

Staff Training & Development Policy

This policy document applies to the Whole School.



Scope

This document describes Bradford Grammar School's approach to training including Initial Teacher Training, and professional development of teaching staff. It is in eight sections:

1. General Principles.
2. Initial Teacher Training.
3. In-house training & development.
4. Sharing good teaching practice.
5. Courses run by external providers.
6. Procedure to be followed to access a training course.
7. Degrees and other professional qualifications.
8. Right to request time off.

1. General Principles.

1.1 Staff Training & Development.

1.1.1 Bradford Grammar School (the "School") recognises and values its staff resources and endeavours to develop employees, from both a personal and from an organisational viewpoint, in order that they may play a full role in the achievement of the School's objectives. In the case of teaching staff, for example, this is reflected through various staff development and training opportunities and support given for external professional activity.

1.1.2 The School acknowledges that employees may wish to further develop their skills and eligible (see below) employees have a right to request time off for Study Leave / Training. We recognise that from time to time there may be particular circumstances when it would benefit both the individual and the School to grant a period of study leave in order to facilitate undertaking certain qualifications or accredited training programmes with a view to becoming more productive/effective at work, or to develop a specific skill in order to improve productivity/performance.

1.1.3 In making requests for training, and in considering the timing of such proposed leave, it is expected that employees will be especially mindful of the needs of pupils and the smooth running of the School. Teaching staff are also encouraged to make effective use of non-teaching periods during the year to refresh and develop.

1.1.4 The School will make every effort to accommodate requests for time off for training, depending upon operational needs and provided that your duties can still be effectively carried out, but is under no obligation to pay for the training or to pay you whilst you take the time off for training. Where requests for study leave include requests for continued pay (either full or partial) such requests will be considered by the Chair of HR Committee on behalf of the Governors following the recommendation of the Headmaster or Bursar (as appropriate)

1.1.5 No-one who requests time off under this policy will be subjected to any detriment or lose any career opportunities as a result.

1.1.6 Wherever School-sanctioned training takes place, staff represent the School and must conduct themselves according to the School's expectations. The content of guidance documents (e.g. Disciplinary Guidance) stored in the Human Resources folder (see Shared Area) applies as it would on the BGS site on a normal School day.

1.2 Initial Teacher Training

1.2.1 Why we have teacher-training students at Bradford Grammar School

At Bradford Grammar School (BGS), we believe that taking an active part in Initial Teacher Training (ITT) has several benefits for the School:

- It enables teachers to reflect upon their own practice, expand their understanding and look afresh at teaching skills - thus encouraging teachers to develop their own practice.
- Gives teachers opportunities for professional development in Mentoring and supporting trainees.
- Brings new ideas into school.
- Enables staff to develop fruitful relationships with training providers.
- Enables staff to play a positive part in the preparation of the next generation of teachers.
- Enables the School to have another method of finding high quality applicants to fill vacant teaching posts.

1.2.2 General Information about ITT

Historically Universities trained ITT students and placed them in suitable schools to gain experience. Recent Government changes have meant that there are now many other routes available for training as a teacher.

BGS is a partner school with the White Rose Alliance and the Yorkshire Schools Teaching Alliance. These Alliances offer School Direct teacher training which supplements the training at the HEI. This means that ITT students start their first placement at BGS much earlier in the first term, although it is on a part-time basis at first. The ITT student will still receive some training at their University but will also have weekly training sessions with the Alliance on important aspects of classroom teaching. These sessions will take place in the Lead School. The Alliance also interviews the ITT students before accepting them. At BGS, the ITT Coordinator may be expected to assist with some aspects of this process. The ITT students will be awarded a PGCE as standard from their University.

2. Initial Teacher Training

2.1 Our Commitment

- 2.1.1 At BGS, our priority is the education and welfare of our pupils; as such, we try not to have classes that have too much ITT contact time in the timetable.
- 2.1.2 We aim to support our trainees, providing them with a quality experience by giving them opportunities for experiencing all aspects of classroom life. These experiences will be appropriate to their stage of training and include planning, teaching and assessing pupils' work; using different teaching and behaviour management strategies and fulfilling the general role of a class teacher. We will allow them, where possible, to join in other aspects of school life at BGS (including joining a form, staff meetings, whole staff training sessions, meetings with parents including parents' evenings and co-curricular activities).
- 2.1.3 We will regard trainee teachers as potential colleagues, to introduce them to pupils as visiting teachers; their ID cards will reflect this. We will be respectful towards trainees regardless of ethnicity, gender, sexual orientation or physical disability.
- 2.1.4 We aim to give the students an understanding of good practice, throughout the School and as such provide a training programme within the School that is run by the appropriate member of teaching or management staff.
- 2.1.5 We aim to treat them with appropriate sensitivity, where it is necessary to build their self-esteem and confidence and enable them to grow as learners and as teachers.
- 2.1.6 Graduates that contact the School wishing to experience the life of a teacher before embarking on a teacher training course are welcome at BGS. The placement can vary from a few days to a few weeks of experience.
- 2.1.7 Quality ITT students that have completed their training will be considered for employment at BGS, if there is a suitable vacancy.

2.1.8 We encourage teachers to train as Mentors and to work with training providers to ensure common standards and purpose.

2.2 Roles and Responsibilities:

2.2.1 The Deputy Headmaster

The Deputy Headmaster is the line manager of the ITT Coordinator.

Together with the ITT Coordinator, they will decide upon the number of trainee teachers accepted by BGS.

2.2.2 The ITT Coordinator will:

- Liaise with the Deputy Headmaster and Heads of Departments (HODs) when deciding upon the student places that are available each year and co-ordinate the allocation of trainees to departments.
- Ensure that the Deputy Headmaster and Headmaster are kept informed of any matters that might affect BGS.
- Be the link with the HEIs to ensure full compliance.
- Work with HODs to ensure that high quality and committed Mentors are allocated to students. If the Mentors are new, then the relevant training is provided by the HEI and Alliance, and supported by experienced Mentors in school, usually the HOD.
- Be responsible for overseeing the training of visiting and ITT student teachers.
- Ensure that all necessary documentation is completed by the visiting and ITT students for the HR department.
- Support Mentors and class teachers in their work with trainees.
- Be informed of any problems with the placements and take action as necessary with the Alliance and University.
- Attend relevant training and development sessions as required by the HEI.
- Attend partnership meetings with providers or send a Mentor as a representative.
- Liaise with HEIs and Alliances.
- Liaise with Mentors and subject tutors.
- Organise the induction of trainees as required, providing them with access to the expertise of specialist staff (for example, Safeguarding and Child Protection at BGS and special needs provision at BGS). Trainees that are part of a School Direct Alliance receive additional training from the Alliance in addition to the HEI.
- Give support and guidance to trainees, subject tutors and Mentors.
- Monitor the teaching and wider contribution of trainees.
- Meet with subject tutors and Mentors in order to ensure that all assessment requirements are met.
- Have overall responsibility for the trainee's experience in school and provide the link and contact with HEI providers and Alliances.
- Ensure that trainees have an ID card, the same access to resources, facilities and ICT equipment as all other staff.
- Advise the Headmaster about developments in ITT training providers, ensuring that BGS has up to date information about the most effective options available to us.
- Arrange suitable pastoral experience for the students with willing and suitable Form Tutors.
- Assist with interviewing potential ITT students together with Alliances as requested.

2.2.3 The Subject Mentor will:

- Induct trainees into the department, including providing information on resources, department policy, schemes of work, assessment policy, student data, Health & Safety and procedures for rewards and sanction. The Mentor is responsible for the supervision,

monitoring, assessment and pastoral care of trainees; ensure that trainees are fully informed of school routines.

- Organise a timetable of classroom work in accordance with the partnership requirements and BGS needs.
- Hold regular weekly meetings with the ITT student.
- Ensure that the trainee is provided with appropriate experiences of teaching groups and classes; arrange opportunities for them to observe good teachers at work in the School.
- Liaise with the representative of the training provider, for example the HEI Tutor or Alliance Lead Teacher, and fulfil agreed partnership requirements.
- Attend relevant training and development sessions as required by the HEI.
- Attend periodic meetings with other subject tutors and the ITT Co-ordinator.
- Maintain written records of the Mentoring process as required by the Alliance or HEI provider. The Subject Mentor will be responsible for the day-to-day contact with the trainees, ensuring that at all times the trainee has clear guidance with regards to lesson planning and evaluation, subject content and general professional activities.
- Undertake regular classroom observation and monitor the plans and evaluations for all lessons taught by trainees in the main subject.
- Those appointed as Subject Mentors will meet the following criteria:
 - be experienced, organised and competent teachers.
 - have a readiness to recognise a range of teaching techniques and skills.
 - have a desire to develop their own awareness and expertise.
 - have an understanding that there is a significant work-load associated with taking on the role, though the ITT Coordinator will arrange 50% cover remission as agreed with the Deputy Head.
 - be willing to meet with trainees at least weekly, in their own time if necessary, and to liaise with other departmental staff and subject tutors.
 - be a good listener, motivator and communicator.
 - be able to maintain detailed records of trainee progression.

2.2.4 The subject teacher (if not the Subject Mentor) will:

- Assist in the practical implementation of the Subject Mentor's role, in particular giving the trainee opportunities and encouragement to experience the role of the teacher.
- The subject teacher will be responsible for the supervision of and support for the trainee teacher in their classroom, and will play an important role in the evaluation and support framework for the trainee.

2.2.5 Form Tutors

Form Tutors will have a role in managing the pastoral experience of the trainees. The Form Tutor should ensure that the ITT student experiences as much of the role of the Form Tutor as is feasible.

2.2.6 The trainee will be expected to:

- Undertake all Safeguarding training before starting at BGS and provide relevant documentation for the Human Resources department to assess and photocopy.
- Behave professionally and respect confidentiality at all times; dress in accordance with the accepted appearance guidelines for the School; be reliable in matters of attendance and tasks assigned to them.
- Take an active part in their own professional development, seizing every opportunity they can to learn from their time at BGS through observation, discussion, self-reflection and experience.

- Play a full part in school life, both in and out of the classroom.
- Keep their evidence files up to date and respond to any BGS requirements in terms of paperwork.
- Represent the School and conduct themselves according to the School's expectations. The content of guidance documents (e.g. Disciplinary Guidance) stored in the Human Resources folder (see Shared Area) applies to trainees, as it does to employees of the School.

2.2.7 The training provider will:

- Set up a partnership agreement with BGS, which the Head agrees to and signs annually.
- Ensure that the School is fully informed of course requirements and receives all relevant literature.
- Provide a Link Tutor / Lead Teacher to support the Subject Mentors and trainees as necessary and to moderate the summative assessment of the trainee's performance.
- Respond to all issues raised with them by BGS.
- Provide training for Subject Mentors.
- Provide suitable training for the ITT students.

2.2.8 Other Arrangements

It is necessary for trainees to have areas where they can study. Wherever possible, this should be in the subject team base.

Trainees must have the same access to resources, facilities and ICT equipment as all other staff - this will be organised by the ITT Coordinator.

3. In-House Training & Development.

3.1 INSET Days.

The following are the priorities for INSET Days:

1. Statutory training (e.g. Safeguarding).
2. Training which the School deems to be essential for all teachers. By way of example in September 2018, teachers and support staff received a comprehensive Safeguarding update and training was provided in online safety and independent learning.
3. Departmental and Pastoral team planning meetings.
4. General School strategy and development updates.

3.2 Teaching staff Twilight Training Sessions.

The Senior School puts on twilight training sessions which are used to disseminate information from training courses. When a colleague attends a course, the content of which would be of benefit to other teachers, he/she is asked to condense the highlights into a 30-minute presentation which is offered to all teaching staff.

Twilight training sessions delivered by senior school teachers are organised by the Assistant Head (Development) as and when opportunities arise, typically twice per term. Such Sessions are optional.

Within the Junior School, information from training courses is shared during the weekly staff meetings.

4. Sharing Good Teaching Practice.

4.1 Peer Lesson Observations.

Teachers are actively encouraged to observe each other teaching as often as possible with a view to improving their practice. Peer lesson observations are required within the School's Personal Professional Development (PPD) programme and are facilitated by Teaching Triangles, administered by the Teaching & Learning Champions.

4.2 The Teaching and Learning Group.

The Senior School hosts an informal gathering of teachers who discuss pedagogy and new developments in teaching. Typically, this group, which is coordinated by the T&LCs meets two or three times per term and all teachers are welcome to attend.

4.3 TeachMeets and Practical Pedagogies.

Teachers are encouraged to attend TeachMeets and the School sends three or four members of staff to the Practical Pedagogies conference in Toulouse every other year.

5. Courses Run by External Providers.

The Assistant Head (Development) manages the supportive CPD budget to enable teachers to access training courses run by external providers and the HR Manager manages the support staff budget for training.

Many teachers hold First Aid qualifications at a level appropriate to the activities they run for the School; these are financed from a Health & Safety budget controlled by the Health & Safety Officer.

Teachers who contribute to co-curricular activities can access relevant training, usually funded from the central CPD budget.

The training financed from the CPD budget includes:

- Courses directly relating to delivery of subjects including new exam specifications and changes to the rules in sports, and proven approaches to teaching particular areas of subjects. Including ITT & IStip. (Approximately 50% of the CPD budget in 2016-17)
- Courses aimed at developing leadership skills among existing and aspiring leaders in the School. (Approximately 35% of the CPD budget in 2016-17)
- Courses related to the School's co-curricular programme, such as safety in the Theatre for example. (Less than 1% of the CPD budget in 2016-17 Courses related to pupil support: the pastoral role of Heads of Years and Learning Support including Special Educational Needs and Disability (Approximately 15% of the CPD budget in 2016-17)
- Job requirement courses such as a H&S certification or accreditation.

Employees might attend a course in response to a perceived need identified either by the employee or by their Head of Department. This might be a need for up-to-date training within the department or a desire for an individual to develop an area of their own practice. In the former case, it is expected that the Head of Department will organise a departmental meeting at which information from the course will be passed on.

Teachers might ask to go on a course to pursue their own interests or ambitions. It is preferred that the desire to access a particular type of training be stated at the conclusion of a PPD cycle (formerly Annual Review), with a view to attending a course during the following year.

As part of the annual review/personal professional development process teachers are encouraged to identify areas for professional development. Teachers might therefore attend a course in response to a perceived area of development identified by them or by the Head.

6. Procedure to be followed to access a training course.

The School has a standard form, which all employees are asked to complete to request training. It can only be submitted with support from the employee's Head of Department in the Senior School, or permission of the Head of the Junior School. A copy of the standard form is appended at the end of this document.

Attendance at courses is authorised by the Assistant Head (Development) or HR Manager, taking the following considerations into account:

- How important / useful / valuable is the training?
- Does it fit into a departmental or personal development plan? Ideally mentioned in a PPD document or during an annual Departmental Development meeting.
- Is the right person applying? This includes spreading opportunity and workload by ensuring that departments put different teachers forward for training through the academic year.
- Whether the employee can be released from their role for the time of the course.
- Value for money – the benefit of the course versus the cost of the course plus associated expenses.
- Is it relevant for the role they currently undertake or for future development?
- Is there a better way to access equivalent training in the light of the above?

Once access to the training course has been authorised the member of staff must ask the School's Purchasing Officer to reserve a place on the course and make any necessary arrangements for travel and accommodation.

7. Degrees and Other Professional Qualifications.

Employees who propose to gain a formal qualification can apply for study leave and request that the School pay all or part of the course fees. Each application is considered on its own merits. Anyone who expresses an interest in applying can do so using the Right to Request Time off process outlined below.

8 Right to Request Time off

8.1 Eligibility criteria:

- You must be an employee with at least 26 weeks' continuous service at the date of your request.
- The training requested must be relevant to your job role or to the School to improve your effectiveness at work and the performance of the School.
- Only one request will be considered in any 12 month period (unless the earlier training was cancelled, you were unable to start it due to unforeseen circumstances or you withdrew the earlier request because it was not valid), and once authorised, any contractual change will normally be formalised.

Any type of study or training can be requested under this policy. It does not matter how or where it takes place. For example, it could be:

- (a) training provided in the workplace;
- (b) a one-day training course provided by an external training provider;
- (c) a part-time college course;
- (d) an online training module (e-learning); or
- (e) a distance learning course.

8.2 Procedure

All requests should be made in writing using the form in the appendix. The School will either write acknowledging and confirming approval of the request or arrange a meeting within 28 days of receipt of the request in order to discuss it further. The purpose of such a meeting is to discuss it in depth and consider how it may be accommodated by the School. If the School cannot accommodate the request, alternatives may be suggested for your consideration.

The meeting will be arranged at a time and location convenient to both parties. The employee will be provided with the right to be accompanied at the meeting by a work colleague or Trade Union official. If the chosen companion is not available for the meeting the employee may ask for the meeting to be rearranged to a more convenient date/time, but if they fail to attend the meeting more than once, without good reason, the request will be treated as being withdrawn.

The employee may be asked to complete a questionnaire regarding daily tasks and responsibilities, which will assist the School in identifying requirements to cover the role. The School may treat the request as being withdrawn if you fail to submit the requested additional information on time.

Following the meeting the employee will receive a decision in writing within 14 days of the meeting. If the request is approved, the letter of confirmation will include the following:

- (a) whether the request has been accepted in part or in full;
- (b) the subject of the study/training;
- (c) when and where the training/study will take place;
- (d) who will supervise/provide the training/study;
- (e) the qualification (if any) the study/training will lead to;
- (f) whether time off will be paid or unpaid;
- (g) any change in arrangements;
- (h) how the costs of the study/training will be met.

If the request is declined, the School will provide the business reason(s) behind its decision, which may fall into the following categories:-

- (a) burden of additional costs (e.g. recruiting temporary replacements/paying overtime to cover workload, etc.);
- (b) detrimental effect on ability to meet operational demands if the training request is accommodated;
- (c) inability to reorganise the work among existing staff or to recruit;
- (d) inability to recruit additional staff in order to accommodate the request;
- (e) detrimental impact on quality;
- (f) detrimental impact on performance;
- (g) insufficient work available during the proposed work pattern;
- (h) training requested conflicts with planned structural changes;
- (i) unlikely to improve your effectiveness;
- (j) unlikely to improve the performance of the School;
- (k) suitable training not available.

If the request is approved in part the School will make clear which part is agreed and which part is refused and give the information detailed above in respect of the part agreed and the part refused.

8.3 Appeals

The employee has the right to appeal against the School's decision by detailing their grounds for appeal and submitting this in writing within 14 days from date of receiving the written decision from the School. Appeals should be addressed to the Headmaster or Bursar & Clerk to the Governors (as appropriate) and marked 'strictly personal'.

Within 14 days of receipt of the letter of appeal, the School will either uphold the request in writing or invite the employee to an appeal hearing. The timing of the appeal hearing/decision may be delayed pending further information/consideration by mutual consent of both parties. The employee will be provided with the right to be accompanied at the appeal hearing by a colleague or Trade Union official. Following the appeal hearing the School will provide a written decision normally within 14 days of the hearing. The decision will detail what has been agreed and on what ground(s) it is refusing, all or any part of the request and why. This decision is final.

8.4 Changes to study/training arrangements

If the employee does not attend the training/study, stops attending or changes the agreed arrangements in any way they must inform the School immediately in writing. They should also tell the school immediately if they become aware of any changes to agreed study or training, including changes to the timing or content of the course. Failure to do so may lead to disciplinary action.

8.5 If we need more time

There may be exceptional occasions when it is not possible to adhere to the time limits in this policy. For example, the school may need to delay holding a meeting or notifying of the decision. The manager will ask for agreement to extend the time limit, and will confirm in writing any agreement reached. In many cases this will be in the employee interests as it will enable the appropriate person to consider your request properly.

8.6 Financial Assistance

The School recognises and values its staff resources and endeavours to develop every member of staff, from both a personal and organisational viewpoint, in order that she/he may play a full role in the achievement of the School's objectives. If the employee is proposing to gain a formal qualification, the School may consider funding.

If financial assistance is granted, the school's commitment is to:

- (a) contribute funding, so far as budgetary constraints will permit, for between 50% and 100% of the course fee and the full cost of any examination fee;
- (b) assist with amendments to the working week to facilitate course attendance and study; and
- (c) ensure that this policy complies with our policy on equal opportunities in employment.

It is expected that staff applying for financial assistance towards costs will:

- (a) apply in writing, to the Headmaster [in relation to academic staff] or the Bursar [in relation to support staff], detailing:
 - how the proposed course might be of value to both the School and the individual;
 - how the course may contribute to the development plans of the School;
 - how long the course is planned to take;
 - how much time may be needed away from School and when that time is likely to be needed;
 - the cost of the course and examination fees (if any); and
 - and include a copy of the course prospectus.
- (b) remain with the School for the duration of the course and for one year following completion of the course.

Under certain circumstances including non-completion of the course, or if the member of staff leaves the employ of the School within one calendar year of completion of the course, the School will require repayment of course and examination fees. For further details, see section 1 of the Training Agreement Letter template which forms Appendix 2 to this document.

The School will not normally contribute towards the costs of books, materials or travel expenses.

Bradford Grammar School

CPD request

Approval to attend a CPD course must be obtained from the Assistant Head (Development) for teaching staff, or via the HR Department for non-teaching staff before any booking can be made. Applications to attend courses are more likely to be approved if they are submitted far in advance of the event.

The full cost of the training course including VAT should be specified and accurate. Up-to-date travel and accommodation costs must also be submitted (as appropriate). Applications will be processed quickly to reduce the likelihood of a rise in costs prior to a booking being made.

All course, travel and accommodation bookings should be made through the Purchasing Department. All applicants are strongly encouraged to liaise with the Purchasing Department prior to submission of this form to find the most appropriate travel and accommodation options (as appropriate) and as a courtesy to forewarn them of a booking request that may potentially come their way (via the Assistant Head (Development) or HR Department) if an application is approved.

To be completed by the applicant:

General details	
Applicant:	Date:
Course / CPD details and location (please attach any relevant supporting literature):	
From (date and time): All day	To (date and time): All day
Justification to attend (individual, departmental/sectional, whole school benefits) linked to Annual Review and Departmental or sectional development plans:	

Course cost (including VAT):

Approved by relevant line manager/HoD/SLT member who is supporting the request for training:

Line manager e-signature:

Date:

Additionally Approved by HoD where appropriate (necessary for approval and for the purposes of authorising cover).

HoD e-signature:

Date:

Travel and accommodation

Details of proposed method of travel (if appropriate):

Cost:

Details of proposed accommodation (if appropriate)

Cost:

Details of any other additional expenses:

Cost/s:

Cost

Total cost:

Additional relevant information / justification:

Approval

CPD approved by the Assistant Head (Development)/HR Department.

Assistant Head (Development)/HR Department e-signature and date:

A copy of this form has been forwarded to the Purchasing Department who will make the booking;

Bookings cannot be made however if actual costs are different to those identified above. The Assistant Head (Development) will contact applicants in this eventuality.

Additional notes from the Assistant Head (Development)/HR Department:

Post-Course Evaluation

Did you get what you expected / needed to from this course? Please elaborate briefly.

How will the course content benefit you, your practice and / or the School?

How and to whom will the content be disseminated?

Any further comments about course / provider / venue?

Would you recommend the course to others?

Appendix 2 Template of Training Agreement Letter.

Name

Date

Dear Name

Training and Development Agreement

Further to your request to pursue training for COURSE NAME in NAME OF COLLEGE OR TRAINING COURSE PROVIDER I am pleased to inform you that the School has agreed to support you on the following terms:

Course Fees

The School will pay for the cost of the course fees. The amount paid by the School will be INSERT AMOUNT inc. VAT.

Examination Fees

The School will pay for AMOUNT set of examination fees if applicable. Should the need arise to re-sit an examination, payment will only be made on successful completion of the examination.

Time off for attendance

You will be released during term time to attend the course and I would ask that you gain prior agreement with YOUR LINE MANAGER in terms of the hours and dates this would involve.

Travel Expenses

Travel expenses will not be paid. If you feels there are exceptional circumstances to be considered then please consult the HR department.

You will appreciate that the cost of the training is substantial and the School will need to recoup the cost of the training if you leave employment of your own accord during the training or within a period of 12 months after the training has ended.

The School will require you to enter into an agreement to the effect that you repay the training costs on a sliding scale as detailed.

1. In consideration of the School agreeing to meet the costs of the course, you undertake to reimburse to the School the Costs if:
 - 1.1. you voluntarily withdraw from or terminate the Course early without the School's prior written consent;
 - 1.2. you are dismissed or otherwise compulsorily discharged from the Course, unless the dismissal or discharge arises out of the discontinuance generally of the Course;
 - 1.3. your employment is terminated by the School for any reason (other than by reason of redundancy) either prior to completion of the Course or within one year after the end of the Course, except that, in the latter case, the amount which would otherwise be due to the School shall be reduced by 1/12th part for each complete calendar month after the end of the Course during which the Employee remains employed by the School; or
 - 1.4. you resign from the employment of the School either prior to completion of the Course or within one year after the end of the Course, except that, in the latter case, the amount which would otherwise be due to the School shall be reduced by 1/12th part for each complete calendar month after the end of the Course during which the Employee remains employed by the School.
2. To the extent permitted by law, you agree that the School may deduct a sum equal to the whole or part of the Costs due under the terms of this Agreement from your final wages (as defined in section 27 of the Employment Rights Act 1996) or from any other allowances, expenses or other payments due from the School to you.
3. If your final salary payment is not sufficient to meet the debt due to the School under the terms of this Agreement, you agree that you will repay the outstanding balance to the School within one calendar month of the date of termination of your employment, such payment to be made as agreed with the School.
4. The amount due to the School under the terms of this Agreement is a genuine attempt by the School to assess its loss as a result of the termination of your employment and takes into account the derived benefit to the School. This Agreement is not intended to act as a penalty on you upon termination of your employment.

If you agree to the terms of this agreement as set out in this letter please sign and return a copy of this letter to me by DATE. Please note that the School will not pay the cost of the training fees until a copy of this letter has been signed and returned.

Yours sincerely

NAME
Human Resources

Agreement to repay training costs on leaving employment

I hereby agree to the training agreement as set out above.

Signed:

Date:

Policy reviewed by: Mr P Merckx, Assistant Head Development
Last policy review date: November 2018
Next policy review date: Summer 2019