



Built on botheredness . . .

the **enquire**
learning trust



Professional Developmental Policy

Apprenticeship Provision



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Version History

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1. Purpose of This Policy

This policy outlines:

- What apprentices can expect from Enquire Learning Trust
- What is expected from apprentices during their programme
- How professional development will be supported, monitored and reviewed
- How apprentices can successfully complete their apprenticeship

This policy applies to all apprentices enrolled with Enquire Learning Trust, across all programmes and levels.

Key Principles:

- **We always start with ‘why?’** All CPD has a clear focus on impact...there is a clarity of intended goals, clarity around what we find works and clarity about what we decide to do to provide the best outcomes for our participants
- The impact of CPD doesn't come from a one-off session- which means planned and focused follow up in practice
- We utilise the very best of what is out there- we draw on external expertise
- We utilise the best of what is in the Trust...we unlock the potential of our own staff.
- We have a commitment to making purposeful connections within (and beyond) our Trust...a *structured and disciplined* approach to making the most of our collaborative advantage.

The Enquire Learning trust (ELT) is founded on enquiry into practice at both organisational and personal levels. For over a decade, the organisation has nurtured and developed approaches to constant reflection and, as a result, has a strong reputation for high quality educational provision. ELT schools allow course participants the agency needed for innovation whilst drawing upon the best we know.

We recognise that the people we work with are our most valuable resource and our investment in them is crucial. Just as every school has an entitlement to our support, every person has the entitlement to receive the opportunities they need to become their best professional self. Our apprenticeship programmes are designed to create the expertise the school system needs, providing high quality programmes for committed learners.

Our learners have full access to a suite of opportunities to pursue this development but also a wide range of opportunities to develop through more informal approaches.

The opportunity to benefit from purposeful connections reach right across the trust for all areas of the workforce. Access to experts on the ground, doing the work is an invaluable resource for our learners. Our programmes blend theoretical knowledge with experiences in the workplace to apply and extend their learning.

The Enquire Learning Trust believes that our commitment to ongoing professional development, providing opportunities for employees and learners to establish useful connections and providing the agency for our people to make professional decisions about their work underpins a culture that increases retention, supports succession planning and contributes to the high standards we achieve. Our programmes aim to extend this opportunity to learners in other organisations, thus contributing to the wider system.

Principles underpinning professional development

Drawing on research from- Developing great teaching: Lessons from the international reviews into effective professional development (Cordingley et al, 2015)

Duration:

If delivered well, significant impact can be made for:

- Narrowly focused CPD e.g. face to face days for all apprentices and online synchronous/ asynchronous learning
- Significant organisational/ cultural change e.g. extended opportunities to put theory into practice through workplace placements

Follow up and consolidation

There is no 'one size fits all' approach, but all studies show that it is important to find a 'rhythm' of follow up to extend CPD beyond a 'single hit'. This should be **planned for, predictable and frequent enough to promote a sustained focus on the practice we want to see**. It is also important for staff to see a clear rationale for the 'why' we are focusing on this, so they develop a practical theory for the practices involved.

Securing 'buy in'

- Make the relevance clear so those involved see, 'What's in it for me?'
- Make the recognition of individual needs and starting points v programme aims explicit... 'I know there is a range and we need to be 'here' as an organisation
- Make space to discuss impact as we move along the journey
- Look at why things work well, in addition to what does and doesn't work in different contexts
- Build in time for collaborative support and exploration

Leadership of CPD

The review concludes that *'effective leaders did not leave the learning to their participants—they became involved themselves'*.

Fundamentally, if CPD is to have most impact, **we consider 4 things:**

Developing the vision- communicating how this work will impact on outcomes, how our approaches will look different and why and how this work connects to other priorities.

Leader as enabler- managing and co-ordinating funding and time, sourcing external and internal expertise

Leader of the learning- being present in the learning and being professionally curious about what others have done, helping to refine the most effective approaches to focus and refocus colleagues on the right things

Building leadership capacity- providing opportunities for colleagues to make decisions and to share their ideas

Finally, we ensure we **deliberately seek out challenge** in relation to our design, delivery and impact of CPD. This could be with peers, with members of the trust team or from expertise beyond the trust. Whichever approach we take, this is an important component if we want to sustain high quality provision.

2. Apprenticeship Learning and Development

Your apprenticeship is a structured training programme that includes:

- **On-the-job learning** – gaining practical skills in your workplace
- **Off-the-job training** – protected time to complete training, learning activities and assessments
- **Professional development** – building wider skills such as communication, organisation and problem-solving

As an apprentice, your development will be planned to align with:

- Your apprenticeship standard
- The knowledge, skills and behaviours required for your role
- Your individual learning needs and career goals

3. Expectations of Apprentices

As an apprentice with Enquire Learning Trust, you are expected to:

3.1 Engagement and Commitment

- Attend all scheduled training sessions, workshops and reviews
- Complete all assigned work, assessments and evidence in a timely manner
- Participate actively in learning activities
- Maintain regular contact with your tutor, assessor or coach
- Inform your employer and tutor of any issues affecting your progress

3.2 Professional Behaviour

- Demonstrate professionalism in the workplace
- Follow workplace policies, including safeguarding, equality and diversity, and health and safety
- Show respect to colleagues, learners and others
- Manage your time effectively to balance work and study

3.3 Skills Development

- Take responsibility for your own learning and progress
- Develop your English, maths and digital skills where required
- Apply learning from training into your workplace practice
- Reflect on feedback and use it to improve

3.4 Off-the-Job Training

- Complete your required off-the-job training hours (minimum 20% of your working time, unless otherwise specified)
- Record and evidence your off-the-job learning activities
- Use this time productively to develop your skills and knowledge

4. Support for Apprentices

Enquire Learning Trust is committed to supporting apprentices throughout their programme.

You will receive:

- A named tutor, assessor or learning coach
- Regular progress reviews (typically every 6–12 weeks)
- Feedback on your work and progress
- Guidance on completing assessments and building your portfolio
- Support with English and maths (if required)
- Pastoral support where needed

If you are experiencing difficulties, you are encouraged to speak to your tutor or employer as soon as possible so appropriate support can be provided.

5. Monitoring Progress

Your progress will be regularly reviewed to ensure you are on track to achieve your apprenticeship.

This will include:

- Progress reviews involving you, your tutor and your employer
- Tracking of completed work and assessment outcomes
- Monitoring of attendance and engagement
- Target setting to support your development

You are responsible for keeping your evidence and records up to date and preparing for review meetings.

6. Recording Your Development

You must maintain an accurate record of your learning and development, including:

- Evidence of completed work and assessments
- Records of off-the-job training
- Feedback received and actions taken
- Progress against your apprenticeship standard

These records are essential for demonstrating your competence and preparing for your end-point assessment.

7. End-Point Assessment (EPA)

At the end of your apprenticeship, you will complete an **End-Point Assessment (EPA)**.

To be eligible, you must:

- Complete all required training and assessments
- Demonstrate competence in all required knowledge, skills and behaviours
- Achieve the required level in English and maths (if applicable)

Your tutor will support you in preparing for EPA.

8. Responsibilities

8.1 Apprentice Responsibilities

You are responsible for:

- Taking ownership of your learning
- Meeting deadlines and targets
- Engaging fully in training and development
- Communicating effectively with your tutor and employer

8.2 Employer Responsibilities

Your employer is responsible for:

- Providing a safe and supportive working environment
- Allowing time for off-the-job training
- Supporting your development in the workplace
- Participating in progress reviews

8.3 Training Provider Responsibilities

Enquire Learning Trust will:

- Deliver high-quality training and support
- Monitor your progress and provide feedback
- Ensure your programme meets apprenticeship requirements
- Support you to achieve and progress