

STAFF TRAINING AND DEVELOPMENT POLICY

THE SKILLS CENTRE COMMITMENT TO TRAINING AND DEVELOPMENT

The Skills Centre recognises that business performance and success depends on the professionalism, flexible skills, motivation and team working of its employees. Consequently, the company is committed to the continuous personal development of employees and will provide the necessary support to ensure each individual has the skills and knowledge required to carry out their job role effectively.

VISION. TRAINING AND DEVELOPMENT AIMS

The Skills Centre's aim with regard to training and development is:-

To ensure employees' skills, knowledge and behaviours are in line with the company's vision and objectives so that employees can carry out their job roles effectively and make a full contribution to the business. The Skills Centre is dedicated to ensure that Teaching and Assessment staff are education and construction based experts to maximize the learning experience for our Apprentices and Learners with the aim of achieving sustained job outcomes.

To this end, The Skills Centre will identify training and development needs, provide appropriate training and development activities and generally encourage employees to improve their skills and knowledge and reach their full potential.

The Skills Centre is responsible for ensuring the systems and processes are put in place to support our tutors and vocational tutors and the wider staff team.

RESPONSIBILITY FOR TRAINING AND DEVELOPMENT

Responsibility for training and development rests ultimately with the [input]. However, individual employees have a responsibility to think carefully about their own training needs, how training might improve their job performance and how their training needs might best be met.

The Skills Centre's management will provide advice and guidance throughout and a range of appropriate training and development opportunities, and sector experts will provide the sector-specific guidance required. All employees are also encouraged, wherever possible, to help others in their efforts to improve their skills and knowledge in a spirit of co-operation and exchange.

To ensure that educators are able to deliver high quality teaching, learning and assessment the Skills Centre will;

- Undertake a quality assurance process. Conduct lesson observations/learning walks to

- review and form part of the CPD.
- The Centre Manager in conjunction with our Head of Teaching and Learning will meet and discuss CPD needs and monitor the progress of the actions plans.
 - Standardization and team meetings will be used to provide updates, share best practice and monitor and respond to changes in teaching and learning and OFSTED guidance
 - Evaluate learner and employers feedback and ensure that this is part of our Quality Assurance system.
 - Ensure that our training is specific and relevant to the construction sector.
 - Provide opportunities for sector specific training
 - Support and develop new staff into the FE sector and provide the relevant training and support.
 - Provide the necessary training and support on issues such as Equality, Diversity and Inclusion, British Values, Health and Safety and Safeguarding and Prevent.

CONTINUOUS PROFESSIONAL DEVELOPMENT

It is the responsibility of the Centre Managers/Delivery Director , working with the Internal Quality Team, to ensure that all delivery staff undertake at least 40 hours of CPD activity a year or in line with the requirements of The Society for Education and Training.

CPD should, be reflected through a personal development plan and the ultimate responsibility lies with the individual. It is important that the CPD done is specific to the their industry or the standards they are teaching or assessing in.

The Skills Centre define CPD activity as:

Recognised qualifications that are relevant to delivery to learners (such as a Construction Tutor delivering a new qualification in Civil Engineering should undertake the qualification themselves before delivery commences)

Short course or online courses that enhance the delivery process to learners, such as Equality and Diversity courses, Safeguarding courses or courses linked to Health and Safety (First Aid, COSHH, RIDDOR Reporting, etc.)

Research (online and offline) against topics/criteria linked to delivery, such as changes to qualification structure by Awarding Bodies, updates to internal inspections from bodies such as Ofsted or industry updates such as changes to materials used in Construction as this will impact assessment processes on-site.

Each individual will maintain a CPD log that will be submitted quarterly but should be available for inspection at anytime.

Maintaining Practical Skills

Maintaining practical skills is critical for a construction tutor to remain effective in their role. Here are some of the ways to ensure the TSC maintains their practical skills:

Practice Opportunities: Provide the construction tutor with opportunities to practice their skills regularly. This can include assigning them to projects or tasks that require the skills they need to maintain, or scheduling time for them to work on projects that require these skills'

- **Continuing Education:** Encourage the construction tutor to participate in continuing education programs and workshops to stay up-to-date with the latest construction techniques and technologies. This can include attending industry conferences, enrolling in online courses, or participating in professional development programs
- **Peer Learning:** Provide opportunities for the construction tutor to learn from their peers. This can include arranging for them to work on projects with more experienced colleagues or assigning them to mentor junior staff members
- **Observation and Feedback:** Observe the construction tutor in action and provide constructive feedback to help them improve their skills. This can include providing feedback on their work, identifying areas where they need improvement, and providing guidance on how to improve their skills
- **Refresher Training:** Schedule refresher training sessions periodically to ensure that the construction tutor stays current with the latest techniques and technologies
- **By providing regular practice opportunities, continuing education, peer learning, observation and feedback, and refresher training we will ensure that the construction tutor maintain their practical skills and remain effective in their role.**

CPD Requirements Functional Skills

For functional skills tutors we would require a minimum of 10 hours specifically related to English and Maths functional skills. This must be recorded and evidenced. CPD could include;

- Attendance at webinars
- Functional skills email updates
- Completion of BKSB resources
- Standardization reviews and updates.

Each individual will maintain a CPD log that will be submitted quarterly but should be available for inspection at anytime.

QUALITY AND THE EFFECTIVENESS OF TEACHING

The Skills Centre utilizes its Quality Assurance Model to ensure the effectiveness of its team of educators. Lesson observation are conducted by the Head of Teaching and Learning – Brad Wrightson on a RAG rated system. New Tutors are assessed within the first 12 weeks and action plan created. The outcomes from our lesson observations and action plans form part of the feedback that would be incorporated into The Skills Centre's SAR and QIP.

THE PROVISION OF TRAINING AND DEVELOPMENT

The Skills Centres priorities for wider training and development will be identified annually by the management team as part of the business planning process. Staff will feed into this process through the PDR Process. Staff at induction sign up to co-operating fully with training and development actions and to promoting these ideals. Staff will be required to undertake a number of mandatory training on an annual or bi-annual basis which will include both face to face and online training sessions. These will cover areas such as Health & Safety, Safeguarding, GDPR, Equality and Diversity (this list is not exhaustive and will be determined on an annual basis). The frequency of training is confirmed on The Skills Centre's Training Matrix.

Priorities will determine available resources for training and development activities and will guide managers in the identification of individual needs during the Performance Appraisal process.

Individual training and development needs will be identified through the Performance Appraisal process. Performance Appraisals occur on an annual basis detailing specific performance improvement actions with a time frame. This is a two-way discussion between the line manager and the individual and all needs will be agreed jointly. As a result of this, a Personal Development Plan (PDP) will be drawn up for each employee.

Individuals will receive training and development in accordance with their Personal Development Plans. Training and development activities will include on-job training, mentoring and coaching, external training courses, e-learning, attendance at seminars and conferences, the circulation of journals and press articles, project work, etc. Careful consideration will be given to appropriate training solutions, which will be a matter for discussion between the manager and individual.

THE EVALUATION OF TRAINING AND DEVELOPMENT

The Skills Centre will review the effectiveness of its training and development activities each year through its Self-Assessment Report to ensure that training is contributing to business performance, meeting individual training needs and is cost-effective. Both managers and employees will participate in this review. The review will identify improvement areas and provide something to build on, ensuring the company gets better at developing people.

Mandatory Training - 2023

- A Guide to UK Data Protection
- Cyber Security
- Equality and Diversity
- First Aid essentials
- How to be an effective fire warden
- Health and Safety in Education
- Safeguarding Young People
- Prevent
- British Values
- Working with Display Screen Equipment
- Safer Recruitment (Managers)
- KCSIE Part 1

Job Specific

- Progression towards a job related qualification after completion of probation.
Determined by role.

Construction Tutors & IQA Team

Core Training	Teaching Minimum	Teaching and Learning Development	CPD	Professional Development
NVQ in trade Occupation – Level 1/2 (dependant on role)	<p>AET Teaching Level 3.</p> <p><i>Registered on qualification at Induction if not certified</i></p> <p>TAQA</p> <p><i>Registered on qualification at Induction if not certified</i></p>	<p>AET Level 4</p> <p>Level 5 to 7 (Routes to be confirmed in development plan)</p>	<p>Teaching and Learning – Four Areas – Annual</p> <ul style="list-style-type: none"> • Quality of Teaching • Knowledge, Skills and behaviours • Positive, motivational and inspiring learning environment. • Assessment <p>Practical skills CPD</p> <p>Behaviour Management- Annual</p> <p>IAG – Annual</p> <p>Health and Safety</p>	<p>NVQ in Occupation - Level 3-7</p> <p>SSSTS</p> <p>SMSTS</p> <p>Slinger/Signaller</p> <p>NEBOSH</p> <p>(this list is not exhaustive)</p>

			Educare Resources The Skills Centre Online Training Platform	
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Managers

Core Training	Minimum	Professional Development	CPD	
First Line Managers Programme – Internal Introduction to Line Management Giving and Receiving Feedback Communicating with your team Employee motivation Handling Difficult conversations Discrimination Law the basics	Level 3 or Equivalent in ILM	Level 5 – 7 or equivalent Prince Project Management or equivalent	CSCS Health and Safety Trade Related Educare Resources The Skills Centre Online Training Platform (This list is not exhaustive)	

Board and Governance

Core Training	Minimum	Professional Development	CPD	
<p>Safeguarding in the FE Sector</p> <p>Join Safeguarding in the Further Education (FE) and Training Sector - FutureLearn</p> <p>Prevent</p> <p>Join Prevent for Further Education and Training - FutureLearn</p>	<p>Governance Development programme or equivalent</p> <p>Director Training Programme</p>	<p>Based on skills and experience</p>	<p>Based on skills and experience</p> <p>Educare Resources</p> <p>The Skills Centre Online Training Platform</p>	

Implementation Action Plan

Owner:

Date: 10th December 2021

Review: 10th December 2022

Action 1: *To ensure all staff and subcontractor partners are made aware of this policy and understand their role and responsibilities regarding CPD within their work/training practices*

Activities: Communicate awareness through training and check understanding of the contents of this policy with clients, staff and partners, providing further information and guidance as required.

Impact: . All staff are aware of this policy and understand their role and responsibilities. New staff / sub-contractors / partners will be made aware at engagement / induction. Implementation of a company internal system for all policies and procedures.

Lead:

Progress: Implementation ongoing

Action 2: *To ensure teaching and education staff have access to Construction specific site based CPD opportunities.*

Activities: Work with partner organisation and employers to ensure that Teaching staff can update their technical knowledge with the latest working practices. To review the current working practices of the Employers and match the skills against the Apprenticeship standards.

Impact: To ensure that Construction based Teaching Staff maintain the most up to date working practices relevant to the apprenticeship standards.

Lead: HR Manager – Matthew Climer-Jones

Progress: Implementation ongoing

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