



# **ASPIRE: Lifeskills Learning Centre**

## **STAFF TRAINING POLICY**

ASPIRE: Lifeskills Learning Centre recognises that its staff team is its most valuable asset. The Learning Centre is therefore committed to the training and development of its entire staff to reach their full potential.

### **OUR STAFF TRAINING AIMS ARE:**

- To ensure that all staff can develop their professional skills to benefit themselves and the Learning Centre
- To ensure that staff training, the Learning Centre's values and priorities, and the Learning Centre Action Plan are part of a coherent whole

Each member of staff is supported by a member of the SLT who is responsible for all aspects of their training and professional development.

The purpose of this policy is to explain the process of identifying training needs for each member of staff and showing how those needs may be met.

### **THE LEARNING CENTRE ACTION PLAN (LCAP)**

The LCAP is continually monitored throughout the academic year and reviewed before the start of the next academic year.

A new Action Plan is subsequently devised by the Senior Leadership Team in conjunction with full communication with colleagues and is then presented to our External Consultant – Lyndon Education Consulting Ltd.

Key Stage and Subject Development Plans are derived from the LCAP. Interim audits take place in November and March of each academic year.

Staff training in that academic year may well be geared towards the particular goals and targets of the Learning Centre Action Plan. It may also be related to other aims based on individual or Learning Centre needs in either the long or short term.

## THE ROLE OF PROFESSIONAL DEVELOPMENT REVIEWERS (PDR)

This is explained fully within the Staff Appraisal Policy which should be read in conjunction with this policy.

All members of staff have a colleague responsible for their Training and Development, namely a PDR reviewer:

- Head Teacher
- Deputy Head
- Lead for SEN
- ASDAN co-ordinator and EVC Lead

Over a 12 month cycle, targets and objectives are fully discussed and reviewed. Colleagues are directed towards and, where appropriate, given relevant training in house.

## ANNUAL TRAINING

Every member of the Learning Centre staff team has received relevant training to be able to undertake their role and to meet all the Safeguarding and Health and Safety requirements of the provision.

Each member of the ASPIRE: Lifeskills Learning Centre takes part in a range of regular training to ensure that their knowledge and understanding is relevant, up-to-date and meets all legislation. These include training on:

- **Safeguarding**
  1. Safeguarding Lead – *Head Teacher and Deputy Head*
  2. Safeguarding and E-Safety – *All Staff*
  3. Child Protection in Education – *All Staff*
  4. Child Protection in Sport – *Subject Lead for PE and Head Teacher*
  5. Child Exploitation and Online Safety for Education – *All Staff*
  6. Safer Recruitment in Education – *Head Teacher, Deputy and SEN Lead*
  7. The Prevent Duty – *All Staff*
  8. Child Neglect – *All Staff*
  9. Equality and Diversity – *All Staff*
  10. Preventing Bullying – *All Staff*
  11. Female Genital Mutilation Awareness – *Head Teacher*
- **Health and Safety**
  1. Health and Safety in Education – *All Staff*
  2. Fire Safety in Education – *All Staff*
  3. First Aid Essentials – *All Staff*
  4. First Aid at Work – *All Staff*
  5. Food Hygiene and Safety – *All Staff*
  6. Pat Testing – *Subject Lead for D&T*
  7. Health and Safety for Design and Technology Workshop Technicians –

*Subject Lead for D&T*

8. Home Based Contact – *Head Teacher*
9. EVC – *Head Teacher and SEN Teacher*
  - **SEND Code of Practice** – *Head Teacher*
  - **ASDAN** – *All Staff*
  - **ASDAN moderation** – *Head Teacher and SEN Teacher*
  - **Autism** – *All Staff*
  - **School Exclusions** – *Head Teacher, Deputy Head, SEN Teacher, SEN Lead, Office Manager*
  - **Data Protection** - – *Head Teacher, Deputy Head, SEN Teacher, SEN Lead, Office Manager*
  - **Attendance** – – *Head Teacher, Deputy Head, SEN Teacher, SEN Lead, Office Manager*
  - **Observing Lessons in Special Schools following the new Ofsted Framework** – *Head Teacher and SEN Lead*
  - **Behaviour Management**
    1. BTEC Level 2 Disengagement and Physical Intervention Skills – *All Staff*
    2. BTEC Level 2 Conflict Management – *All Staff*

## **INDIVIDUAL TRAINING NEEDS**

ASPIRE: Lifeskills Learning Centre, as part of its commitment to the training and development of its entire staff, will seek to identify the needs of individual members of staff and see how those training needs might best be managed. This will apply in both of the following cases:

- Where the training and development needs of the staff match the goals and targets of that year's Learning Centre Development Plan
- Where other short or long term needs of either the individual member of staff or the Learning Centre are identified. This will include circumstances in which a member of staff has had a change of role or duties.

Individual members of staff are asked to review continuously the ways in which they can improve and develop their current skills. They should do this by reflecting on their own level of performance and skill – through regular self-assessment using the AET Competency Framework Assessment Tool; and by also being aware of training opportunities from external sources and courses advertised in the staffroom and so on.

If a member of staff identifies an aspect of their job which would benefit from training, they should discuss the matter with his or her Professional Development Reviewer.

If the Reviewer agrees that the training is a good idea, that it fits in with the goals and targets set by the team or Learning Centre, or with other long or short term needs, then the procedures for implementing and managing the training begins.

The training itself may be in the form of:

- On the job training, provided by other members of the team or Learning Centre
- In-house training, provided by outside agencies who come into the Learning Centre
- External training, such as courses, NVQs, MA etc

The same principles will apply whichever method is used.

The reviewer and the member of staff will agree the most appropriate form of training and the timescale for its implementation, completion and evaluation.

As well as identifying specific job-related training needs, ASPIRE: Lifeskills Learning Centre is also keen to encourage staff to gain external qualifications that will be of benefit to both the individual member of staff and to the Learning Centre as a whole. Funding for such courses will be made available either in full or in part but as before; it will need to be discussed with the reviewer and the Senior Leadership Team.


Once the training has taken place, a course feedback form is completed and made available to other colleagues. The member of staff will also give a summary of the course at the weekly staff meeting.

**MONITORING**

The Learning Centre’s Training Policy is monitored and reviewed annually by the SLT, looking specifically at the needs and potential of the current staff team, and the long and short term aims of the Learning Centre.

**POLICY REVIEW STATEMENT**

This policy will be reviewed every year or earlier should legislative change or other event require it.

SIGNED:... 

POSITION:.....DIRECTOR

DATE:.....2<sup>nd</sup> June 2025

REVIEW DATE:...2<sup>nd</sup> June 2026

FOR & ON BEHALF OF

ASPIRE: Lifeskills