



Our Lady of the Assumption Catholic Primary School

Approved Support Staff Professional Growth Policy

Our Mission Statement:

'Love One Another As I Have Loved You' (John 13:33-34)

Approved by Full Governing Body: 24 September 2025

Signed

Chair of Governors.

To be reviewed: September 2028, or dependent on any legislative changes

Safeguarding Statement:

'Our Lady of the Assumption Catholic Primary School is committed to safeguarding and promoting the safety and welfare of all children and expects all staff, parents, governors and volunteers to share this commitment.'

Our Vision

As a Catholic school that puts Christ at the centre, we are committed to encouraging everyone to 'Be the Best They Can Be'

Values and Ethos

We believe that everyone is made in the image and likeness of God and we value the equality of all, reject discrimination of any kind, and welcome the diversity of different cultures.

1. Aims

Being a member of support staff is one of the most important roles we have at Our Lady of the Assumption. This policy puts improving and maintaining the highest quality of provision at the very heart of the process, and recognises the key role that support staff at all levels have to play in ensuring every child has the best chance of achieving their very best.

2. Introduction

The challenge to us all within Our Lady of the Assumption is to always improve, to always get better and to continually grow, with the best interests of all our students at the core of everything we do. Therefore, our professional growth processes exist to ensure that all staff are able to be the very best they can be. This in turn leads to improved organisational performance seen in improved outcomes for our students and our core purpose of ensuring that we provide the best for children.

This policy sets out the framework for a clear and consistent approach to the development of our support staff, which is aligned to the approach we have adopted for teaching staff. We want to create a culture where every

member of staff believes they need to improve, not because they are not good enough, but because they can always develop their expertise and practice.

3. Purpose

Our 'Professional Growth' policy outlines the approach that we take to help our support staff to develop their expertise and practice, whatever their role. We believe that professional growth has several purposes:

- To build and enhance expertise and practice, and secure continuous growth and improvement
- To enable reflection on strengths and successes, and areas for further growth
- To recognise and promote a culture of professionalism and collaborative working
- To create effective scope for career progression opportunities
- To interact and collaborate with colleagues to gain perspectives, support, exchange feedback and learning

We regard professional development as a key driver not only of staff development, but also of recruitment, retention, well-being, and school improvement.

4. Continuous Professional Growth

Effective, and genuinely continuous, professional growth:

- has a focus on improving student outcomes and developing teaching practice and pedagogy
- builds and enhances knowledge and expertise to bring about changes in practice
- is focused on significant areas for development that are not so wide as to be unachievable
- allows the staff member a voice in their own development
- acknowledges that knowledge and expertise is domain specific
- 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.

5. Common Understanding

At Our Lady of the Assumption, we recognise how important it is that we have a shared understanding of what quality teaching and learning is, and we recognise that CPD and professional development opportunities are important to ensure this is achieved and resourced. There is a common understanding that the school will facilitate and embed the ethos of collaborative development and growth.

6. Effective Professional Reflection

Professional growth involves effective reflection, review, and evaluation in order to ensure that our support staff identify areas for further growth and continue to maintain high levels of competence.

The aim is to work collaboratively to focus on solutions and to find answers rather than having imposed, often superficial targets, which all too often become forgotten and are sometimes unachievable. We also need to ensure that we help our support staff build on their strengths first before they start working on and improving their areas for development.

7. Evaluating Your Progress

For our process of professional growth to be successfully completed the following criteria need to be addressed:

- Support staff will reflect on their successes, strengths, and areas for further growth, referring to any relevant standards where appropriate (**Appendices A – C**).

- Completion of the 'Reflections' part of the Professional Growth Plan (**Appendix D**) at the start of the cycle will support the discussion and goal setting at the initial meeting.
- To aid this discussion and the establishment of a challenging focus, a script is recommended for use by reviewers (**Appendix E – Professional Growth Script**). This discussion will ideally take place in October, **see Appendix F – Professional Growth Timeline**. 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.
- Following the development of the Professional Growth Plan, reviewers will meet to discuss the goals of their reviewees and jointly establish where staff can work together to support their development.
- There will be a more formal mid-point review with the reviewer to identify progress. This will always be used to identify any support that may also be required including any further CPD or training. (**Appendix G – Professional Growth Mid-Point Review**).
- This sustained development work will be presented to the reviewer at the end of the cycle for the benefit of reflection, accountability and sharing effective practice. (**Appendix H – Professional Growth End of Cycle Review**). See also **Appendix F – Professional Growth Timeline**.
- All staff are also required to engage fully with any whole school professional growth priorities and will be provided with time to do so.

8. Professional Growth Plan

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

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 plan' will focus on goals that have been set by each member of staff, with a focus on what to change or develop further with the intended impact.

The 'professional growth plan' is a 'live' document and the expectation is that it 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. Support staff are therefore expected and encouraged to share their goals with their colleagues and purposefully practice the skills to achieve their goal.

9. Professional Support

Professional support will be available for all our support staff so that they can continue to grow and develop.

Our support staff are therefore expected to create partnerships and work collaboratively with others, including those with expertise, to support their professional learning and development, and generate information about their progress so that they can monitor and adapt their learning. Teaching staff are encouraged to support and assist colleagues to reflect on their practice.

9.1 Feedback

Providing people with feedback on how they are doing against their goals increases the chances of those goals being reached. Any feedback should therefore focus on the agreed development area and should be provided as soon as possible after any support or visit has taken place.

9.2 Observation

At Our Lady of the Assumption, we recognise that lesson observation is a poor method for judging the quality of teaching. However, it also recognises that feedback from observing and being observed is essential to growing great support staff. Consequently, lesson observation at Our Lady of the Assumption has two main purposes:

- To help the member of staff you are observing develop their practice and expertise
- To learn from the member of staff 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 agreed method of professional support, then the timing and focus for the observation will be agreed by the member of support staff being observed.

10. Support Staff Experiencing Difficulty

If a member of staff is experiencing difficulty, and in need of extra support that may lead to more formal support through the school's Capability Policy, this will be communicated effectively.

Where any concerns are apparent, an initial discussion will be held between the reviewer and the member of staff to highlight these concerns and to discuss why this might be happening. This may include discussions about wellbeing, workload or any other issue impacting on the member of staff's performance. This discussion will provide the opportunity for both parties to reflect, and a period of time will be given for the member of staff to improve, of between 4-12 weeks. During this period of time the member of staff should be provided with support to improve and any appropriate reasonable adjustments. The member of staff should be encouraged to seek the support of their Trade Union.

If after this initial review period there has been insufficient improvement, consideration will be given to implementing a period of informal support, including a support plan. This informal support plan will be collaborative and be in place for between 4-12 weeks and will clearly outline:

- The area(s) and reasons for concern and the expected standards
- How progress will be assessed and measured
- What support/training will be provided
- Regularly planned meetings to provide feedback.

The support provided may include, but is not limited to:

- Coaching/mentoring by SLT or experienced members of staff
- Observing colleagues or the practice in other schools
- Training/CPD (both internal and/or external)
- Focussed observations

Staff will also be invited to suggest any support that they feel they require. Such requests will be taken into consideration and provided, where reasonable and practicable. Reasonable adjustments should also be considered and reasonable time made available.

If the reviewer is not satisfied with progress at the end of the period of informal support, the member of staff will be informed both verbally and in writing that the Professional Growth Policy will no longer apply and that the school is considering invoking the Capability Policy. The Capability Policy is not part of this policy but instead sits alongside it. The employee will be advised of the seriousness of the situation and encouraged to contact their Trade Union immediately, explaining that their contract of employment may be affected.

PROFESSIONAL GROWTH

APPENDIX A – PROFESSIONAL STANDARDS FOR TEACHERING ASSISTANTS

Personal and professional conduct

Teaching assistants should uphold public trust in the education profession by:

- 1. Having proper and professional regard for the ethos, policies and practices of the school** in which they work as professional members of staff.
- 2. Demonstrating positive attitudes, values and behaviours** to develop and sustain effective relationships with the school community.
- 3. Having regard for the need to safeguard pupils' wellbeing** by following relevant statutory guidance along with school policies and practice.
- 4. Upholding values consistent with those required from teachers** by respecting individual differences and cultural diversity.
- 5. Committing to improve their own practice** through self-evaluation and awareness.

Knowledge and understanding

Teaching assistants are expected to:

- 1. Acquire the appropriate skills, qualifications, and/or experience** required for the teaching assistant role, with support from the school employer.
- 2. Demonstrate expertise and skills in understanding the needs of all pupils** (including specialist expertise as appropriate) and know how to adapt and deliver support to meet individual needs.
- 3. Share responsibility for ensuring that their own knowledge and understanding is relevant and up to date** by reflecting on their own practice, liaising with school leaders and accessing relevant professional development to improve personal effectiveness.
- 4. Demonstrate a level of subject and curriculum knowledge relevant to their role** and apply this effectively in supporting teachers and pupils.
- 5. Understand their roles and responsibilities within the classroom and whole school context** recognising that these may extend beyond a direct support role.

Teaching and learning

Teaching assistants are expected to:

- 1. Demonstrate an informed and efficient approach to teaching and learning** by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities.
- 2. Promote, support and facilitate inclusion** by encouraging participation of all pupils in learning and extracurricular activities.
- 3. Use effective behaviour management strategies consistently** in line with the school's policy and procedures.
- 4. Contribute to effective assessment and planning** by supporting the monitoring, recording and reporting of pupil progress as appropriate to the level of the role.
- 5. Communicate effectively and sensitively with pupils** to adapt to their needs and support their learning.
- 6. Maintain a stimulating and safe learning environment** by organising and managing physical teaching space and resources.

Working with others

Teaching assistants are expected to:

- 1. Recognise and respect the role and contribution of other professionals, parents and carers** by liaising effectively and working in partnership with them.

2. **With the class teacher, keep other professionals accurately informed** of progress or concerns they may have about the pupils they work with.
3. **Understand their responsibility to share knowledge** to inform planning and decision making.
4. **Understand their role** in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers.
5. **Communicate their knowledge and understanding of pupils** to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision.

PROFESSIONAL GROWTH

APPENDIX B – PROFESSIONAL STANDARDS FOR HIGHER LEVEL TEACHERING ASSISTANTS

1. Professional values and practice

Those meeting the higher level teaching assistant standards must demonstrate all of the following.

- 1.1** They have high expectations of all pupils; respect their social, cultural, linguistic, religious and ethnic backgrounds; and are committed to raising their educational achievement.
- 1.2** They build and maintain successful relationships with pupils, treat them consistently, with respect and consideration, and are concerned for their development as learners.
- 1.3** They demonstrate and promote the positive values, attitudes and behaviour they expect from the pupils with whom they work.
- 1.4** They work collaboratively with colleagues, and carry out their roles effectively, knowing when to seek help and advice.
- 1.5** They are able to liaise sensitively and effectively with parents and carers, recognising their roles in pupils' learning.
- 1.6** They are able to improve their own practice, including through observation, evaluation and discussion with colleagues.

2. Knowledge and understanding

Those meeting the higher level teaching assistant standards must demonstrate sufficient knowledge and understanding to be able to help the pupils they work with make progress with their learning. This knowledge and understanding will relate to a specialist area which could be subject-based or linked to a specific role (eg. in support of an age phase or pupils with particular needs). Those meeting the higher level teaching assistant standards must demonstrate all of the following.

- 2.1** They have sufficient understanding of their specialist area to support pupils' learning, and are able to acquire further knowledge to contribute effectively and with confidence to the classes in which they are involved.
- 2.2** They are familiar with the school curriculum, the age-related expectations of pupils, the main teaching methods and the testing/examination frameworks in the subjects and age ranges in which they are involved.
- 2.3** They understand the aims, content, teaching strategies and intended outcomes for the lessons in which they are involved, and understand the place of these in the related teaching programme.
- 2.4** They know how to use information and communication technology (ICT) to advance pupils' learning, and can use common ICT tools for their own and pupils' benefit.
- 2.5** They know the key factors that can affect the way pupils learn.
- 2.6** They have achieved a qualification in English/literacy and mathematics/numeracy, equivalent to at least level 2 of the national qualifications framework.
- 2.7** They are aware of the statutory frameworks relevant to their role.
- 2.8** They know the legal definition of special educational needs (SEN), and are familiar with the guidance about meeting SEN given in the *Special educational needs: code of practice*.
- 2.9** They know a range of strategies to establish a purposeful learning environment and to promote good behaviour.

3. Teaching and learning activities

The following teaching and learning activities should take place under the direction and supervision of a qualified teacher in accordance with arrangements made by the headteacher of the school.¹

Those meeting the higher level teaching assistant standards must demonstrate all of the following.

3.1 Planning and expectations

3.1.1 They contribute effectively to teachers' planning and preparation of lessons.

3.1.2 Working within a framework set by the teacher, they plan their role in lessons including how they will provide feedback to pupils and colleagues on pupils' learning and behaviour.

3.1.3 They contribute effectively to the selection and preparation of teaching resources that meet the diversity of pupils' needs and interests.

3.1.4 They are able to contribute to the planning of opportunities for pupils to learn in out-of-school contexts, in accordance with school policies and procedures.

3.2 Monitoring and assessment

3.2.1 They are able to support teachers in evaluating pupils' progress through a range of assessment activities.

3.2.2 They monitor pupils' responses to learning tasks and modify their approach accordingly.

3.2.3 They monitor pupils' participation and progress, providing feedback to teachers, and giving constructive support to pupils as they learn.

3.2.4 They contribute to maintaining and analysing records of pupils' progress.

3.3 Teaching and learning activities

3.3.1 Using clearly structured teaching and learning activities, they interest and motivate pupils, and advance their learning.

3.3.2 They communicate effectively and sensitively with pupils to support their learning.

3.3.3 They promote and support the inclusion of all pupils in the learning activities in which they are involved.

3.3.4 They use behaviour management strategies, in line with the school's policy and procedures, which contribute to a purposeful learning environment.

3.3.5 They advance pupils' learning in a range of classroom settings, including working with individuals, small groups and whole classes where the assigned teacher is not present.

3.3.6 They are able, where relevant, to guide the work of other adults supporting teaching and learning in the classroom.

3.3.7 They recognise and respond effectively to equal opportunities issues as they arise, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures.

3.3.8 They organise and manage safely the learning activities, the physical teaching space and resources for which they are given responsibility.

PROFESSIONAL GROWTH

APPENDIX C – PROFESSIONAL STANDARDS FOR SCHOOL BUSINESS MANAGERS (SELF ASSESSMENT)

Personal skills and self-management

SKILL / KNOWLEDGE	RAG RATING	NOTES
Delegates tasks and manages own workload effectively		
Identifies own personal and professional development needs, and opportunities for development		
Actively seeks feedback to reflect on personal and professional development		
Develops external networks and relationships through ongoing collaboration and networking		
Acts with integrity and honesty to safeguard the assets, financial probity and reputation of the school		
Acts with confidentiality at all times		
Keeps up to date with policy changes, and what they mean for the role and for the school		
Communicates effectively with parents/carers, staff and external stakeholders		
Understands the school vision and values, and reflects them in work/behaviour		
Promotes staff wellbeing to help prevent stress, supports staff with mental health challenges and promotes a healthy working culture		
Develops own leadership capability		

School development and improvement

SKILL / KNOWLEDGE	RAG RATING	NOTES
Fosters collaborative decision-making within and across teams, including the senior leadership team (SLT) and administrative team		
Takes a lead role in the development and implementation of school improvement plans		
Contributes to the creation and review of relevant school policies		

SKILL / KNOWLEDGE	RAG RATING	NOTES
Works strategically with the governing body		
Monitors compliance across the school		
Works with external stakeholders		
Takes an active role in recruitment, upholding school values, professional standards and safer recruitment practices		
Takes an active role in workforce planning, including contingency plans		

Finance and resource management

SKILL / KNOWLEDGE	RAG RATING	NOTES
Maintains accurate financial information		
Plays an active role in annual budget management		
Plays an active role in long-term budget management, considering value for money, priorities, future costs and the school's values and vision		
Plays an active role in business continuity planning		
Undertakes effective procurement processes to stay compliant and ensure value for money		
Regularly reviews financial risk and proposes risk mitigations		
Benchmarks financial information against other schools, to look for opportunities to maximise efficiency		
Considers sustainability and environmental impact when purchasing goods and services		
Takes an active role in the school digital strategy, considering effectiveness and value for money		
Follows clear and transparent procedures for financial transactions, including controls for incoming money, payments and handling physical cash		
Facilitates both internal and external audit processes when required		
Manages and regularly reviews contracts and relationships with suppliers		
Identifies and manages opportunities to generate income		

Estate management

SKILL / KNOWLEDGE	RAG RATING	NOTES
Manages school lettings safely and effectively		
Arranges surveys of the condition of the school site on a regular basis to identify necessary improvement works		
Assesses necessary repairs and site improvement against available budget		
Co-ordinates planning of future capital improvement policies		
Manages site health and safety, and quality assurance checks		
Takes an active role in critical incident planning and management		
Considers future estate planning in the context of the school/trust sustainability strategy		
Manages, updates and reviews the school asset register		

School processes and policies

SKILL / KNOWLEDGE	RAG RATING	NOTES
Takes an active role in marketing the school to prospective parents/carers, including promotional materials and events		
Understands school website requirements, and keeps the website compliant and up to date		
Manages organisational technology systems and optimises their efficiency and effectiveness		
Makes sure that whistle-blowing procedures are clear, and protected disclosures can be made safely		
Communicates accurately and promptly with parents/carers, in line with school communication policies		
Makes sure school health and safety regulations are followed in line with all relevant legislation, regulations and codes of practice		
Understands and implements best practice related to risk assessment, risk management and contingency plans		

SKILL / KNOWLEDGE	RAG RATING	NOTES
Maintains and reviews the single central record (SCR) effectively, ensuring compliance with data protection and safeguarding requirements		
Promotes cyber security (including data breach procedure) compliance and good practice across the school		
Promotes and manages environmentally sustainable practices across the school		

Management (for line managers/team leaders)

SKILL / KNOWLEDGE	RAG RATING	NOTES
Allocates work fairly and effectively		
Monitors the progress and quality of work across the team		
Facilitates learning and development opportunities, in line with individual needs, school priorities and budget		
Provides fair, regular and useful feedback on colleagues' performance		
Identifies and manages poor performance in line with school policies		
Provides appropriate support and training for using new technologies, systems and processes		

PROFESSIONAL GROWTH
APPENDIX D – PROFESSIONAL GROWTH PLAN

Name:	Role:
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Reflections	When I'm at my best, what are my strengths? Identified from my own reflections and any feedback from my colleagues.	
Reflections	What are my development needs? Identified from my own reflections and any feedback from my colleagues. Consider any wider interests related to your role.	

Goal	What do I intend to focus on so that my role has a greater impact on the school? I need to focus on what I do that has the greatest impact . I need to challenge myself too. How challenging is this goal?	
Meeting your goal	How will I know that I have been successful? What will be different? What will I notice? What do I need to help me achieve my goal? What evidence of impact can I collect? What's the ideal outcome? What does 10/10 look like?	
Reality	How close to achieving this goal am I and what do I do already that helps? 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 further help do I need? What might get in the way?	0 1 2 3 4 5 6 7 8 9 10
Options and Actions	How do I intend to achieve this? What knowledge and skills do I require? What research will I undertake to find out more? What training and CPD do I require? 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.	

My Goal Summary

By:

I will...

PROFESSIONAL GROWTH

APPENDIX E – ESTABLISHING A CHALLENGING FOCUS

GOAL

Establish the starting point.

- 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.
- What specifically do you want to achieve? What difference will it make to you? What do you want to change? How will your goal support whole school priorities?
- 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, including any training and CPD? Where will your support come from?
- How will you know you have been successful? What specifically would be happening when you are working towards your goal? What's the ideal outcome? What's 10/10 look like? 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.

- 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?
- How confident are you of achieving this goal?
- What might get in the way of you achieving this goal? How will you overcome any barriers? What support do you need to overcome any barriers?

OPTIONS

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

- What are your options for achieving this goal?
- What else could you do?
- What approaches do others take in similar circumstances?
- Who could you ask to get a different perspective?

WHAT NEXT?

Establish the focus and how to get started.

- What do you intend to achieve?
- What knowledge and skills do you require to achieve this goal?
- What training and CPD is required?
- Who might support you? How can I help?
- Who can you work with?
- What are your first steps?
- How will you monitor your progress, evaluate impact and identify area for further development? When will we revisit and review this?
- How will you share your successes and challenges?
- Confirm and summarise your goal (By... I am... so that...)
- Establish a point at which the professional growth plan will be reviewed.

PROFESSIONAL GROWTH
APPENDIX F – PROFESSIONAL GROWTH TIMELINE

September

Reflection and analysis:

- Analysis of your own goals and development, as well as your current class or classes to ascertain their issues and needs.

September/October

Preparation for the Professional Growth discussion:

- Reflection.
- Draft your Professional Growth Plan.
- Professional Growth discussion with your reviewer:
 - Sharing of goals based on the reflection 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.
 - Identify and training and CPD needs, how to access them and when time will be allocated for them.

November

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 reviewer 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.
- Staff development lead to meet reviewers to collate next steps in order to plan for further support.

January

Research and practice

- Continue research and practice of your professional growth focus and include an opportunity to learn through observing colleagues' practice, if appropriate.

Mid-February

Reflection, review and sharing

- An opportunity to share the progress you have made so far with your professional growth focus with other colleagues.
- Mid-point review of 'professional growth plan' and progress with your goal with reviewer, and any further support that might be needed.

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 from your reviewer and other colleagues 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 and share with your reviewer.

PROFESSIONAL GROWTH
APPENDIX G – MID-POINT REVIEW

Please email this review to your reviewer once completed. Retain a copy yourself.

A summary of my work this year...

Name:	
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REFLECTIONS

What progress have you made towards your goal?

IMPACT

What has been the impact of this work on your professional development so far?

SUPPORT

What further support do you require to be successful?

RECOMMENDATIONS FOR COLLEAGUES

What would you recommend colleagues to do if they focus on this area of development?

NEXT STEPS

What are the next steps to support you to meet your goal?

Reviewer:		Date:	
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PROFESSIONAL GROWTH
APPENDIX H – END OF CYCLE REVIEW

Please email this review to your reviewer once completed. Retain a copy yourself.

A summary of my work this year...

Name:	
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REFLECTIONS

What goal did you intend to achieve this year?

What did you do to achieve this?

IMPACT

What has the impact been of this work on your professional development? What impact have you had on colleagues as part of collaborative working?

RECOMMENDATIONS FOR COLLEAGUES

What would you recommend colleagues to do if they focus on this area of development? How do you think you could support colleagues who want to focus on this area of development?

Reviewer:		Date:	
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END