

# Professional Growth Policy

<b>Policy Responsibility:</b>	Executive Director for Trust Development
<b>Approved by:</b>	People & Culture Committee June 2024
<b>Effective from:</b>	September 2024
<b>Review Date:</b>	This policy will be reviewed according to The Mercian Trust's Policy Schedule outlined in its Scheme of Delegation. If there are any changes in legislation or legal requirements, an earlier review will be conducted to ensure compliance and relevance.

Increasing Opportunities  
Improving Outcomes

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# Professional Growth Policy

## 1. Purpose of our Policy

- 1.1. The principles set out within this policy provide a clear and consistent approach for the professional 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 and professional growth. It is assumed therefore, unless evidence suggests otherwise, that colleagues within the Mercian Trust (from this point referred to as 'Our Trust') are meeting the appropriate professional standards. Professional growth in this context is 'done by' rather than 'done to' our staff. We are not aiming for a one size fits all approach, but a one size fits one approach.
- 1.2. Our 'Professional Growth' Policy (from this point referred to as 'our policy') applies to all staff within our Trust. Focusing on the development of our staff aligns to our strategic plan to support rapid and continuous improvement in our schools which in turn contributes to our strategic mission of improving outcomes and increasing opportunities for our students. It also contributes to our strategic aim of being an employer of choice through recruiting and retaining highly skilled staff.
- 1.3. Our Policy also aligns to our commitment to social mobility and social justice through a fair and equitable approach to the professional growth of all our staff, providing opportunities to grow and develop as individuals and to enhance their career development.
- 1.4. Unless evidence suggests otherwise, we assume that all staff are meeting the standards and professional expectations of their role. Should an individual not meet these standards, arrangements to support improvement will be determined by the Academy whilst more serious concerns are addressed outside of this Policy through the Professional Concerns and Capability Policy and associated procedures.

## 2. Application and Scope of our Policy

- 2.1. The Professional Growth Policy is for all colleagues working within an Academy which is part of our Trust, or within our central team and professional services, with the exception of those colleagues within their probation period, on contracts of less than one term, agency workers, those undergoing induction (i.e. ECTs), and those who are subject to the Capability Procedure who would sit outside the scope of this policy. This document can be found on our Trust website.
- 2.2. Where an employee is not covered by this policy as set out in 2.3 and 2.4 below, then performance will be managed through regular supervision, feedback and any other applicable Academy or Trust policies.
- 2.3. If an employee is within their probation this policy will apply and the Professional Growth policy is not applicable until probation period ends.
- 2.4. Colleagues who are employed on a fixed-term contract of less than one year will approach their professional growth in line with the principles underpinning this policy. The timing of conversations and engagement in setting goals will be determined by the duration of their contract, in conversation with their line manager.
- 2.5. The process of Professional Growth will be carried out in accordance with this policy, which is underpinned by the SPTCD for teachers and NJC/Green Book for associate staff.

- 2.6. Our Trust are committed to ensuring consistency of treatment and fairness. It will abide by all relevant equality legislation, including the duty to make reasonable adjustments for disabled employees. Our Trust is aware of the guidance on the Equality Act 2010.

### 3. Roles and Responsibilities for Policy Implementation

- 3.1 The Trustees (PCC Committee), Executive Team and Headteacher/Principal will monitor the operation and effectiveness of the Academy's or Central Team's Professional Growth processes including carrying out an Equality Impact Assessment with specific roles indicated below.

ROLE	RESPONSIBILITY
Trustees (PCC Committee)	<ul style="list-style-type: none"> <li>• Policy Approval</li> <li>• Review Policy Effectiveness through annual committee reports.</li> <li>• Monitor the operation and effectiveness of the professional growth arrangements. In developing, applying and evaluating this policy we will monitor the impact on different groups of people with protected characteristics in line with our Trust's Equal Opportunities policy and our Privacy Notice. This will ensure that what we do is done fairly.</li> <li>• Ensure that professional growth reviews of the CEO involve a suitably skilled person and/or experienced external advisor appointed by the Trust for that purpose.</li> </ul>
CEO	<ul style="list-style-type: none"> <li>• Recommending Annual Teachers' Pay Award (in line with Pay Policy) for Trustees ratification.</li> <li>• Determine line management responsibilities for the executive and central team, and our professional services.</li> <li>• Ensure that professional growth reviews of the Headteacher/principal involve a suitably skilled person and/or experienced external advisor appointed by the Trust for that purpose.</li> </ul>
Executive Director of Trust Development	<ul style="list-style-type: none"> <li>• Annual Review of Policy</li> <li>• Monitoring and evaluation of effectiveness of our policy</li> <li>• Monitoring the implementation of our policy</li> <li>• Equality Impact Assessment of our policy</li> <li>• Oversee the operation of the policy within the central team and professional services, including line management roles and responsibilities for conducting Professional Growth Conversations</li> <li>• Ensuring that there are opportunities for ongoing review and sharing of professional growth as part of normal Trust Business.</li> </ul>
Headteachers/ Principals	<ul style="list-style-type: none"> <li>• Oversee the implementation of our policy within their school, including determining specific line management roles and responsibilities for conducting Professional Growth Conversations.</li> <li>• Ensuring that there are opportunities for ongoing review and sharing of professional growth as part of normal Academy Business.</li> <li>• Providing an opportunity for staff within their school to share their learning</li> </ul>
Director of Teacher Development	<ul style="list-style-type: none"> <li>• Disseminating the learning from professional growth through strategic networks, Trust CPD and Trust Publications</li> <li>• Ensuring that, where possible, the CPD provided by the Trust responds to themes and goals identified within our schools.</li> </ul>

## 4. Key Principles underpinning our Policy

- 4.1. Professional growth conversations provide an opportunity for an honest, reflective and developmental conversation about the contribution of a colleague to the school and our Trust through the lens of our Blueprint and through their work and development in their professional role during the previous cycle. Our policy is designed to challenge thinking, promote deep reflection, collaboration and change for the better aligned with the values, principles and professional behaviours in our Trust Blueprint (See Appendix 5).
- 4.2. Our approach reflects our Trust Blueprint and is centred in the principle of belonging where the work and contribution of all colleagues is valued within a culture of professional learning and growth to support career development, recruitment and retention. Professional Growth in our Trust is based upon the following key principles and means that our approach will:
- Be **fair and equitable** to all providing equal opportunities for development regardless of role, career stage or age.
  - Embody our value of **being candid** through a process which values giving and receiving **honest and reflective feedback**.
  - Encourage colleagues **to be courageous** through our **ambition** for all our staff by a process of setting of goals without the constraint of pay progression as the fundamental driver and therefore be grounded in the principle of **innovation and improvement**.
  - Be accountable for our own development which is linked with the **professional integrity** to grow and improve.
  - Provide a process which embodies the Blueprint professional behaviours described in our work, our development and our approach.
- 4.3. Our policy aligns the setting of professional goals to provide a balance between achieving Trust and School strategic aims and ensuring that colleagues, regardless of career stage, are encouraged to develop and grow as professionals within their role and that we seek to invest in them and their development.
- 4.4. Our approach provides a framework for colleagues to create a professional growth plan based upon their reflective conversation. The measure of success is not limited to the achievement of a goal (s) but with the meaningful engagement in the process of professional growth and reflection, the willingness to develop and share along with maintaining the professional expectations linked to their role, and the relevant associated standards, and any additional responsibility held. One of our key principles within our Trust is fostering collaboration within and across schools and this approach seeks to formalise both the expectation and the mechanisms for professional collaboration.
- 4.5. In our Trust, when a colleague is meaningfully engaged with the professional growth policy, we would expect to see the following professional behaviours and values which are aligned to our Trust Blueprint.
- A willingness to identify ambitious goals which support our pursuit of excellence for our students.
  - A willingness to provide and receive feedback and critique objectively, openly and with clarity.
  - Setting goals which are inquisitive and approaching these goals with positivity and determination.

- Engaging where appropriate with quality educational research to support the goals which have been set.
  - Developing ourselves and other through engaging with tailored professional learning.
  - Sharing our learning and growth through the identified school or Trust processes, demonstrating our commitment to collaboration and commitment to improvement
- 4.6 Professional Growth is therefore more than meetings and measures, it is a continuous process of:
- Recognising and promoting a culture of professional dialogue and development.
  - Identifying and acknowledging iterative progress through regular reflection.
  - Mastering the skills that are core to an individual’s success in their role through creating opportunities for learning, experimenting, and practicing.
  - Supporting staff to own and lead their professional development and learning.
  - Interacting and collaborating with colleagues to gain perspectives, support, exchange feedback and learning.
- 4.7 This policy has been developed to comply with current legislation including the Education (School Teachers' Appraisal) (England) Regulations 2012 (the Appraisal Regulations), that apply to teachers in all maintained schools. Our Trust has decided to follow the principles of these Regulations in developing and implementing this policy, which is informed by the Department for Education’s model policy. This policy will also apply to associate staff employed within the School or our Trust, to ensure consistency in managing performance across all employees.

## 5. Pay Progression

- 5.1. Our Trust recognises that there are two potential changes to the annual salary of an employee. The first is the annual cost of living pay award determined by either the Department for Education (DfE) or National Joint Council for Local Government Services (NJC). The second is the annual or biannual pay progression for teachers or associate staff within their determined pay range. Within our scheme of delegation, the CEO is responsible for recommending the annual cost of living pay award for ratification by Trustees.
- 5.2. Our Policy recognises the recommendations made by the DfE Workload reduction taskforce, along with the importance of a growth process which is continuous and reflective. With regard to annual or biannual pay progression, our policy embeds the principle that all colleagues are entitled to receive the annual or biannual pay progression within their current pay spine unless professional concerns have been raised. The process for this is outlined in our Trust’s pay policy which can be found on our Trust website. **Any staff who are part of formal capability process will not be entitled to automatic pay progression.** The process for this is detailed in our trust’s Professional Concerns and Capability Policy and associated procedures which can be found on our Trust website.
- 5.3. Our Trust recognises that some teachers may not wish to progress from main scale to the upper pay range. Those who do not wish to make the application to progress at any stage will be fully supported and their goals will be designed to reflect this. This will not limit their opportunities to engage in professional growth and career development. The process for applications to move from main scale to Upper Pay Range in line with the STPCD, along with the decision-making process, is outlined in our Trust Pay Policy.

## 6. Professional Growth Process and Timeline

- 6.1. The Professional Growth Process for all colleagues will run for twelve months.
- 6.2. For colleagues employed under the STPCD, the process will run from 1 November to 31<sup>st</sup> October each year. The Trust's Rhythm of the Year calendar (ROTY) indicates weeks in which professional growth conversations should be taking place.
- 6.3. For colleagues employed under the NJC/Green Book the process will run from 1 April to 31<sup>st</sup> March each year. The Trust's Rhythm of the Year calendar (ROTY) indicates weeks in which professional growth conversations should be taking place.
- 6.4. There is an expectation that learning undertaken as part of professional growth is shared within the Academy and more widely within the Trust where appropriate. This process is referenced in the section on 'sharing learning and impact'.

## 7. Professional Growth Conversations

- 7.1. Professional Growth conversations should be undertaken in line with principles outlined in this policy. The conversation should be held by an appropriately identified, trained and skilled line manager within the Academy for school-based staff or within the central team for central and professional services staff. The specifics of line management structures and designated reviewers within each Academy are delegated to the Headteacher/Principal.

REVIEWEE	PROFESSIONAL REVIEWER
<b>CENTRAL STAFF</b>	
CEO	Chair of Trustees with an independent reviewer.
Executive Directors	CEO
Central Directors	Executive Directors
Central staff and professional services	Line managers as determined by our organisational structure
<b>HEADTEACHERS</b>	
Executive Headteachers	Assigned Executive Director
Headteachers	Assigned Executive Director
Associate Headteachers	Executive Headteacher <i>with</i> Assigned Executive Director

- 7.2. For Teaching Staff, Annual professional growth conversations will always be held during directed time. PPA time should not routinely be used for professional growth conversation though can be with the agreement of the member of staff. Associate and Central Team staff meetings will be held during their normal working hours.
- 7.3. Staff should attend their professional growth conversation having reflected on the goal(s) they would like to set. If a member of staff has concerns about the professional growth process or conversation, they should discuss this with the senior leader who manages their department or area of the Trust.
- 7.4. The complexity and expected impact of the goal(s) will reflect the level and responsibilities of their role and will be quality assured by a senior member of staff. There is an expectation that colleagues in leadership and management roles have additional professional growth goals to reflect their role within our Trust. Staff who are employed on a part time basis should set a goal where the scope is proportionate to their part time employment.

- 7.5. In setting goals, reviewers will have regard to what can reasonably be expected given the Colleague's role and level of experience. A shared understanding of a colleague's growth in their role must also be present at the outset of the Professional Growth process. Goals will have regard to a reasonable level of expectations of the colleague in the context of work/life balance.
- 7.6. A core principle in Professional Growth is engagement with the process rather than a simple measure of meeting or not meeting a goal. Engagement in the process will be seen through business as usual (BAU) discussions such as line management or team meetings, as well as sharing of learning and reflection at the end of the cycle. When discussing engagement, colleagues should discuss and refer to appropriate examples which are part of their BAU approach to their goal and their development. The policy does not expect colleagues to compile files of evidence of engagement. Opportunities for sharing and reflection will also be key to demonstrate engagement. Our policy assumes positive and successful engagement with the process of professional growth unless concerns around engagement have been raised with a colleague by their line manager.

## **8. Setting and Moderating Professional Goals**

- 8.1. The professional growth conversations for all staff will comprise of two key parts which embed the principles above.

### **Part One: Professional Growth Reflections**

- (a) The opportunity to reflect on and positively recognise the ways in which staff are meeting the professional expectations of their role and their wider professional contribution, including to the school and Trust improvement priorities.
- (b) The opportunity to reflect on the context staff are working in and the challenges they are experiencing and seeking to address.
- (c) The opportunity to identify the ways in which a colleague's role links to the strategic direction of the school and/or our Trust.

### **Part Two: Identification of Professional Goals**

- (a) The opportunity to identify and devise a goal (s) within their professional context. Goal setting should be seen as part of a colleague's unique contribution to a team/school priority which allows for innovative and pioneering approaches to professional goals and challenges and align with the strategic direction of our Trust, school or department
- (b) The opportunity to identify career aspirations and goals and be supported to achieve these.

Further details can be found in Appendix One.

- 8.2. In schools, the Headteacher/Principal will take responsibility, where the reviewer role has been delegated, for ensuring there is an appropriate system in place to moderate Professional Growth conversations and goal setting to ensure consistency and equality of treatment.
- 8.3. Within the central team, the Executive Director for Trust Development will take responsibility, where the reviewer role has been delegated, for ensuring there is an appropriate system in place to moderate Professional Growth conversations and goal setting to ensure consistency and equality of treatment. The CEO will moderate the goals of the executive team.



## **9. Recording Goals**

- 9.1. Any process of recording professional goals will be mindful of workload, ensuring that any recording is proportionate and does not create an onerous burden on colleagues.
- 9.2. Where possible, through digital transformation, the setting and recording of goals as well as links to professional learning and sharing of growth will utilise the online electronic system used by the Trust.
- 9.3. Training will be provided to colleagues in the use of the Viva Suite.

## **10. Sharing Learning and Impact**

- 10.1. Our policy, being reflective of workload along with the principle that professional growth is ongoing and iterative, does not have an expectation for a formal mid-term review. It is expected that conversations about professional goals are part of our business as usual (BAU) model and working towards professional goals is part of the day-to-day work of staff, due to the alignment of professional goals with individual roles and contributions to strategy. To aid with their continued professional growth, a reviewee can request input from their line manager/coach/peer in the form of a lesson observation or meeting at any point during the professional growth annual cycle. In order to embed this cultural approach, it is expected that conversations about professional growth form part of open discussions as BAU such as through line management or team meetings within the usual rhythm and routines.
- 10.2. It is also expected that colleagues will share their learning and reflection as part of our professional growth approach. Suggested mechanisms for this are shown below. Within our schools it is the delegated responsibility of Headteachers to ensure that there are processes, which have due regard to workload and wellbeing, for colleagues to share their learning with others. Suggestions can be found in Appendix Two.

## **11. Career Development and Professional Support**

- 11.1. Through our professional growth approach, our trust is seeking to empower and support colleagues to grow professionally. It is important to recognise that this brings personal responsibility for colleagues to support their own development and links with the professional behaviours outlined in our Trust Blueprint. This responsibility includes, but is not limited to:
  - Seeking out development opportunities and feedback wherever possible.
  - Engaging with central Trust CPD.
  - Deepening expertise in their area of work to deliver the best outcomes for students.
  - Taking time to reflect regularly using Viva suite to record and further engage with learning.
  - Using the Viva suite, along with other opportunities and channels identified, to share and receive constructive feedback with line managers, peers and colleagues.
- 11.2. Professional support will be available for all staff so that they can continue to grow and develop. Alongside the ongoing Professional Growth Process the following areas may be considered as professional support:
  - Co-designed work with colleagues

- Coaching or mentoring – either providing or receiving this
- Regular quality assurance processes
- 360 Degree Feedback
- Access to CPD activities including online learning
- Access to externally recognised qualifications and courses where appropriate
- Attendance at strategic groups, Trust CPD including our staff conference, and Trust professional learning communities.

The Professional Growth conversations allow for staff to identify professional development opportunities that they would like to engage with to aid professional and career growth.

## 12. Identifying and Responding to Performance Concerns

- 12.1. **Performance Concerns:** Our Professional Growth Policy is based upon the approach that, unless evidence suggests otherwise, we assume that all staff are meeting the standards of their role. Within our Trust, we have honest, open conversations about staff performance to encourage discussion, accountability and ultimately improvement. We know that the majority of staff deliver their job well for the majority of the time, though sometimes performance may be viewed as below what is expected, and support is needed to help return to and sustain the required level of performance to meet the standards or job description for their role. Our Academies will continue to undertake routine quality assurance, the rhythm and frequency will be determined by the Headteacher/Principal. Should an individual not meet these standards, arrangements to support improvement will be determined by the Academy whilst more serious concerns are addressed outside of this through the Professional Concerns and Capability Policy and associated procedures.
- 12.2. Where serious concerns are being addressed through the Professional Concerns and Capability Policy and associated procedures, the Professional Growth process will be paused until standards are being met to allow the staff member to focus their efforts. Processes and supporting documents to support Managers to address performance concerns can be found in our Professional Concerns and Capability Policy and associated procedures. This can be found on our Trust's Website.

## 13. Links to Other Policies

- 13.1. **Pay Policy:** Our Trust's approach to Professional Growth makes provision for automatic pay progression unless performance concerns have been identified. Pay structures, moderation and decisions will be dealt with in accordance with the Trust's Pay Policy which can be found on our Trust website.
- 13.2. **Professional Concern and Capability Policy:** Our Trust's approach to dealing with professional concerns and capability is separate and distinct from this policy. A copy can be found on our Trust's website.
- 13.3. **Probation Policy and ECT Policies:** Our Trust's approach to colleagues who are ECTs or in their probation period can be found in the relevant policies.
- 13.4. **Absence Management:** Where a Colleague's performance is affected by a health problem and/or sickness absence, the matter will normally be dealt with in accordance with the Trust's Absence Policy and Procedure. This can be found on Our Trust website.
- 13.5. **Confidentiality:** The Professional Growth process will be treated with confidentiality. Normally only the professional reviewer, reviewee and the CEO/Executive Leader/ Headteacher/Principal/line manager or appropriate senior leader (where appropriate) will have access to developmental information and documentation relating to the reviewee. However, to support moderation of objectives and assessments to take place, records may

be shared with members of the Executive team in accordance with the Trust's Pay Policy. This can be found on our Trust website. Trustees may also request an anonymised sample of Professional Growth process outcomes to enable them to perform their role in monitoring the effectiveness of the Trust's approach.

- 13.6. **Retention and Data Protection** - The Trust and the Headteacher ensure that all professional growth records are retained in a secure place. As part of the application of this policy, the School and Trust may collect, process and store personal data in accordance with our data protection policy. We will comply with the requirements of Data Protection Legislation (being the UK General Data Protection Regulation and Data Protection Act 2018) and any implementing laws, regulations and secondary legislation, as amended or updated from time to time. Records will be kept in accordance with our Privacy Notice, our Retention and Distribution Policy and in line with the requirements of Data Protection Legislation. Our Data Protection Policy, Privacy Notices and Retention and Distribution Policy can be found on our Trust website.

## Professional Growth Timeline and Goal Setting Annual Cycle to Support Professional Growth

STPCD	NJC/Green Book
<p>For colleagues employed under the STPCD, the process will run within the annual cycle of 1st November to 31<sup>st</sup> October.</p> <p><b>September and October;</b> reflection and preparation for professional growth discussions</p> <p><b>November:</b> Identify professional goal (s) through the reflective conversation with the line manager and plan the ways in which they would like to address their goal.</p> <p><b>December – May</b> – an ongoing process of innovating, experimenting, learning, reflecting, planning and reviewing. These should be supported by regular ‘check ins’ within the normal structure of team/faculty meetings.</p> <p><b>June and July</b> - opportunities for sharing learning and growth.</p>	<p>For colleagues employed under the NJC/Green Book, the process will run within the annual cycle of 1<sup>st</sup> April to 31<sup>st</sup> March</p> <p><b>April:</b> Identify professional goal through reflective conversation and plan the ways in which they would like to address their goal.</p> <p><b>May - February</b> – an ongoing process of innovating, experimenting, learning, reflecting, planning and reviewing. These should be supported by regular ‘check ins’ within the normal structure of team/faculty meetings.</p> <p><b>March</b> – Review progress and share learning and best practice. Methods for this could be sharing with colleagues in schools doing similar roles, or within networks of colleagues within our Trust</p>

### Goal Setting

#### Colleagues employed under STPCD

	Professional Growth Reflections	Identification of Professional Goals
<p><b>Teachers (MS and UPR)</b></p>	<p>An opportunity to reflect on their professional contribution using the Teacher standards/Upper Pay Range exemplification and Trust Blueprint as a framework.</p>	<p>Identification of <b>one</b> professional goal linked to their role within school as part of their professional growth plan.</p> <p>The opportunity to identify career aspirations and goals and be supported to explore and achieve these.</p>

	<b>Professional Growth Reflections</b>	<b>Identification of Professional Goals</b>
	<p>The opportunity to reflect on the context they are working in and the challenges they are experiencing and seeking to address</p> <p>The opportunity to identify the ways in which their role links to the strategic direction of the school and/or our Trust along with rapid or continuous improvement.</p>	
<b>TLR Holders</b>	<p>An opportunity to reflect on their professional contribution using the Teacher standards/Upper Pay Range exemplification and Trust Blueprint as a framework.</p> <p>The opportunity to reflect on the context they are working in and the challenges they are experiencing and seeking to address</p> <p>The opportunity to identify the ways in which their role links to the strategic direction of the school and/or our Trust along with rapid or continuous improvement.</p>	<p>Identification of <b>one</b> professional goal linked to their role within school as part of their professional growth plan.</p> <p>The identification of <b>one</b> professional goal linked to their area of leadership.</p> <p>The opportunity to identify career goals and aspirations and be supported to explore and achieve these.</p>
<p><b>Senior Leaders (AHT, DHT)</b></p> <p><b>Central Leaders (AHT/DHT equivalent)</b></p>	<p>An opportunity to reflect on their professional contribution using the Trust Blueprint for leadership and culture as a framework</p> <p>The opportunity to reflect on the context they are working in and the challenges they are experiencing and seeking to address</p> <p>The opportunity to identify the ways in which their role links to the strategic direction of the school and/or our Trust along with rapid or continuous improvement.</p>	<p>Identification of <b>one</b> professional goal linked to their role within school/central team as part of their professional growth plan.</p> <p>The identification of <b>one</b> professional goal linked to their area of leadership.</p> <p>The identification of <b>one</b> professional goal linked to a school strategic aim/Trust strategic aim.</p> <p>The opportunity to identify career goals and aspirations and be supported to explore and achieve these.</p>

	Professional Growth Reflections	Identification of Professional Goals
<b>Headteachers and those responsible for Headship</b>	<p>An opportunity to reflect on their professional contribution using <b>360 degree feedback in relation to professional growth</b> against the Trust Blueprint, their job description and the Headteachers' standards</p> <p>The opportunity to reflect on the context they are working in and the challenges they are experiencing and seeking to address.</p> <p>The opportunity to identify the ways in which their role links to the strategic direction of the school and/or our Trust along with rapid or continuous improvement.</p>	<p>The identification of <b>one</b> professional goal as part of a professional growth plan linked to rapid or continuous school improvement.</p> <p>The identification of <b>two</b> professional goals linked to school strategic planning</p> <p>The identification of <b>two</b> professional goals linked to Trust strategic planning.</p> <p>The opportunity to identify career goals and aspirations and be supported to explore and achieve these.</p>
<b>Executive Leaders</b>	<p>An opportunity to reflect on their professional contribution using <b>360 degree feedback in relation to professional growth</b> against the Trust Blueprint and against their job description and principles outlined in the CEO content framework</p> <p>The opportunity to reflect on the context they are working in and the challenges they are experiencing and seeking to address</p> <p>The opportunity to identify the ways in which their role links to the strategic direction of the school and/or our Trust along with rapid or continuous improvement.</p>	<p>The identification of <b>one</b> professional goal as part of a professional growth plan linked to their directorate.</p> <p>The identification of <b>two</b> professional goals linked to a Trust strategic planning</p> <p>The identification <b>one</b> professional goal linked to the High Quality Trust Framework and our Trust strategic plan.</p> <p>The identification of <b>one</b> professional goal linked to system and sector leadership and influence.</p> <p>The opportunity to identify career goals and aspirations and be supported to explore and achieve these.</p>
<b>CEO</b>	<p>An opportunity to reflect on their professional contribution using <b>360 degree feedback in relation to professional growth</b> against the Trust Blueprint and against their job description and principles outlined in the CEO content framework</p>	<p>The identification of <b>one</b> professional goal as part of a professional growth plan linked to our Trust.</p> <p>The identification of <b>two</b> or more professional goals linked to a Trust strategic planning</p>

	Professional Growth Reflections	Identification of Professional Goals
	<p>The opportunity to reflect on the context they are working in and the challenges they are experiencing and seeking to address</p> <p>The opportunity to identify the ways in which their role links to the strategic direction of the school and/or our Trust along with rapid or continuous improvement.</p>	<p>The identification <b>one or more</b> professional goal linked to the High Quality Trust Framework and our Trust strategic plan.</p> <p>The identification of <b>one or more</b> professional goal linked to system and sector leadership and influence.</p> <p>The opportunity to identify career goals and aspirations and be supported to explore and achieve these.</p>

#### Colleagues employed under NJC/Green Book terms and conditions

	Professional Growth Reflections	Identification of Professional Goals
ASSOCIATE STAFF in Academies or our central team	<p>An opportunity to reflect on their professional contribution using their job description and Trust Blueprint as a framework.</p> <p>The opportunity to reflect on the context they are working in and the challenges they are experiencing and seeking to address</p> <p>The opportunity to identify the ways in which their role links to the strategic direction of the school and/or our Trust along with rapid or continuous improvement.</p>	<p>Identification of <b>one</b> professional goal linked to their role within school as part of their professional growth plan.</p> <p>The opportunity to identify career aspirations and goals and be supported to explore and achieve these.</p>
ASSOCIATE STAFF in Academies or our central team with Line management responsibility for other staff.	<p>An opportunity to reflect on their professional contribution using the their job description, Trust Blueprint as a framework.</p> <p>The opportunity to reflect on the context they are working in and the challenges they are experiencing and seeking to address</p>	<p>Identification of <b>one</b> professional goal linked to their role within school as part of their professional growth plan.</p> <p>The identification of <b>one</b> professional goal linked to their area of leadership.</p> <p>The opportunity to identify career goals and aspirations and be supported to explore and achieve these.</p>

	Professional Growth Reflections	Identification of Professional Goals
	The opportunity to identify the ways in which their role links to the strategic direction of the school and/or our Trust along with rapid or continuous improvement.	
Associate central leaders with our professional services to and for schools.	<p>An opportunity to reflect on their professional contribution using the Trust Blueprint for leadership and culture as a framework and their job description, along with any relevant professional standards.</p> <p>The opportunity to reflect on the context they are working in and the challenges they are experiencing and seeking to address.</p> <p>The opportunity to identify the ways in which their role links to the strategic direction of the school and/or our Trust along with rapid or continuous improvement.</p>	<p>Identification of <b>one</b> professional goal linked to their role within school/central team as part of their professional growth plan.</p> <p>The identification of <b>one</b> professional goal linked to their area of leadership.</p> <p>The identification of <b>one</b> professional goal linked to a school strategic aim/Trust strategic aim.</p> <p>The opportunity to identify career goals and aspirations and be supported to explore and achieve these.</p>



**Opportunities for review and sharing of learning and growth with others**

	<p><b>Opportunities for sharing learning and reflection</b></p> <p><b>It is anticipated that this is an ongoing process as part of BAU. In June and July, there should be an opportunity signposted for STPCD colleagues and in March for NJC/Green Book colleagues.</b></p>
<p>Teachers Main Scale and UPR</p> <p>Associate staff in academies/central team without line management responsibility</p>	<p>Review progress and share learning through success and recommendations.</p> <p>The format of this will be at discretion of the Headteacher / Principal or Head of Department/ line manager and may include, written summaries presentations, discussions or one to one/team discussions though time will be provided for this to take place. This will contribute to a growing body of school generated learning and research, celebrated through Expertise Exchange and connect with our professional behaviour of developing expertise and engaging/generating research and learning.</p>
<p>TLR Holders</p> <p>Associate staff in academies/central team with line management responsibility.</p>	<p>Review and sharing process; Headteachers/ line managers will identify the most appropriate network or opportunity for sharing to be identified.</p> <p>This may be within school or within a Trust collaborative group (e.g Strategic network group or a PLC).</p>
<p>Headteachers</p>	<p>Review and sharing process; Executive Leaders will identify most appropriate network and opportunity for sharing with the Headteacher, but this could be:</p> <ul style="list-style-type: none"> <li>a) Within the Trust Strategic Board meeting</li> <li>b) Within their designated executive role</li> <li>c) Through collaborative contributions to senior and middle leadership development.</li> <li>d) Through contributions to education leaders’ forum.</li> </ul>

	<p><b>Opportunities for sharing learning and reflection</b></p> <p><b>It is anticipated that this is an ongoing process as part of BAU. In June and July, there should be an opportunity signposted for STPCD colleagues and in March for NJC/Green Book colleagues.</b></p>
Executive Leaders	<p>Review and sharing process; The CEO will identify most appropriate network and opportunity for sharing with the Executive Leader but this could be:</p> <ul style="list-style-type: none"> <li>a) Education leaders’ forum.</li> <li>b) Executive meetings.</li> <li>c) Sector influence opportunities.</li> <li>d) Peer to peer review opportunities.</li> <li>e) Trust self-review and assessment.</li> <li>f) Written research or publications.</li> <li>g) Work with the Trustees</li> </ul>
CEO	<p>Review and sharing process; Trustees will identify most appropriate network and opportunity for sharing with the CEO but this could be:</p> <ul style="list-style-type: none"> <li>a) Education leaders’ forum.</li> <li>b) Executive meetings.</li> <li>c) Sector influence opportunities.</li> <li>d) Peer to peer review opportunities.</li> <li>e) Trust self-review and assessment.</li> <li>f) Written research or publications.</li> <li>g) Work with the Trustees</li> </ul>

## Teacher Standards

[Teachers' standards - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

With the exception of those who are qualified teachers by virtue of holding and maintaining Qualified Teacher Learning and Skills (QTLS) status, all teachers must be assessed against the set of standards contained in the document called "Teachers' Standards" published in July 2011. For teachers who are qualified teachers by virtue of holding QTLS status, it is for the Headteacher/principal to decide which standards are most appropriate



Department  
for Education

# Teachers' Standards

## PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity, have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

## PART ONE: TEACHING

A teacher must:

### 1 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.

### 2 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.

### 3 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, articulation 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.

### 4 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).

### 5 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.

### 6 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.

### 7 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.

### 8 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 TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- 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 observing 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.

## **APPENDIX 4: UPR Standards**

## Blueprint for Leadership and Culture



# OUR TRUST BLUEPRINT FOR LEADERSHIP AND CULTURE

**OUR PURPOSE** Increasing opportunities, improving outcomes.

**OUR MANTRA** Life to the full in pursuit of what is good right and true

## OUR PRINCIPLES

[P1]  
**Social Mobility  
and Social Justice**

[P2]  
**Belonging and  
Inclusion**

[P3]  
**Innovation and  
Improvement**

[P4]  
**Safeguarding and  
Wellbeing**

## OUR VALUES (WHO WE ARE)

[V1]  
**We Care**

We are:  
Kind  
Compassionate

We are uncompromising  
in our pursuit of:  
Excellence  
Rigour

[V2]  
**We are Courageous**

We are:  
Ambitious for all our  
students and staff

We are:  
Agile, flexible and bold  
in our decision-making  
(including taking the  
'difficult decisions')

[V3]  
**We are Candid**

We are people of:  
Honesty  
Sincerity

We welcome:  
Clarity  
Feedback  
Critique

[V4]  
**We are Accountable**

We model:  
Leadership  
Integrity

We demonstrate:  
Objectivity  
Openness

## OUR PROFESSIONAL BEHAVIOURS

**In our work:**

We work with accuracy and precision; we are inquisitive and professional  
We demonstrate positivity, resilience and determination.

**In our relationships:**

We uphold and embrace fairness, equitability and teamwork.  
We collaborate respectfully, and demonstrate commitment to each other.

**In our development:**

We engage with quality educational research.  
We develop ourselves and others through tailored professional learning.

**In our approach:**

We are outward looking with a pioneering spirit.  
We navigate change with a commitment to serve our local communities.