



LYDIATE
LEARNING
TRUST

Teaching Staff Professional Growth Appraisal Policy (LLT)



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ENGAGE, ENABLE,
EMPOWER

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POLICY STATEMENT

ENGAGE, ENABLE, EMPOWER

“We engage with all within our Trust and beyond to enable them to show the world their particular strengths, their ideas and their passion”

We do this by...

- 1) Empowering individuals through learning
- 2) Fostering a “can-do” attitude that leads to continuous improvement
- 3) Producing confident young adults with high levels of perseverance, proficiency and integrity
- 4) Encouraging families and our schools to work together to support student learning
- 5) Providing a happy, safe, supportive environment where students can learn effectively
- 6) Developing the whole child with a comprehensive offer of wider curriculum
- 7) Engaging with our students to inspire, contribute and care
- 8) Developing leadership at all levels for Students, Staff, Governors and our Communities
- 9) Promoting an enterprise culture that creates close working partnerships with business and wider partners
- 10) Committing to having honest conversations about our strengths and our opportunities for growth

The Lydiate Learning Trust’s success relies on the performance of its workforce. Through this policy, the Trust aims to:

- Adopt a Trust framework for the clear and consistent assessment of the overall performance of Teachers, including the Chief Executive/Executive Headteacher, the Headteacher and Heads of School
- Review regularly the standards, processes and resources in place to ensure effective application of the framework
- Embed an understanding that effective Appraisal is key to driving forward improvements in Teaching and Learning
- Provide learning and development opportunities for staff to operate successfully within the framework and to meet the objectives set through Appraisal
- Continue to improve the delivery and the outcomes of Appraisal to raise the achievement of students across all areas of the curriculum
- Monitor the effectiveness of each aspect of the framework to ensure an effective and appropriate appraisal process for all teachers

We are committed to taking positive action in the light of the Equality Act 2010 with regard to the needs of people with protected characteristics. These are age, disability, pregnancy and maternity, religion and belief, race, sex, sexual orientation, gender reassignment and marriage and civil partnership.

We will continue to make reasonable adjustments to avoid anyone with a protected characteristic being placed at a disadvantage.

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PURPOSE AND SCOPE

The rationale for this policy is as follows:

- Trust improvements are driven by an effective framework for clear and consistent appraisal of overall performance of all Teachers including the Chief Executive/Executive Headteacher, the Headteacher and Heads of School.
- A climate of effective staff appraisal directly improves the development of all individual students in the Trust
- Appraisal processes are essential for supporting staff professional learning development and growth within the context of each school's improvement plan
- Effective appraisal boosts staff morale, self-evaluative skills, performance, wellbeing and sense of purposeful contribution to whole school improvement
- Allows for a focus on genuine, continuous professional development.

ROLES AND RESPONSIBILITIES

The **Board of Trustees** is responsible for approving this policy, monitoring its effectiveness and ensuring that adequate resources are available to support teaching and learning within each school.

The **CEO** is responsible for ensuring that staff are treated fairly and consistently in the application of this policy and procedure.

The **Human Resources Department** and the **Headteachers** are responsible for ensuring that all teaching staff are aware of this policy and procedure and that training is delivered for managers and appraisers. The HR team will also ensure that the policy is implemented fairly and consistently and that staff are treated with dignity and respect.

Appraisers must ensure they carry out their responsibilities fairly and consistently.

Appraisers must also:

- Attend appropriate training
- Monitor the appraisal and professional growth progress
- Ensure appraisees are given appropriate support throughout the appraisal and professional growth cycle
- Comply with the requirements of the Equality Act 2010

Teaching staff are required to engage in the appraisal and professional growth cycle, seeking support, clarification, advice and guidance as necessary and accessing teaching and learning support offered.

EQUALITY AND DIVERSITY

The Trust is committed to:

- Eliminating discrimination and promoting equality and diversity in its policies, procedures and guidelines
- Delivering high quality teaching and services that meet the diverse needs of its student population and its workforce, ensuring that no individual or group is disadvantaged

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APPLICATION OF THE POLICY

This policy details the framework for teaching staff appraisal and professional growth.

The policy applies to the Chief Executive/Executive Headteacher, Headteacher, Heads of School and to all Teachers with QTS employed by the school except Teachers on contracts of less than one term and those undergoing induction (i.e. Early Career Teachers).

This policy should be read in conjunction with the Staff Code of Conduct, the Teacher standards and expectations and Pay policies, which provide specific details of arrangements relating to standards, development and professional learning and Teachers' pay.

SCHOOL IMPROVEMENT AND DEVELOPMENT PLANNING

Effective appraisal and professional growth processes drive forward school improvement within a framework of whole school planning and self-evaluation. For ongoing monitoring, evaluation and development planning, the collective processes of the appraisal and professional growth framework are a prime source of information for the evaluation of teaching and learning standards.

Similarly, the School Development Plan and the school's monitoring and self-evaluation records are key documents within the appraisal and professional growth framework.

All Appraisers are expected to assure the alignment of Teachers' research and professional growth with school priorities and plans. The research should also reflect Teachers' alignment with Lydiate Learning Trust's values and core purpose.

APPRAISAL CYCLE

Appraisal and professional growth in each academy will be a supportive and developmental process involving an ongoing professional dialogue between the appraiser and the teacher, to ensure that all teachers have the skills and support they need to carry out their role effectively. It will help to ensure that teachers are able to continue to improve their professional practice and to develop as teachers.

The overall professional growth of Teachers must be reviewed on an annual basis, which includes a mid-year review and an end of year review. There is no formal requirement to plan formal meetings to review interim performance, other coaching activities and events often serve the same purpose. However, LLT wish to do the best by their employees and suggest this a useful exercise. The appraisal research and professional growth period will run for twelve months from 1 November to 31 October for Teachers. Teaching staff leaving part-way through the year are encouraged to complete their appraisal and professional growth documentation as much as possible prior to leaving.

Teachers who are employed on a fixed term contract of less than one year will have full involvement in the appraisal and professional growth cycle in accordance with the principles underpinning the provisions of this policy. The length of the cycle will be determined by the duration of their contract.

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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 their cycle into line with the cycle for other Teachers at the school as soon as possible.

Where a Teacher transfers to a new post within the school part-way through a cycle, the Headteacher or, in the case where the Teacher is the Headteacher, the CEO shall determine whether the cycle shall begin again and whether there are any further changes.

APPOINTING APPRAISERS/PROFESSIONAL COACHES

The CEO/Executive Headteacher will be appraised by members of the Trust Board, supported by a suitably skilled and / or experienced external adviser who has been appointed by the Trust Board for that purpose.

The Headteachers and Head of School will be appraised by the LGB supported by the CEO/Executive Headteacher.

The Headteacher/Heads of School will delegate the Appraiser/Professional Coach role for some or all Teachers for whom s/he is not the direct line manager within their respective schools. All Appraisers to whom the CEO has delegated the role will receive appropriate preparation and training for that role. Line Managers where possible, practicable, fair, and equitable will be the Appraisers for all those Teachers whom they line manage. Where the Appraiser is not the Teacher’s direct line manager the Appraiser/Professional Coach will have a higher status in the staffing structure than the Teacher they review. Where a teacher has more than one line manager the Headteacher will determine which line manager will be best placed to manage and review the process. Leaders, who are not the Appraiser/Professional Coach, will be able to assure the research and training set by staff in the team for which they have direct responsibility, thus ensuring research and training set are in-line with development and improvement plans.

Where it becomes apparent that the Appraiser/Professional Coach will be absent for the majority of the cycle the Headteacher may perform the duties himself/herself or delegate them in their entirety to another Teacher.

Should the Appraiser/Professional Coach change during the cycle, the appraisal/professional growth cycle will not begin again.

The Headteacher’s are expected to ensure the process and written statements are conducted in a fair and equitable manner and recorded properly. They must ensure a full moderation process is conducted.

In addition, the CEO/Executive Headteacher will moderate a sample of written professional growth statements to ensure:

- Expectations are consistent with a Teacher’s experience, responsibilities and offer the progression necessary for professional development;
- Research and training comply with the school’s core purpose and values;
- All research is negotiated and approved by the Headteacher/Head of School;
- All Appraisers/Professional Coach’s will be qualified teachers

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GROWING GREAT TEACHERS

'Growing great teachers' is Lydiate Learning Trust's professional growth policy that puts improving and maintaining the highest quality of teaching at the very heart of the process. It focuses on genuinely continuous professional development.

The challenge to us all within the Lydiate Learning Trust is to always improve, to always get better; to continually grow. We need to reinforce the status of our wonderful profession and promote teacher well-being in order to unlock the skill, passion and discretionary effort that undoubtedly exists within our teachers. 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 our teachers are able to be the very best they can be. This in turn leads to improved organisational performance as seen in improved outcomes for our students.

Lydiate Learning Trust has removed traditional 'performance management' and have replaced it with 'professional growth'; a different perspective and a new direction designed to challenge thinking, promote deep reflection, collaboration and change for the better.

This policy sets out the framework for a clear and consistent approach to the development of our 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, unless evidence suggests otherwise, that Lydiate Learning Trust teachers are meeting the Teachers' Standards.

PURPOSE

Our 'Professional Growth' policy outlines the approach that we take to help our teachers to become the very best version of themselves; supporting them to make the next steps but also creating a culture that encourages them to stay and grow with us.

Professional growth within this trust has several purposes;

- To build and enhance expertise, and secure continuous growth and improvement
- To enable reflection on strengths and successes, and areas for further growth
- To recognise and promote a culture of professionalism

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

We have a sense of belief and pride that we can be the very best, driven by a sense of moral purpose and a desire to continuously improve. **We regard professional development as a key driver not only of staff development, but also of recruitment, retention, well-being, and school improvement. There can be no improvement without the teacher.**

Our 'Professional Growth' policy outlines the approach that we will take to help our teachers to become the very best version of themselves; supporting them to make the next steps in their

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careers but also creating a culture that encourages them to stay and grow with us in Lydiate Learning Trust.

CONTINUOUS PROFESSIONAL GROWTH

Effective, and genuinely continuous, professional growth...

- has a focus on improving student outcomes
- builds and enhances knowledge and expertise to bring about changes in practice
- has a narrow yet significant focus
- acknowledges that knowledge and expertise is domain specific
- recognises that novice and experts learn differently
- focuses on what works, challenges existing assumptions and is, therefore, evidence-informed
- involves collaboration with colleagues and peer support
- is sustained over time and includes frequent opportunities for learning; experimentation and practice, reflection and evaluation, honest frequent feedback and solutions-focused coaching.

The education of our students 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 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

Rather than starting with how to do professional development, we should be clear about what we hope to achieve and what teachers already know and do. Therefore, professional growth involves effective reflection. Within this trust the Teachers' Standards form our benchmark for reflection, review, and evaluation in order to ensure that our teachers identify areas for further growth and continue to maintain the level of competence that qualified them at the start of their careers.

As a solutions-focused trust, we need to ensure our practices focus on solutions, not problems, on finding answers within our colleagues rather than having imposed, often superficial, targets which all too often become forgotten. We also need to ensure that we help our teachers build on their strengths first before they start fixing their weaknesses. The evidence we use to reflect on performance and development will not be solely based on student data or a small number of lesson observations. Instead, the Trust is committed to developing a professional culture which drives quality assurance from within, an enabling process rather than an imposed top-down process.

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EVALUATING YOUR PROGRESS

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

As long as our teachers continue to meet the Teachers' Standards and engage in the process of professional growth, pay progression will be automatic and not linked to any mechanism of traditional 'performance management'. We expect teachers to progress up the pay scale as the norm. Pay increases will take effect every year as of the 01 September.

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 (Appendix A). There is no RAG rating but a personal scaling exercise for each standard. Use the scale after each standard to reflect on how well you are doing against each standard and, most importantly, what you might do next to become even better. This can then be shared as a prompt for the discussion and possible goal setting.
- Reflection on the Teachers' Standards at the start of the cycle will help to better establish an individual focus for professional growth which is then further detailed in the 'professional growth plan' (Appendix B). 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.

To aid this discussion and the establishment of a challenging focus a

- script is recommended for use by line managers (Appendix C). This discussion will take place in October – see Professional Growth timeline (Appendix F). This focus is then sustained over a significant amount of time and all staff are required to engage in opportunities for learning and experimentation, reflection and evaluation, feedback and coaching. It is intended that professional growth and learning, rather than just being confined to meetings in specific times and places, will become embedded into teachers' everyday work practices.
- Teachers will regularly reflect on their progress of the 'professional growth plan' as they design lessons to purposely practise the focus of their ongoing learning and subsequently reflect on the effectiveness of any changes in practice.
- This sustained development work will be presented to subject or age group colleagues at the end of the cycle for the benefit of reflection, accountability and sharing effective practice. See also Professional Growth timeline (Appendix F).
- All staff are also required to engage fully with any whole school/trust professional growth priorities.
- In addition, any Upper Pay Range teacher, TLR holder or member of staff on the leadership pay spine will have a goal linked to our Leadership Qualities Framework. This goal will be recorded on the leadership goal plan (Appendix E).

PROFESSIONAL GROWTH PLAN

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

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

For professional growth to be truly continuous and sustained over time, each teacher formulates a 'professional growth plan' (Appendix B). This requires each teacher to reflect on current practice and subsequently build their expertise through sustained focused inquiry and frequent purposeful practice. Newly qualified teachers (NQTs) are not required to undertake this task as they have a separate programme of support and development.

This individual and unique plan will identify what we hope we will learn or do differently, and the approaches to achieve this; content and process. The professional growth plans also require our teachers to identify the possible impact of their work on students' outcomes although it is recognised that in the complex process of teacher growth, impact on students' outcomes is difficult to directly correlate. Nonetheless, this policy is built on the assumption that changing a teacher's practice will change the students' learning experiences and therefore impact their outcomes. **Improvement in students' learning is the central purpose of the process.**

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

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

This focus for this bespoke plan will, of course, be chosen within parameters and our teachers are expected to connect their work to the class(es) taught and subject, phase, school or trust priorities.

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

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

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PROFESSIONAL SUPPORT

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

Our teachers are therefore expected to create partnerships with others, including those with expertise, to support their professional learning and generate information about their progress so that they can monitor and adapt their learning. Teachers are expected to support and assist colleagues through structured opportunities to reflect by reviewing progress and helping the teacher to consider the effectiveness of their practice. The role of any member of staff when supporting a colleague is to push and challenge their thinking so that each teacher becomes an adaptive expert who is capable of continually growing, reflecting on, and expanding, the depth and breadth of their classroom expertise. Our teachers are encouraged to seek feedback from multiple viewpoints.

Feedback

Providing people with feedback on how they are doing against their goals increases the chances of those goals being reached. Any feedback for the teacher should therefore focus on the agreed development area and should be provided as soon as possible after any support or visit has taken place. Feedback from classroom observation should be feedback as information and where possible, and appropriate, be non-judgemental. The subsequent conversation is where the learning and action should take place and this structured professional dialogue focuses on the further development of an area of need for the teacher and/or their students. These conversations will be challenging yet respectful dialogue about improvement. Therefore, during this conversation the teacher and the 'coach' will always identify a next step; as feedback without goal setting, is just information.

Observation

The Trust recognises that one lesson observation alone is a poor method for judging the quality of teaching.

However, it also recognises that feedback from observing and being observed are essential to growing great teachers. Consequently, lesson observation within the Trust has two main purposes:

- To help the teacher you are observing become even better
- To learn from the teacher you are observing

All staff are expected to engage with the available professional support as a means of further developing their own practice. If observation is the preferred method of professional support, then the timing and focus for the observation will be determined by the teacher being observed. During the year all teachers are required to receive feedback on their professional growth focus in order to build and enhance expertise and secure continuous growth and improvement. (Timeline – Appendix F). Feedback enables reflection on strengths and successes and planning of next steps necessary for further growth. Therefore, any professional support including observations of practice will be carried out in a supportive and developmental manner by a pre-designated colleague, usually the teacher's line manager.

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Newly qualified teachers (NQTs) 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.

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

Those with responsibility for curriculum development will also use professional support including classroom observations as a means of evaluating curriculum design and implementation. The length and frequency of any professional support or progress check will vary depending on specific circumstances.

TAKING IT FURTHER

At the end of the cycle options for the celebration and sharing could include:

- A teacher can present their research enquiry to a small audience which includes the line manager.
- All members of staff could submit a one-page summary of their research. The school could turn this into a publication or annual summary report.
- A marketplace could be developed to share findings of the research projects.
- Other, as planned by the school and agreed with the CEO.

UPPER PAY RANGE

The Upper Pay Range is a salary range available to qualified teachers who have been assessed as being eligible to be paid at this level. Moving on to the Upper Pay Range is often referred to as ‘crossing the threshold’.

To move onto the Upper Pay Range our teachers must demonstrate that:

- They are highly competent in all of the Teachers’ Standards and have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies.
- They have fully engaged in the process of professional growth leading to an extensive knowledge of curriculum, assessment and pedagogical developments within their relevant phase or subject.
- Their achievements and contribution to their school are ‘substantial and sustained’. We believe that as long as they have met the Teachers’ Standards that they have met the ‘substantial’ criterion. The ‘sustained’ criterion should be two years or more working at this level. Our teachers do not, therefore, have to be at the top of the main pay range to apply for the Upper Pay Range.
- They have the potential and commitment to undertake professional duties which make a wider contribution to their school. This will often involve working beyond their own classroom and possibly their school to guide the professional growth of other teachers. This may include the sharing of good practice, mentoring and coaching, and providing demonstration lessons for less experienced colleagues. Upper Pay range teachers are expected to promote collaboration and work effectively as a team member.

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Applying for Upper Pay Range

There is no formal application process to move to the Upper Pay Range and our teachers are not required to maintain a portfolio of evidence to support their application. As it is a voluntary process, teachers should make their headteacher aware that they wish to be considered to progress on to the Upper Pay Range. Applications can be made at any time during the academic year but only once a year.

Maintaining the standard

When teachers move on to the Upper Pay Range, they must maintain this standard. The Trust will provide the support they need to be able to do this so that they continue to make a substantial and sustained contribution to the school and the development of their colleagues' skills for the benefit of all learners.

Progression within the Upper pay Range

Progression within the Upper Pay Range will be automatic as long as our teachers continue to fully meet the Teachers' Standards, engage in the process of professional growth, and sustain a substantial and wider contribution to the school. We expect teachers to progress up the pay scale as the norm.

The challenge to us all within the Lydiate Learning Trust is to always improve, to always get better; to continually grow as 'great teachers'.

RETENTION OF STATEMENTS

Written appraisal/professional growth planning and review statements will be retained in a secure place for a period of 6 years and will then be destroyed as per the Trust retention policy.

MONITORING AND REVIEW OF THE POLICY

The Trust Board will review the application of the Appraisal Policy every school year.

To ensure Teachers are fully conversant with the appraisal/professional growth arrangements, all new Teachers who join the school will be briefed on them as part of their introduction to the school.

The Trust Board and the CEO will monitor the operation and the effectiveness of the Trust's appraisal/growth professional arrangements.

APPEALS

All staff may choose to exercise an individual right of appeal against the implementation / operation of the school's Appraisal & Professional Growth Policy, and this would be via the Trust's Grievance Procedure.

MONITORING COMPLIANCE

Effectiveness and compliance of this Policy and Procedure will be monitored via the reporting and auditing management of the process.

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PROFESSIONAL GROWTH REFLECTION ON THE TEACHER'S STANDARDS (APPENDIX A)

Post holder:

This reflection should initially be completed by the post holder. Use the scale after each standard to reflect on how well you are doing against each standard and, most importantly, what you might do next to become even better. This can then be shared with your reviewer as a prompt for the review discussion and the subsequent setting of goals for further growth.

Reviewer:

Use the post holder's reflections on the standards to inform next steps and a possible focus for the 'professional growth plan'.

PART ONE: TEACHING A teacher must:	Current reality
1 Set high expectations which inspire, motivate and challenge pupils	
1a. Establish a safe and stimulating environment for pupils, rooted in mutual respect.	
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	
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):	

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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	
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	
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	
5d. Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them	

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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	
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	
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	
8c. Deploy support staff effectively	
8d. Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.	
Next step(s):	

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PART TWO:	Current reality
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PERSONAL AND PROFESSIONAL CONDUCT	
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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	
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):

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PROFESSIONAL GROWTH PLAN (APPENDIX B)

The challenge is to always improve, to always get better.

Please reflect on your own performance as a teacher over the last 12 months alongside the teacher's standards.

1) Set high expectations which inspire, motivate and challenge students.

2) Promote good progress and outcomes by students.

3) Demonstrate good subject and curriculum knowledge.

4) Plan and teach well-structured lessons.

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5) Adapt teaching to respond to the strengths and needs of all students.

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6) Make accurate and productive use of assessment.

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7) Manage behaviour effectively to ensure a good and safe learning environment.

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8) Fulfil wider professional responsibilities.

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9) Part Two: Personal & Professional Conduct

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NAME:

REFLECTIONS	<p>When I'm at my best, what are my strengths? <i>Identified from my own reflections, results and data analysis and any feedback from my colleagues.</i></p>	
	<p>What are my development needs? <i>Identified from my own reflections, results and data analysis and any feedback from my colleagues.</i></p>	
NEEDS	<p>What are the learning needs of my class or a class that I teach? <i>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?</i></p>	
GOAL	<p>What do I intend to focus on so that my class make even better progress? <i>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?</i></p>	
	<p>How will I know that I have been successful? <i>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?</i></p>	
REALITY	<p>How close to achieving this goal am I and what do I do already that helps? <i>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?</i></p>	
	<p>How do I intend to achieve this? <i>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? What will I do first? Who will help me? I need to focus on sustained and purposeful practice.</i></p>	

MY GOAL IN SUMMARY:

By:
I am:
so
that:

Please email this Professional Growth Plan to your team leader once completed. Retain a copy yourself

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PROFESSIONAL GROWTH DISCUSSION PROMPTS FOR THE LINE MANAGER/COACH (APPENDIX C)

The focus of this meeting is as follows:

- Sharing of the reflection on the Teacher’s standards and subsequent next steps.
- Reflection on any previous professional growth plans and/or activities.
- Establish the ‘Professional Growth Plan’ focus and compose this year’s plan.
- If appropriate, reflect upon last year’s leadership goal and establish this year’s goal.
- Agree the small-scale research project.

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(Appendix D)



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WHAT MAKES A GOOD RESEARCH QUESTION?

- 1) Open-ended enough to allow possibilities to emerge.
- 2) Not using “yes and no” – type questions.
- 3) Questions that begin with “how” or “why” or “under what conditions”.
- 4) Will it make a measurable difference to pupil learning?
- 5) Is it really achievable in the time I have?
- 6) Is it really and truly of personal and professional importance to us?
- 7) Is it: Specific, simply stated?
- 8) Is it in line with academic research parameters?

DESIGNING A RESEARCH QUESTION (RQ)

- 1) What makes a good research question?
- 2) Use post-it-notes to generate ideas.
- 3) Identify key words and phrases.
- 4) Are any definitions required?
- 5) Consider using Sentence starters for a research question:
 - a. How can we...
 - b. Under what conditions...
 - c. What is the best way to...
 - d. Will...make a difference to...
 - e. What strategies...
 - f. What can we do to...so that...
- 6) How can we narrow your search terms (in order to shape focus)?

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EXAMPLE RQS

- 1) Why do year 12 Bangladeshi students drop out of A2 History after one year of studies? **(Teacher)**
- 2) How does literacy support vulnerable students in year 10 Maths, and how can this be rolled out further? **(Teacher)**
- 3) Why do middle attaining boys under perform in English? **(Teacher)**
- 4) What strategies can I use to develop oracy in my classroom? **(Teacher)**
- 5) Does the use of cooperative learning strategies improve outcomes? **(Teacher)**
- 6) Do assembly rewards lead to better school attendance? **(Middle Leadership)**
- 7) Why do so many teachers get promoted from core subjects? **(Leadership)**
- 8) Does setting students widen inequality in our school, or does it actually improve attainment? **(Leadership)**

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LEADERSHIP GOAL (APPENDIX E)

The challenge is to always improve, to always get better.

Name:

GOAL:

Begin with the end in mind. What specifically do you want to achieve? What difference will it make to you and your students? What do you want to change? How does this link to the leadership dimensions outlined in our Leadership Qualities Framework?

Imagine you are successful. How will you know you have been successful? What specifically would be happening when you are successful?

REALITY:

What is working already? What have you tried that hasn't worked?

What might get in the way of you achieving this goal? How will you overcome any barriers?

OPTIONS:

What are your options for achieving this goal? What else could you do? What approaches do others take in similar circumstances?

WIN COMMITMENT:

By

I am...

So that...

What are your first steps?

How will you monitor your progress, evaluate impact, and identify area for further development?

Please email this Leadership Goal to your line manager once completed. Retain a copy yourself.

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LYDIATE
LEARNING
TRUST

ENGAGE, ENABLE,
EMPOWER

PROFESSIONAL GROWTH TIMELINE (APPENDIX F)

September Reflection & Analysis	<ul style="list-style-type: none"> - Analysis of results and data. - Analysis of your classes to ascertain their issues and needs.
October Preparation for the professional growth discussion	<ul style="list-style-type: none"> - Reflection on the Teacher's Standards. - Draft your professional growth plan.
Professional Growth discussion with your line manager	<ul style="list-style-type: none"> - Sharing of your reflection and subsequent next steps. - Establish the 'Professional Growth Plan' focus and agree this year's plan. - If appropriate, reflect upon last year's leadership goal and establish this year's goal.
November Research and practice	<ul style="list-style-type: none"> - Initiate the research and practice any professional growth focus.
Professional support and progress check-ins	<ul style="list-style-type: none"> - Touch-base with your line manager/coach. - Opportunity for feedback and professional dialogue. - Keep your professional growth plan updated. - Engage in all staff development opportunities.
January Research and practice	<ul style="list-style-type: none"> - Continue research and practice and include an opportunity to learn from others both internally and externally.
Mid-February Reflection, review and sharing	<ul style="list-style-type: none"> - Meet your line manager/coach to reflect on your progress to date and share your research findings to date and your engagement with personal professional development.
March/April Research and practice – continues	
May Professional support and progress check-ins	<ul style="list-style-type: none"> - Seek feedback on your professional growth and your research.
June/July – September	<ul style="list-style-type: none"> - Complete the write up, agree with your line manager and lodge with the SLT staff development leader. - Engage with any school celebration linked to the research.

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