

Safeguarding and Welfare Requirements: Qualifications, training, support and skills

Providers must support staff to undertake appropriate training and professional development opportunities to ensure they offer quality learning and development experiences for children that continually improves.

Staff Training Policy

Statement of intent

At pre-school, we are committed to providing ongoing training and professional development opportunities for all staff at an appropriate level. This ensures practitioners have the skills, knowledge, and understanding needed to meet the needs of the children, maintain high-quality provision, and support staff retention and progression.

Aims

- To support every member of staff in achieving their full potential.
- To provide high-quality training that meets both individual and setting needs.
- To monitor and evaluate the effectiveness of training, development plans, and this policy.

Methods

- All practitioners are provided with a job description outlining their roles and responsibilities.
- Termly staff meetings are held, with dedicated time for training and the sharing of information about relevant courses.
- Regular staff appraisals take place to identify training and development needs. Individual training plans are then created and reviewed.
- An annual Action Plan is developed, identifying the training and development priorities of the setting. A proportion of the budget is allocated to support staff training.
- Staff are responsible for evaluating the impact of their training on their practice. This is discussed with the manager and contributes to evaluating the overall quality of provision.
- All staff receive annual in-service training in Child Protection and Safeguarding.
- Staff are encouraged to request additional training. Where appropriate, group in-service training sessions may be arranged to support the whole team.

Review

This policy will be reviewed annually to ensure it remains effective and reflects current best practice and statutory requirements.