



People Development Policy

Date Reviewed	February 2026
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Scrutiny	Stephanie Sheppard, Head Teachers
Date Approved	31 March 2026
Review Date	February 2028

Introduction

Mission, Values and Vision

At Veritas Multi Academy Trust, we are committed to providing high-quality education, making learning irresistible for all, and embedding a culture of continuous professional development and learning for all Trust staff and volunteers. Professional development and learning are ongoing for all, it is evidence and research informed, and it is aligned with our organization's mission and priority; to improve outcomes for all children.

The Policy is underpinned by our mission, values and vision; to support irresistible learning for all and our aim for Veritas MAT to be an irresistible place to work. Coaching, mentoring and critical friendship is at the core of our people development practice. The policy and processes recognize our commitment to workload and wellbeing, ensuring that our People Development Policy gives our people agency, time and support for their own professional development and career progression.

The Trust is committed to the goals of [High Quality Trusts](#) and is committed to an ambitious, embedded and impactful professional development offer for all its people.

This Policy outlines our approach to supporting and empowering our people, thereby enhancing the overall learning and daily experiences for our children and the people working across our Trust schools.

We recognise the inherent value of working collaboratively across our Trust Schools and with our partners: the Department of Education Regional Improvement for standards and excellence (RISE) programme, other Trusts, Teaching School Hubs, our regional University - Canterbury Christ Church, the Chartered College of Teaching, the Institute of School Business Leaders and the National Governance Association. All our people have access to high-quality online training through the National College.

The Policy acknowledges the [DfE review of workload](#). Where performance related pay is in place for our Trust staff, this is managed in such a way to minimize additional workload.

The Trust is committed to providing high quality support and development for our [Early Career Teachers](#) is addressed in a separate policy.

This policy should also be read in conjunction with our Capability Policy which addresses processes addressing matters pertaining to capability.

This policy should be read in conjunction with our Finance Policy which addresses matters pertaining to pay and progression.

This policy should be read in conjunction with with our Absence Policy which addresses matters of personal support including counselling.

Aims

The aims of our People Development Policy are as follows:

1. To enable all our people to enhance their practice through a wide range of personalised professional development opportunities.
2. To promote a culture of collaboration and sharing of best practices among our people.
3. To ensure that all our people are equipped with up-to-date knowledge and skills and expertise relating to their role in our organisation.
4. To embed Trust training and professional development, bespoke to individual needs.
5. To support a culture of continuous improvement through coaching, mentoring, and peer-to-peer support.
6. To make explicit roles and responsibilities.

All of our people will have an induction plan on joining the organization or on taking on a new role. This will include undertaking Statutory Training.

The following sections of the policy lay out our commitment to our people recognising the differences in role but no less underpinned by the Trust's Mission, Values and Vision, which apply to all.

Role and Responsibilities

The Trust Board and the CEO are responsible for monitoring the effectiveness of this policy, ensuring that all Trust Schools are using the policy to inform practice.

The CEO is responsible for ensuring that the Trust's practice is robust and that resources are efficiently allocated to ensure high quality experiences and evidence of impact is evaluated.

Head Teachers are responsible for ensuring that the policy is adhered to and each member of our teaching and teaching support team, learning and support volunteer is enabled and supported in their engagement with the aims and the processes.

Our Trust Business Manager is responsible for ensuring that the policy is adhered to and each member of the business team is enabled and supported in their engagement with the aims and the processes.

Our Governance Professional is responsible for ensuring that the policy is adhered to and each member of our governance volunteer team is enabled and supported in their engagement with the aims and the processes.

Statutory Training Compliance

A comprehensive programme of statutory training is in place for all staff. This is accessed through a range of professional sources. The statutory training is bespoke to role and responsibility. As part of induction, all new staff or staff new to role will undertake their statutory training.

Non-compliance

All colleagues will receive reminders to complete their statutory training. Colleagues who do not complete the required statutory training within 25 working days of the agreed completion date will be regarded as being in breach of their contract of employment (for employees) or the Governor Code of Conduct (for Governors and Trustees). The organisation will provide reasonable support to enable colleagues to meet their statutory training obligations. Where non-compliance continues despite suitable support, the matter may be addressed through discipline and conduct procedures and our Capability Policy.

Teacher and Leadership Development

Investing in high quality professional development for our teachers and leaders is a priority for the Trust. The Trust is committed to investing in an ambitious, embedded and impactful professional development offer for all its teachers and leaders. There is an expectation that all our teachers and leaders will actively engage in the menu of learning and development opportunities and also work collaboratively across our Trust to support the learning and development of others.

Our Menu of Professional Development

We offer a wide range of professional development that caters to the diverse needs of our teachers and leaders. Our menu of opportunities includes

- RISE Programme offer
- Online statutory and bespoke training from the National College
- Coaching and mentoring
- Regular professional development meetings dedicated to learning, sharing, discussion, and peer support
- Cross Trust and partners collaborations
- Level 4 to Level 7 accredited education courses and non-accredited learning opportunities working in partnership with Canterbury Christ Church University
- Bespoke professional development and National Professional Qualifications, including the RISE offer, Teaching Schools and Specialist Hubs

We use a range of strategies to support teacher professional development and learning; including peer review, 360 feedback, pupil voice, and moderation of work and outcomes data. All are underpinned by a commitment to reflective practice. Observations of teaching and talking about teaching and learning can provide a rich development opportunity. Learning and development come from a place of challenge and support, and a shared commitment to the organization's mission. The Trust recognizes that observation of teaching plays an important part in knowing what is working, evaluation, and school improvement. But this is undertaken in a culture of commitment to the individual's professional agency, role and responsibility and commitment to ongoing learning.

As a Trust and across our schools we value the opportunity to learn with and from colleagues. Observation of teaching is carefully planned through a reciprocal (instructional) coaching model. Teachers and leaders engage with observation of practice as a tool to support learning and development.

Teaching Assistant and Learning Support Development

The Trust recognizes the importance of the role of the teaching assistant and continues to seek ways to support our people on their development journey.

All Teaching Assistants will receive a programme of professional development, aligned with both school and trust priorities and individual needs.

The Trust employs Teaching Assistants at different levels based on the qualifications, experience and demands of the role. Teaching Assistants are supported in their development to both progress to higher level roles and or other roles across the organization, including training to gain NPQs or Qualified Teacher Status.

Our menu of opportunities includes

- Access to online training statutory and bespoke from the National College
- Coaching and mentoring
- Professional learning time dedicated to introducing new practice, sharing, discussion, and peer support.
- Level 4 to Level 7 accredited education courses and non-accredited learning opportunities working in partnership with Canterbury Christ Church University and providers of apprenticeships.
- Bespoke professional development and National Professional Qualifications, including the RISE offer, Teaching Schools and specialist Hubs

Business and Site Team Development

Across the Trust we have colleagues fulfilling a range of critical roles ensuring core functions of a high-quality trust are efficiently and effectively completed. Our people in these roles are recognized in our commitment to continuous development.

Our menu of opportunities includes

- Access to online statutory and bespoke training from the National College
- Team meetings dedicated to professional sharing, discussion, and peer support, including 360 feedback.
- Coaching and mentoring
- Level 4 to Level 7 accredited education courses and non-accredited learning opportunities working in partnership with Canterbury Christ Church University
- Bespoke professional development and National Professional Qualifications or other professional bodies

Volunteers

Volunteers play an important and invaluable role in our Trust and our schools. Our People Development Policy recognises their work and is committed to providing an appropriate development programme to meet their needs.

Governor, Trustee and Member Development

The work of our volunteer governors and trustees is integral to the work of a High-Quality Trust. The commitment to support the development of our volunteer governors and trustees is equally embedded. All governance volunteers will be inducted by the

Governance Professional, including a 1:1 meeting, Introduction to Governance VERITAS training, and shadowing.

Our menu of opportunities includes

- Access to online statutory and bespoke training from the National College
- Team meetings dedicated to professional sharing, discussion, and peer support and peer review, including 360 feedback.
- Coaching and mentoring
- Bespoke training from the National Governance Association or sector specific training for the governance of a Trust.

Learning and Support Volunteer Development

All volunteers undertake a programme of statutory training as part of their induction and the annual update.

Some of our volunteers are looking towards a career in the sector and thus their role as a volunteer is an important first step in this journey. Their development programme is appropriately personalized to attend to needs. Whether this volunteering is a precursor to teacher training, teaching assistant or business support role, the Trust makes a commitment to their development.

Additionally, some of our volunteers are supporting the school and children post-retirement, and as such, have differing needs. All our volunteers bring indispensable skills, commitment and enthusiasm to their role and the Trust makes a commitment to their development.

Learning Communities for All

We believe in the power of collaborative learning and actively promote professional learning communities.

These include:

- Team meetings dedicated to professional sharing, discussion, and peer support.
- Trust Peer Groups, Trust Focus Groups to address agreed priorities
- Annual Trust Conference
- Cross Trust/Schools collaborations e.g. Kent MAT Alliance; for example Writing Moderation, Kent Association of Leaders in Education
- Membership of and access to Chartered College of Teaching, Institute of School Business Leaders, National Governor Association, Confederation of School Trusts

Research and Dissemination of Practice

The Trust is proud of and committed to its culture of research and evidence informed practice. Research, evidence informed practice and the sharing of this is aligned to our people development values, how we learn, grow and support each other through collaboration.

Each year, colleagues will be invited to submit their learning to our Trust Journal. This could include a review of a course, a programme (NPQ) or research evaluation. We adopt a broad definition of research; this could include sharing reading of a book or a chapter or an article, or a new teaching resource that has been used, it could include being involved in a partner research project or part of an NPQ or MA programme.

Our Trust commitment to research and evidence informed practice is similarly aligned to our commitment to reflective practice, and engagement with personal professional development.

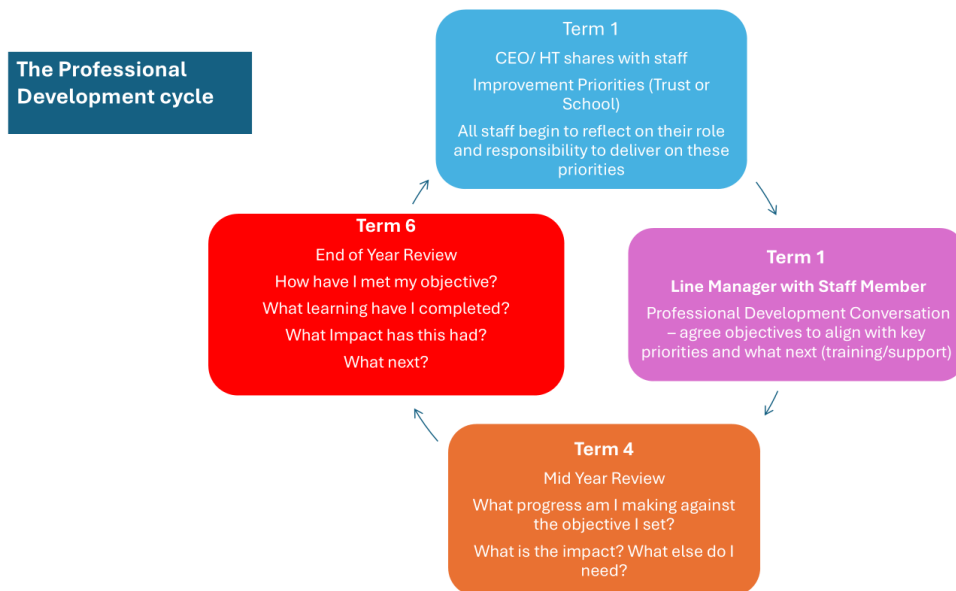
The Trust supports our people by providing membership of the Chartered College of Teaching, which is open to all our people. Through the CCT and our partnership with our regional University, Canterbury Christ Church University, we actively promote evidence and research informed practice.

There is an expectation that Trust employees who have been supported on an external programme (for example, National Professional Qualification) will submit to the journal. Evidence of engagement through dissemination of learning will additionally be useful to support colleagues who are wishing to review their grading or apply for promotion etc. There is no expectation or requirement to put together a portfolio of evidence. Individuals will be able to draw on a array of pre-existing evidence to support.

Those staff who are wishing to progress to Upper Pay Scale would also be expected to demonstrate their engagement with research and evidence informed practice through the Trust's journal, or another publication route e.g. Chartered College of Teaching Impact.

Our Process for Managing Professional development and continuous improvement

Our policy supports a culture of continuous improvement, whereby individuals identify a professional development objective, through a coaching conversation with their line manager. This objective would arise from a professional development review and would normally be linked to the School or Trust Improvement Priorities.



All our people will engage in a self-review and objective setting cycle, usually running from September to July each academic year, with a mid-year review.

The objective setting exercise will be informed by School and Trust Improvement Priorities. The objective could additionally be linked to aspirational goals, for example a teacher wishing to apply for Upper Pay Scale and thus would be aligned to the UPS Criteria (See Trust Pay Policy).

At a point of final review in July, in discussion with their line manager, an individual would demonstrate evidence of addressing their objective.

Simple documentation evidencing the initial professional conversation and the objective agreed, mid-year review and the final year end conversation will be collected. This will be stored in an individual’s EVERY HR Portal. The form captures the objective set and additional information of training and support. The form does not replicate or replace high quality discussions.

There is no expectation or requirement to put together additional paperwork as evidence of learning or professional development. However, colleagues may share evidence of training undertaken through the National College (My Training), or the completion of NPQ assessments, or reflections on a RISE Webinar appropriate. However, the focus must be on “and what difference” I have made/ what impact this is having. Additionally, the development conversation at the point of review should not replace ongoing “checking in” conversations which should be ongoing throughout the year.

Progression

At the point of setting objectives, a conversation should be had about career progression aspirations. The objective will additionally align with that personal goal.

There is no expectation or requirement to put together a portfolio of evidence at the end of year review. Individuals will be able to draw on an array of pre-existing evidence to support. The Trust Pay Policy further lays out specific criteria for pay progression.

Additional Support

Where any of our Trust Employees are identified as requiring additional support, the Trust is committed to using our combined resources to offer and provide timely and personalised interventions. There can be many factors attributing to an employee seeking additional support and our culture of openness and honesty comes to fore herein.

Capability is about fulfilling our core role and this is separate from professional development and learning.

Our [Capability Policy](#) lays out the steps should this need arise.

Conclusion

This policy aims to ensure that development is embedded and supported through the lived experience of all our people. Our commitment to support is both a vehicle for recruitment and retention, but most importantly, to ensure that we recognise that our people are important, valued and integral to our mission of making learning irresistible for all.