



TRAINING POLICY

As a progressive and exciting learning environment where change is embraced and acted upon, training must remain a top priority to retain our competitive edge and continuously improve the quality of our staff.

Training should be addressed as part of each employee's Performance Management and should be agreed between the employee and line manager at the start of every year and monitored regularly as part of the appraisal process. Training planned should be clearly stated and agreed by both the line manager and the employee and should describe the training required (cost if applicable), where and how it will be sought, the desired outcome and how and when it will be measured. It is also recognised that staff hold clear responsibility for their own training, and are expected to maintain an awareness of latest developments in their area of expertise. Each year the training needs of staff are collated by the HR Officer in conjunction with the Performance Management process and this information, along with staff questionnaires and the College Development Plan are used to inform provision of training for staff at the College.

The College Training Budget allows for subject specific training for teachers or training of benefit across the whole College. This should be treated as any other investment budget and carefully assessed for positive impact on students and the College.

It is important to note that training can depend on the job responsibilities for each role and may comprise a wide range of activities from taking on more responsibility in a current role, to being given 'project' responsibility in an area outside of the current role. We should always look at ways of using our highest calibre and most experienced employees to train others. This has the advantage of making the training more Cambridge Education Group oriented and also is motivational to those who have the knowledge or experience in passing it on to others. We do need to remain at the forefront of change in our sector and where necessary we will seek external training.

Training should comprise very specific technical training to allow the job holder to complete his or her job effectively and safely. It should also include more general training to allow each employee to understand the basic strategies and values underpinning the Cambridge Education Group which in turn will allow each employee to effectively support the Group at every opportunity.

New Staff

New teaching staff will be offered a range of training sessions giving them the opportunity to discuss key aspects of their role. These sessions will include information and discussion on Safeguarding, ICT systems, teaching at CATS, support offered to staff and students and a tour of the residence to introduce staff to our boarding provision.

NQT Training

The College supports staff wishing to undertake an NQT year and the NQT has both obligations and entitlements in the induction process. The NQT should be pro-active in the induction process by:

- Ensuring they have QTS before beginning induction;
- Engaging fully and actively in the process of evaluation their progress and identifying their strengths and areas for improvement;
- Working closely with their induction tutor to use their Career Entry and Development Profile as the basis for their professional development, review and objective setting;
- Being familiar with the Standards against which their capability will be assessed and ensuring their teaching meets these standards
- Keeping a record of all professional development, monitoring and assessment;
- Expressing any concerns about their induction to the Vice Principal/ Mentor.

The NQT is entitled to:

- 10% timetable reduction compared to other non-promoted members of staff;
- A named induction Mentor to support and mentor them;
- Regular meetings with the Mentor with regular, well rounded feedback given;
- The assessment of their progress against standards;
- Opportunities to gain a wider knowledge of the College and beyond;
- Help in setting termly targets and support in training
- A minimum of two lesson observations a term;
- A clear job description which does not demand they teach outside their subject expertise and as far as is practicable to retain the same classes on a regular basis.

The Mentor will follow guidance and advice from the relevant Appropriate Body.

Policy reviewed: August 2017

Next review: August 2018