



Group
Training
Association

The GTA Professional Development Policy

This policy applies to all members and stakeholders of GTA

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Signature:

Approved By:

J. Mace

Position:

CEO

Date:

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Introduction

The Doncaster, Rotherham & District Motor Trades GTA Ltd (GTA) is committed to providing high quality education and services to all its learners, customers and employers as per the GTA company customer charter. A key and integral part of the quality of is ensuring that staff maintain and improve their skills and knowledge for the benefit of learners, employers and the organisation.

Employers, apprentices and customers are all important stakeholders in enabling the GTA to provide high quality training and assessment services for apprenticeship training.

Policy Purpose

The GTA is committed to providing staff with development opportunities to ensure that individuals and departments are able to contribute fully to the achievement of the GTA's company objectives.

The GTA acknowledges that as an educational provider it has a unique responsibility to support and encourage the development of its staff, and recognises that staff development plays a critical role in building the capability of its workforce to provide effective services as per the company customer charter.

Scope

This policy applies to all GTA employees, staff are expected to positively embrace all forms of development activities including personal study, e-learning, internal or external courses structured or non-structured, workshops, work shadowing, mentoring and occupational CPD.

Objectives

The main aim of the policy is to provide staff with a framework that supports and encourages the development of all staff in line with the GTA's mission statement and corporate goals.

- Staff development informed by the GTA's strategic aims, operational requirements, changes in industry, the needs of the individuals and where possible the career aspirations of staff as well as the success of the organisation.
- Departments work alongside the Learning and Development team to develop a coordinated approach to planning staff development, maximising the use of available resources.
- Leaders and Managers are provided with the skills, knowledge and competencies they need to work in partnership with their staff to support their continuous development.
- All staff are supported and encouraged to acquire and expected to develop their knowledge, skills and competencies to enhance their performance in their current role.
- An appropriate balance is created between the desires for individual staff members to maximise their potential and for the GTA to obtain a return on its investment in staff development, either enhancing or increasing the services provided.

- All new staff receives a new employee induction in timely fashion.
- Staff develop the knowledge and skills to respond effectively to internal and external demands.

Training Procedure

Identification of Training Needs (ITN)

Staff development needs can be identified in a number of ways:

- staff development needs are discussed, on at least an annual basis, during the staff appraisal as part of the Performance Review Process
- One to ones with managers
- the training needs of potential new staff members should be identified and agreed during the interview process and before being offered employment
- additional training needs for new staff, should be identified within the first few month of starting employment
- BKSb assessments
- staff transferring to a new role within the GTA may require additional training to support them in the new job role
- manager observations and requests
- teaching observations of delivery staff
- actions arising from the staff opinion survey results
- changes in government funding and policy

Improving employees sector knowledge, skills and performance

The GTA strongly believe in continuing professional development (CPD), the most common method of deciding which approach for improving knowledge, skills and performance is an annual staff appraisal. The appraisal is a clear opportunity for senior managers, department managers, the employee, quality measuring tools to build a picture of the performance over the last 12months.

Any specific needs or requirements for the individual will be addressed along with providing essential support for those who haven't been able to meet the minimum expectations. The GTA expects that all staff actively want to stretch and improve their knowledge and skills for the benefit of the learners, their own personal achievement and the company objectives.

Improving the knowledge and skill performance of teaching staff

Using the assessment methods identified in the 'Identification of Training Needs (ITN)' provides a benchmark for assessing existing skills of teaching staff. This assessment process provides a starting point which planning for future improvement can be actioned. Dependant on the area of teaching, any requirements of the subject area and the individuals existing skills a blend training approach may be required. This could consist of qualifications, e-learning, mentoring, seminars, occupational training or a blend of number of items.

Once training needs have been identified with staff an action plan is developed with SMART targets and objectives. Actions and objectives will relate directly to improving the training and education for apprentices as well as providing the organisation with improved flexibility and staff confidence. Managers will discuss and review action plans with staff and will adjustments as and when required.

Embed a culture of learning

From initial employment interview to the staff annual appraisal, staff should actively strive to progressively improve. At the GTA there is a culture of wanting to improve and excel, teaching observations are no longer viewed as only a tool to grade teaching to staff but an opportunity know how to change and improve their teaching.

The GTA holds regular meetings, including bi-monthly Quality meetings where the focus is on reviewing and improving performance. All meetings encompass a theme of reviewing data and processes within the GTA and what it needs to improve, the psychological impact, overtime, enables staff to become familiar with change, make a valid self-assessment and embrace further improvement.

The GTA expects that all staff actively want to stretch and improve their knowledge and skills for the benefit of the learners, their own personal achievement and the company objectives.

Selecting objectives which are focused on the individual and how these meet the customer and organisational needs

When selecting these objectives, there are numerous considerations to take in to account to ensure the objectives selected are fit for purpose and are achievable, including: meeting the needs of staff, learners, employers and the GTA; assessing staff capabilities and existing skills; the unique needs of customers, employers and market requirement.

Objectives need to be progressively measured to ensure that they continue to be fit for purpose, any identified variation can then be identified and adjustments made to ensure that the objective/s are still on target. Post objective completion a review of the agreed action can be confirmed and modified or adjusted to increase its effectiveness on the next occasion.

Recording

Evidence of ITN are record on several documents-

- Annual appraisal document
- One to ones with managers
- Staff training development and training plans including CPD Log
- Observation of teaching feedback and recommendations
- Performance reviews from managers with departmental staff

Training agreed will be recorded and given a review period and expected time for completion.

Relevance and Review

The GTA ensures that all the training and development is relevant taking into consideration, staff ambitions, learner and employers' needs and organisational requirements. Training and development needs are reviewed annually or less if the need arises. New members of staff are reviewed more often during the first year of employment.

Policy Review

Doncaster, Rotherham, and District Motor Trades GTA review their policies and procedures on a maximum of a 12 monthly basis from the issue date (shown at the front of this document) or before if there are significant changes identified.