

PEOPLE & PROFESSIONAL DEVELOPMENT

Staff Training and Development Policy

Hindle's School of Excellence Limited

Policy owner	Director	Approved by	Director
Version	2.0	Approval date	5 September 2026
Review cycle	Annually	Next review	September 2027
Applies to	Employees, workers and relevant placement staff	Status	Approved policy
Core commitment Staff will receive the induction, safeguarding knowledge, role-specific instruction, supervision and continuing professional development needed to work safely and effectively and improve outcomes for learners.			

1. Purpose

This policy provides a consistent framework for identifying, planning, delivering, recording and evaluating staff training and development at Hindle's School of Excellence Limited. It supports organisational priorities, statutory and contractual duties, safe practice, high-quality teaching and support, staff wellbeing and appropriate career development.

Training and development includes induction, mandatory compliance learning, role-specific instruction, continuing professional development (CPD), coaching, mentoring, supervision, qualifications, reflective practice and learning following incidents, complaints or quality review.

2. Scope

This policy applies to employees and workers and, where relevant, agency staff, contractors, trainee teachers and placement staff. Volunteers are principally covered by the Volunteering Policy and Volunteer Training and Development Policy. Requirements will be adapted to the person's legal status, role, experience, working pattern, learner contact and level of responsibility.

3. Aims and objectives

- provide a clear, role-appropriate induction before staff undertake duties without necessary support;
- ensure staff understand safeguarding, professional conduct, health and safety, data protection and reporting requirements;
- maintain the knowledge and competence needed for each role and any regulated, awarding-body or contractual requirement;
- support inclusive, evidence-informed teaching, SEND practice and positive learner outcomes;
- identify development needs through supervision, appraisal, observation, quality assurance and staff voice;
- offer fair access to relevant learning and reasonable adjustments;

- develop leadership, succession and specialist capability where this supports organisational need; and
- evaluate whether training improves practice, safety, service quality and organisational performance.

4. Principles

- Learner-centred: development should improve safety, inclusion, engagement and progress.
- Role-led and proportionate: requirements will reflect duties, risks, competence and responsibility.
- Inclusive: staff working part time, flexibly or with disabilities will have equitable access to essential learning.
- Continuous: professional learning is an ongoing cycle of need, action, application, feedback and review.
- Evidence-informed: decisions will draw on legislation, statutory guidance, professional standards, data and evaluated practice.
- Accountable: required learning, completion, competence and renewal dates will be recorded and monitored.

5. Roles and responsibilities

Role	Responsibilities
Director	Approve strategy and budget; ensure statutory and organisational requirements are identified; allocate responsibilities; monitor the training matrix, impact and non-compliance; and review this policy.
Designated Safeguarding Lead (DSL)	Lead or approve safeguarding induction and updates; maintain suitable safeguarding knowledge and cover; communicate changes; support staff learning from concerns and practice; and advise on training needs.
Managers / supervisors	Identify role and individual needs; plan induction; authorise relevant development; protect time for mandatory learning; supervise application; give feedback; maintain records; and address gaps promptly.
Staff	Participate in required learning; read and follow current policies and guidance; apply learning; maintain professional knowledge; provide evidence/certificates; ask for support; and disclose any lapse or expiry affecting their duties.

6. Induction and probation/onboarding

Induction will begin before or on the first working day and continue over a proportionate onboarding period. No person will be allocated duties requiring competence, clearance or training that has not yet been confirmed. Induction will normally cover:

- role description, responsibilities, reporting lines, working arrangements and expected standards;
- safeguarding and child protection, the DSL/deputies, reporting routes, allegations, low-level concerns and whistleblowing;
- Keeping Children Safe in Education 2026 Part One and the organisation's safeguarding policies;
- online safety, acceptable use, filtering and monitoring responsibilities relevant to the role;
- staff code of conduct, professional boundaries, social media, mobile phones, photographs and confidentiality;

- health and safety, fire, first aid, accidents, lone working, educational visits and role-specific risk assessments;
- data protection, cyber security, record keeping, systems access and information sharing;
- equality, SEND, behaviour support, attendance, anti-bullying and mental-health arrangements;
- curriculum, assessment, quality assurance and awarding-body/exam requirements where relevant; and
- supervision, appraisal, support, wellbeing, absence reporting, complaints and key policies.

7. Safeguarding training

All staff, including those who do not work directly with children, must read Keeping Children Safe in Education 2026 Part One in full and follow Hindle's safeguarding and child-protection procedures. Safeguarding and child-protection training, including online safety and relevant filtering and monitoring responsibilities, will be provided at induction and regularly updated in line with local safeguarding-partner advice. Staff will receive updates as required and at least annually.

Role-specific safeguarding learning will be provided where relevant, including safer recruitment, managing allegations and low-level concerns, designated safeguarding leadership, child-on-child abuse, harmful sexual behaviour, Prevent, exploitation, attendance, information sharing and SEND vulnerabilities. DSLs and deputies will complete training and updates at the frequency required by current statutory guidance and local arrangements.

Immediate application Training does not replace action. Staff must report safeguarding concerns promptly through the current procedure, even if they have not yet completed a planned refresher or are uncertain about the concern.

8. Mandatory and role-specific training

The Director will maintain a training matrix showing which learning applies to each role, the required standard, delivery route, renewal date and evidence. Requirements may arise from law, statutory guidance, local safeguarding arrangements, insurance, commissioners, awarding bodies, professional standards, risk assessment or organisational policy.

Training may include, according to role:

- health and safety, fire safety, first aid, manual handling, COSHH, food hygiene and infection control;
- safeguarding, online safety, Prevent, safer recruitment, allegations and whistleblowing;
- UK GDPR, confidentiality, cyber security, records management and data-breach response;
- SEND, autism, ADHD, communication, sensory needs, trauma-aware and de-escalation approaches;
- behaviour, attendance, anti-bullying, equality, mental health and suicide/self-harm awareness;
- curriculum knowledge, pedagogy, assessment, internal quality assurance, exams and malpractice; and
- leadership, management, supervision, coaching and wellbeing responsibilities.

A course certificate is evidence of participation, not automatic proof of competence. Observation, supervised practice, assessment, records review or professional discussion may also be required before a person is authorised to perform a task.

9. Identifying development needs

Needs may be identified through organisational plans, changes in law or guidance, job descriptions, probation/onboarding, supervision, appraisal, lesson observation, quality assurance, learner outcomes and feedback, audits, incidents, complaints, return-to-work discussions, staff requests and succession planning.

Managers and staff will distinguish between:

- essential compliance or safety learning;
- training required to achieve competence in the current role;
- development that supports agreed organisational priorities; and
- optional career or personal development.

10. Individual development planning

1. Agree the need and the expected change in knowledge, skill, behaviour or outcome.
2. Select an appropriate method, considering prior learning and accessibility.
3. Record the action, owner, resources, target date and evidence of completion.
4. Provide opportunities to apply learning through supported practice.
5. Review impact and identify any further support or learning.

Development objectives should normally be specific, achievable, relevant and time-bound. They may form part of supervision or appraisal but must not prevent urgent training from being arranged when a safety, safeguarding or competence gap is identified.

11. Delivery methods

Learning may be delivered through briefing, policy discussion, e-learning, webinar, workshop, external course, shadowing, mentoring, coaching, peer observation, supervised practice, professional reading, accredited study, action research or reflective review. The method will reflect risk, complexity, staff experience and the need to demonstrate competence. Higher-risk practical skills will not be addressed solely through unsupervised reading or e-learning where practical assessment is necessary.

12. Equality, accessibility and working patterns

Training decisions will be fair and will not unlawfully discriminate. Hindle's will consider reasonable adjustments, accessible formats, additional time, assistive technology, alternative delivery, location and scheduling. Part-time, temporary and flexible staff will receive the mandatory information and learning needed for their role. Staff should raise barriers or adjustment needs with the Director or manager as early as possible.

13. Time, costs and approval

Mandatory training required for the role will be arranged and paid for by Hindle's and treated as working time where required by law or contract. External courses, qualifications, travel, subscriptions and materials require prior written approval. Decisions will consider relevance, statutory or business need, value, available budget, alternative provision and fairness across staff.

Any repayment condition for significant optional training costs must be set out in a separate, reasonable written agreement before expenditure is committed. Nothing will be deducted from pay without a lawful basis and the required written authority.

14. Supervision, appraisal and support

Supervision and appraisal will provide structured opportunities to review performance, workload, wellbeing, professional standards, learning completed, impact, strengths and development priorities. Feedback should be timely, specific and constructive. Where practice falls below the required standard, training may form part of support, but it will not replace appropriate capability, conduct, safeguarding or disciplinary procedures.

15. Knowledge sharing and professional learning culture

Staff will be encouraged to share useful learning through meetings, resources, modelling, mentoring or short briefings, provided confidentiality, copyright, data protection and safeguarding are protected. Hindle's will seek staff views when shaping safeguarding arrangements and other areas where their training and day-to-day experience provide valuable expertise.

16. Records and data protection

Hindle's will keep proportionate records of induction, required reading, course completion, certificates, competence checks, renewal dates, supervision, appraisal and development actions. Access will be limited to authorised persons with a legitimate need. Records will be accurate, secure, retained under the organisational retention schedule and processed in line with UK data-protection law and staff privacy information. Safeguarding records will be handled separately under safeguarding procedures.

17. Evaluation and quality assurance

Training will be evaluated at a level proportionate to its purpose. Evidence may include attendance/completion, participant feedback, knowledge checks, observation, changes in practice, work quality, learner feedback and outcomes, compliance data, reduced incidents and progress against objectives. The Director will review patterns, gaps, overdue training, accessibility, value for money and organisational impact.

Where learning has not produced the required result, Hindle's will consider whether the need, content, delivery, opportunity to practise, management support, resources or wider systems should change.

18. Non-completion and expired requirements

Staff must tell their manager if they cannot complete required training by the deadline or if a qualification, certificate or registration lapses. The Director will assess risk and may extend a deadline, provide support, increase supervision, restrict duties or remove the person from an activity until the requirement is met. Deliberate or repeated failure to complete reasonable mandatory training may be addressed under the appropriate employment procedure.

19. Monitoring and review

The Director will monitor the training matrix, induction completion, safeguarding updates, renewals, development participation, equality of access, evaluation evidence, incidents and inspection/commissioner feedback. This policy will be reviewed annually and sooner following a legal or statutory-guidance change, serious incident, audit finding, organisational restructure or material change in provision.

20. Related documents

- Safeguarding and Child Protection Policy;
- Safer Recruitment Policy;
- Staff Code of Conduct;
- Supervision, Appraisal, Capability and Disciplinary procedures;
- Health and Safety and Fire/Emergency procedures;
- Equality, SEND and Inclusion Policy;
- Data Protection, Confidentiality and Records Retention policies;
- Volunteer Training and Development Policy.

Approval

Approved by	Joanne C. Hindle, Director
Signature	_____
Approval date	5 September 2026
Next review	September 2027

Appendix A — Core training matrix template

Training / requirement	Who requires it	Frequency / due date	Completed	Evidence / reviewer
Safeguarding and child protection induction	All staff	At induction		
KCSIE 2026 Part One	All staff	On issue/update		
Safeguarding and online-safety update	All staff	At least annually and as required		
Staff Code of Conduct / professional boundaries	All staff	At induction and update		
Health, safety, fire and emergency procedures	All staff	At induction and refresh		
Data protection, confidentiality and cyber security	All staff	At induction and refresh		
Role-specific teaching / support competence	Relevant staff	Before task and review		
First aid / food hygiene / specialist safety	Designated roles	Before duty and certificate renewal		
Safer recruitment / DSL / leadership training	Designated roles	Current guidance / renewal		