



Our Lady of the Assumption Catholic Primary School

Approved Teacher 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

'Growing great teaching staff' is one of the most important roles we have at Our Lady of the Assumption. This is our professional growth policy that puts improving and maintaining the highest quality of teaching at the very heart of the process. It focuses on genuine continuous professional development.

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 teaching and learning. We need to reinforce the status of our profession and promote staff well-being in order to unlock the skill, passion and discretionary effort that undoubtedly exists within our teaching staff. The quality of our teaching is at the top of our agenda, and we view our staff as our greatest asset. Therefore, our professional growth processes exist to ensure that our teaching 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.

At Our Lady of the Assumption, we are moving away from traditional ‘appraisal’ and replacing 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 teaching staff and our expectations in terms of the high standards to which all our staff aspire. It is a policy based on professional trust. We want to create a culture where every teacher believes they need to improve, not because they are not good enough, but because they can always develop their expertise and practice, there is no limit to what we can achieve. It is assumed therefore, unless evidence suggests otherwise, that teachers at Our Lady of the Assumption are meeting the Teachers’ Standards. We will continue to evaluate the quality of teaching through our usual monitoring that will be done regularly throughout the year.

3. Purpose

Our ‘Professional Growth’ policy outlines the approach that we take to help our teaching staff to develop their expertise and practice; supporting them to take the next steps in their career but also creating a culture that encourages them to stay and grow with us. 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

Effective professional development is a core part of securing effective teaching. It requires a desire and willingness to continually improve with a shared commitment for our teaching staff to support one another to develop so that our students benefit from the highest quality teaching. We cannot achieve this level of professional learning alone. This policy is designed to change the way we view accountability and professional development. It is a process that requires commitment from all teaching staff to actively engage in practical and cognitive engagement in order to seek further growth in professional knowledge that provides solutions to the issues we face as teachers. Professional growth at Our Lady of the Assumption is ‘done by’ not ‘done to’ our teaching staff in a collaborative way.

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. There can be no improvement without the teacher.**

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 teacher 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.

The education of our students is our first concern, and we are accountable for achieving the highest possible standards in work and conduct. The Teachers' Standards define the level of practice expected of teachers from the point of being awarded qualified teacher status (QTS). The Teachers' Standards also set out several 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.

Similarly, we have identified the professional standards for Headteachers, Teaching Assistants and HLTA's as useful documents to help us define the minimum level of practice for our wider teaching staff. These will not be used to judge our wider teaching staff but will be used to guide our professional conversations and discussions regarding professional growth.

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.

We have split what we consider to be quality teaching and learning into 3 main areas and aspire to achieve these:

- Professional Knowledge
- Professional Practice
- Professional Engagement

PROFESSIONAL KNOWLEDGE

- Strong knowledge and understanding of the subject
- Strong understanding of subject or specialism specific pedagogy
- Deep knowledge of the most effective pedagogical approaches
- Understands how to design, implement and evaluate a range of assessment types
- Has knowledge of education trends, debates and policy

PROFESSIONAL PRACTICE

- Productive classroom environment with culture of learning
- Plans and delivers excellent lessons and lesson sequences
- Ensures all learners progress and achieve positive outcomes
- Works effectively with other colleagues to provide strong academic and pastoral support for learners

PROFESSIONAL ENGAGEMENT

- Evaluates and reflects on own practice
- Engages with career-long professional learning and development
- Exhibits collegiality by supporting and learning from others
- Engages with research and evidence

6. 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. Across the school the Teachers' Standards form the basis for reflection, review, and evaluation in order to ensure that our teachers identify areas for further growth and continue to maintain the level of competence that qualified them at the start of their careers.

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 teaching staff build on their strengths first before they start working on and improving 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. Instead, we will use a variety of development tools to judge teacher performance and will not be focusing on a narrow set of student outcomes percentages. Instead, the school is committed to developing a professional culture which drives quality assurance from within; an enabling process rather than an imposed top-down process.

7. Evaluating Your Progress

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

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

- Teaching staff will reflect on their successes, strengths, and areas for further growth using **Appendix A – Reflection on Teachers' Standards**. This is a personal scaling exercise for each standard. Teachers may wish to use the scale after each standard to reflect on how well they are doing against each standard and, most importantly,

what they might do next to develop their expertise and practice. This can then be shared as a prompt for professional discussion with their reviewer. We have purposefully not used a scale for every sub point to support workload and well-being. If staff feel they would like to RAG rate the individual points to help the overall scale, they are free to do so. The document remains the property of the reviewee and there is no obligation to share with their reviewer.

- Reflection on the Teachers' Standards at the start of the cycle will help to better establish an individual focus for professional growth which is then further detailed **in Appendix B – Professional Growth Plan**. Each member of the teaching staff, therefore, needs to carefully reflect on their current context, standards and practice to ascertain the most impactful development focus and goals. The focus and training/CPD needs will then be discussed and established with the support of their reviewer.
- To aid this discussion and the establishment of a challenging focus, a script is recommended for use by reviewers (**Appendix C – Professional Growth Script**). This discussion will ideally take place in October, **see Appendix D – 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. It is intended that professional growth and learning, rather than just being confined to meetings in specific times and places, will become embedded in teachers' everyday work practices and time will be provided to support this.
- Following the development of the Professional Growth Plan, reviewers will meet to discuss the goals of their reviewees and jointly establish where teachers can work together to support their development. This process will be overseen by the staff development lead, who will take responsibility for supporting reviewers. This support will include implementing any training or development they require in their role as a reviewer.
- Teaching staff will have the opportunity to regularly reflect on their progress of the 'professional growth plan' as they design lessons to purposely practice the focus of their ongoing learning and subsequently reflect on the effectiveness of any changes in practice. 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 E – Professional Growth Mid-Point Review**).
- This sustained development work will be presented to the reviewer as well as other colleagues at the end of the cycle for the benefit of reflection, accountability and sharing effective practice. (**Appendix E1 – Professional Growth End of Cycle Review**). See also **Appendix D – 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.
- In addition, any TLR holder or member of staff on the leadership pay spine may have a personal goal linked to their roles and responsibilities. This goal should be recorded on **Appendix B1 – Professional Growth Plan: TLR Holders and Leaders**.

8. Professional Growth Plan

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

In order for our teachers to answer this question, they are asked to take control of their own professional learning and development, and plan for how they will meet the needs of their class or a specific child; 'the professional growth plan'.

For professional growth to be truly continuous and sustained over time, each member of the teaching staff formulates a 'professional growth plan' (**Appendix B**). This requires every member

of the teaching staff to reflect on current practice and subsequently build their expertise through sustained focused inquiry and frequent purposeful practice. Early Career Teachers (ECTs) 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 teaching staff to identify the possible impact of their work on students' outcomes although it is recognised that in the complex process of teacher growth, impact on students' outcomes is difficult to directly correlate. Nonetheless, this policy is built on the assumption that changing a teacher's practice will change the students' learning experiences and therefore impact their outcomes. **Improvement in students' learning is the central purpose of the process.**

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 students than brief and superficial 'training' that lacks focus and context.

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. We value the importance of autonomy and choice in the focus of everyone's development and we understand that providing staff with opportunities and time 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 develop expertise and practice rather than being told what to do. Those teachers who set and monitor their own goals are those who will continue to grow as professionals. We will, therefore, provide effective training and CPD, opportunities and time that will give our teachers the chance to work on a focus of their choosing that positively affects the students they teach.

This focus for this bespoke plan will, of course, be chosen within parameters and our teaching staff are expected to connect their work to the class(es) taught and subject, phase, school priorities. It will also reflect the experience and ability of the staff member.

Knowledge and expertise are domain specific: expertise requires knowledge and skill in a specific area. **Any professional learning must therefore be as specific as possible to the context in which it will be used: to the subject, topic, or year group.** With a clear goal and an assessment of what is needed to achieve it, support can be then focused on meeting those needs.

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. Teaching staff are therefore expected and encouraged to purposefully practice; to design lessons or learning opportunities that push boundaries, help develop expertise and practice and ensure a deliberate focus on experimentation within their classroom. To ensure that growth is continuous, and progress ensured, our teaching staff are expected to engage with professional support.

9. Professional Support

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

Our teaching 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 through structured opportunities to be reflective and help each other 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 the teaching staff becomes an adaptive expert who is capable of continually growing; reflecting on, and expanding, the depth and breadth of their classroom expertise. Our staff are encouraged to seek feedback from multiple viewpoints.

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 for the member of teaching 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 fed back as information and where possible, and appropriate, be non-judgmental and focus on positives. 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 teacher and/or their students. These conversations will be challenging yet respectful dialogue about improvement. Therefore, during this conversation the member of staff and the reviewer will always identify the next step which may include training and CPD. The reviewer can use the prompts in **Appendix F** to support this process.

9.2 Observation

At Our Lady of the Assumption, we recognise that lesson observation is a poor method for judging the quality of teaching. **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 is essential to growing great teachers. 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 determined by the teacher being observed. During the course of the year all teachers are required to receive feedback on their professional growth focus in order to build and enhance expertise and secure continuous growth and improvement. Feedback enables reflection on strengths and successes and planning of the 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 reviewer or another member of the school's Senior Leadership Team.

All members of the teaching staff are expected to support and learn from colleagues. Therefore, during the year, through mutual agreement, each member of the teaching staff will be encouraged and provided with the opportunity 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. Our staff should be the drivers of their own professional collaboration.

Those with responsibility for curriculum development (members of SLT and TLR holders) 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, including general feedback, will vary depending on specific circumstances.

10. Teacher 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)
- Support with PPA
- Longer periods outside of the classroom
- Focussed lesson observations
- Focussed learning walks

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 - REFLECTION ON THE TEACHERS' STANDARDS

At Our Lady of the Assumption, we are endeavouring to move away from traditional 'appraisal' and replace it with 'professional growth'; a different perspective and a new direction designed to challenge thinking, promote deep reflection, collaboration and change for the better.

Name:	Job Title:	Salary Point:
Reviewer:	Date:	TLR Point:

TEACHERS' STANDARDS

Post holder:

This reflection should initially be completed by the teacher. 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 develop your expertise and practice. 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:

If this document is shared with you, use the teacher's reflections on the standards to inform next steps and a possible focus for the 'professional growth plan'.

PART ONE: TEACHING A teacher must:	Current reality
1 Set high expectations which inspire, motivate and challenge pupils	
1a. Establish a safe and stimulating environment for pupils, rooted in mutual respect.	0 1 2 3 4 5 6 7 8 9 10
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 pupil's attainment, progress and	

outcomes	0 1 2 3 4 5 6 7 8 9 10
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	
Next step(s):	

PART ONE: TEACHING A teacher must:	Current reality
3 demonstrate good subject and curriculum knowledge	
3a Have secure knowledge of the relevant subjects 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	
Next step(s)	

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PART ONE: TEACHING A teacher must:	Current reality
4 Plan and teach well-structured lessons	
4a. Impart knowledge and develop understanding through effective use of lesson time	0 1 2 3 4 5 6 7 8 9 10
4b. Promote a love of learning and children's intellectual curiosity	
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)	
Next step(s)	

PART ONE: TEACHING A teacher must:	Current reality
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 pupils to be taught effectively	0 1 2 3 4 5 6 7 8 9 10
5b. Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these	
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	
5d. Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high	

PART ONE: TEACHING A teacher must:	Current reality
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	
Next step(s)	

PART ONE: TEACHING A teacher must:	Current reality
6 Make accurate and productive use of assessment	
6a. Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements	0 1 2 3 4 5 6 7 8 9 10
6b. Make use of formative and summative assessment to secure pupils' progress	
6c. Use relevant data to monitor progress, set targets, and plan subsequent lessons	
6d. Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback	
Next step(s)	

PART ONE: TEACHING A teacher must:	Current reality
7 Manage behaviour effectively to ensure a good and safe learning environment	
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 policies, using praise, sanctions and rewards consistently and fairly	0 1 2 3 4 5 6 7 8 9 10
7b. Have high expectations of behaviour, and establish a framework for discipline with a range of strategies	
7c. Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them	
7d. Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary	
Next step(s)	

PART ONE: TEACHING A teacher must:	Current reality
8 Fulfil wider professional responsibilities	
8a. Make a positive contribution to the wider life and ethos of the school	0 1 2 3 4 5 6 7 8 9 10
8b. Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support	
8c. Deploy support staff effectively	
8d. Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues	
Next step(s)	

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PART TWO: A teacher must:	Current reality
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:	
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.	0 1 2 3 4 5 6 7 8 9 10
1.2 having regard for the need to safeguard pupils' wellbeing, in accordance with statutory provisions	
1.3 showing tolerance of and respect for the rights of others	
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	
1.5 ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law	
1.5 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	
Next step(s)	

PROFESSIONAL GROWTH
APPENDIX B – 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 teaching.	
Needs	What are the learning needs of myself and those that I support? What could I do better and more often that would help them make the most progress? What are the barriers to them becoming better learners?	

Goal	What do I intend to focus on so that my school makes even better progress? 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?	
Meeting your goal	How will I know that I have been successful? What will be different? What will I notice? What will the students be able to do? 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	<p>How do I intend to achieve this?</p> <p>What knowledge and skills do I require to meet my students' needs? 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.</p>	
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<p>My Goal Summary</p> <p>By:</p> <p>I will...</p>

PROFESSIONAL GROWTH

APPENDIX B1 – PROFESSIONAL GROWTH PLAN; TLR HOLDERS AND LEADERS

Name:	TLR or Leadership 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 teaching.	
Needs	What are the learning needs of myself and those that I support? What could I do better and more often that would help them make the most progress? What are the barriers to them becoming better learners?	

Goal	What do I intend to focus on so that my school makes even better progress? I need to focus on the wider needs of the school and not just what my immediate area(s) of responsibility are. 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 will the students be able to do? 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	<p>How do I intend to achieve this?</p> <p>What knowledge and skills do I require to achieve my goals? 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.</p>	
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<p>My Goal Summary</p> <p>By:</p> <p>I will...</p>

PROFESSIONAL GROWTH
APPENDIX C – ESTABLISHING A CHALLENGING FOCUS

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 student 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, training and CPD. This should be carefully chosen and a discussion using the GROW model is used to help ascertain this challenging professional growth focus. Invite your reviewee to choose the area of focus as this creates a greater sense of autonomy in this development process. The dialogue from this discussion will enable the professional growth plan to be devised.

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 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 students to make even better progress?

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

- What specifically do you want to achieve? What difference will it make to you and your students? What do you want to change? How will your goal support whole school/subject/phase 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? What are the benefits for you and what are the benefits for your students? How will it feel like to achieve this goal?
- If the reviewee is considering moving to UPS, is your goal challenging enough for you to meet the criteria to move to UPS?

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 D – 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.
- Where required, training for reviewers by staff development lead.

September/October

Preparation for the Professional Growth discussion:

- Reflection on the Teachers' Standards.
- Draft your Professional Growth Plan.
- Professional Growth discussion with your reviewer:
 - Sharing of goals based on the 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.
 - Identify and training and CPD needs, how to access them and when time will be allocated for them.
 - If appropriate, reflect upon last year's leadership goal and establish this year's goal.
 - Consider development points for those considering moving to UPS.
- Following the development of the Professional Growth Plan, reviewers will meet to discuss the goals of their reviewees and jointly establish where teachers can work together to support their development. This process will be overseen by the staff development lead, who will take responsibility for supporting reviewers.

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.

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.
- For those considering moving to UPS, a review of whether they are on track to meet their goal, 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.
- Reviewers to meet with staff development lead to discuss the review and consider the next cycle.

PROFESSIONAL GROWTH
APPENDIX E – 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 (including any leadership related goals)?

IMPACT

What has been the impact of this work on your professional development and the students' learning so far?

SUPPORT

What further support do you require to be successful?

FOR THOSE MOVING TO UPS

Are you on track to meet your goal? Is there any further support that you require to achieve this?

--

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?

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Reviewer:

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Date:

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PROFESSIONAL GROWTH
APPENDIX E1 – 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:	
-------	--

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 and the students' learning? What impact have you had on colleagues as part of collaborative working?

FOR THOSE MOVING TO UPS

Have you met your goal?

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:

PROFESSIONAL GROWTH
APPENDIX F – FEEDBACK CONVERSATIONS PROMPTS

At Our Lady of the Assumption, we are endeavouring to move away from traditional ‘appraisal’ and replace it with ‘professional growth’; a different perspective and a new direction designed to challenge thinking, promote deep reflection, collaboration and change for the better.

Professional Growth–Feedback conversations

The challenge is to always improve and to develop expertise and practice.

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:

3 levels of possible support.

- Teacher identifies the problem
- Reviewer asks scaffolded questions
- Reviewer states the issue directly

PRACTICE:

If appropriate, practice 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.

END