Continuous Professional Development (CPD) Policy

Policy Type:	**Trust Policy**
Date Issued by MAT:	**11/02/2025**
Approved By:	**Executive Team**
Approval Date:	**06/02/2025**
Review Date:	**February 2028**
Person Responsible:	**Deputy Chief Executive Officer**

Our Christian Ethos and Values

All policies within the Diocese of Norwich Education and Academies Trust (hereafter referred to as "the Trust"), whether relating to an individual academy or the whole Trust, will be written and implemented in line with our Christian ethos and values.

We have high ambition for all, and we truly value the wider educational experience.

We walk and talk our Christian values. We put people at the centre of the organisation and want to see them flourish and grow. Our schools are inclusive, welcoming those of all faiths and none.

Overall accountabilities and roles

The Trust has overall accountability for all its academies and staff. Through a Scheme of Delegation for each academy it sets out the responsibilities of the Trust, its Executive Officers, the Local Governing Body and the Principal / Headteacher. The Principal / Headteacher of each academy is responsible for the implementation of all policies of the Trust.

All employees of the Trust are subject to the Trust's policies.

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1. Purpose

As a collaborative enterprise, The Diocese of Norwich Education and Academies Trust (DNEAT) creates opportunities for academies to learn from and support each other through shared purpose, shared leadership, shared systems, shared resources and shared accountability. DNEAT enables individual academies to work together to promote and sustain a culture of high expectation, rapid improvement and interdependency.

The purpose of Joint Practice Development (JPD) also known as Continuous Professional Development (CPD) is to ensure the collective drive for high quality student and pupil learning and achievement, to develop outstanding practitioners at every stage of their career and a cutting-edge workforce that is flexible and adaptable in its approach to personal and organisational improvement. This means providing high quality professional development opportunities for all at an individual, academy, trust and system level.

2. Principles and Values

Professional development is available for all involved in academy improvement and who are part of the Trust-wide learning community, including support staff, teachers, leaders and governors. It is provided in the context of the Christian values that underpin our organisation and support students and pupils in receiving an all-round education enabling them to flourish at school and in the wider world.

As a "learning community" the Trust is committed to providing opportunities for the continuing learning and development of its entire staff. Professional development is the means by which the Trust is able to deliver whole school, team and individual development priorities.

The Trust has an expectation that all members of the learning community will take an active role in their own professional development.

All staff have a responsibility to ensure they are up to date with Safeguarding, Health & Safety, GDPR and Equality & Diversity training in line with statutory and role specific requirements. The Trust will ensure opportunities are provided on a frequent and regular basis.

The Trust believes that all members of staff have a responsibility to support the professional development of their colleagues.

Professional development will be co-ordinated by a CPD Leader at each academy. This may be the Headteacher. The CPD Leader / Headteacher will be appropriately trained and will be provided with regular opportunities to network with other schools and training providers.

The key elements of the CPD policy comprise:

- Effective auditing and identification of need and aspiration for individuals and the organisation
- Appropriate match of provision to learning needs
- Reliable and explicit evaluation of the impact of provision
- Dissemination of effective practice.

The Trust will use a range of types of provision and providers. Staff will be involved in agreeing the most appropriate training in line with Performance Management targets. External training and further qualifications will be supported where organisational needs are met and budget allows.

The approach underpinning the Trust's work with leaders is structured around the 'Learning Centred Leadership' model placing pupils' learning at its heart (Appendix 1)

The Trust will support opportunities for professional recognition including accreditation of the CPD undertaken where relevant. This includes actively embracing the Apprenticeship programme and central coordination for the use of the Apprenticeship levy.

A programme of internal training (JPDP) will be published with core, mandatory elements identified for relevant staff.

The JPDP will be delivered through a blended approach of in person, live online, online pre-recorded or a hybrid of these approaches. This is to ensure value for money and the most impactful experience for participants.

3. Entitlements, Networks and Ambassadors

All members of the Trust's learning community will have an entitlement for access to high quality induction (see Induction Policy) and continuing support and development.

DNEAT's CPD entitlement framework

Appendix 2 sets out how the Trust approaches developing teaching staff across the organisation. This requires proactive input from staff as well as a commitment from the Trust to provide appropriate training opportunities. This document should be used as a reference point in performance management discussions.

DNEAT professional networks

As part of its commitment to high quality curriculum development and implementation opportunities for teachers and leaders have been developed. These include:

- Early Years
- Maths
- English
- Humanities
- Arts
- Religious Education
- Computing
- Religious Education
- SENCOs
- Learning-Centred Leaders
- Raising Standards Leads
- Other subjects and focus groups may be added year on year according to trust priorities.
- Recently Qualified Teachers

Networks

Whilst a documented framework is not set out for the range of non-teaching staff roles the principles remain the same and are as set out in this CPD policy. Training and networking opportunities are in place under the apprenticeship programme and for:

- Finance officers
- Administration / Business managers
- Premises / Facilities staff
- Teaching Assistants

4. Identification of need and aspiration

The CPD Leader / Headteacher will be responsible for co-ordinating the identified training and development needs of the academy / Trust community. These needs will be identified through mechanisms such as performance management, self-evaluation, national and local priorities, other internal and external monitoring and feedback evidence and through informal and formal discussions with individuals and teams (e.g. subject, Key Stage). The outcomes of the needs analysis will feed into a CPD plan for individuals and academies.

The CPD Leader / Headteacher will be responsible for discussing with the Headteacher and / or Academies Group Executive Principal (AGEP) and Local Governing Body (LGB) the main training and development priorities and the budgetary implications of addressing these needs.

The CPD Leader / Headteacher will facilitate access to a range of professional development opportunities and be responsible for communicating opportunities to appropriate staff.

All staff will have access to high quality and appropriate CPD accessed in a variety of ways such as:

- A regular calendared cycle of statutory training e.g. safeguarding
- Inset training days
- Twilight sessions
- Visits to other schools
- DNEAT provision
- Internal role development
- External training
- Academy to academy support

The CPD Leader / Headteacher will be responsible for ensuring that appropriate opportunities are provided for all groups of teaching and support staff and volunteers.

The school will have systems and opportunities for teams and the whole school to feed to the CPD Leader / Headteacher details of priorities and approaches to development.

The CPD Leader / Headteacher in conjunction with the member of staff and their line manager will be responsible for ensuring the effective organisation of access to opportunities e.g. booking, confirmation and for providing appropriate support such as organising relevant resources, setting up appropriate meetings and organising membership of, and subscriptions to, appropriate bodies such as subject associations and school improvement organisations.

5. Match of provision to individual and organisational learning needs

The professional development opportunities available will only be offered if they:

- meet identified national, organisational, team or individual development priorities
- are rooted in proven effective practice
- contribute to raising the standards of attainment and accelerating progress
- respect and promote cultural diversity, student safety and pastoral care
- are provided by those with the necessary experience, expertise and skills
- are planned systematically
- are based, where appropriate, on relevant standards e.g. Teacher Standards
- are informed by current research or inspection evidence
- make effective use of resources, particularly ICT
- are provided in accommodation which is fit for purpose with appropriate equipment
- provide value for money
- have effective monitoring and evaluation systems including seeking out and acting on user feedback to inform the quality of provision.
- provide opportunity to measure impact

The Trust / academy will support a wide portfolio of CPD approaches matched to the need of learners. These may include:

- in-school training using the expertise available within the Trust / school and collaborative activity
- coaching and mentoring and engaging in learning conversations
- job enrichment / enlargement (e.g. a higher level of responsibility, front line working in someone else's job, job sharing, acting roles, job rotation, shadowing, leading meetings)
- producing documentation or resources such as curriculum development, teaching materials, assessment package, ICT or video programme
- accessing an external consultant / adviser or relevant expert
- master classes, model and demonstration lessons
- collecting and collating pupil feedback, data and outcomes
- attendance at a lecture, course or conference
- school visits to observe or participate in successful practice
- secondments, exchanges and placements
- International professional development
- Trade Union provided training courses
- Apprenticeships
- postgraduate professional development and other qualifications from higher educational institutions and other forms of professional recognition and qualifications such as NVQs, Higher Level Teaching Assistants, NPQs
- research opportunities
- distance learning / eLearning
- practical experience (e.g. national test or exam marking experience, coordinating or supporting a learning forum or network, involvement in local and national networks, involvement with a subject or specialist association)

All those engaged with CPD will be encouraged to:

- reflect on their development

- seek professional recognition, including accreditation for the work undertaken. The CPD Leader / Headteacher will provide access directly or organise guidance to staff on how such recognition can be achieved

6. Procedure for time off for training / study and financial support

Where the training is a recognised transferable qualification which enhances the employee's career prospects the employee is likely to be expected to pay up to 25% of the cost of the training (this does NOT apply to government funded Apprenticeships). Each case will be considered on its merits and the needs of the employer. (In cases of financial hardship consideration will be given by the CEO to paying the full cost of the training). A Study Agreement can be seen below and must be signed by staff undertaking such training and copies held in staff files.

Where there is significant cost (currently £500 or over) for the training the employee shall repay the employer as follows if they leave the organisation. Such costs will be deducted from the employee's salary or other remuneration due if possible, or repayment will be sought via invoice if:

- The employee ceases employment with DNEAT before attending the training course but the Employer has already incurred liability for the costs, 100% of the cost or such proportion of the costs that the Company cannot recover from the course provider shall be repaid;
- The employee ceases employment with DNEAT during the training course or within 12 months of completing the training course, 100% of the costs shall be repaid;
- The employee ceases employment with DNEAT more than 12 months but no more than 24 months after completion of the training course, 50% of the costs shall be repaid;
- The employee ceases employment with DNEAT more than 24 months but no more than 36 months after completion of the training course, 25% of the costs shall be repaid.

This does not apply if moving between DNEAT academies. However, a review will be needed by the new academy as to whether their organisational needs require the completion of the training that has begun. The responsibility lies with the member of staff to make sure the new academy is aware of the full implications of any training programme during the interview process.

If an employee leaves due to ill health it is unlikely that there would be an expectation to repay the employer.

7. Evaluating Impact and Disseminating Effective Practice

Following professional or other development, the participant will discuss with the CPD Leader / Headteacher or line manager the opportunities to disseminate to other staff. Relevant feedback about the provision and the ideas should be provided for the CPD Leader / Headteacher. Where it is agreed that there would be benefit in a wider circulation or follow up, the CPD Leader / Headteacher will be responsible for organising this e.g. circulating relevant resource, arranging a session at a staff or subject meeting.

The CPD Leader / Headteacher will be responsible for ensuring whether any follow up is needed to the training provider e.g. feedback, issues of access.

The CPD Leader / Headteacher will review annually whether any aspects of the CPD provision (e.g. service level agreements or subscriptions) do not represent value for money and make appropriate recommendations

The CPD Leader / Headteacher will be responsible for assessing the value for money of training and development through seeking to monitor and evaluate the benefits of CPD including the impact on:

- Academy improvement
- Pupil / student achievement
- Colleague confidence and well being
- Retention and recruitment
- Teaching and learning
- Provision of support services

Measures used to determine the impact of training and development will be drawn from:

- participant evaluation
- pupil and school attainment
- the pupil / student voice
- external and internal evaluation and inspection processes
- recruitment and retention data
- the changing qualification profile of the staff

The CPD Leader / Headteacher will provide an annual report to the Local Governing Body on the impact of the training and development undertaken including the identification of future needs and an evaluation of the CPD Leader / Headteacher role.

The Trust Board's Personnel Committee will receive an annual report on the impact of CPD and review this policy annually.

8. Linked policies

- Induction policy
- Performance Management / Appraisal Policy
- Pay Policy
- Safeguarding Policy

APPENDIX 1: DNEAT Model of Learning-Centred Leadership

Principal Foundation:

- DNEATs approach to improvement is driven by Christian mission, values and principles. This brings **purpose** to leadership at *all* levels across the organisation, including within and beyond individual academies.
- DNEAT expects leaders to exhibit the **character** required to be 'servant' leaders within their community for the benefit of the children in their care; whereby Christian distinctiveness becomes the principle foundation of their work in improving outcomes and raising standards.
- In order to maximize the influence and impact of its leaders DNEAT promotes a model of learning-centred leadership. This provides a relevant and sharply focussed framework for values-led improvement.

Learning-centred leadership:

DNEAT expects that leadership across the Trust will involve a strong commitment and concern for pupils' learning. Expressed another way, what is distinctive about school leadership, compared to the leadership of other organisations is that it is centrally concerned with improving pupils' developments and achievements.

Research tells us that school leadership has significant effects on student learning, second only to the effects of the quality of the curriculum and teachers' instruction. Leadership is therefore most powerful and potent when it focuses on developing pupils' learning and strengthening teaching. This is why the idea of learning-centred leadership is so important.

DNEAT will therefore establish, promote and support a climate of high achievement through learning-centred leadership by enabling leaders to make excellent decisions about:

- What is taught (curriculum)
- How it is taught (pedagogy)
- How it is assessed (formative and summative assessment)
- How learning is delivered and resourced (organisation)

Although Headteachers can draw on others for this process they must be seen to be confident about these issues and their implications. If learning is at the centre of the school's purpose, they need to know what is happening within classes and among individual pupils and ensure the efforts of all staff are focused on pupil learning. In order to create the right capacity for Headteachers to make this their primary function DNEAT will strip away as far as it is able, other leadership responsibilities delegated through the Education Reform Act of 1988 which introduced Local Management of Schools (LMS); for example, by introducing efficiencies through the procurement of external services such as HR, joint-purchasing and back-office finance functions.

DNEAT will also seek to recruit and develop leaders who have knowledge of and technical excellence in teaching and can provide themselves, or recognise and encourage skills in others, for learning and assessment. This priority will underpin other ways of working, such as through the support and challenge provided by the AGEPs. It will dominate the way they communicate, the

way they collect and review data, respond to staff development issues and shape the culture and structure of the academies they work with. In effect, they will model the learning-centred leadership we expect of those who lead our academies.

DNEAT will enable school leaders to work with and through others to influence teachers' practice through learning-centred leadership. In doing so, DNEAT will promote three powerful tactics for leaders to use:

- Modelling
- Monitoring
- Dialogue

These represent the essential methodology required to successfully implement whole school decisions to improve the curriculum, pedagogy, assessment, their organisation and delivery.

Finally, DNEAT will systematically seek through its succession planning strategy, to identify, develop and utilise leadership talent in a way that builds capacity, competence and character through servant and learning-centred leadership. It therefore seek to recruit and grow individuals who understand that:

- Leadership is *contextualised* because where they are affects what they do as a leader. There is no one way to be successful in all situations. Outstanding leadership is exquisitely sensitive to the context.

- Leadership is *collaborative* because we need leaders who can work together and learn with one another in order to share effective practices both in and beyond their academy.

- Leadership is *distributed* because we think about leadership rather than just the leader. Belief in the power of one has given way to the belief in the power and reach of everyone.

- Leadership is about providing a *sense of direction* to know where you are going. Good leaders 'see ahead', 'see behind', 'see above', 'see below', 'see beside', 'see beyond' and significantly 'see it through' (Henry Mintzberg 2003). They are aware of what is happening outside the school which will have implications for what goes on inside it and are capable of implementing change even when it is difficult to do so.

APPENDIX 2: DNEAT CPD entitlement framework

Creating a Career Pathway
Training and Development Entitlement – Teaching to Leadership

MUST = Universal entitlement
COULD = other options that can be agreed and implemented in addition to/instead of the universal entitlement

CAREER STAGE		TRAINING AND DEVELOPMENT ENTITLEMENT Initiated or provided by…				LINKS TO PAY
		Self	Academy	Regional	National	
STAGE 0 Entry to teaching	BEGINNING	Observing good teaching	Attend staff meetings	Specified training from TSA	Schools Direct route	No pay – unless salary route
		Attending wider academy events	Attend parent consultation meetings		PGCE route	
			Access to Year group/key stage meetings			
			Joint planning sessions			
			Child Protection Training			
			Phonics Training			
			SEND training			
			Dedicated Mentor			

CAREER STAGE		TRAINING AND DEVELOPMENT ENTITLEMENT Initiated or provided by…				LINKS TO PAY
		Self	**Academy**	**Regional**	**National**	
STAGE 1 NQT	BEGINNING	Job shadow/observe and work closely with more senior colleagues	As above 1 - 8	DNEAT NQT Programme with mentor in attendance		Consistently meeting Teacher Standards (TS) = 1 increment Exceeding all TS = to be determined by mentor with HT
		Organise a whole school event	Academy Induction Programme	Access to termly JPD in English and maths		
		Lead a staff meeting	Participate in Lesson Study (see appendix 1)			
		Seek constructive feedback on leadership actions				
		Lead an act of Collective Worship				

CAREER STAGE		TRAINING AND DEVELOPMENT ENTITLEMENT Initiated or provided by…				LINKS TO PAY
		Self	Academy	Regional	National	
STAGE 2 Years 2-4	DEVELOPING	Provide pastoral mentorship for a new member of staff	Outstanding Teacher Programme (if teaching is consistently good)	DNEAT Talent Pool Fast-track programme (when nominated and teaching is consistently outstanding)	National Professional Qualification for Middle Leadership (NPQML) -when teaching is consistently outstanding	Pay progression commensurate with evidence of quality of teaching and pupil outcomes; referenced to Teaching Standards. 1 increment when meeting TS. Exceeding all TS = to be determined by mentor with HT
		Temporarily 'act up' to fill a post vacant because of illness or secondment	Outstanding Teaching & Learning Programme (if teaching is not consistently good)	Leadership Internship in another DNEAT academy	Primary Teaching Leaders (when teaching is outstanding)	
		Run a 'masterclass' for teachers	Lead Lesson Study (see appendix 1)	Key Lead Networks		
		Contribute to an online leadership community	Lead a subject & shadow effective subject leaders	In-school development days		
		Read educational journals/research papers and report back findings on leading teaching and learning	Improving Teacher Programme (if teaching is not consistently good)			
		Develop, monitor and evaluate a whole school policy	Job rotation to work in an unfamiliar context			

CAREER STAGE		TRAINING AND DEVELOPMENT ENTITLEMENT Initiated or provided by…				LINKS TO PAY
		Self	Academy	Regional	National	
		Take responsibility for a budget	Peer coaching to develop an area of leadership defined by the individual according to their own needs and interests			
			Opportunities to participate in working parties, LT meetings and Governor meetings			
			Bespoke role to match specific area of leadership potential (unpaid and in addition to formal role)			
			Shared leadership opportunities, facilitated by, for example the pooling of subjects into curriculum teams			

CAREER STAGE		TRAINING AND DEVELOPMENT ENTITLEMENT Initiated or provided by…				LINKS TO PAY
		Self	Academy	Regional	National	
STAGE 3 UPS and middle leadership	CONSOLIDATING	Shared lesson observations with a senior leader	Leadership of whole school issues in the Academy improvement plan	Become a 'Specialist Leader in Education' and provide S2S support	National Professional Qualification for Middle Leadership (NPQML)	Pay progression commensurate with evidence of quality of teaching and pupil outcomes; referenced to Teaching and/or Leadership Standards
		Offer to deputise at meetings for HT/SLs	Subject Leader responsibility and updates to Governors	Access to Subject Leader Networks	National Qualification for Senior Leadership (NPQSL)	
			Mentoring of an NQT or another either beginning or developing leadership	Shadow core subject leaders in another academy	Study for Teaching Leaders qualification	
			Successful Teaching and Learning Programme (if teaching is not consistently good or better)	Secondment to another academy (1 term to a year)		
				Key Lead Networks and in-school development days		
				Sit on another Governing Body as an Associate Member		

CAREER STAGE		TRAINING AND DEVELOPMENT ENTITLEMENT Initiated or provided by…				LINKS TO PAY
		Self	Academy	Regional	National	
Stage 4 Senior leadership	EXTENDING	Read educational journals and research papers to keep up-to-date with current thinking	National Qualification for Senior Leaders (NPQSL)	Become a 'Specialist Leader in Education' and provide S2S support	National Qualification for Senior Leadership (NPQSL)	Pay progression commensurate with evidence of quality of teaching and pupil outcomes; referenced with Teaching and/or Leadership Standards
		Follow twitter and other social media to stay in touch with national developments	Coaching other staff	Leadership Networks	National Professional Qualification for Headteachers inc C of E programme (if teaching and leadership is consistently outstanding)	
			Continued outreach (S2S support)	Key Lead Networks & in-school development days	Become an Ofsted inspector	
				Secondment to another academy (1 term to a year)	Become a SIAMs inspector	
				Deputy Head Network		
				DNEAT Assessment Hub		

CAREER STAGE		TRAINING AND DEVELOPMENT ENTITLEMENT Initiated or provided by…				LINKS TO PAY
		Self	Academy	Regional	National	
Headship and Executive Leadership	SYSTEMISING	Determine through the appraisal process the right leadership development for you.	LGB to support and fund a key leadership development priority each year	Leadership Networks (Edison)	National Professional Qualification for Headteachers including option of Church of England programme	Pay progression commensurate with evidence of quality of teaching and pupil outcomes; referenced to Leadership Standards
		Visits to nationally/internationally recognised centres of educational excellence		Provide support to other academies if the academy is at least good and you have capacity	Become an accredited system leader HT e.g. NLE, LLE	
				DNEAT Headteacher and Chair of Governors Forum	Become an accredited National Teaching School – if leadership, teaching, learning, assessment and outcomes are outstanding	
				DNEAT Policy Development working Party	Become an Ofsted or SIAMs inspector	

APPENDIX 3: CPD Record Proforma

Academy name: _____

NAME:	
COVERING THE PERIOD:	

Key Dates	What did you do?	Why?	What did you learn from this?	How have/will you use this? Any further action?

APPENDIX 4: Application procedure for time off for training / study and financial support

1 We are committed to developing the skills and knowledge of our employees and will support training appropriate to job roles, subject to the needs of the Trust/Academy, and operational and budgetary considerations.

2 To be eligible to make a formal request under this procedure you must:

a) be an employee*;
b) have worked for us continuously for 26 weeks at the date your request is made;
c) have made no previous formal requests under this procedure in the last 12 months

**Some employees aged 18 or under are subject to special laws on education and training, and may not be covered by this procedure, depending on age and qualifications.*

3 To make a formal request under this procedure you should submit the form at the end of this Appendix to your Line Manager.

4 If your application for training is agreed without the need for a meeting, a copy of the signed form will be returned to you and the original will be retained on your personnel file.

5 Meeting

If necessary the application will be discussed with you, usually within 28 days of receiving your formal request. We will normally tell you the decision in writing within 14 days of the meeting.

6 We do not have to pay you while you are taking time off for study or training requested under this procedure. However, if some cases we may agree to pay you for some or all of the time off. We do not have to pay the costs of training or study requested under this procedure (including associated costs such as travel expenses). However, in some cases we may agree to meet some or all of those costs.

7 Where we reject all or part of your request, we will write to you with the following information:

a) which part of your request is rejected;
b) which of the grounds for rejection set out below applies and why; and
c) the appeal procedure.

8 We may reject your request for any of the following reasons:

a) that the proposed study or training would not in our view improve your effectiveness at work and the performance of the Trust/Academy;
b) the burden of additional costs;
c) detrimental effect on ability to meet the demands of the school/Academy community;
d) inability to reorganise work among existing staff;
e) inability to recruit additional staff;
f) detrimental impact on quality;
g) detrimental impact on performance;
h) insufficiency of work during the periods that you propose to work;
i) planned structural changes

9 You may appeal if we reject all or part of your request. Your appeal, at which you may be accompanied, must:

a) be in writing and dated;
b) set out the grounds on which you are appealing; and
c) be sent to [*insert job title eg headteacher/clerk to governors]* within 5 days of receipt of the written notice of our decision.

The appeal decision will be final and you will not be able to make another formal request until 12 months after the date of your original request.

10 You must tell us in writing immediately if:

a) you do not start the approved course for any reason (for example if it is cancelled);
b) you do not complete the approved course; or
c) you undertake (or wish to undertake) a different course of study or training;
d) there are changes to the approved course, including changes to the timing or content of the course.

11 This procedure does not form part of any employee's contract of employment and we may amend it or depart from it at any time.

APPLICATION FOR FUNDING AND/OR TIME OFF FOR TRAINING OR TO UNDERTAKE STUDY
Part A

Name: Job Title:

Course Title
Course Provider
Course dates (approximate if necessary)
The subject matter of the study or training
Where and when it takes place
What qualification (if any) it would lead to
How you think the study or training would improve your effectiveness at work

How you think the study or training would improve the performance of the Trust/Academy
Date(s) of any previous applications

Please complete Part B overleaf

APPLICATION FOR FUNDING AND/OR TIME OFF FOR TRAINING OR TO UNDERTAKE STUDY
Part B

Name: Job Title:

Please tick as applicable:

A I request that the Course fees are paid by the Academy.

The total Course fees are £ _____.
Please attach a copy of the Course provider's information on fees

B In the event that the academy will not agree to pay the Course fees then I will be fully responsible for payment.

C I will be fully responsible for payment.

If you have ticked Option A then, in consideration of this, you agree that if your employment terminates after the Trust/Academy has incurred liability for the cost of the training you will be liable to repay some or all of the fees, expenses and other costs of the Course as set out below:

(a) if you cease employment before you attend the Course but the Trust/Academy has already incurred liability for the Costs, 100% of the Costs that the Trust/Academy cannot recover from the learning provider shall be repaid;

(b) if you cease employment during the training course or within 12 months of completing the Course, 100% of the Costs shall be repaid;

(c) if you cease employment more than12 months but no more than 24 months after completing the Course, 50% of the Costs shall be repaid; or

(d) if you cease employment more than 24 months but no more than 36 months after the completion of the Course, 25% of the Costs shall be repaid.

Thereafter, no repayment shall be required. You agree to the Trust/Academy deducting the Costs from your final salary or any outstanding payments due to you and agree to be responsible for the repayment of any outstanding amount.

I, _____ (Name) understand and accept that I may in extreme circumstances be required to absent myself from the Course and attend Trust/Academy, if directed by the Headteacher (or delegate).

I, _____(Name) confirm that there will be no other additional expenses that will be incurred by Trust/Academy as a result of me undertaking this Course e.g. travel, books, examination fees, etc

I, _____(Name) understand and accept that:

- Any books or resources belonging to the Trust/Academy bought by the Trust/Academy remain the property of the Trust/Academy and must be returned on completion of the Course or earlier if required.

- The Headteacher/Principal may request an attendance report from the Course tutor. If I am unable to attend for any reason I will ensure that my Line Manager is notified.

- Consent for me to undertake the Course outlined by me in this agreement is dependent on my signed and dated acceptance of the terms of the agreement.

Signed Employee: _____ Date: _____

Print Name: _____

Part C overleaf **to be completed by management**

APPLICATION FOR FUNDING AND/OR TIME OFF FOR TRAINING OR TO UNDERTAKE STUDY

Part C **to be completed by management**

Please tick as appropriate:

A The application is granted in full

B The application is granted in part. Please see the accompanying letter which sets out the reasons why the application has been rejected, in full or in part, and which provides the opportunity of an appeal.

Signed Manager: _____ Date: _____

Print Name: _____