of the staff capability policy.

Trainee Tutor Programmes
Non-qualified teaching staff will access formal teacher training and development and will gain level 3, 4 or 5 qualifications. Each trainee tutor will be supported with a programme which may include:

- Two half termly meetings with Line Manager
- On-going staff mentor support meetings
- Two half termly meetings with head of subject
- Subject Head and Line Manager to source appropriate face to face subject specific training opportunities
- Half termly lesson observations and feedback
- Two half termly peer observations

Staff training days:
The school leader will identify how each of the five staff training days each academic year will be utilised, which will often include whole school training activities.

Training cost agreements:
Other than the mandatory training, the school leader may request that a training cost agreement is put in place for individual staff members undertaking higher cost training, for example THRIVE practionner certification. The training cost agreement will specify that if the staff member choses to leave the school's employment within a period of time following completion of the training, or chooses not to complete the full training course, all or part of the course costs will be repaid to the school by the staff member.

Record keeping and monitoring:
The school leader will liaise with the HR team to keep an up to date whole school training record. All staff members should inform the HR team when they have undertaken any professional development activities. The HR manager will monitor the whole school training record on a termly basis. The Head Teacher will report on staff training to the Directors on a termly basis.

4. Review

In order to ensure that this policy is relevant, if you have any comments please email directors@ontrackeducation.com

Appendix - Staff Capability Policy

1. Aims

The aim of our capability of staff policy is to set out a clear and consistent process for when a member of staff falls below the levels of competence expected of them, as set out in the relevant professional standards, job descriptions and overall performance expectations.

2. Legislation and guidance

This policy is based on the Department for Education's model policy and guidance, and the Acas code of practice on disciplinary and grievance procedures.

When carrying out capability procedures, we will ensure we abide by the Equality Act 2010.

3. Definitions

Lack of capability is defined as:

- A staff member failing to perform their role at the level of competence expected of them and that their job requires

References to **'staff'** include the head teacher, senior staff, teachers and all support staff, unless indicated otherwise.

4. Roles and responsibilities

Where the member of staff subject to the procedure is the head teacher, a director will be responsible for co-ordinating the procedure.

Where the member of staff subject to the procedure is not the head teacher, the school leader/head teacher, or a nominated member of senior staff, will be responsible for co-ordinating the procedure.

Where appropriate, other members of staff may be asked to provide additional support to the staff member or to assist in monitoring the effectiveness of the policy. Where this happens, responsibilities will be made clear in advance.

5. Capability procedure

Performance is monitored on a day-to-day basis by line managers through regular 1-to-1s and the APR process.

Formal capability procedures will begin when line management support, the performance improvement process and the appraisal process have been unable to bring about satisfactory performance or improvements in the staff member's work.

An informal period of support, put in place and monitored by the line manager, will have been in place before formal capability procedures are triggered. This will usually be in the form of a performance improvement plan. The PIP process includes an initial meeting with the staff member, an agreed written plan with time frames and regular review meetings. Evidence of this will be available before the formal capability process begins.

Where an early career teacher (ECT) is subject to capability procedures, we will continue the induction process in parallel with the capability procedure and inform the appropriate body.

5.1 Formal capability meeting

Notification of a formal capability meeting should not come as a surprise to the staff member concerned, as they will already have been receiving informal support to improve their performance.
The staff member will receive at least 5 working days' notice of the formal capability meeting. The notification will contain:

- The concerns about performance and possible consequences
- Any written evidence
- The time and place of the meeting
- That the staff member has the right to be accompanied by a work colleague or trade union representative

The staff member is entitled to reasonably request an alternative date if they are not able to attend the original date proposed.
The formal capability meeting will be conducted by a member of the senior management team, or one of the Directors if it is for a headteacher.
The purpose of the meeting is to establish the facts, and to allow the staff member to respond to the concerns and make relevant representations.

5.1.1 Possible outcomes
The meeting may establish that there are no grounds to pursue the capability issue. In this case, the procedure will come to an end and the issues will continue to be addressed through the appraisal process.
The meeting may be adjourned if further investigation is needed, or if more time is needed to consider additional information presented.
If the meeting continues, the person conducting the meeting will:

- Explain the expected standards that are not being met based on the school standards and/or job description
- Give clear guidance on the standard of performance needed to end the procedures
- Explain the support available to help the staff member improve their performance
- Set out the timetable for improvement and explain how performance will be monitored and reviewed
- Warn the staff member formally that failure to improve within the set period could ultimately lead to dismissal

5.1.2 After the meeting
The staff member will be sent formal meeting notes. If a formal warning has been issued, the staff member will also receive:

- A written record of the bullet points above
- Information about the timing and handling of the review stage
- Information about the procedure and time limits for appealing against the warning

5.2 Monitoring and review period
A performance monitoring and review period consisting of formal monitoring guidance and support will follow the formal capability meeting.
The member of staff will be invited to a formal review meeting, unless they were issued with a final written warning, in which case they will be invited to a decision meeting (see 5.4 below).

5.3 Formal review meeting
At least five working days' notice will be given of the formal review meeting, and will explain:

- The time and place of the meeting
- That the staff member has the right to be accompanied by a work colleague or trade union representative

The staff member is entitled to reasonably request an alternative date if they are not able to attend the original date proposed.
If the person conducting the meeting is satisfied that the staff member has made sufficient improvement, the capability procedure will cease and the appraisal process will restart.
In other cases:

- If some progress has been made and there is confidence that more is likely, it may be appropriate to extend the monitoring and review period
- If no or insufficient improvement has been made during the monitoring and review period, the staff member will receive a final written warning

Notes will be taken of formal meetings and a copy sent to the member of staff.
The final written warning will mirror any previous warnings that have been issued. Where a final warning is issued, the member of staff will be informed in writing that failure to achieve an acceptable standard of performance within the set timescale may result in dismissal. They will be given information about the further monitoring and review period, the procedure and time limits for appealing against the final warning. The staff member will be invited to a decision meeting.

5.4 Decision meeting
At least five working days' notice will be given of the decision meeting, and will explain:
- The time and place of the meeting
- That the staff member has the right to be accompanied by a work colleague or trade union representative

If an acceptable standard of performance has now been achieved, the capability procedure will end and the appraisal process will restart.
If the staff member's performance does not improve to a sufficient standard, a decision, or recommendation to the directors, may be made that the staff member should be dismissed or required to cease working at the school.
The staff member will be informed as soon as possible of:
- The reasons for the dismissal
- The date on which the employment contract will end
- The appropriate period of notice
- Their right of appeal

5.5 Dismissal
The power to decide that members of staff should no longer work at this school has been delegated to the Directors.

6. Right to appeal

If a staff member feels that a decision to dismiss them is wrong or unjust, they may appeal in writing against the decision within five working days of the decision, setting out at the same time the grounds for appeal.

Appeals will be heard without unreasonable delay and at an agreed time and place. The same arrangements for notification and statutory right to be accompanied will apply as with formal capability and review meetings. Notes will be taken and a copy sent to the staff member.

The appeal will be dealt with impartially and by senior leaders or a director who have not previously been involved in the case.

The staff member will be informed in writing of the results of the appeal hearing within five working days.

7. Confidentiality

The capability processes will be treated with confidentiality. However, the desire for confidentiality does not override the need for the head teacher and directors to quality assure the operation and effectiveness of the system.

8. Consistency of treatment and fairness

The directors are committed to ensuring consistency of treatment and fairness. They will abide by all relevant equality legislation, including the duty to make reasonable adjustments where these are deemed either necessary or appropriate.

The directors are aware of the guidance and provisions of the Equality Act 2010.

9. Monitoring arrangements

The effectiveness of this policy will be monitored by the school leader/head teacher and directors.

This policy will be reviewed every year, but can be revised as needed.

This policy will be approved by the directors.

10. Links with other policies

This policy links to our policies on:

- Staff code of conduct policy
- Staff grievance procedures
- Staff disciplinary policy