



**London Borough of Waltham Forest**

# **Staff training and development policy**

**Early Years, Childcare & Business Development Service**

London Borough of Waltham Forest (LBWF), Early Years, Childcare & Business Development Service have written this document to help you write an operational procedure for staff training and development for your setting. This document is for reference only and you must adapt it to reflect the service your setting offers. To download guidance on other policies and procedures go to <https://thehub.walthamforest.gov.uk/>

Whenever we say parents in this document we mean parents and carers and whenever we say child we mean children and young people aged 0 to 19 years old (up to 25 years old for young people with SEND).

## **Aim**

The aim of this policy is to highlight your commitment to raising the quality of your provision by encouraging and supporting the professional and personal development of your staff team.

## **Points to consider**

- Do you have a long-term aim for staff training and development? For example, for all staff to be qualified at a minimum of level three.
- How do you make sure you meet the qualification and training requirements for your setting? Do you follow the requirements of the Early Years Foundation Stage or the General Childcare Register requirements? Think about qualified staffing ratios, first aid training, safeguarding children training requirements.
- Do you make sure you provide training for your staff to equip them to do their job and to meet your duties as an employer? For example, health and safety, food hygiene, manual handling, safeguarding children, behaviour management, fire marshal, observation and child development.
- Do staffs go on specific training to meet the needs of individual children? Think about specific medical needs, communication needs (for example, signing) and/or manual handling. This training is dependent on the current and future known needs of the children in your care (for example, a child due to start at your setting).
- Do you encourage new and/or unqualified staff to undertake training and/or do a qualification?
- Do you offer study support, such as study leave, to your staff undertaking a qualification?
- Do you use regular one to ones to identify the training and development needs of individual staff? Think about holding these every six to eight weeks.
- Do you use regular appraisals to identify the training and development needs of individual staff? How often are these carried out? Think about holding an appraisal at least once a year and a mid-term review after six months.
- Do staff have a professional development portfolio to keep a record of their professional development and to plan their future training? Are these used as part of their appraisal?
- Do you regularly update a staff training and development plan for your whole staff team? Think about when this needs updating – after appraisals, staff changes, new legislation, advice from the Early Years and Childcare Service or other organisations, such as Ofsted.

- Are staff clear about your policy for training and development? How is this shared with them?
- Do you run any in-house training for your staff team? Is this based on the staff training and development plan?
- Do you access training offered by the local authority Early Years and Childcare Service, Playwork Team?
- Do you have a budget for staff training costs? How is this used? Do you put a set amount towards qualifications?
- Do you support staff access other sources of funding for their professional development?
- Do staff sign an individual training/learning agreement if you invest in their professional development? Do they understand their commitment?
- How do staff that go on training share this with the rest of the staff team?
- Do you hold regular staff meetings?
- Do you evaluate the training staff go on and evaluate the impact this has had on the individual, setting and children in your care? You can use the Surrey EYCS staff training and development plan to help you. Contact your Workforce Development Advisor.
- Do you delegate job roles based on skills and expertise to offer recognition and to stimulate staff? For example, a lead for behaviour management, health and safety officer, looked after children officer, designated child protection officer?
- Do you have a lead for staff training?
- Does your setting welcome volunteers?
- Do you offer placements to students undertaking a childcare qualification?
- Do you give a mentor to volunteers and students to encourage staff to pass on their knowledge to those who are less experienced? Do you give mentors to new staff?
- Do new staff, students and volunteers go on any induction training?

## **Useful resources and websites**

- Ofsted - [www.ofsted.gov.uk](http://www.ofsted.gov.uk)
- Advisory, Conciliation and Arbitration Service (ACAS) - [www.acas.org.uk](http://www.acas.org.uk)
- National Apprenticeship Service [www.apprenticeships.org.uk](http://www.apprenticeships.org.uk)
- Student Finance [www.gov.uk/student-finance/overview](http://www.gov.uk/student-finance/overview)
- Early Years Qualifications Finder <https://www.gov.uk/early-years-qualifications-finder>

- Health and Safety at Work Act 1974  
<https://www.legislation.gov.uk/ukpga/1974/37>
- Equality Act 2010 <https://www.gov.uk/guidance/equality-act-2010-guidance>
- Childcare Act 1989 and 2004 <https://www.legislation.gov.uk/ukpga/1989/41>
- Contracts of Employment & Working hours  
<https://www.gov.uk/browse/employing-people/contracts>