

Professional Growth Policy



Policy developed by Mr Grogan (Headteacher) in consultation with all staff: September 2026

Policy approved by Governors: October 2026

Ghona Taylor

Chair of Governors

Mr. Grogan

Headteacher

Policy shared with staff and shared on the school website: October 2026

'Never settle for less than your best'

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PROFFESIONAL GROWTH POLICY

Our school motto

Never settle for less than your best.

Our Vision

Following in the footsteps of Jesus, each member of our community will flourish as resilient, respectful and adaptable individuals prepared for life's journey. Along the way we will encourage and inspire each other to continue growing as beacons of light in our own lives and the wider world.

Our Mission Statement

St. George's Central seeks to provide quality education rooted in the Christian faith, serving the spiritual, moral, and educational needs of the community of which it is part.

Growing great staff

'Growing great staff' is St. George's Central CE Primary School and Nursery's professional growth policy that puts improving and maintaining the highest quality of teaching at the very heart of the process. It focuses on continuous professional development. The challenge to us all at St. George's Central is to always improve, to always get better; to continually grow. We need to reinforce the status of our wonderful profession and promote staff well-being to unlock the skill, passion and discretionary effort that undoubtedly exists. 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 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 our core purpose of ensuring we *'Never settle for less than our best'*.

St. George's Central CE Primary School and Nursery uses a 'professional growth' model to offer 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. It is a policy based on professional trust. It is assumed therefore, unless evidence suggests otherwise, that St. George's Central CE Primary School and Nursery teachers are meeting the Teachers' Standards.

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 at St. George's Central CE Primary School and Nursery. Professional growth within this school has several purposes:

- To build and enhance expertise, 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.

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 teachers to support one another to develop so that our children 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 a commitment from all teachers to demonstrate active 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 in St. George's Central CE Primary School and Nursery 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. There can be no improvement without the teacher.**

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Continuous Professional Growth

Effective continuous, professional growth:

- has a focus on improving pupil outcomes;
- builds and enhances knowledge and expertise to bring about changes in practice;
- has a narrow yet significant focus;
- 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 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 pupils 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.

Effective Professional Reflection

Rather than starting with how to approach 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 school the Teachers' Standards form our benchmark 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.

As a solutions-focused school, 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 teachers 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 pupil data or a small number of lesson observations. **The school, therefore, will have no high-stakes observations and rejects the notion that our teaching staff should be held to account for data-driven targets that no one individual can be solely accountable for.** 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.

Evaluating Progress

The school wishes to encourage a culture in which all teachers 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 children they teach.

As long as our teachers continue to meet the Teachers' Standards and engage in the process of professional growth, pay progression will be automatic and not linked to any mechanism of traditional 'performance management'. We expect teachers to progress up the pay scale as the norm.

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

- Teachers will reflect on their successes, strengths and areas for further growth against the Teachers' Standards, contained within their appraisal document (**Appendix A**). There is no RAG rating but a personal scaling exercise for each

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standard. Teachers will 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 become even better. This can then be shared as a prompt for the discussion and possible goal setting.

- 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 the Professional Growth Plan for teachers (**Appendix A**). Each teacher, therefore, needs to carefully reflect on their current context, standards and practice to ascertain the most impactful development focus. The focus will then be discussed and established with the support of the teacher's line manager. A Professional Growth Plan for support staff (**Appendix B**) is also in place.
- To aid this discussion and establish an appropriately challenging focus, it is recommended that the Headteacher uses a structured script (**Appendix C**). This discussion will take place in September/October. 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 teachers' 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 subject or age group colleagues at the end of the cycle for the benefit of reflection, accountability and sharing effective practice.
- All staff are also required to engage fully with any whole school 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 Leadership Qualities Framework. This goal will be recorded on the professional growth plan (part of **Appendix A**).

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 plan for how they will meet the needs of their class or a specific class; 'the Professional Growth Plan'.

For professional growth to be truly continuous and sustained over time, each teacher formulates a 'professional growth plan'. This requires each teacher 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 teachers to identify the possible impact of their work on pupils' outcomes although it is recognised that in the complex process of teacher growth, impact on pupils' outcomes is difficult to directly correlate. Nonetheless, this policy is built on the assumption that changing a teacher's practice will change the pupils' learning experiences and therefore impact their outcomes. **Improvement in pupils' 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 pupils than brief and superficial 'training' that lacks focus and context.

In the 'Professional Growth Plan' a clear goal is set by each teacher – 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 teachers 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 teachers the chance to work on a focus of their choosing that positively affects the pupils they teach. This focus for this bespoke plan will, of course, be chosen within parameters and

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our teachers are expected to connect their work to the class(es) taught and subject, phase or school priorities. 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. Teachers are therefore expected and encouraged to purposefully practise; to design lessons that force them out of autopilot and ensure a deliberate focus on experimentation within their classroom. To ensure that growth is continuous and progress ensured, our teachers are expected to engage also with professional support.

Professional Support.

Professional support will be available for all of our teachers 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 teachers 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. Teachers are expected to support and assist colleagues through structured opportunities to reflect by reviewing progress and helping the teacher 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 teacher becomes an adaptive expert who is capable of continually growing, reflecting on, and expanding, the depth and breadth of their classroom expertise. Our teachers are encouraged to seek feedback from multiple viewpoints.

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 teacher 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 teacher and/or their students. These conversations will be challenging yet respectful dialogue about improvement. Therefore, during this conversation the teacher and the 'coach' will always identify a next step; as feedback without goal setting, is just information.

Observation

The school recognises 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 are essential to growing great teachers. Formal observations will be carried out with a specific focus linked to whole school improvement as well as Professional Learning Reviews (PLR's) and Leverage Observations linked to individual teacher growth and future development. Consequently, lesson observation within the school has two main purposes:

- To help the teacher 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. 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 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 key phase leader, a specific subject leader or the Headteacher.

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Early career teachers (ECTs) and those teachers receiving additional support will receive more professional support to enable more rapid growth. An individual teacher is free to request additional support to receive further feedback in order to support their continuing growth.

The Headteacher, and other appropriate members of the school's leadership team, have the right to drop in to classrooms, in order to inform their monitoring of the quality of learning. This is to enable leaders to fulfil their duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained.

All teachers are expected to support and learn from colleagues. Therefore, during the course of the year, each teacher is expected to observe a colleague with the sole focus of going to learn from them. This visit will enable each teacher to identify possible next steps in their development based on the learning gained from their colleague. Teachers 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 Scale

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. Our teachers do not, therefore, have to be at the top of the main pay range to apply for the Upper Pay Range.
- They have the potential and commitment to undertake professional duties which make a wider contribution to the school. This will often involve working beyond their own classroom and possibly the 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.

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.

When teachers move on to the Upper Pay Range, they must maintain this standard. The school 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 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.

The challenge to us all within St. George's Central CE Primary School and Nursery is to always improve, to always get better; to continually grow as 'great staff' and to 'Never settle for less than our best'. (See Appendix D and Appendix E)

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Appendix A – Appraisal master document for teachers

Professional Growth Plan: Start of year:

Review of Teacher Standards (all teachers)

Teacher		Date	
Class		Salary Point	
Role(s)			
Is the teacher moving through Main Pay Scale?	Yes	No	
Is the teacher applying for upper pay range (UPS) status?	Yes	No	
Is the teacher applying for pay progression through UPS?	Yes	No	

Teaching Standards	Self-reflection										
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.											
2a. Be accountable for pupils' 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.											
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 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.											
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).											
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 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.											

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6a. Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements make use of formative and summative assessment to secure pupils' progress.	0	1	2	3	4	5	6	7	8	9	10
6b. Use relevant data to monitor progress, set targets, and plan subsequent lessons.											
6c. Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.											
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.	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, using praise, sanctions and rewards consistently and fairly.											
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.											
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.											
8e. Communicate effectively with parents with regard to pupils' achievements and well-being.											
P2 1a. 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
P2 1b. Having regard for the need to safeguard pupils' wellbeing, in accordance with statutory provisions.											
P2 1c. Showing tolerance of and respect for the rights of others.											
P2 1d. 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.											
P2 1e. Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.											
P2 2. Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.											
P2 3. Teachers must understand, and always act within, the statutory frameworks which set out their professional duties and responsibilities.											

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Review of Framework of professional standards (Post-threshold teachers)

Standards	Self-reflection
(1) Professional Attributes Frameworks P1. Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.	0 1 2 3 4 5 6 7 8 9 10
(2) Professional knowledge and understanding Teaching and learning P2. Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.	0 1 2 3 4 5 6 7 8 9 10
Assessment and monitoring P3. Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.	0 1 2 3 4 5 6 7 8 9 10
P4. Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.	
Subjects and curriculum P5. Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.	0 1 2 3 4 5 6 7 8 9 10
Health and well-being P6. Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.	0 1 2 3 4 5 6 7 8 9 10
(3) Professional skills Planning P7. Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.	0 1 2 3 4 5 6 7 8 9 10
Teaching P8. Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.	0 1 2 3 4 5 6 7 8 9 10
Team working and collaboration P9. Promote collaboration and work effectively as a team member. P10. Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.	0 1 2 3 4 5 6 7 8 9 10

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Professional Growth Plan: Start of year

REFLECTIONS	Teaching (Class-based) target for previous year	
	Personalised review of agreed events	
	What are the specific requirements of my current role?	
	What do I see as personal strengths in my current role based on my own self-evaluation and any feedback have received from colleagues?	
CHALLENGES	What challenge or issue do I frequently encounter that I would like to address and hopefully resolve ?	
GOAL	What do I intend to focus on that might help meet this challenge and hopefully resolve this issue ? <i>How does my goal support wider priorities?</i>	
	What do I hope would be different? <i>What's on my success checklist? What does 10/10 look like?</i>	
REALITY	What do I do already that helps? <i>Where am I on a scale of 0 – 10, where 10 is my ideal? What have I tried already, that works? What have I tried that hasn't work?</i>	0 1 2 3 4 5 6 7 8 9 10
OPTIONS & ACTIONS	How else might I meet this challenge and possibly achieve this goal? <i>What strategies might I use? What knowledge and skills do I need to develop further to achieve this goal? Who could help me? What will I do first?</i>	
SUMMARY	Teaching (Class-based) target for current year	
	Headteacher comments	
	Teacher comments	
Signed (Headteacher):		Signed (Teacher):
Date:		Date of mid-year review: Spring Term

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Professional Growth Plan: Start of year

REFLECTIONS	Professional Development/Leadership target for previous year	
	Personalised review of agreed events	
	What are the specific requirements of my current role?	
	What do I see as personal strengths in my current role based on my own self-evaluation and any feedback have received from colleagues?	
CHALLENGES	What challenge or issue do I frequently encounter that I would like to address and hopefully resolve ?	
GOAL	What do I intend to focus on that might help meet this challenge and hopefully resolve this issue ? <i>How does my goal support wider priorities?</i>	
	What do I hope would be different? <i>What's on my success checklist? What does 10/10 look like?</i>	
REALITY	What do I do already that helps? <i>Where am I on a scale of 0 – 10, where 10 is my ideal? What have I tried already, that works? What have I tried that hasn't work?</i>	0 1 2 3 4 5 6 7 8 9 10
OPTIONS & ACTIONS	How else might I meet this challenge and possibly achieve this goal? <i>What strategies might I use? What knowledge and skills do I need to develop further to achieve this goal? Who could help me? What will I do first?</i>	
SUMMARY	Professional Development/Leadership target for current year	
	Headteacher comments	
	Teacher comments	
Signed (Headteacher):		Signed (Teacher):
Date:		Date of mid-year review: Spring Term

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Professional Growth Plan: Mid Year Review

Teaching (Class-based) target for current year

REVIEW	What have you done so far this year?	
REFLECTIONS	What have you done so far to address any challenges?	
	What have you done to try to meet your challenge and achieve your goal?	
IMPACT	What do you think has been the impact of this work so far?	
SUMMARY	Headteacher comments	
	Teacher comments	
	Signed (Headteacher):	Signed (Teacher):
	Date:	Date of mid-year review: Spring Term

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Professional Growth Plan: Mid Year Review

Professional Development/Leadership target for current year	
REVIEW	What have you done so far this year?
REFLECTIONS	What have you done so far to address any challenges?
	What have you done to try to meet your challenge and achieve your goal?
IMPACT	What do you think has been the impact of this work so far?
SUMMARY	Headteacher comments
	Teacher comments
	Signed (Headteacher):
	Date:
	Signed (Teacher):
	Date of mid-year review: Spring Term

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Professional Growth Plan: End of Year Review

Teaching (Class-based) target for current year	
REVIEW	What have you done so far this year?
REFLECTIONS	What have you done so far to address any challenges?
	What have you done to try to meet your challenge and achieve your goal?
IMPACT	What do you think has been the impact of this work so far?
SUMMARY	Headteacher comments
	Teacher comments
	Signed (Headteacher):
	Date:

Signed (Teacher):

Date of end of year review: Autumn Term

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Professional Growth Plan: End of Year Review

Professional Development/Leadership target	
REVIEW	What have you done so far this year?
REFLECTIONS	What have you done so far to address any challenges?
	What have you done to try to meet your challenge and achieve your goal?
IMPACT	What do you think has been the impact of this work so far?
SUMMARY	Headteacher comments
	Teacher comments
	Signed (Headteacher):
	Date:

Signed (Teacher):

Date of end of year review: Autumn Term

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Appendix B – Appraisal master document for support staff

Professional Growth Plan: Start of year

	Date:	
	Role(s):	
REFLECTIONS	Class-based target for previous year	
	Personalised review of agreed events	
	What are the specific requirements of my current role?	
	What do I see as personal strengths in my current role based on my own self-evaluation and any feedback have received from colleagues?	
CHALLENGES	What challenge or issue do I frequently encounter that I would like to address and hopefully resolve ?	
GOAL	What do I intend to focus on that might help meet this challenge and hopefully resolve this issue ? <i>How does my goal support wider priorities?</i>	
	What do I hope would be different? <i>What's on my success checklist? What does 10/10 look like?</i>	
REALITY	What do I do already that helps? <i>Where am I on a scale of 0 – 10, where 10 is my ideal? What have I tried already, that works? What have I tried that hasn't work?</i>	0 1 2 3 4 5 6 7 8 9 10
OPTIONS & ACTIONS	How else might I meet this challenge and possibly achieve this goal? <i>What strategies might I use? What knowledge and skills do I need to develop further to achieve this goal? Who could help me? What will I do first?</i>	
SUMMARY	Class-based target for current year	
	Headteacher comments	
	Reveiwee comments	
	Signed (Headteacher):	Signed (Reviewee):
	Date:	Date of mid-year review: Spring Term

'Never settle for less than your best'

Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12

Professional Growth Plan: Start of year

REFLECTIONS	Professional Development/Leadership target for previous year	
	Personalised review of agreed events	
	What are the specific requirements of my current role?	
	What do I see as personal strengths in my current role based on my own self-evaluation and any feedback have received from colleagues?	
CHALLENGES	What challenge or issue do I frequently encounter that I would like to address and hopefully resolve ?	
GOAL	What do I intend to focus on that might help meet this challenge and hopefully resolve this issue ? <i>How does my goal support wider priorities?</i>	
	What do I hope would be different? <i>What's on my success checklist? What does 10/10 look like?</i>	
REALITY	What do I do already that helps? <i>Where am I on a scale of 0 – 10, where 10 is my ideal? What have I tried already, that works? What have I tried that hasn't work?</i>	0 1 2 3 4 5 6 7 8 9 10
OPTIONS & ACTIONS	How else might I meet this challenge and possibly achieve this goal? <i>What strategies might I use? What knowledge and skills do I need to develop further to achieve this goal? Who could help me? What will I do first?</i>	
SUMMARY	Professional Development/Leadership target for current year	
	Headteacher comments	
	Reveiwee comments	
Signed (Headteacher):		Signed (Reviewee):
Date:		Date of mid-year review: Spring Term

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Professional Growth Plan: Mid Year Review

Teaching (Class-based) target for current year

REVIEW	What have you done so far this year?	
REFLECTIONS	What have you done so far to address any challenges?	
	What have you done to try to meet your challenge and achieve your goal?	
IMPACT	What do you think has been the impact of this work so far?	
SUMMARY	Headteacher comments	
	Reviewee comments	
Signed (Headteacher):		Signed (Reviewee):
Date:		Date of mid-year review: Spring Term

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Professional Growth Plan: Mid Year Review

	Professional Development/Leadership target for current year	
REVIEW	What have you done so far this year?	
REFLECTIONS	What have you done so far to address any challenges?	
	What have you done to try to meet your challenge and achieve your goal?	
IMPACT	What do you think has been the impact of this work so far?	
SUMMARY	Headteacher comments	
	Reviewee comments	
	Signed (Headteacher):	Signed (Reviewee):
	Date:	Date of mid-year review: Spring Term

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Professional Growth Plan: End of Year Review

Class-based target	
REVIEW	What have you done so far this year?
REFLECTIONS	What have you done so far to address any challenges?
	What have you done to try to meet your challenge and achieve your goal?
IMPACT	What do you think has been the impact of this work so far?
SUMMARY	Headteacher comments
	Reviewee comments
	Signed (Headteacher):
	Date:
Signed (Reviewee):	
Date of end of year review: Autumn Term	

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Professional Growth Plan: End of Year Review

Professional Development/Leadership target	
REVIEW	What have you done so far this year?
REFLECTIONS	What have you done so far to address any challenges?
	What have you done to try to meet your challenge and achieve your goal?
IMPACT	What do you think has been the impact of this work so far?
SUMMARY	Headteacher comments
	Reviewee comments
	Signed (Headteacher):
	Signed (Reviewee):
Date:	Date of end of year review: Autumn Term

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Appendix C

PROFESSIONAL GROWTH – ESTABLISHING A CHALLENGING FOCUS

This document is for guidance to support conversation only - if needed.

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 that you would like to focus on for your class? 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 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 already working? 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 you revisit and review this?
6. How will you share your successes and challenges?
7. Confirm and summarise your goal (By.....I amso that.....)

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Appendix D

Professional development pathway

Vision and Purpose This strategy aims to foster a culture of continuous professional growth, ensuring teachers develop their skills, knowledge, and leadership capabilities throughout their careers. It aligns with school priorities, including high-quality EYFS provision, effective transition into Year 1, and inclusive teaching for increasingly complex and varied needs.

Career Progression Framework

1. Early Career Teachers (ECTs) & Induction Phase

- High-quality mentoring with regular coaching sessions.
- Focus on core pedagogy, classroom management, and assessment for learning.
- Opportunities to observe outstanding practice within and beyond the school.
- Engagement with Early Career Framework (ECF) training and peer collaboration.

2. Developing Teachers (2–5 Years Experience)

- Bespoke CPD focusing on deepening subject knowledge and adaptive teaching strategies.
- Action research projects linked to school improvement priorities.
- Shadowing opportunities with experienced teachers and subject leaders.
- External networking with the collective, teaching hubs, subject associations, and research schools.

3. Experienced Teachers (5+ Years Experience)

- Leadership development through middle leadership training.
- Support for mentoring ECTs and trainee teachers.
- Engagement in curriculum innovation and whole-school initiatives.
- Research-led professional development, including lesson study approaches.

4. Middle Leaders & Aspiring Senior Leaders

- National Professional Qualifications (NPQs) for subject, curriculum, and senior leadership.
- Cross-school collaboration and leadership shadowing.
- Strategic project work focusing on whole-school impact.
- Coaching and mentoring from SLT and external experts.

5. Senior Leaders & Headship Pathway

- Advanced leadership development through NPQH (Headship) or NPQEL (Executive Leadership).
- System leadership opportunities, including work with multi-academy trusts or local authority initiatives.
- Support for research engagement and conference contributions.
- Partnership with education leaders to drive school improvement at a wider level.

Professional Learning Approaches

- **Instructional Coaching:** Regular, structured feedback cycles.
- **Professional Learning Reviews (PLR's) and Leverage Observation:** collaborative reflection and observation with regular support from senior leaders.
- **Lesson Study & Collaborative Inquiry:** Joint planning, observation, and reflection.
- **Action Research:** Teachers engage in evidence-informed practices and share findings.
- **Personalised CPD Pathways:** Tailored professional growth based on individual career aspirations.
- **Online & Blended Learning:** Access to webinars, online courses, and professional reading groups.

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Professional Learning Approaches

- Regular feedback loops, including staff voice surveys and focus groups.
- Use of appraisal processes to align development goals with school priorities.
- Lesson observations, coaching reflections, and learning walks to track progress.
- Monitoring pupil outcomes as an indirect measure of effective professional learning.
- External accreditation and qualifications as milestones of professional growth.

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Appendix E

National Professional Qualifications (NPQs) – Primary School Summary

This table summarises the National Professional Qualifications (NPQs) most relevant for primary school settings, including their focus and suitability.

NPQ	Target Role	Focus Area
NPQLL (Leading Literacy)	English Leader Phonics Leader	Early reading, phonics, language development, struggling readers
NPQLPM (Leading Primary Maths)	Maths Leader	Building teacher and pupil expertise in primary maths
NPQLT (Leading Teaching)	Phase Leader Subject Leader	Pedagogy, curriculum, assessment, improving teaching
NPQLTD (Leading Teacher Development)	Mentors CPD Leads Induction Tutors	Coaching, mentoring, professional development
NPQLBC (Leading Behaviour & Culture)	Behaviour Leader Pastoral Leader SENCOs	Positive behaviour, culture, attendance, wellbeing
NPQSEND (Special Educational Needs & Disabilities)	SENCOs Inclusion Leader	Inclusive practice, working with families, leadership of SEND provision
NPQSL (Senior Leadership)	Assistant Headteacher Deputy Headteacher Experienced Leaders	School-wide strategy, curriculum leadership, operations
NPQH (Headship)	Aspiring Headteacher New Headteacher	Leading a school, strategic vision, governance, operations
NPQEL (Executive Leadership)	Executive Headteachers MAT CEOs	System leadership across multiple schools

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