TRAINING POLICY

Date of Policy	August 2026
Next Review Date	August 2027
Key Staff	All Staff
Lead Staff for Review	Head

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Introduction

At CATS Cambridge we believe that our greatest asset is our staff. That's why we're committed to providing a dynamic and supportive learning environment in which they can develop their skills and keep pace with the ever-changing needs of our schools. Training isn't just a box to tick – it's a key driver of excellence. By investing in our staff's professional growth, we empower them to deliver exceptional results for our students and maintain our competitive edge as a leading institution. Whilst much in school teacher training (INSETT) is determined by the CGS Continued Professional Development Committee, which leads Cross College INSETT days, each school retains autonomy over the rest of its provision.

At CATS Cambridge, all training falls under the five core 'traits' of the CATS Cambridge Future Skills Framework (FSF). This provides a theme for all CPD, observations and feedback, and the termly teach-meets.

Purpose

- Ensure that all staff members have access to high-quality, relevant training and professional development opportunities throughout their employment.
- Provide a structured approach to the planning, delivery, and evaluation of CPD activities for staff at all levels.
- Support staff in meeting the evolving needs of students and the school community, both now and in the future.
- Promote an inclusive learning environment and support the career progression of our staff, ensuring a culture of lifelong learning.

Scope

This policy applies to all staff members, including:

- Teaching staff
- Administrative staff
- Support staff
- Management and Leadership

Philosophy and Principles

We believe that Continuous Professional Development should:

- Be accessible to all staff members, regardless of role or seniority.
- Reflect the individual and collective needs of staff, students, and the organization.
- Be relevant to the specific role and career aspirations of the employee.
- Promote collaboration, innovation, and best practice across the institution.
- Incorporate self-reflection and feedback to foster a culture of continuous improvement.

Identifying Training Needs

A training needs analysis must be completed as part of every employee's induction and as part of the on-going appraisal process in which every employee participates.

Training needs may arise due to a variety of internal and external factors. These factors include but are not restricted to the following:

- Changes in legislative or regulatory frameworks that apply to the school.
- A result of the appraisals process on BlueSky
- An employee changing roles within the organisation.
- A change in an employee's responsibilities.
- Changes to the qualifications and programmes of study offered by the school.
- Changes in the constituency of students from which the school recruits.

In addition to the above, professional teachers can only maintain and develop their professional practice if they keep up to date with emerging pedagogies, educational technologies and developments within their subject areas.

As such, training needs must be agreed between the employee and line manager as part of the appraisal process, but training needs may be identified, or raised by the employee at any time, irrespective of the point in the performance management cycle.

At CATS Cambridge, the CPD Community, which is led and run exclusively by middle leadership and teachers meets on a half termly basis and provides a report to the Deputy Head – Teaching & Learning which directly informs the content of forthcoming INSETT.

Induction of New Staff

During their induction period all new staff will be offered a range of training sessions that prepares them to undertake key aspects of their role(s) and responsibilities. These sessions will include, but not be limited to:

- Training in the local authority and School's safeguarding policies and procedures,
- A health and safety tour of the building, including:
  - A full briefing on the School's fire drill procedures
  - A full briefing on the employee's responsibilities with the Health and Safety Policy
- A full discussion of their job description, responsibilities and activities with Human Resources
- An opportunity to clarify and confirm their understanding of their contract.
- Full training on IT systems and usage expectations that they will need as part of their role.
- Any additional training that has been identified through the training needs assessment conducted as part of the selection process.
- The sessions should also include more general training sessions to allow each employee to understand the basic strategies and values underpinning CATS Global Schools which in turn will allow each employee to effectively support the Group at every opportunity.

In addition, new teaching staff will be offered sessions on:

- Using the Schools' MIS
- Registration and attendance procedures
- Reporting and Assessment
- The appraisal process and BlueSky
- MS Teams training
- Classroom expectations

- General Data Protection Regulation
- Where appropriate, the responsibilities and requirements associated with the teacher's other roles e.g. CL, PD, PT, HoD, Dean etc.

ITE & ECT Training & Support

The college supports staff wishing to undertake an professional teaching qualifications. ITEs, ECTs and ECT+s all have their own obligations and entitlements in the induction process. Further details are set out in the School's Early Career Teachers Policy.

Training for existing teaching members of staff

Although it is recognised that teachers hold clear responsibility for their own training and professional development, and that they are expected to maintain an awareness of latest developments in their area of expertise, it is also acknowledged that training and support will be needed to facilitate teachers' awareness of, and access to, developments in the science of learning and emerging pedagogical strategies. A variety of approaches will be taken to addressing this area of training:

- On site INSETT training offered by in-house experts
- On site INSETT training provided by external providers
- Attendance on courses
- Mentoring and/or coaching provided a senior member of staff
- Support and advice provided by line management

In addition to the above, each CGS school is allocated up to five places on National Professional Qualifications (NPQs) with University College London.

Training for teachers will be subsidised or paid for in full from a school budget or the Apprenticeship Levy. This should be treated as any other investment budget and carefully assessed for positive impact on students and the school. It is important that careful consideration is given to how teachers' training needs are met, and it should be agreed between the school and the teacher in accordance with 10-point system outlined in the CGS Professional Development:

- The desired outcome of the training and how and when the outcome of the training will be assessed.
- From where and how the training will be sought.

Training of Non-Teaching Members of Staff

The same broad principles and processes as those applied to teaching staff must be applied to other employees. Line managers must ensure that regular and comprehensive training needs assessments are completed and that full consideration is given to changes in the internal and external environments that have implications for the roles undertaken by their employees.

It is important to note that training will 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 CATS oriented and it is also motivating for those who have the knowledge or experience to pass on to others. We do need to remain at the forefront of change in our sector and where necessary we will seek external training.

Monitoring and Evaluation

Training and CPD activities will be regularly monitored to ensure effectiveness. Feedback from staff will be gathered through:

- Post-training evaluations.
- Informal discussions and one-on-one meetings with line managers.
- Reflective surveys.

At the annual appraisal or performance review, the effectiveness of CPD activities and training will be assessed. This review will consider the staff member's progress against their CPD/training plan and how their development has impacted their performance and student outcomes.