GILLINGSTOOL PRIMARY SCHOOL

Inspire ~ Believe ~ Achieve

GROWING GREAT TEACHERS – PROFESSIONAL GROWTH POLICY

Signed ...

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Chair of Governors

Date: September 2022

Signed

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Headteacher

Date: September 2022

Growing Great People

'Growing Great People' is our school's professional growth policy which supplements our Appraisal and Capability Policy. It puts establishing, improving and maintaining the very highest standards in teaching at its very heart.

Introduction

The challenge to all staff within our school is to always improve, to always get better; to continually grow. They all see themselves as learners; empowered to make decisions, to be collaborative, to lead and to grow. The quality of the teaching throughout our school is of paramount importance and we view our staff as our greatest asset. **Our professional growth processes exist to ensure that all our teachers are able to be the very best they can be, leading to every student being able to reach the highest possible standards.** This policy sets out our high expectations and a clear framework for a consistent approach to professional growth so that our staff may grow and succeed as trusted and valued professionals. It assumes, unless evidence suggests otherwise, that the staff within our school are meeting the Teachers' Standards.

Purpose

We want to help and support our staff to become the very best version of themselves so that our students benefit from the best possible provision. We also want to ensure that our staff feel able to make the next steps in their career but we also wish to create a culture within our school that encourages them to stay and grow with us.

Professional growth within our school has several purposes;
● To build and enhance expertise, and secure continuous growth and improvement
● To enable reflection on strengths and successes, and areas for further growth
● To recognise and promote a culture of professionalism

Effective professional development is an essential part of securing effective performance. It requires both an individual desire and willingness to continually develop and a shared commitment from our staff to support and collaborate with one another. This policy is designed to change the way we view accountability and continuous professional development. Professional growth within our school is 'done by' our staff, not 'done to' them.

Within our school we have high aspirations for ourselves; a belief and pride that we can be the very best, driven by a sense of moral purpose and desire to continuously grow and improve. **We regard 'Growing Great People' as a key driver not only for staff development and school improvement, but also for recruitment, retention, and wellbeing.**

Continuous Professional Growth

Effective, and genuinely continuous, professional growth…

● Focuses on improving student and organisation outcomes
● builds and enhances knowledge and expertise to bring about changes in practice

- has a narrow, yet significant, focus
- recognises that one size does not fit all
- focuses on what works and is evidence-informed
- involves collaboration with colleagues
- is sustained over time and includes frequent opportunities for learning; experimentation and practice, reflection and evaluation, honest frequent feedback and solutions-focused coaching.

As educators, we are accountable for achieving the highest possible standards in our daily work. The Teachers' Standards define the minimum level of practice expected from the point of being awarded qualified teacher status (QTS). These standards also set out a number of expectations about professional growth and development which are inherent in this policy.

Staff should:
- keep their knowledge and skills as teachers up-to-date and be self-critical and reflective;
- take responsibility for improving their teaching through appropriate professional development, responding to advice and feedback from colleagues;
- demonstrate knowledge and understanding of how students learn and how this has an impact on their teaching;
- have a secure knowledge of the relevant subject(s) and curriculum areas;
- reflect systematically on the effectiveness of their teaching;
- know and understand how to assess the relevant subject and curriculum areas.

Effective Professional Reflection

Professional growth involves effective reflection. Within our school the Teachers' Standards form our benchmark for reflection, as well as review and evaluation.

As a solutions-focused organisation, we need to ensure we focus on solutions, not problems; on finding answers within our colleagues rather than imposing goals which all too often can be poorly received and easily forgotten. We help our teachers build on their strengths first before they start addressing any next steps. The evidence we use to reflect on our performance and development will not be solely based on limited information such as student attainment or a small number of observations of our practice. Instead, our school is committed to developing a professional culture which drives quality assurance from within; an enabling process rather than an imposed 'top-down' one.

Evaluating Your Progress

Our school wishes to encourage a culture in which all staff take personal responsibility for improving their own practice through appropriate professional development. Professional growth will be linked to school or team priorities, on-going professional development needs and the needs of the students they work with.

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

We expect our staff to progress up the pay scale as the norm.

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

- Each staff member, at the start of the process, needs to carefully reflect on their current context, the Teachers' Standards and everyday practice to establish the most beneficial focus for their professional growth. To undertake this task, staff will use the Planning for Professional Growth documents as a formative prompt and guide. After this time of personal reflection, each member of staff will also create a draft 'professional growth plan' in readiness for the meeting with their line manager at which this focus is finalised. (Appendix A)

- At this meeting a possible focus will be discussed, further developed and agreed with the line manager. This discussion will usually take place in October. To help this conversation and the establishment of a challenging focus, a script has been prepared and is recommended for use by line managers (Appendix B)

- Each member of staff then has the responsibility of creating a final version of the 'professional growth plan' based on reflection and discussion. (Appendix A)

- This focus is then sustained over a significant amount of time and all staff are required to engage in opportunities for learning and experimentation, reflection and evaluation, feedback and coaching. It is intended that professional growth and learning, rather than just being confined to meetings in specific times and places, will become embedded into everyday practices.

- Staff will regularly reflect on the progress of their 'professional growth plan' and any changes in practice through regular quartet 'check ins'. (Appendix C)

- This sustained development work will be presented to team colleagues at the end of the cycle for the benefit of reflection, accountability and sharing effective practice. (Appendix D)

- All staff are also required to engage fully with any whole school or subject priorities.

Professional Growth Plan

Our teachers are asked to take control of their own professional learning and plan for how they will meet the needs of their students.

For professional growth to be truly continuous and sustained over time, each teacher formulates a 'professional growth plan' (Appendix A). This requires reflection on current practice and then subsequently builds their expertise through a sustained, focused approach with frequent purposeful practice, feedback, reflection and review.

Early Career teachers (ECTs) are not required to undertake this task as they have a separate programme of support and development.

This individual and unique plan will identify what we hope we will learn or do differently, and the approaches to achieve this; content *and* process. The 'professional growth plan' also requires our teachers to identify the possible impact of their work on students' outcomes although it is recognised that in the complex process of teacher growth, impact on students' outcomes is notoriously difficult

to directly correlate. Nonetheless, this policy is built on the assumption that changing an educator's practice will change the students' learning experiences and therefore impact their outcomes. **Improvement in students' learning is the central purpose of the process.**

Therefore, the 'professional growth plan' requires the learning to be ongoing and in depth as this is more likely to have far more positive impact on practice and outcomes for students than brief and superficial 'training' that lacks focus and context.

In the 'professional growth plan' a clear goal is set by each staff member – a focus on what to change or develop further with intended impact. We value the importance of autonomy and choice in the focus of each individual's development and we understand that providing staff with opportunities to substantially affect and direct their own goals, practice and inquiry is a powerful motivator. Our professional learning must be driven by an individual's motivation to become even better rather than being told what to do. **Those educators who set and monitor their own goals are those who will continue to grow as professionals.** We will, therefore, provide effective training, opportunities and time that will give our staff the chance to work on a focus of their choosing that positively affects the students they teach.

The 'professional growth plan' is a 'live' document and the expectation is that is reflected on and referred to frequently, adjusted where appropriate, but it always forms the basis of our continuous professional growth. A major part of our professional learning is trying out things in practice. Staff are therefore expected and encouraged to purposefully practise; to design lessons that force them out of autopilot and ensure a deliberate focus on experimentation within their classroom. To ensure that growth is continuous and progress ensured, our staff are expected to engage also with professional support.

Professional Support

Professional support will be available for all our staff so that they can continue to grow as great teachers. This support can take many forms; dialogue, conversations and co-planning, check-ins, mentoring and coaching, analysis, feedback and observation.

Our staff are expected to **collaborate and create partnerships** with others, including those with expertise, to support their professional growth and generate information about their progress so that they can monitor and adapt their learning. Staff are expected to **support and assist colleagues** through structured opportunities to reflect by reviewing their progress and effectiveness. The role of any member of staff when supporting a colleague is to push and challenge thinking so that each person becomes an adaptive expert who is capable of continually reflecting on, and expanding, the depth and breadth of their individual expertise.

Feedback

Feedback is an essential part of the improvement process. Providing people with feedback on how they are doing against their goals increases the chances of those goals being reached. During the course of the year all staff are required to receive frequent feedback on their professional growth focus in order to build and enhance expertise, and secure continuous growth and improvement. **Our staff are required to seek this frequent feedback.**

Feedback enables reflection on strengths and successes, and planning of next steps necessary for further growth. Therefore, any professional support including observations of practice will be carried out in a supportive and developmental manner.

Lesson observation has historically been part of the tool kit to support improvement for teachers but is a poor method for judging the quality of teaching. **Therefore, lesson observations will NOT be graded and will NOT be used as a single indicator of performance or as a single indicator for assessing whether the Teachers' Standards have been met.**

However, we do recognise that effective feedback from observation is essential to Growing Great People and so observation within our school has two main purposes:
- To help the staff member being observed become even better
- To learn from the staff member being observed

Any feedback should focus on the agreed 'professional growth plan' focus and should be provided at a time, and in a manner, as requested by the receiver. **The observer does not have to be the staff member's line manager.** The Professional Reflection and Feedback pro forma (Appendix E) will be used to facilitate a structured, professional dialogue which will focus on reflection, goal setting and next steps for the person in order to grow further.

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

Check Ins

Feedback can also be provided at check-ins. Progress 'check ins' whereby successes, strengths, barriers and developments are shared with colleagues will take place at team or individual meetings.

Progress and developments made with the 'Professional Growth Plan' will be shared by our teachers at staff or team meetings at frequent and regular intervals.

To assist with a consistent and transparent process across the school a possible GROW script for team leaders to use at these 'check ins' has been prepared and is recommended for use at these meetings. (Appendix C)

Progress 'check ins' at senior leader line management meetings will also take place at regular intervals. It is suggested that this is a standing agenda item so that professional growth maintains a high profile.

To assist with a consistent and transparent process across the school a GROW script for senior leaders to use at these Impact Review Meetings has been prepared and is recommended for use. (Appendix F). This is also a time when the senior leader can 'check in' with the team leader on the progress of their leadership growth.

TEACHERS' STANDARDS
The standards at which you qualified are to be maintained to ensure movement through the main pay spine.

Teacher:
This reflection must be completed by you before your one to one project agreement meeting.
Use the scale next to each standard to reflect on how well you feel you are doing against each standard and, most importantly, what you might do next to become even better. This is not a graded scale but just simply a formative mechanism to personally reflect on your strengths and help identify any potential next steps (+1s).
This can then be shared with your line manager as a prompt for discussion and the subsequent setting of a focus for professional growth (Professional Growth Plan).
Line manager:
Use your colleague's reflections on the Teachers' Standards and any other supporting information to inform next steps and a possible focus for the 'Professional Growth Plan'.

PART ONE: TEACHING A teacher must:	Current reality
1 Set high expectations which inspire, motivate and challenge pupils	
1a. Establish a safe and stimulating environment for pupils, rooted in mutual respect	0 1 2 3 4 5 6 7 8 9 10
1b. Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions	
1c. Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils	
Next step(s):	
2 Promote good progress and outcomes by pupils	
2a. Be accountable for pupils attainment, progress and outcomes	0 1 2 3 4 5 6 7 8 9 10
2b. Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these	
2c. Guide pupils to reflect on the progress they have made and their emerging needs	
2d. Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching	
2e. Encourage pupils to take a responsible and conscientious attitude to their own work and study	
Next step(s):	

3 Demonstrate good subject and curriculum knowledge	
3a. Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings	
3b. Demonstrate a critical understanding of the developments in the subject and curriculum areas, and promote the value of scholarship	0 1 2 3 4 5 6 7 8 9 10
3c. Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject	
3d. If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics	
3e. If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies	
Next step(s):	

4 Plan and teach well-structured lessons	
4a. Impart knowledge and develop understanding through effective use of lesson time	
4b. Promote a love of learning and children's intellectual curiosity	
4c. Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired	0 1 2 3 4 5 6 7 8 9 10
4d. Reflect systematically on the effectiveness of lessons and approaches to teaching	
4e. Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)	
Next step(s):	

5 Adapt teaching to respond to the strengths and needs of all pupils	
5a. Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively	
5b. Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these	
5c. Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development	0 1 2 3 4 5 6 7 8 9 10
5d. Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them	
Next step(s):	

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

7 Manage behaviour effectively to ensure a good and safe learning environment	
7a. Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy	
7b. Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly	0 1 2 3 4 5 6 7 8 9 10
7c. Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them	
7d. Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary	
Next step(s):	

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

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT	Current reality
1. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:	
1.1 treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position	
1.2 having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions	
1.3 showing tolerance of and respect for the rights of others	
1.4 not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs	0 1 2 3 4 5 6 7 8 9 10
1.5 ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law	
2. Teachers must have proper and professional regard for ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality	
3. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities	
Next step(s):	

Reflection summary

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.

REFECTIONS	**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 students 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 students be able to do? What evidence of impact can I collect? What's the ideal outcome? What's 10/10 look like?*	

REALITY	**How close to achieving this goal am I and what do I do already that helps?** *Where am I on a scale of 0 – 10, where 10 is my ideal? What's working? What have I tried already? What has made a difference previously? What have I tried that hasn't worked? What might get in the way?*	
OPTIONS AND ACTIONS	**How do I intend to achieve this?** *What knowledge and skills do I require to meet my students' needs? What research will I undertake to find out more? How could I approach this goal? What actions will I take? (+1s) What will I do first? Who will help me? I need to focus on sustained and purposeful practice.*	•

My plan in summary

By…

I am…

So that…

PROFESSIONAL GROWTH: Establishing a challenging focus **Appendix B**

To help the conversation and the establishment of a challenging focus, a script has been prepared and is recommended for use by line managers

This focus should be carefully chosen and a discussion using the GROW model is used to help ascertain this challenging professional growth focus. Invite your colleague to choose the area of focus as this creates a greater sense of autonomy in this development process.

GOAL
Establish the starting point.
- How would you describe yourself when you're at your best? When you reflected on the Teachers' Standards what did you decide were your strengths? On reflection, what do you see as your next steps in terms of your own development?
- What are the learning needs of the class or students you would like to focus on? Does your monitoring of student performance and progress over time identify any key issues? Have you identified any skills gap within your teaching? Can you identify low achievement or underachievement for specific groups of students or different classes?
- What would your students benefit from you doing more or better? What would your students benefit from doing more often?
- What are the barriers to them becoming better learners?

When exploring the goal, encourage your colleague to build a detailed vision of future success.
- What do you feel that you could develop further in your own practice to enable your chosen students to make even better progress or your goal to be achieved? What specifically do you want to achieve? What difference will it make to you and your students or your overall effectiveness? How does this proposed focus fit in with team, subject or school priorities?
- What's the real challenge for you here? How challenging is this goal? What will you need to consider to make this goal realistic and achievable? Where will your support come from? How can I help?
- Imagine you are successful. What would be different? What specifically would be happening when you are successful? What's 10/10 look like? What are the benefits for you and what are the benefits for your students? How will it feel like to achieve this goal?

REALITY
Establish what is working already, and any strengths and successes that can be built on.
- Where are you on a scale of 0 – 10, where 10 is your ideal? What do you do already that helps?
- What knowledge and skills do you need to develop further to meet your pupils' needs or achieve your goal?
- What knowledge development will you undertake to find out more?
- What might get in the way of you achieving this goal? How will you overcome any barriers?

OPTIONS

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

- What are your options for achieving this goal? What are the possible solutions?
- What else could you do? And what else?
- What approaches do others take in similar circumstances?

WHAT NEXT?

Establish the focus and how to get started.

- Having considered the options, what do you intend to achieve?
- Who might support you? How can I help?
- What are your first steps? What will tell you that you've made a good start?
- How will you monitor your progress, evaluate impact and identify area for further development? When will we revisit and review this?
- What is your focus in one sentence?

PROFESSIONAL GROWTH: 'Check ins' by Middle Leaders   Appendix C

Progress 'check ins' with your colleagues will take place at quartet meetings at frequent and regular intervals. Details can be found on the Staff Development Programme for the year.

GROW script for check in:

GOAL	What's your focus?	
REALITY	How's the plan going? What's working well?	
	What else have you been trialling? And what else?	
	What have you learnt from feedback?	
OPTIONS	What else might you try to develop?	
WHAT NEXT?	What next specifically?	
	How can I or we help?	

PROFESSIONAL GROWTH PLAN: REVIEW

The impact of my work this year

REFELCTIONS	What did you intend to achieve this year?	
IMPACT	What did you do to move towards achieving this aim?	
	What has the impact been of this focus on the students' learning?	
	What have you learnt from feedback?	

RECOMMENDATIONS FOR COLLEGAUES	What would you recommend colleagues to do if they focus on this area of development?	
	How could your findings be successfully implemented in other contexts?	

PROFESSIONAL GROWTH: Professional Reflection and Feedback   **Appendix E**

CONSIDERATIONS	REFLECTIONS/OBSERVATIONS/THOUGHTS
Which 5 minutes of the lesson had the greatest impact in terms of improving pupil's learning and why?	
If you were able to further improve the lesson by 2-3% which specific part would you change and why?	
If that lesson catered for one type of learner more than others, which type would it be and why?	
If any pupils made less progress than you had expected, why was this?	
Which of your professional skills and behaviours had most/least impact during the lesson?	
What did you learn about teaching and learning as a result of teaching that lesson?	
Is there anything else you would add as a result of your reflection, that you should keep in mind for future lessons?	

PROFESSIONAL GROWTH: 'Check ins' by Senior Leaders   **Appendix F**

Progress 'check ins' with the Senior Leaders will take place at Impact Review Meetings. It is suggested that this is a standing agenda item so that professional growth maintains a high profile.

Use the GROW script to 'check in' on the team's progress against their professional growth plans.

GOAL	How are your team progressing with their plans?	
REALITY	What's working well?	
	Whose plan especially excites you?	
	Who isn't engaging with the process? How might we help?	
OPTIONS	What are the barriers? How might we overcome these?	
WHAT NEXT?	What next specifically to ensure that the team is working well on their plans?	
	How can I help?	