

Professional Development Policy

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1. Purpose

Blackpool Skills Academy (BSA) values its employees and their expertise and understands the impact they have in contributing to its continued success. Teaching, Learning and Assessment (TLA) is the BSA's main focus, and one we strive to continuously improve. The purpose of this policy is to outline the principles by which continuous professional development (CPD) is encouraged and supported to enable the delivery of outstanding TLA with a continued focus on improving the student and stakeholder experience.

BSA will focus on three key levels for staff development:

- Strategic - to enable staff to meet the expectations of BSA's overarching strategy for delivery
- Operational - to enable staff to meet the requirements of their area of expertise
- Professional - to enable staff to develop their effectiveness and increase job satisfaction to achieve potential

The impact of engaging in these varying levels of activity is to enhance the student and stakeholder experience by aligning all CPD activity to the curriculum and interventions in response to market needs.

The identified training needs will originate from various sources which include:

- Performance Reviews
- Observations
- Employee Survey
- Student Surveys
- Employer Surveys
- Organisational Strategic Aims

2. SCOPE

This policy applies to all staff employed by BSA. For the purposes of this policy, CPD is any activity which enables a member of staff to be more effective in carrying out his or her professional duties which can include but is not exclusive to.

- in house events
- infill onto commercial courses
- part time extended (vocational courses)
- attendance at external events and
- e-learning webinars.

BSA will aim to support individuals through a variety of means within the prevailing budgetary provision and identified business needs.

3. OBJECTIVES

The objective is to provide effective CPD that leads to:

- Continuous improvement in the student and stakeholder experience
- Outstanding teaching which leads to positive outcomes for students
- Staff being appropriately supported
- Promoting high expectations
- Promotes a positive ethos and learning culture
- Improves leadership

4. BSA's commitment to staff

Staff are expected to take up development opportunities offered to them to enable them to maintain industry currency, upskill teaching practice and respond flexibly to change.

In return BSA will:

- Relieve staff of their duties to enable them to undertake 5 days back in industry each year
- Provide staff with mandatory training to enable BSA to meet its statutory obligations and give staff the tools to enable them to follow the correct procedures
- Ensure that staff work collaboratively across the team by sharing good practice and utilising staff's strengths for peer to peer learning
- Ensure that all staff are supported and encouraged to acquire and develop the relevant skills and competencies to enhance performance in their current role and support succession planning and therefore promoting lifelong learning
- Support staff to undertake professional qualifications where:
 - There is a clear benefit to the employee and students
 - There is sufficient budget to support the training
 - Attainment of the qualification allows the person to fulfil a specific role to which they are appointed
 - BSA have a legal obligation to ensure qualified staff are employed (e.g. First Aid)

5. New Staff Induction

New staff and staff promoted to new roles need support. Line Managers are responsible for Induction. However an Induction Checklist will provide a common starting point which is then adapted to meet the needs of the inductee.

The Head of Centre will periodically meet all new staff to provide additional support

and guidance where necessary. Induction for a new member of staff will probably take 4 weeks, but it is hoped that good induction will enable a new member of staff to work to the highest standards within two weeks.

6. Assessing the impact of CPD

The Head of Centre will report to the Management Committee annually with an assessment of the benefits of CPD undertaken and planned, especially as it relates to:

- Achievement
- Retention
- Student progression
- Improved teaching and learning
- Increased staff confidence
- Increased evidence of reflective practice

7. Equality Impact Assessment

Impact Assessment for the 4 strands of Equality, Safeguarding, Health and safety and Sustainability	
Initial Form to be completed with Risk Assessments or as part of a proposal or change to a policy, plan or new way of working	
Title of Activity: Author and Date: Dionne McCann Jan 2021	☐ New or ☒ Revision (Tick as appropriate) Expected Implementation Date: Feb 21 What is the Review Date: Every 2 Years
Equality and Diversity. Which of the characteristics may be impacted upon? And, if yes, how has this been considered? What are the risks? What are the benefits?	None, no impact
Safeguarding: Are there any aspects of this proposal which could cause a Student/member of staff/visitor to feel unsafe? If yes, how has this been considered? What are the risks? What are the benefits	☐ Yes ☒ No
Health and Safety: Have any risks been identified? If yes, how has this been considered? What are the risks? What are the benefits?	☐ Yes ☒ No
Sustainability: Are there expected benefits or impacts on sustainability issues? If yes, how have these been considered?	☐ Yes ☒ No
Evidence: What evidence do you have for your conclusions and expectations for these conclusions? How will this impact be monitored for all these considerations?	Quality is monitored through both internal and external reviews
Is this policy of a high/medium or low risk? :	☐ High ☐ Medium ☒ Low