# FPPF

## Growing our Staff Policy

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<td>Mike Wallace</td>
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<td><a href="mailto:office@FPPF.org.uk">office@FPPF.org.uk</a> or <a href="mailto:office@fpis.org">office@fpis.org</a></td>
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<tr>
<td>1</td>
<td>October 2019</td>
<td>M Wallace</td>
<td>Approved</td>
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GROWING GREAT STAFF

INTRODUCTION
The challenge to us all within the Furze Platt Primary Federation is to always improve, to always get better; as we expect of our children. We need to promote staff well-being and a supportive culture in order to unlock the skill, passion and knowledge that our staff possess. The quality of our teaching and supporting learning are at the top of our agenda and all of our staff is our greatest assets. Therefore, our professional growth processes exist to ensure that our staff are able to be the very best they can be. This in turn leads to improved organisational performance as seen in improved outcomes for our children and promotion of well-being.

The Furze Platt Primary Federation has removed traditional ‘performance management’ and have replaced it with ‘professional growth’; a different perspective and a new direction designed to challenge thinking, promote deep reflection, collaboration and change for the better.
This policy sets out the framework for a clear and consistent approach to the development of our staff and our expectations in terms of the high standards to which all our staff aspire.

PURPOSE
Our ‘Professional Growth’ policy outlines the approach that we take to help our staff to become the very best version of themselves; supporting them to make the next steps but also creating a culture that encourages them to stay and grow with us.
Professional growth within this model has several purposes;

- To build and enhance expertise, and secure continuous growth and improvement through proactive CPD
- To enable reflection on strengths and successes, and areas for further growth through new challenges and roles
- To recognise and promote a culture of professionalism

Effective and proactive professional developments are a core part of securing effective learning. They requires a desire and willingness to continually improve with a shared commitment for staff to support one another to develop so that our children benefit from the highest quality teaching and support. This policy requires a commitment from all staff to actively engage in developing their own practice in order to seek further growth in professional knowledge that provides solutions to the issues we face in school. Professional growth in the Furze Platt Primary Federation is ‘done by’ not ‘done to’ our teachers.

We have a sense of belief and pride that we can be the very best, driven by a sense of moral purpose and a desire to continuously improve. We regard professional development as a key driver not only of staff development, but also of recruitment, retention, well-being, and school improvement.

Our ‘Professional Growth’ policy outlines the approach that we will take to help our staff to become the very best version of themselves; supporting them to make the next steps in their careers but also creating a culture that encourages them to stay and grow with us at FPPF.
CONTINUOUS PROFESSIONAL GROWTH
Effective, and genuinely continuous, professional growth...
- has a focus on improving pupil outcomes
- builds and enhances knowledge and expertise to bring about changes in practice
- has a clear and SMART focus
- recognises that novice and experts learn differently
- focuses on what works, challenges existing assumptions and is, therefore, evidence-informed
- involves collaboration with colleagues and peer support
- is sustained over time and includes frequent opportunities for learning; experimentation and practice, reflection and evaluation, honest frequent feedback and solutions-focused coaching.

The education of our children is our first concern, and we are accountable for achieving the highest possible standards in work and conduct. The Teachers’ Standards define the minimum level of practice expected of teachers from the point of being awarded qualified teacher status (QTS). The Teachers’ Standards also set out a number of expectations about professional growth.

Teachers should:
- keep their knowledge and skills as teachers up-to-date and be self-critical and reflective;
- take responsibility for improving their teaching through appropriate professional development, responding to advice and feedback from colleagues;
- demonstrate knowledge and understanding of how students learn and how this has an impact on their teaching;
- have a secure knowledge of the relevant subject(s) and curriculum areas;
- reflect systematically on the effectiveness of their teaching;
- know and understand how to assess the relevant subject and curriculum areas.

APPOINTING APPRAISERS
The Executive Headteacher will be appraised by the Governing Body, supported by a suitably skilled and/or experienced external adviser who has been appointed by the Governing Body for that purpose.

In this Federation the task of appraising the Executive Headteacher, including the setting of objectives, will be delegated to a sub-group consisting of two or three members of the Governing Body. The external adviser will be present at the annual performance management meetings.

The Executive Headteacher will decide who will appraise other teachers.
EFFECTIVE PROFESSIONAL REFLECTION

Rather than starting with how to do professional development, we should be clear about what we hope to achieve and what teachers already know and do. Therefore professional growth involves effective reflection. Within this federation the Teachers’ Standards and Teaching Assistant accountabilities form our benchmark for reflection, review and evaluation in order to ensure that our staff identify areas for further growth and maintain their existing high standards.

We need to ensure our practices focus on solutions, not problems, on finding answers within our colleagues rather than having imposed, often superficial, targets which all too often become forgotten. We also need to ensure that we help our staff build on their strengths first before they start fixing their weaknesses. The evidence we use to reflect on performance and development will not be solely based on student data or a small number of lesson observations. The Federation, therefore, will have no high stakes observations (unless part if a capability procedure) and rejects the notion that our staff should be held to account for data-driven targets that no one individual can be solely accountable for. Instead the Federation is committed to developing a professional culture which drives quality assurance from within; an enabling process rather than an imposed top down process.

EVALUATING YOUR PROGRESS

The Federation wishes to encourage a culture in which all staff take personal responsibility for improving their practice through appropriate professional development. Professional growth will be linked to FPPF, subject or phase development plans and to the on-going professional development needs and priorities of individual staff and, of course, the children they teach.

As long as our staff continue to meet the standards expected of them and engage in the process of professional growth (as shown in the career pay progression), pay progression through each stage (see Career Pay Expectations) will be automatic and not linked to any mechanism of traditional ‘performance management’. We expect teachers to progress up their pay scale as the norm.

In order for our process of professional growth to be successfully completed the following criteria need to be addressed:

- Staff will reflect on their successes, strengths and areas for further growth against the Teachers’ Standards (Appendix A) or Teaching Assistant accountabilities (Appendix A). There is no RAG rating but a personal scaling exercise for each standard.
- Use the scale after each standard to reflect on how well you are doing against each standard/accountability and, most importantly, what you might do next to become even better. This can then be shared as a prompt for the discussion and possible goal setting.
- The focus for professional growth which is detailed in the ‘professional growth plan’ (Appendix B). Each member of staff, therefore, needs to carefully reflect on their current context, standards and practice to ascertain the most impactful development focus. The focus will be then be discussed and established with the support of the member of staff’s line manager.
- To aid this discussion and the establishment of a challenging focus a script is recommended for use by line managers (Appendix C). This discussion will take place in October – see Professional Growth timeline (Appendix F). This focus is then sustained over a significant amount of time and all staff are required to engage in opportunities for learning and experimentation, reflection and evaluation, feedback...
and coaching. It is intended that professional growth and learning, rather than just being confined to meetings in specific times and places, will become embedded into staffs’ everyday work practices.

- Teachers will regularly reflect on their progress of the ‘professional growth plan’ as they design lessons to purposely practise the focus of their ongoing learning and subsequently reflect on the effectiveness of any changes in practice.

- This sustained development work will be presented to colleagues at the end of the cycle for the benefit of reflection, accountability and sharing effective practice. (Appendix D). See also Professional Growth timeline (Appendix F).

- All staff are also required to engage fully with any whole school/FPPF professional growth priorities.

- In addition, any Upper Pay Range teacher, TLR holder or member of staff on the leadership pay spine will have a goal linked to our Career Pay Expectations. This goal will be recorded on the leadership goal plan (Appendix E).

**PROFESSIONAL GROWTH PLAN**

*What knowledge and skills do we need to address the learning needs of our students?*

In order for our staff to answer this question, they are asked to take control of their own professional learning and plan for how they will meet the needs of their class or a specific pupil/group; ‘the professional growth plan’.

For professional growth to be truly continuous and sustained over time, each member of staff formulates a ‘professional growth plan’ (Appendix B). This requires each member of staff to reflect on current practice and subsequently build their expertise through sustained focused inquiry and frequent purposeful practice. Newly qualified teachers (NQTs) are not required to undertake this task as they have a separate programme of support and development.

This individual and unique plan will identify what we hope we will learn or do differently, and the approaches to achieve this; content and process. The professional growth plans also require our members of staff to identify the possible impact of their work on pupils’ outcomes although it is recognised that in the complex process of growth, impact on students’ outcomes is difficult to directly correlate. Nonetheless, this policy is built on the assumption that changing practice will change the pupils’ learning experiences and therefore impact their outcomes. Therefore, the ‘professional growth plan’ requires the learning to be ongoing and in depth as this is more likely to have far more positive impact on practice and outcomes for children than brief and superficial ‘training’ that lacks focus and context.

In the ‘professional growth plan’ a clear goal is set by each member of staff – a focus on what to change or develop further with intended impact. We value the importance of autonomy and choice in the focus of each individual’s development and we understand that providing staff with opportunities to substantially affect and direct their own goals, practice and inquiry is a powerful motivator. Our professional learning must be driven by an individual’s motivation to become even better rather than being told what to do. Those staff members who set and monitor their own goals are those who will continue to grow as professionals. We will, therefore, provide effective training, opportunities and time that will give our staff the chance to work on a focus of their choosing that positively affects the children they teach.

This focus for this bespoke plan will, of course, be chosen within parameters and our staff are expected to connect their work to the class(es), pupils, school or FPPF priorities.
The ‘professional growth plan’ is a ‘live’ document and the expectation is that is reflected on and referred to frequently, adjusted where appropriate, but it always forms the basis of our continuous professional growth. A major part of our professional learning is trying out things in practice. Staff are therefore expected and encouraged to purposefully practise; to design lessons/sessions/interventions that force them out of autopilot and ensure a deliberate focus on experimentation within, and outside of, the classroom. To ensure that growth is continuous and progress ensured, our staff are expected to engage also with professional support.

**PROFESSIONAL SUPPORT**

Professional support will be available for all of our staff so that they can continue to grow and develop. This support can take many forms; dialogue, conversations and co-planning, mentoring and coaching, analysis, feedback and observation.

Our staff are therefore expected to create partnerships with others, including those with expertise, to support their professional learning and generate information about their progress so that they can monitor and adapt their learning. Staff are expected to support and assist colleagues through opportunities to reflect on reviewing progress and helping the member of staff to consider the effectiveness of their practice. The role of any member of staff when supporting a colleague is to push and challenge their thinking so that each member of staff becomes an adaptive expert who is capable of continually growing; reflecting on, and expanding, the depth and breadth of their classroom expertise.

**Feedback**

Providing people with feedback on how they are doing against their goals increases the chances of those goals being reached. Any feedback for the member of staff should therefore focus on the agreed development area and should be provided as soon as possible after any support or visit has taken place. Feedback from classroom observation should be feedback as information and where possible, and appropriate, be non-judgemental. The subsequent conversation is where the learning and action should take place and this structured professional dialogue focuses on the further development of an area of need for the member of staff and/or their pupils. These conversations will be challenging yet respectful dialogue about improvement. Therefore, during this conversation the member of staff and the ‘coach’ will always identify a next step; as feedback without goal setting, is just information.

**Observation**

The Federation recognises that lesson observation alone is a poor method for judging the quality of teaching and the depth of the learning. Therefore, lesson observations will NOT be graded and will NOT be used as a single indicator of performance or as a single indicator for assessing whether the Teachers’ Standards have been met. However, it also recognises that feedback from observing and being observed are essential to growing staff. Consequently lesson observation within the Federation has two main purposes:

- To help the teacher/teaching assistant you are observing become even better
- To learn from the teacher you are observing

All staff are expected to engage with the available professional support as a means of further developing their own practice. If observation is the preferred method of professional support then the timing and focus for the observation will be determined by the member of staff being observed. During the course of the year all members of staff are required to receive feedback on their professional growth focus in order to build and enhance expertise, and secure continuous growth and improvement. (Timeline – Appendix F). Feedback enables reflection on strengths and successes, and planning of next steps necessary for further growth. Therefore, any professional support including observations of practice will be carried out in a supportive and
developmental manner by a pre-designated colleague, usually the member of staff’s line manager.

Newly qualified teachers (NQTs) and those teachers receiving additional support will receive more professional support to enable more rapid growth. An individual member of staff is free to request additional support to receive further feedback in order to support their continuing growth.

**All staff are expected to support and learn from colleagues.** Therefore, during the course of the year, each member of staff is expected to observe a colleague with the sole focus of going to learn from them. This visit will enable each member of staff to identify possible next steps in their development based on the learning gained from their colleague. Staff should be the drivers of their own professional collaboration.

Those with responsibility for curriculum development will also use professional support including classroom observations as a means of evaluating curriculum design and implementation. The length and frequency of any professional support or progress check will vary depending on specific circumstances.

**UPPER PAY RANGE**
The Upper Pay Range is a salary range available to qualified teachers who have been assessed as being eligible to be paid at this level. Moving on to the Upper Pay Range is often referred to as 'crossing the threshold'.

To move onto the Upper Pay Range our teachers must demonstrate that:

- They are highly competent in all of the Teachers' Standards and have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies.

- They have fully engaged in the process of professional growth leading to an extensive knowledge of curriculum, assessment and pedagogical developments within their relevant phase or subject.

- Their achievements and contribution to their school are 'substantial and sustained'. We believe that as long as they have met the Teachers' Standards that they have met the 'substantial' criterion. The 'sustained' criterion should be two years or more working at this level.

- They have the potential and commitment to undertake professional duties which make a wider contribution to their school. This will often involve working beyond their own classroom and possibly their school to guide the professional growth of other teachers. This may include the sharing of good practice, mentoring and coaching, and providing demonstration lessons for less experienced colleagues. Upper Pay range teachers are expected to promote collaboration and work effectively as a team member.

**Applying for Upper Pay Range**
There is no formal application process to move to the Upper Pay Range and our teachers are not required to maintain a portfolio of evidence to support their application. As it is a voluntary
process, teachers should make their headteacher aware that they wish to be considered to progress on to the Upper Pay Range. Applications can be made at any time during the academic year but only once a year.

**Maintaining the standard**
When teachers move on to the Upper Pay Range they must maintain this standard (In line with Career Pay Expectations). The Federation will provide the support they need to be able to do this so that they continue to make a substantial and sustained contribution to the school and the development of their colleagues' skills for the benefit of all learners.

**Progression within the Upper pay Range**
Progression within the upper pay range will be automatic as long as our teachers continue to fully meet the Teachers’ Standards, engage in the process of professional growth, and sustain a substantial and wider contribution to the school. We expect teachers to progress up the pay scale as the norm.

**Where a switch to capability might be necessary**
If the appraiser is not satisfied with progress, the member of staff will be notified in writing that the appraisal system will no longer apply and that their performance will be considered under the capability procedure. S/he will be invited to a formal capability meeting. The Federation would invoke its capability procedure.
Appendix A

<table>
<thead>
<tr>
<th>Name:</th>
<th>Role: Current pay grade</th>
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</thead>
<tbody>
<tr>
<td>Reviewer:</td>
<td></td>
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<tr>
<td>Date:</td>
<td></td>
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<tr>
<td>Moving through MPS?</td>
<td>Yes</td>
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<tr>
<td>Applying for UPS status?</td>
<td>Yes</td>
</tr>
<tr>
<td>Moving through UPS?</td>
<td>Yes</td>
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<tr>
<td>Staying on current pay grade?</td>
<td>Yes</td>
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</table>

**TEACHERS’ STANDARDS**

These standards are to be maintained to ensure movement from main pay spine (MPS) 1 through to MPS 6. They must also be maintained to ensure movement to and through the upper pay range.

**Post holder:**

This reflection should initially be completed by the post holder. Use the scale after each standard to reflect on how well you are doing against each standard and, most importantly, what you might do next to become even better. This can then be shared with your reviewer as a prompt for the review discussion and the subsequent setting of goals for further growth.

**Reviewer:**

Use the post holder’s reflections on the standards to inform next steps and a possible focus for the ‘professional growth plan’

<table>
<thead>
<tr>
<th>PART ONE TEACHING:</th>
<th>Current Reality</th>
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<tbody>
<tr>
<td>A teacher must:</td>
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</tbody>
</table>

**1 Set high expectations which inspire, motivate and challenge pupils**

1a. Establish a safe and stimulating environment for pupils, rooted in mutual respect.  
1b. Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions  
1c. Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

**Next step(s):**

**2 Promote good progress and outcomes by pupils**

2a. Be accountable for pupils attainment, progress and outcomes  
2b. Be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these  
2c. Guide pupils to reflect on the progress they have made and their emerging needs  
2d. Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
2e. Encourage pupils to take a responsible and conscientious attitude to their own work and study

<table>
<thead>
<tr>
<th>Next step(s):</th>
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### 3 Demonstrate good subject and curriculum knowledge

3a. Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

3b. Demonstrate a critical understanding of the developments in the subject and curriculum areas, and promote the value of scholarship

3c. Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject

3d. If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics

3e. If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

<table>
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<tr>
<th>Next step(s):</th>
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### 4 Plan and teach well-structured lessons

4a. Impart knowledge and develop understanding through effective use of lesson time

4b. Promote a love of learning and children’s intellectual curiosity

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

4c. Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired

4d. Reflect systematically on the effectiveness of lessons and approaches to teaching

4e. Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

<table>
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<tr>
<th>Next steps(s):</th>
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### 5 Adapt teaching to respond to the strengths and needs of all pupils

5a. Know when and how to differentiate appropriately, using approaches which enable
<table>
<thead>
<tr>
<th><strong>Objective</strong></th>
<th><strong>Score</strong></th>
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</thead>
<tbody>
<tr>
<td>Pupils to be taught effectively</td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>5b. Have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these</td>
<td></td>
</tr>
<tr>
<td>5c. Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development</td>
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<tr>
<td>5d. Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them</td>
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### Make accurate and productive use of assessment

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<thead>
<tr>
<th><strong>Objective</strong></th>
<th><strong>Score</strong></th>
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<tbody>
<tr>
<td>6a. Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</td>
<td></td>
</tr>
<tr>
<td>6b. Make use of formative and summative assessment to secure pupils’ progress</td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>6c. Use relevant data to monitor progress, set targets and plan subsequent lessons</td>
<td></td>
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<tr>
<td>6d. Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback</td>
<td></td>
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<td>Next Step(s):</td>
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### Manage behaviour effectively to ensure a good and safe learning environment

<table>
<thead>
<tr>
<th><strong>Objective</strong></th>
<th><strong>Score</strong></th>
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<tbody>
<tr>
<td>7a. Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy</td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>7b. Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly</td>
<td></td>
</tr>
<tr>
<td>7c. Manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them</td>
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<tr>
<td>7d. Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary</td>
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</table>
### Part two: Personal and professional conduct

**1 Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour within and outside school, by:**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Current reality</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position</td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>1.2 having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions</td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>1.3 showing tolerance of and respect for the rights of others</td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>1.4 not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs</td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>1.5 ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law</td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
</tr>
</tbody>
</table>

**2. Teachers must have proper and professional regard for ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality**

**3. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities**

Next step(s):
### Appendix B

**Name:**

<table>
<thead>
<tr>
<th>Reflections</th>
<th>When I’m at my best, what are my strengths?</th>
<th>Identified from my own reflections, results and data analysis and any feedback from my colleagues.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>What are my development needs?</strong> Identified from my own reflections, results and data analysis and any feedback from my colleagues.</td>
<td></td>
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<table>
<thead>
<tr>
<th>Needs</th>
<th>What are the learning needs of my class or a class that I teach?</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>What could I do better and more often that would help them make the most progress?</td>
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<tr>
<td></td>
<td>What are the barriers to them becoming better learners?</td>
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<table>
<thead>
<tr>
<th>Goal</th>
<th>What do I intend to focus on so that my class make even better progress?</th>
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<tbody>
<tr>
<td></td>
<td>I need to focus on the learning needs of the students not just what I do as their teacher. I need to challenge myself too. How challenging is this goal?</td>
</tr>
<tr>
<td></td>
<td><strong>How will I know that I have been successful?</strong> What will be different? What will I notice? What will the students be able to do? What evidence of impact can I collect? What’s the ideal outcome? What’s 10/10 look like?</td>
</tr>
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<table>
<thead>
<tr>
<th>Reality</th>
<th>How close to achieving this goal am I and what do I do already that helps?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Where am I on a scale of 0 – 10, where 10 is my ideal? What’s working? What have I tried already? What has made a difference previously? What have I tried that hasn’t worked? What might get in the way?</td>
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</tbody>
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<thead>
<tr>
<th>Options &amp; Actions</th>
<th>How do I intend to achieve this?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What knowledge and skills do I require to meet my students’ needs? What research will I undertake to find out more? How could I approach this goal? What actions will I take? What will I do first? Who will help me? I need to focus on sustained and purposeful practice.</td>
</tr>
</tbody>
</table>

**Summary:**

**By:**
*I am going to:*

**So that:**
Appendix C

PRAISE:
Linked to previous action step to validate the teacher’s previous effort.

PROBE:
Start with a probing question that narrows the focus to a specific part of the lesson.

IDENTIFY THE ISSUE & ACTION STEP:
4 levels of possible support.
• Teacher identifies the problem
• Coach asks scaffolded questions
• Coach presents classroom data
• Coach states the issue directly

PRACTISE:
If appropriate, practise there and then.

PLAN AHEAD & SET A TIMELINE:
Fit in with future lessons.
Weekly objective?

LOCK IT IN:
Confirm their understanding by...
...asking them to summarise feedback.
...asking them to prioritise the most important parts of the feedback.
...asking them to identify the next action they’ll take to implement the feedback.

Appendix D

The impact of my work this year

Name:

REFLECTIONS
What did you intend to achieve this year?
What did you do to move towards achieving this aim?

IMPACT
What has the impact been of this work on the pupils’ learning?

RECOMMENDATIONS FOR COLLEAGUES
What would you recommend colleagues to do if they focus on this area of development?
How could your findings be successfully implemented in other contexts?

Please email this review to your team leader once completed.
Retain a copy yourself.
Appendix E

Every year, each teacher is required to engage in a cycle of professional growth by focusing on one specific area of their teaching to enhance their expertise which hopefully leads to improved pupil outcomes. This focus is sustained over time and includes frequent opportunities for learning; experimentation and practice, reflection and evaluation, honest frequent feedback and solutions-focused coaching. This should be carefully chosen and a discussion using the GROW model is used to help ascertain this challenging professional growth focus.

**GOAL**

**Establish the starting point.**

1. What do you see as your skills and own development needs? Think about your own reflections on your current practice as well as feedback you may have had from colleagues.
2. What are the learning needs of the class you would like to focus on? What do you feel that you could develop further to enable all pupils to make even better progress?

**When exploring the goal, encourage your colleague to build a detailed vision of future success.**

3. What specifically do you want to achieve? What difference will it make to you and your pupils?
   - What do you want to change? How will your goal support whole school/subject/phase priorities?
4. What’s the real challenge for you here? How challenging is this goal? What will you need to consider to make this goal realistic and achievable? Where will your support come from?
5. Imagine you are successful. How will you know you have been successful? What specifically would be happening when you are successful? What’s the ideal outcome? What’s 10/10 look like? What are the benefits for you and what are the benefits for your pupils? How will it feel like to achieve this goal?

**REALITY**

**Establish what is working already, and any strengths and successes that can be built on.**

1. Where are you on a scale of 0 – 10, where 10 is your ideal? What have you tried so far? What’s working already? What have you tried that hasn’t worked?
2. How confident are you of achieving this goal?
3. What might get in the way of you achieving this goal? How will you overcome any barriers?

**OPTIONS**

**Generate possibilities and options to achieve the goal as this creates greater autonomy.**

1. What are your options for achieving this goal?
2. What else could you do? And what else?
3. What approaches do others take in similar circumstances?
4. Who could you ask to get a different perspective?

**WHAT NEXT?**

**Establish the focus and how to get started.**

1. What do you intend to achieve?
2. What knowledge and skills do you require to achieve this goal?
3. Who might support you? How can I help?
4. What are your first steps?
5. How will you monitor your progress, evaluate impact and identify area for further development?
   - When will we revisit and review this?
6. How will you share your successes and challenges?
7. Confirm and summarise your goal (By... I am... so that...)

Appendix F

September

Reflection and analysis:

- Analysis of your results and data.
- Analysis of your current class or classes to ascertain their issues and needs.

October

Preparation for the Professional Growth discussion:

- Reflection on the Teachers’ Standards.
- Draft your Professional Growth Plan.

Professional Growth discussion with your line manager:

- Sharing of reflection on the Teachers’ Standards and subsequent next steps.
- Reflection on last year’s Professional Growth Plan, if appropriate.
- Establish ‘Professional Growth Plan’ focus and compose this year’s plan.
- If appropriate, reflect upon last year’s leadership goal and establish this year’s goal.

Mid February:

Research and practice

- Initiate ‘research’ and practice of your professional growth focus.

Professional support and progress check-ins

- Focused on your ‘Professional Growth Plan’ and undertaken by your line manager who will help you establish if the goal is appropriate and, if it is, how you have started and what impact this focus has had so far. An opportunity for feedback, professional dialogue and establishment of your next steps set within GROW structure.
- Update your ‘Professional Growth Plan’, if appropriate.
- Continue research and practice of your professional growth focus and include an opportunity to learn through observing colleagues’ practice.
- An opportunity to share the progress you have made so far with your professional growth focus with your respective phase or subject teams at a designated team meeting.
- Review of ‘professional growth plan’ and progress within the Teachers’ Standards.

March/April

Research and practice

- Continue research and practice of your professional growth focus.

May

Professional support and progress check-ins

- Seek feedback on your professional growth focus to help inform your end of cycle review.

June / July

End of cycle review, reflection and sharing of recommendations

- Complete a write up of your Professional Growth Plan, share with your team and send to your line manager.