Professional Growth Policy for Teaching Staff

Owner (job role):	Head of HR
Approval Body:	Trust Board
Policy approval date:	July 2023 (for implementation in September 2023)
Date of last review:	New Policy for all LPLT schools
Next Review:	September 2024

Version	Approval Date	Summary of Changes
1.0	July 2023 for implementation September 2023	New policy replaces former LPLT Appraisal Policy and the former Impact Professional Growth Policy

Inspire, Respect, Flourish.

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Aims and Purpose

This policy sets out the framework for a clear and consistent professional growth model applying to all teachers in schools within the Trust, including the Senior Leadership Teams. The framework supports teachers' individual growth within the context of each school's development plan for improving educational provision and performance, and the standards expected of teachers nationally.

This policy replaces the previous appraisal and performance management policy with 'professional growth'; a different perspective and a new direction designed to challenge thinking, promote deep reflection, collaboration and change for the better.

Improve not Prove

The Trust is moving to a culture of teachers investing their time in self-improvement as opposed to having to prove that they are fulfilling their roles as teachers effectively. This Professional Growth Policy puts developing and maintaining the highest quality of teaching at the very heart of the process. It focuses on a genuinely <u>continuous</u> professional development process.

"If the teacher makes the weather, the school creates the climate. School improvement is how schools create an ever-better climate for the individual and groups of teachers to do their job in the most favourable circumstances." - Sir Tim Brighouse.

"Every teacher needs to improve, not because they are not good enough, but because they can be even better" – Dylan William

This policy sets out the framework for a clear and consistent approach to the development of our teachers and our expectations in terms of the high standards to which all our teachers aspire. It is a policy based on professional trust.

It is assumed therefore that, unless evidence suggests otherwise, teachers are meeting the Teachers' Standards.

The education of our pupils 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.

If the school's quality assurance procedures identify that these standards are not met, then a separate plan will be put in place to support performance improvements. Should further support and targets be required this would come under other performance related school policies (e.g. the IMAT capability policy).

Application of the Policy

This policy, which replaces performance management/appraisal for teaching staff, applies to the Senior Leaders and to all teachers employed by the Trust, except those on contracts of less than one term, those undergoing initial teacher training or induction (i.e. ECTs) and those who are subject to the Trust's formal capability procedure.

The challenge to us all is to always improve, to always get better; to continually grow and become stronger. The quality of our teaching is at the top of our agenda, and we view our teachers as our greatest asset. Therefore, our professional growth processes exist to ensure that all our teachers are able to be the very best they can be, with growth being a continuous process. This in turn leads to improved organisational performance, as seen in improved outcomes for our pupils and fulfilling our core purpose of ensuring uncompromising expectations for every child to achieve excellence.

Links to our trust vision, values and school improvement

Our 'Professional Growth' policy outlines the approach that we will take to help our teachers to become the very best versions of themselves; supporting them to make the next steps in their careers, but also creating a culture that encourages them to stay and grow within our Impact Trust. 'Professional Growth Plans' should support each school's plan for improving educational provision and performance and improving the education of pupils at the school.

In summary, Professional Growth within this trust is aligned to our trust's vision and values:

Our vision is for our children to enjoy a broad, ambitious and inspirational education, so they develop the values, confidence, knowledge and skills to thrive as global citizens.

This policy is rooted in our Impact values:

- Ambition – we have high aspirations for our children and strive to do our very best.
- Inclusion – we care about the whole child, and everyone will feel that our Trust is a place where they are valued, respected, safe and happy.
- Collaboration – we are stronger together and collaborate generously to ensure the long-term success of our children, our staff, our schools and the communities we serve.
- Trust – we build trust by acting with integrity and kindness and by putting children first.

Our strapline of **Inspire, Respect, Flourish** sets out what is most important to us in terms of how we behave towards each-other and what our children experience in our schools.

IMAT aims to attract, retain, develop and reward outstanding teachers. Teachers will have access to high quality professional development and career pathways irrespective of age, race, religion, gender, gender reassignment, disability, marriage and civil partnership, pregnancy and maternity, beliefs, sex or sexual orientation, or socio-economic background.

IMAT expects its teachers to:

- act with integrity, professionalism and in the best interests of the children and young people.
- support quality initiatives to improve teaching and learning and to help make the learning experience challenging and exciting.
- enable successful pupil progress.
- contribute to the wider life of the school and fulfil wider professional responsibilities.
- commit to own and other's continuing professional development.

Support and Accountability of the Professional Growth Process

The 'Professional Growth Plans' 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. As part of the Teachers' Standards, teachers will be accountable for their pupils' attainment, progress and outcomes. However, the Trust schools, will have no high stakes lesson observations and will not use a data target as part of the professional growth model. Instead, we are committed to developing a professional culture which drives *quality assurance from within*; an enabling process rather than an imposed, top-down process as we believe this will ultimately impact positively on student outcomes.

Our teachers will be supported by a group of colleagues in a Teaching and Learning Community (TLC). These TLCs are facilitated peer learning communities, in which hierarchy is irrelevant to knowledge mobilisation and the sharing of great practice. Time will be made available to staff to participate in their TLC and to access educational research and stimulus around what makes great teaching will be shared with and discussed by colleagues.

All teachers are expected to support and learn from colleagues. Therefore, during the course of the year, each teacher is expected to observe colleagues with the sole focus of going to learn from them and/or provide supportive feedback. These visits 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 and must engage with the peer observation and feedback model which is central to the TLC.

Criteria for Progress and Pay Progression

As long as our teachers continue to meet the **Teachers' Standards** and engage in the process of professional growth, as judged by internal quality assurance processes and with Line Manager support, pay progression within the Main Pay Range will be automatic and not linked to any mechanism of traditional 'performance management'.

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.*

- 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 *'Impact Professional Growth Plan'.* 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.
- Teachers will regularly reflect on their progress within their 'Professional Growth Plan' as they design lessons to purposefully practise the 'focus' area identified within their plan 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 teaching staff are also required to engage fully with any whole school/trust professional growth priorities, in the context of whole-school Continuous Professional Development (CPD).
- In addition, any Upper Pay Range teacher, TLR holder or member of staff on the leadership pay spine will have a goal tailored to their leadership responsibility or will take on a whole school project or coaching training in support of colleagues.

The Professional Growth Cycle

The Professional Growth Cycle for 2023/24 (for the legacy LPLT schools) will run from December 2023 to July 2024 where the end of cycle review will be completed. The Professional Growth Cycle for 2023/24 is shortened to accommodate the creation and implementation of the new policy. For Hayes and Ravens Wood schools, the cycle will continue to run from September to July.

The Professional Growth Cycle for 2024/25 onwards will run for a full academic year from September to July

Step 1
Self-reflection and identify, against the Teachers' Standards, a narrow focus of development for professional growth.

Step 2
Initial TLC meeting and creation of professional growth plan

Step 3
The professional growth cycle begins – research and practice informed by peer observation, support and feedback and TLC meeting (at least 1 calendared TLC meeting in this window)

Step 4
TLC reflection review and sharing meeting – mid review point to check in with peers on progress towards goals

Step 5
Continue the professional growth cycle – research and practice informed by peer observation, support and feedback and TLC meeting (at least 1 calendared TLC meeting in this window)

Step 6
Final review with your TLC – sharing your achievements and discuss final written reflection. Complete final written reflection and submit to the T&L team for the central Professional Growth Library

The Professional Growth Cycle

each year.

Teachers who are employed on a fixed term contract of less than one year will be supported to create their Professional Growth Plan. Where a teacher starts their employment at the school part-way through a cycle, the Headteacher, or in the case where the teacher is the Headteacher, the CEO, shall determine the length of the first cycle for that teacher, with a view to bringing the cycle into line with the cycle for other teachers at that school as soon as possible.

Where a teacher transfers to a new post within the school, or between the Trust schools, part- way through a cycle, the original Professional Growth Plan and Leadership Goals (if applicable) will be reviewed.

Both line managers and TLC facilitators support teacher development during the Professional Growth Plan cycle. The role of the facilitator is central to the process and may be UPS teachers, more experienced teachers or TLR holders.

The expectation is that **facilitators should**:

- Provide or signpost teachers to pedagogical input in the form of reading or research related to their allocated/chosen area of teaching and learning.
- Facilitate professional discussions in TLC meetings with their group, focusing on good practice in their allocated area of teaching and learning.
- Facilitate and support teachers working in within their TLC group.
- Ensure teachers in their TLC group commit to informally observing and being observed by colleagues, giving and receiving feedback.
- Provide brief QA information to SLT LMs on the engagement with the Professional Growth Plan of teachers in their TLC group, including attendance at meetings.
- Facilitate teachers in their TLC group to review, reflect on and share their progress and learning at the end of each year's Professional Growth cycle.

Facilitators are **not** expected to:

- Meet with their TLC group on a one-to-one basis or support outside the facilitated time.
- Evaluate if members of their TLC have met the teacher standards.

The expectation is that line managers should:

- Quality assure the Professional Growth Plan (PGP) targets for the teachers in their departments.
- Regularly use part of a line management meeting to discuss PGP targets through a coaching conversation.
- Evaluate progress towards leadership goals for TLR holders and UPS teachers mid PGP cycle and at the end of the PGP cycle.
- Ensure teams are engaging with the PGP process through attendance to TLC and feedback from facilitators.
- Raise concerns if teachers are not meeting the Teacher Standards and implement appropriate support. Line managers should refer to the Trust Capability Policy if a teacher is consistency not meeting the Teacher Standards

Line managers are **not** expected to:

- Report on individual classroom teacher progression towards PGP target at the mid-point and end of the cycle.

- Make any recommendations on pay progression on the Main Pay Range for individual teachers at the end of the cycle. If there are concerns around the meeting of the Teacher Standards, it should have been raised earlier in the year.

Creating a Professional Growth Plan

Teachers 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' (see Annex 2).

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 enquiry and frequent purposeful practice.

This individual and unique plan will identify what each teacher will learn or do differently, and the approaches they will take to achieve this. The Professional Growth Plans also require our teachers to identify the possible impact of their work on pupils' learning. Professional Growth Plans require the learning to be ongoing and in depth as this is more likely to have a 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, clear goals are 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. Our professional learning must be driven by an individual's motivation to become even better rather than being told what to do. We will, therefore, provide effective training, opportunities and time that will give our teachers the chance to work on a chosen focus that positively affects the pupils they teach.

A major part of our professional learning is trying out things in practice. Teachers are therefore expected and encouraged to 'purposefully practice'; to design lessons that force them out of 'autopilot' and ensure a deliberate focus on experimentation within their classroom.

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.

TLR Holders, Upper Pay Scale and Senior Leaders

Those with Leadership responsibilities, including UPS teachers, will use the post threshold standards professional standards for school leaders as part of their self-audit. They are required to complete a 'Self-Audit tool for school leaders' (Annex 3) and create a 'Leadership Growth Plan' (Annex 4) detailing their leadership goal(s)linked to their self-audit, school development priorities and their roles and responsibilities. This will be supported and monitored by the line manager and reviewed periodically. The leadership goal is in addition to the Professional Growth Plan because it is an expectation that all teaching staff engage in professional growth linked to their own classroom practice.

All school leaders are also required to engage fully with any whole school/trust development plan priorities and those which appear in their annual department/year action plans.

Concerns relating to engagement with the Professional Growth Plan

Engagement with the Professional Growth plan is an expectation of all teachers, in line with the Teachers' Standards for all teachers to 'take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues' (Section 8 Fulfil Wider Professional Responsibilities). If a teacher does not engage with the Professional Growth Plan, this means they are not consistently meeting the National Teachers' Standards and this would therefore give concerns relating to capability (see section 10 below).

Concerns relating to capability

As stated in section 5 of this policy, as long as our teachers continue to meet the **Teachers' Standards** (Annex 1) and engage in the process of professional growth, pay progression within the Main Pay Range will be automatic and not linked to any mechanism of traditional 'performance management'.

Where there are concerns about any aspects of an employee not consistently meeting the Teachers' Standards, the leader/ line manager will meet the member of staff to:

- give clear feedback about the nature and seriousness of the concerns;
- give the employee an opportunity to comment on and discuss the concerns;
- decide what support can be provided to help the employee to address the concerns (such as coaching, mentoring, training or opportunities to observe best practice);
- make clear how and when progress will be reviewed; and
- explain the implications if no (or insufficient) improvement is made.

This is not a formal meeting, but the points above should be documented in writing after the meeting to provide clarity.

When progress is reviewed, if the line manager is satisfied that the employee has made, or is making, sufficient improvement, the Professional Growth Cycle will continue as normal.

If progress is not satisfactory, the employee will be notified in writing that their performance will now be managed under the Capability Procedure and will be invited to a formal capability meeting. The capability procedures will be conducted in accordance with the Trust's capability policy.

Review of the Policy

The Trust Board will review the Professional Growth Policy annually.

The policy will be revised, as required, to introduce any changes in regulation, associated guidance and statutory guidance to ensure that it is always up to date.

The Trust Board will seek to agree any revisions to the policy with the recognised trade unions having regard to the results of the consultation with all teachers.

To ensure teachers are fully conversant with the Professional Growth Policy and pay progression, all new teachers who join each school will be briefed on them as part of their induction to that school.

ANNEX 1   TEACHER AND LEADERSHIP STANDARDS

Teachers' Standards

Part 1 - Teaching

Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- 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
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- 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

- 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.

Make accurate and productive use of assessment

- 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
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

Manage behaviour effectively to ensure a good and safe learning environment

- 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
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

Part 2 - Personal & Professional Conduct

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to a teacher's professional position
  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - showing tolerance of and respect for the rights of others
  - 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
  - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

- 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.

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

Post Threshold Teachers' Standards

Post Threshold Teachers are role models to all members of IMAT and so must lead by example at all times. They should meet all core teaching standards plus the following standards. In doing so their impact will be whole school, not just in their immediate area of responsibility.

<u>Professional attributes</u>
a) Frameworks

- Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

<u>Professional knowledge and understanding</u>
a) Teaching and learning

- 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.

b) Assessment and monitoring

- 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.
- Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.

c) Subjects and curriculum

- Have a more developed knowledge and understanding of their subjects/ curriculum areas and related pedagogy including how learning progresses within them.

d) Health and well-being

- Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.

<u>Professional skills</u>

a) Planning

- 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.

b) Teaching

- Have teaching skills which lead to learners achieving well relative to their prior attainment, making good progress.

c) Team working and collaboration

- Promote collaboration and work effectively as a team member.
- Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

Middle Leaders' Standards

Middle Leaders (typically teachers on TLR 1 or 2) should meet all prior teaching standards plus the following standards.

Qualities and Knowledge

- Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.
- Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors, and members of the local community.
- Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.

Pupils and staff

- Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
- Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.
- Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
- Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.

Systems and Process

- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.

The Self-Improving School System

- Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.
- Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.

Assistant Headteachers' Standards

Assistant Head Teachers should meet all prior teaching standards plus the following standards.

Qualities and Knowledge

- Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.
- Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.

- Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
- Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
- Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

Pupils and staff

- Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
- Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.
- Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
- Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
- Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
- Hold all staff to account for their professional conduct and practice.

Systems and Process

- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.

The Self-Improving School System

- Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.
- Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.

Deputy Headteachers' Standards

Deputy Head Teachers should meet all prior teaching standards plus the following standards.

Qualities and Knowledge

- Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.
- Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.
- Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
- Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
- Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.
- Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

Pupils and staff

- Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
- Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.
- Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
- Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
- Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
- Hold all staff to account for their professional conduct and practice.

Systems and Process

- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
- Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy, and hold the headteacher to account for pupil, staff and financial performance.
- Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

The Self-Improving School System

- Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.
- Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
- Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
- Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.

Headteachers' Standards

Head Teachers should meet all prior teaching standards plus the following standards.

Qualities and Knowledge

- Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.
- Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.
- Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
- Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.

- Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.
- Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

Pupils and staff

- Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
- Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.
- Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
- Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
- Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
- Hold all staff to account for their professional conduct and practice.

Systems and Process

- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.
- Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
- Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance.
- Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.
- Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

The Self-Improving School System

- Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils.
- Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
- Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
- Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
- Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
- Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.

ANNEX 2 – PROFESSIONAL GROWTH PLAN

PROFESSIONAL GROWTH PLAN
The challenge is to always improve, to always get better.

IMPACT Multi Academy Trust

Name:

REFLECTIONS	When I'm at my best, what are my strengths? Identified from my own reflections, results and data analysis and any feedback from my colleagues.	
	What are my development needs? Identified from my own reflections, results and data analysis and any feedback from my colleagues.	
NEEDS	What are the learning needs of my class or a class that I teach? 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 class make even better progress? I need to focus on the learning needs of the pupils not just what I do as their teacher. I need to challenge myself too. How challenging is this goal?												
	How will I know that I have been successful? What will be different? What will I notice? What will the pupils be able to do? What evidence of impact can I collect? What's the ideal outcome? What's 10/10 look like?												
	How close to achieving this goal am I and what do I do already that helps?	0	1	2	3	4	5	6	7	8	9	10	
	Where am I on a scale of 0 – 10, where 10 is my ideal? What's working? What have I tried already? What has made a difference previously? What have I tried that hasn't worked? What might get in the way?												
OPTIONS & ACTIONS	How do I intend to achieve this? What knowledge and skills do I require to meet my pupils' needs? What research will I undertake to find out more? How could I approach this goal? What actions will I take? What will I do first? Who will help me? I need to focus on sustained and purposeful practice.												

My Goal in Summary:

By:

I am:

So that:

Please email this Professional Growth Plan to your line manager once completed.

ANNEX 3 – SELF-AUDIT FOR SCHOOL LEADERS

Post holder:	
Job title:	
Date:	

Self-Audit tool for School Leaders

TEACHERS' STANDARDS
These standards are to be maintained to ensure movement to and through the Upper Pay Range. Teachers wishing to progress within the Upper Pay Range will need to provide evidence against the Post-Threshold Standards.
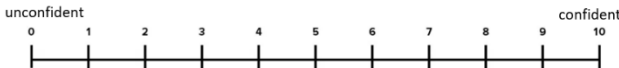
Post holder:
This reflection should initially be completed by the post holder. RAG rate each standard and then use the scale to reflect on how well you are doing against each standard. Add an Area(s) for Professional Growth within the identified section(s).

Line Manager:
Use the post holder's reflections on the standards to inform next steps and a possible focus for the 'Professional Growth Plan'.

PART 1: Creating a Culture Leaders must:	Current Reality
Create a culture where pupils experience a positive and enriching school life	
Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment	
Ensure a culture of high staff professionalism by promoting a culture of learning and high aspirations for themselves and others	
Build a team culture that is based on the combined contributions and strengths of different people	
Area for Professional Growth:	

PART 2: TEACHING AND LEARNING Leaders must:	Current Reality
Establish and sustain high quality expert teaching	

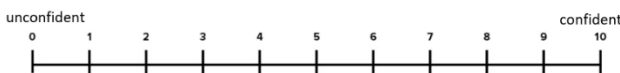|	
within their area, built on evidence-informed understanding of effective teaching and how pupils learn	
Provide ongoing support for staff in all roles, including peer support for those in other leadership positions, to help them achieve their best	
Share best practice within your area and across the school	unconfident confident 0 1 2 3 4 5 6 7 8 9 10
Ensure effective use is made of formative assessment including identifying and recording it's impact	
Area for Professional Growth:	

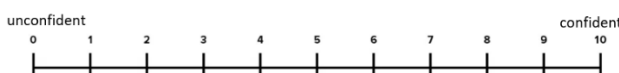| PART 3: CURRICULUM AND ASSESSMENT Leaders must:	Current Reality
Ensure the design and delivery of a broad and structured and coherent curriculum which sets out the knowledge, skills and values that will be taught	
Establish effective curricular leadership, developing teams with high levels of relevant pedagogical and subject expertise	
Prioritise the development of subject knowledge, providing access to professional networks to develop the teaching and learning practice of others	unconfident confident 0 1 2 3 4 5 6 7 8 9 10
Support the whole school reading strategy by ensuring reading is embedded in the curriculum and developing subject specific approaches to reading	
Ensure appropriate and reliable assessments are used to assess pupils knowledge and understanding of the curriculum	
Area for Professional Growth:	

PART4: BEHAVIOUR AND ATTITUDES Leaders must:	Current Reality
Establish and sustain high expectations of behavior for all pupils by supporting the implementation of the behavior policy, modelling consistency of its application	
Monitor how consistently the behavior policy is applied across their area and intervening where necessary	unconfident 0 1 2 3 4 5 6 7 8 9 confident 10
Support and contribute to whole school behavior systems	
Promote equality and diversity, ensuring their team is sensitive to individuals' age, gender, race, sexual orientation and disability	
Plan opportunities within the curriculum and enrichment to develop students' personal/social skills and character	
Area for Professional Growth:	

PART 5: ADDITIONAL AND SEN NEEDS Leaders must:	Current Reality
Ensure their area/team holds ambitious expectations for all pupils with additional and SEN and disabilities	
Ensure the progress of pupils with SEND is monitored and necessary actions taken	unconfident 0 1 2 3 4 5 6 7 8 9 confident 10
Ensure all students with SEND have consistent Quality First Teaching	
Ensure their area/team work effectively with parents, carers and professionals to support SEND students, demonstration and uncompromising drive to improve achievement for all pupils	
Area for Professional Growth:	

PART 6: PROFESSIONAL DEVELOPMENT Leaders must:	Current Reality
Prioritise the professional development of staff, providing ongoing support for staff in all roles to help them achieve the best for the school and their area	
Provide regular and constructive feedback to develop the practice of others	unconfident 0 1 2 3 4 5 6 7 8 9 confident 10
Ensure professional development opportunities draw on organisations and partnerships such from beyond the school, such as subject associations, as well as within it	
Area for Professional Growth:	

PART 7: CONTINUOUS SCHOOL IMPROVEMENT Leaders must:	Current Reality
Identify priorities with senior colleagues and team members, constructing a strategic yearly improvement plan	
Develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely and appropriately sequenced	unconfident 0 1 2 3 4 5 6 7 8 9 confident 10
Regularly monitor the progress of improvement/action plans, liaising with senior colleagues and team members	
Area for Professional Growth:	

PART 8: – ACCOUNTABILITY Leaders must:	Current Reality
Ensure all staff know and understand their professional responsibilities and are held to account	

Delegate tasks and responsibilities clearly and efficiently and provide regular and effective line management	unconfident 0 1 2 3 4 5 6 7 8 9 confident 10
Ensure their area operates effectively within agreed school and trust policies, meeting all statutory duties	
Monitor and quality assure their area, recognizing that support and encouragement are needed for everyone to produce their best	
Contribute to the review and development of policy and practices as required	

Area of Professional Growth:

LEADERSHIP GROWTH PLAN
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Name:

REFLECTIONS / NEEDS	**When I'm at my best, what are my strengths?** *Identified from my own reflections, results and data analysis and any feedback from my colleagues.*	
	What are my development needs? *Identified from my own reflections, results and data analysis and any feedback from my colleagues.*	

	What do I intend to focus in my leadership area? *I will identify one area of focus as a leader and consider the needs of my team. I need to link this to the whole school priorities. I will ensure I challenge myself - how challenging is this goal?*	
GOAL	**How will I know that I have been successful?** *What will be different? What will I notice? What evidence of impact can I collect? What's the ideal outcome?*	
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 might get in the way?*	0 1 2 3 4 5 6 7 8 9 10
ACTIONS	**How do I intend to achieve this?** *What actions will I take? What will I do first? Who will help me? I need to focus on sustained and purposeful practice.*	

My Leadership Goal in Summary:

By:

I will:

So that: