

PROFESSIONAL DEVELOPMENT POLICY

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Contents page

Item	Title	Page number
1	Introduction	3
2	Identifying professional development needs	3
3	Identifying needs	3
4	Staff induction	4
5	Ad hoc development needs	4
6	Drawing up the professional development programme	4
7	Professional development activities	4
8	Monitoring, evaluation, and review	5

As part of our focus on diversity and inclusion, BDAT pledges that our policies will seek to promote equality, fairness, and respect for all staff and students. Our policies reflect the BDAT values of inclusion, compassion, aspiration, resilience, and excellence. By working closely with a range of stakeholders, such as our school, union, and HR colleagues, we have ensured that BDAT's policies do not unlawfully discriminate against anybody.

1 Introduction

Bradford Diocesan Academies Trust, BDAT, is committed to the professional development of its staff. Through professional development, BDAT seeks to maintain and increase the effectiveness of its staff in achieving its strategic objectives. Staff will be supported in their current jobs and also be helped to prepare for anticipated changing roles and responsibilities, as the Trust develops and evolves.

This policy has been provided as a Trust level resource for BDAT and does not form part of an employee's terms and conditions of employment.

2 Identifying professional development needs

2.1 The annual appraisal provides a structured opportunity for each member of staff to discuss their performance with their line manager. Professional development needs may be identified in discussing the effectiveness of the individual's performance in meeting their personal objectives over the next 12 months, and the contribution this might make to supporting Trust and/or academy development. The BDAT Leadership Competency Framework can be used to frame professional development needs.

2.2 Professional development activities may be identified in order to enable an individual to:

- Enhance their performance
- Achieve revised objectives
- Undertake a new or broader role or responsibility
- Contribute to Trust or academy development
- Achieve individual professional development goals

3 Identifying needs

3.1 Professional development activities identified as a consequence of the annual appraisal should be reported to the line manager/SLT member for Personal Development.

3.2 In drawing up the Trust's Strategic Plan, there may be a professional development requirement flowing from a particular strategic objective, which impacts a number of staff. This must be shared with those staff who should also be given the opportunity to make a contribution to developing strategies to support the delivery of the objective.

3.3 In such cases, it may be possible to tailor the staff development activity to the needs of a number of staff in order that the provision may be delivered more efficiently.

4 Staff Induction

All newly appointed staff will take part in an induction programme beginning in their first week. Their line manager should agree an appropriate programme prior to them taking up their post with the Trust, which will include the opportunity for them to meet with key academy personnel. This programme is likely to have a number of standard elements, including safeguarding, which will be applicable to all newly appointed staff. However, specific elements may be identified in the selection and recruitment process.

5 Ad hoc development needs

It should be anticipated that it will not be possible to predict all of the professional development needs of staff in advance and so some resources should be retained to meet ad hoc needs as they arise throughout the financial year.

6 Drawing up the professional development programme

6.1 The academy / central office's lead for professional development should draw up a proposed annual professional development programme for consideration as part of the annual budget process. This will take account of professional development needs identified from:

- The annual performance reviews
- The draft strategic and departmental objectives
- An estimate of the level of staff recruitment in the year ahead

6.2 In drafting an annual professional development programme, the lead for professional development should work within the constraints of the Trust and schools' budget process and also ensure that some provision is made to meet ad hoc needs as they may arise throughout the planning period.

7 Professional development activities

7.1 Where external resources are required to deliver training, it may be possible to increase efficiency through arranging for a larger number of staff to be grouped together for such activities which may even be delivered on site.

7.2 Much professional development can be delivered through individual staff being given the opportunity to research their own needs and to undertake private study.

7.3 Staff are encouraged to engage in continuous professional development through their own professional bodies.

7.4 Line managers should consider the opportunities that may be provided for increasing the breadth of staff knowledge and experience through the rotation of roles and responsibilities, where this is practicable.

- 7.5 The Trust or the academy will cover professional development costs; where a specific or more personalised professional development request is made, the potential cost implications of this will be discussed on an individual case basis. A formal training agreement will be established between the Trust and employee which will set out expectations and any repayment requirements should the employee opt to leave the Trust before completion.
- 7.6 Where staff elect to undertake training which is not directly relevant to their role but would periodically require time away from school, they should discuss the implications with their line manager prior to signing up for the training. Any requests to attend such training should be managed in line with the BDAT Staff Discretionary Leave of Absence Policy.

8 Monitoring, Evaluation and Review

The Trust will review this policy triennially.