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Continuing Professional Development : Provision and Commissioning



Guidelines for Schools and HQ Staff



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Continuing Professional Development

SCE remains committed to the continuing professional development (CPD) of all its workforce. In particular, the continuous development of teachers is seen as essential to maintain high quality provision for our children and young people. This is particularly so given the impending drawdown from Germany and the commitment of HQ SCE to provide a first class education until the end. In addition, HQ SCE is committed to ensuring that no teacher will be disadvantaged by staying with the Agency until their school closes. High quality CPD will ensure that our staff will be well placed should they choose to seek a suitable position in the UK.

Continuing professional development is offered across SCE through:

- Individual school based programmes, for schools judged to be requiring additional support e.g. Category 3 and 4 schools. These programmes, supported by school improvement consultants, will be agreed between the Headteacher and the attached Inspector Advise. Details of this type of support can be found in the recently up-dated School Improvement Strategy (September 2012)
- Statutory/mandatory training – central and regional courses advertised through the online SCE CPD Planner (see Annex) and open to all schools
- Consortia based training – agreed and managed by local commissioning boards.
- Individual school based INSET as organised by the schools themselves
- Courses arranged through Defence Learning (Civil Service Courses)
- Bespoke training as a requirement of needs identified through performance management reviews

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A framework for commissioning

A Commissioning Board has been established in each local area to support schools in developing CPD that matches local need. Commissioning is all about the most effective and efficient way of using all the available resources to get the best possible outcomes for CPD and ultimately for the children and young people in schools.

Commissioning principles

- All decisions must use evidence of required need, expected outcome and value for money.
- Adherence to the MoD/SCE charging policy and contractual regulations
- Use commissioning to look first to what is available locally e.g. school-based consultants/local leaders of education / HQ school improvement professionals before locating support outside of the Agency.
- Effective use of shared resources
- Use open and transparent processes that build confident partnerships
- Provide information for audit and evaluation of impact.

Across SCE each consortium will have the same framework:

- The Commissioning Board is chaired by a locally appointed lead for commissioning. This is usually the consortia chair, although Headteachers may elect someone else to the role.
- The Board comprises of all Headteachers from the consortium, a nominated Link Inspector Adviser, a member of Pupil and Family Services and budget managers.
- A shared budget held in a designated UIN for each consortium
- Accountability for appropriate procurement, accounting and monitoring procedures

Terms of reference

PURPOSE: The Commissioning Board will be accountable to HQ SCE, the local workforce in schools and other stakeholders for the implementation of an effective CPD programme to meet local needs.

The Board will:

- Include all local schools and work in partnership with HQ school improvement services
- Set a clear framework for strategic planning, commissioning and evaluation
- Identify and agree resource allocation within the consortium
- Identify local CPD needs based on a scrutiny of performance results and outcomes of performance management of local schools and devise a CPD programme to meet needs.
- Lead on the effective delivery of the programme.
- Meet at least termly
- Submit minutes of meetings to the Director of Education; and
- Keep appropriate audit trails of money spent.

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Local opportunities for support

School Based Consultants

The recent restructuring of the Directorate of Education Services has reduced the number of advisory staff significantly. This is in line with the recent Education Act 2010 and OfSTED Framework 2012 which expects schools to work together to support of one another and for schools to take responsibility for their own development. SCE has therefore appointed a team of school-based consultants. These are SCE teachers and leaders in schools who are outstanding practitioners and who are able to offer expertise in a particular area are eligible to become school-based consultants. (see **Directory of Key Personnel** in Annex)

As a part of the termly Commissioning Board meeting, schools will identify their key priorities for development for the coming term or academic year. Once school and consortia priorities have been agreed, the first stage is to access the support that is available locally. It is at this point, school-based consultants may form part of a local support plan.

It is intended that the school-based consultants will remain, as much as possible in their own school and that other teachers will visit and work with the consultants in their setting. On occasions the consultant may be required to lead school based training sessions for the consortium or contribute to centrally based CPD.

A critical requirement of the new posts will also be to network and share best practice across the Agency and up to date information from the UK. To enable the school-based consultant to work outside their own school, schools will be reimbursed for their time and /or additional staffing will be allocated to the consortium.

How and when to use school-based consultants will be negotiated and brokered between HTs, Commissioning Lead Headteacher and the head of the school where the SBC is based..

Middle Leader Facilitators

The Middle Leadership Development Programme is focused on developing effective leadership of high-quality teaching and learning in order to close gaps in achievement and variation within schools.

It is intended that local clusters of middle leaders can meet together to learn with others from across and beyond their cluster and draw on a wide range of expertise and support.

SCE facilitators, who are senior or experienced middle leaders, have now been trained and can offer this programme within BFG and Cyprus. Further details on this training can be found within the SCE CPD Planner.

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Local Leaders of Education

The aim of the LLE programme is to improve pupil outcomes through partnership working between schools. LLEs are successful headteachers who work alongside other heads to drive forward improvements and build capacity to ensure that improvements can be sustained.

The precise role of the LLE, however, is flexible and based on context. The schools most likely to benefit from LLE support are those where:

- the headteacher would benefit from peer challenge and support to ensure impact in key improvement priorities
- a new headteacher would benefit from assistance in the transition period to maintain momentum in their school's improvement
- the headteacher is looking to develop fresh perspectives on issues presenting considerable challenge

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Procurement of external providers and resources

The following guidelines (see also pgs 15 – 20 in Annex) are designed to support you in selecting, engaging, evaluating and reporting on the use of external providers for professional learning programmes.

Where there is a gap in internal knowledge, expertise or provision, and the professional learning opportunities provided within SCE and MOD cannot address the needs identified, they may be complemented by the use of external providers.

When talking to prospective providers please remember that only Contracts' Staff can enter into binding agreements on behalf of SCE. Please remember to preface all contact – however carried out – with the statement “without commitment”.

All applications for contracts must be submitted using a **Request for Contract Action (RCA) form** (See Annex). The information you supply in this form should show that resources will be used and managed efficiently and effectively. The services or programmes should be competitive in quality and value. The fees of the external provider should be justified and provide value for money

If the programme of support **exceeds 10K** in value it will be necessary to seek providers through a **formal competitive process** and if you are in any doubt you should consult a member of the Commercial Team to fully understand the process.

Your planning also needs to factor in CRB, UKBC(G) BFC (Cyprus) Security checks. CRB checks are required for anyone who is likely to come into contact with children – for example if a training day is running in a schools venue or if children are part of the programme. BFC and UKBC (G) security checks are required for **all** visitors to schools / units / garrisons. CRB checks can take up to six weeks to complete and local security checks between two and four weeks.

Forward planning is essential. A minimum of 21 working days notice is needed to agree a basic contract. When tendering is involved, the timescale will be considerably longer.

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External Training and Qualifications for Individual Staff

All staff should be required to have a programme of professional development agreed with their line manager. Any training should ensure that any staff member has the skills, experience and expertise required to carry out the specified work required for their role and responsibilities. It must also incorporate any statutory or mandatory training (see Annex).

There is no longer any central funding to support individual staff attending externally provided training e.g. UK based. Schools or Directorate teams should already have an identified CPD budget with which they can fund external training if the following criteria have been met:

- Training is required by the Agency in order to meet changes in legislation, national or SCE policy, or to meet directly the stated targets of the Agency itself.
- Training will lead to improved performance in the job/grade currently being undertaken, particularly where the focus has been identified in the Agency Business Plan, School / Unit Improvement Plans or through Performance Management or Appraisal.
- Training is deemed necessary for an employee to perform their specific role and is not available within SCE or the MOD.

Funds should not be used to buy external training for personal development or that which enhances promotion prospects.

All applications for external training should be based upon performance management and the training needs identified from this. Applications for UK based training can be applied for using the forms of the provider.

Payments can be made by GPC. If this exceeds £5K then this should be done in consultation with the attached SCE finance manager.

Qualifications for support staff

Decisions about qualifications for support staff should take account of the grading structure and the statutory framework for working with pupils, as well as standards of competence and personal aspirations for progression.

The **Children and Young People's Workforce (CYPW) Lev 3 Diploma** is the qualification that SCE has decided to **fully fund and support for Early Years** staff. Currently it is a statutory requirement for 50% of all those working in Early Years to have a full and relevant qualification. However, CYPW Lev 3 is not the only appropriate qualification and other full and relevant qualifications should be taken into consideration when recruiting new staff. Please contact the Assessment Centre for further help in identifying equivalent qualifications.

The CYPW training programme will be provided over 5 days and offered regionally. For dates please see the SCE CPD planner .

In order to support vocational qualifications, all schools need to ensure they have a bank of qualified personnel e.g. Assessors and Internal Quality Assurer (IQA). Assessors should have no more than 2 learners each. If there is no IQA in place, a new person is identified in discussion with the centre. They must have an Assessor qualification already and be experienced in this role.

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An annual training programme is provided centrally to ensure schools continue to have access to local Assessors and Internal Quality Assurers. Further details can be found in the **SCE CPD Planner**.

All other training and qualifications should be supported and **delivered by the school**. Having a **Cover Supervision Certificate, SSTLS Lev 3 Diploma** or any other qualification is **desirable** but **not statutory**. However, some headteachers may see this as critical for the skill development of those working with groups of children without the teacher present. The choice of whether this is **essential** training will be dependent upon the need for this type of work and the skills of the person doing the work. For all those wishing to offer the SSTLS Diploma and Cover Supervision Certificate, a basic training programme has already been piloted that can be used to deliver the training by the school. Any training costs will be borne by the school and should be transferred from the school budget to the QCF/NVQ Assessment Centre on application. Further details are available from the centre..

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<u>SCE REQUEST FOR CONTRACT ACTION (RCA) FOR CPD TRAINING</u>				
1. IS REQUIREMENT AN AMENDMENT TO AN EXISTING CONTRACT?	Yes		No	
If yes please provide Contract reference number				
2. IS THE REQUIREMENT NEW?	Yes		No	
3. DESIGNATED CONTACT & POST TITLE (e.g. HOD, Headteacher)				
4. SCOPE OF CPD ACTIVITY Please provide title for and brief statement of work to be done				
Does the trainer require CRB or any other Security checks/clearance?				
	Yes		No	
If yes have these been obtained?				
	Yes		No	
5. PROPOSED CONTRACT PERIOD OR DELIVERY DATE:				
6. PROPOSED RISK : What would be the implications of doing nothing?				
7. FINANCIAL REQUIREMENTS:				
Amount				
Trainer Daily Rate	£	(ex VAT)	Please provide detail on how totals were identified (e.g. no of days, how many presenters, types of T&S)	
T &S element (approx.)	£	(ex VAT)		
Total:	£	(ex VAT)		
To be charged as follows		UIN Ref:		
Has "value for money" been considered in meeting this requirement? (See JSP462, Part 3, Chapter 4, Paragraph 419)				
	Yes		No	
8. COMPETITION: Is the requirement suitable for competitive tendering?				
	Yes		No	
If yes , please provide justification as to why e.g. sole provider, local knowledge				
Company Name		Full Address		

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<p>9. QUALITY ASSURANCE: How will the work be monitored and evaluated?</p>
<p>10. DELIVERY OF TRAINING</p> <p>Location Title Full Postal Address: (for multiple addresses use separate sheet)</p>
<p>11. SUPPORTING DETAILS OF THE WORK e.g. Schedule of Work to be undertaken</p>
<p>12. BUDGET HOLDER</p> <p>I confirm that the requirement is necessary and that all preceding evidence supports this case for procurement. I can confirm funding is available.</p> <p>Signature Post Title Date.....</p> <p>Name..... Tel.....</p>
<p>13. FINANCE OFFICER (if above £5K)</p> <p>I confirm that I agree with the Procurement Strategy provided above is the best solution and provides VFM.</p> <p>Signature Post Title Date.....</p> <p>Name..... Tel.....</p>

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Completing the Request for Contract Action (RCA) form

Please include all the information asked for – omitting this information will delay processing the application. If a provider has a PA or works through an Agency please ensure that this information is provided.

<p>Step 1: Specifying the scope of the work</p>	<ul style="list-style-type: none"> ▪ A description of the required service (including the desirable outcomes and measures of success) ▪ Match with core work and essential training for post ▪ Please indicate how the proposed training relates to the EDP (if applicable) or to the school improvement plan (SIP). 	<p>RCA section: 4</p>
<p>Step 2: Financial costs</p>	<ul style="list-style-type: none"> ▪ External providers may book their own flights and hotels and then claim back the cost up to a maximum limit (see later section in this guidance) ▪ All travel and accommodation requirements need to be factored into calculations about the overall cost of the event. Please provide a quote and any correspondence that led up to that final figure. ▪ Please also ensure that you discuss the provision of support materials. SCE is able to resource these centrally (saving on costs) if sufficient notice is given. Any items that must be bought (e.g. copyright materials) should be included in the overall costs shown. 	<p>RCA section: 7</p>
<p>Step 3: Implications of doing nothing</p>	<ul style="list-style-type: none"> ▪ Explain the impact with reference to school improvement or standards, learning outcomes or workforce skills 	<p>RCA section: 6</p>
<p>Step 4: Why this provider?</p>	<ul style="list-style-type: none"> ▪ Reasons for choice e.g. sole provider, gap in local knowledge or expertise, inability to access SCE or MOD training ▪ Please give your reasons for selecting the chosen provider, for example: only source of training, recognised leader in his / her field, worked previously with SCE and of known quality, continuing work commenced at an earlier date, up-dating work as a result of changes to legislation. 	<p>RCA section: 8</p>
<p>Step 5: Supporting details of the work</p>	<ul style="list-style-type: none"> ▪ Programme or activity (including the proposed timeframe and qualification dates if appropriate) ▪ Planned opportunities for sharing practice with other schools. 	<p>RCA section: 11</p>
<p>Step 6: Quality Assurance</p>	<ul style="list-style-type: none"> ▪ How the work will be monitored and evaluated 	<p>RCA section: 9</p>

Prior to this any request for external training above £5K should have been reviewed and approved by the finance officer.

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External support : Travel and Subsistence.

- Fair and reasonably incurred Air costs (the most economic means) by the Contractor's employees, agents or representatives directly involved in the delivery of services to SCE, shall be arranged by the Contractor and costs met by SCE on presentation of actual and valid receipts, unless SCE has specific reasons for arranging the flights on behalf of the Contractor..
- For travel to the UK airport, a mileage allowance paid at the equivalent Civil Service Private Travel Rate of 25 pence per mile plus actual car parking costs will be reimbursed on presentation of actual and valid receipts. Fair and reasonable taxi/tram fares for journeys between stations/airports in the UK, Germany and Cyprus will be reimbursed on presentation of receipts.
- In very exceptional circumstances travel to/from Germany may be made by road and separate arrangements will be agreed between the contractor and the Designated Officer. The cost of this travel must not exceed the cost of return air travel between the UK and Germany. All valid receipts must be presented with final invoice.
- The Contractor will arrange and pay for accommodation costs (Bed and Breakfast – this should not exceed £100 per night)). In some circumstances SCE will make these provisions. The Contractor will be required to settle the accommodation bill in full on departing the hotel. This bill will be reimbursed by SCE on presentation of actual and valid receipts. Fair and reasonable costs for lunch and dinner (if applicable – this should not exceed £50 per day) will be reimbursed on presentation of actual valid receipts to the Designated Officer.
- Without prejudice to the Authority's rights elsewhere in the contract, where events are cancelled or postponed by SCE, SCE will bear the cost of the cancelled flights and accommodation abroad, but not of time lost by visiting personnel. Where cancellation/postponement is at the behest of the contractor, the contractor is responsible for any cost incurred in the cancellation of flights/accommodation.
- All Travel and subsistence claims will be paid in sterling. The exchange rate that will apply to the claim will be the Forces Fixed Rate of the month the bill is being paid, unless evidence can be provided to show a more favourable rate was applied at the time of the exchange by the Contractor in the form of a bank statement or receipt.
- SCE is unable to pay for bank charges that are applied for withdrawing cash from an ATM. However bank charges that are incurred from the use of a credit/debit card that is being used directly in delivering services to SCE will be reimbursed. Any phone calls made by the Contractor for business directly involved in the delivery of services to SCE will be reimbursed. All of the above must be supported by evidence in the form of valid receipts, phone bills etc.
- On satisfactory completion of the contract, the Contractor shall within 14 days, furnish the Designated Officer with a full and final certificate of costs detailing all expenses necessarily and properly incurred.

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Ensuring the quality of provision.

Things to consider when talking to a prospective provider:

- The match to your requirements – does the style of their proposal and their training match your culture.
- Going beyond the minimum – can they help you achieve your objectives in a better way? Are they offering **anything additional that adds real value?**
- Credibility and reliability – can they provide references or have they had experience of delivering similar work in similar schools?
- Innovation – do they offer creative insights or solutions?
- Quality and agreed success criteria
- Professional capability – do they have an in depth knowledge of learning and teaching? Are they subcontracting? How do they maintain their own professional knowledge?
- Customer focus – is there real emphasis on meeting your needs or simply on delivering an “off the shelf” package?
- Value for money – do they provide a structured evaluation of the service or programme. External providers usually work at a rate negotiated between the school and the provider. This rate is called “fee for service”. Any quote provided should include all facilitator costs including VAT (if applicable), meals, travel, accommodation, printing and insurances.

The provider should know that the quality of the work will be evaluated by the school and that they will have the opportunity to comment on the evaluation. Providers should also be advised that the Agency reserves the right to terminate any agreement with reasonable notice if the agreed conditions and terms are not met by the provider.

Schools should monitor the work being undertaken to ensure that the provider is responding to the participants' learning needs within the agreed scope and conditions of the work. The programme or service should also be evaluated in terms of the quality of the service provided. A sample template for an **Evaluation report on external provider** has been produced that schools may use for this purpose. A copy of this evaluation report should be kept as other SCE personnel may request this to inform a **Register of Recommended Providers**.

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Evaluation report on external providers

Evaluating a learning activity



School:

Provider name:

Focus of provision

The overall quality of the service provided

Below expectation

Met expectation

Above expectation

Comments

(e.g. Flexibility and reliability, supporting the participants' learning, relevance to school needs, useful resources, application to day-to-day work)

Report prepared by:

Position:

Date:

Revised October 2012

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Statutory and Mandatory Training

The following table contains as a minimum: all staff groups, all training required by each group; and the frequency of training required by each group. Further details about who could provide the training, the specific training package to be used, and how often the training needs to be undertaken can be found by approaching the appropriate lead personnel. (See Directory of Key Personnel)

Focus	What
Equality & Diversity	To promote co-operative working relationships To support MOD's diversity policy and legislative requirements
Selection Interviewing	To provide the necessary skills and understanding to operate the MOD's recruitment and selection procedure effectively.
Health & Safety	To provide an understanding of duties and responsibilities with regard to health and safety in the workplace, ensuring everyone's safety.
Induction training	To support new entrants in taking up their job and to provide a wider knowledge of the Agency.
Fire Safety (local provision)	To ensure that all MOD employees are focussed on fire prevention and understand the correct action to take in the event of a fire.
Information Security	To ensure that all MOD employees understand their duties and responsibilities with regard to handling personal data and information.
Security (local provision)	To ensure that all MOD employees can recognise threats to security and can respond appropriately.
Equality & Diversity Impact Assessment (EDIAT)	To ensure employees responsible for creating and/or amending policy can correctly apply the EDIAT.
Safeguarding	All staff must undertake safeguarding training at an appropriate level. Level 1 is basic awareness/introductory level training suitable for a wide audience. Level 2 is intermediate level training. Level 3 is advanced/specialist training suitable for a smaller, defined specialist audience.
Safer Recruitment	Any senior manager interviewing for SCE staff – certification lasts 5 years