



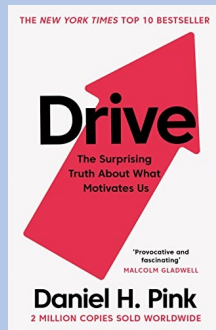
**Professional Growth**  
*Teaching and Support staff*

Improve, NOT prove

Purpose

Autonomy

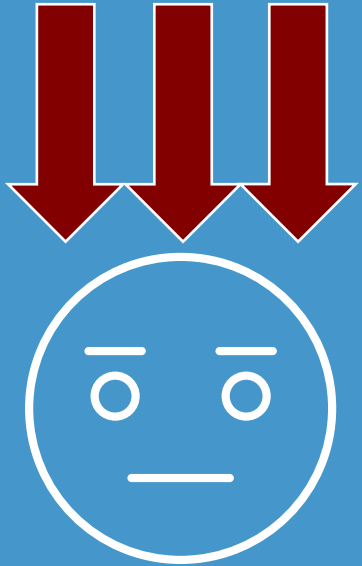
Mastery



The challenge is to  
**ALWAYS** improve,  
to **ALWAYS** get better,  
**EVEN WHEN YOU ARE THE BEST.**

- Growing Great professionals
- Excellence as a process of evolution
- Incremental learning
- Cumulative gains over a long period of time
- Positive staff well-being: staff feel trusted and valued
- High productivity
- Buy-in
- Retention
- More people investing in progression

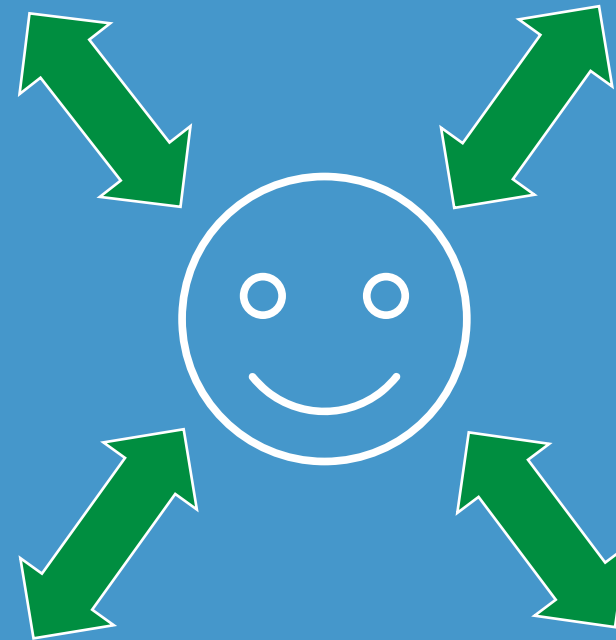
# What is Professional Growth?



Objectives set  
Generic  
Hierarchical  
Past focussed  
Fixed  
'Proving'

**Performance  
Management**

S



Objectives agreed  
Individual  
Collaborative  
Future focussed  
Embedded  
'Improving'

**Professional  
Growth**

# Aims of Professional Growth

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- *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*

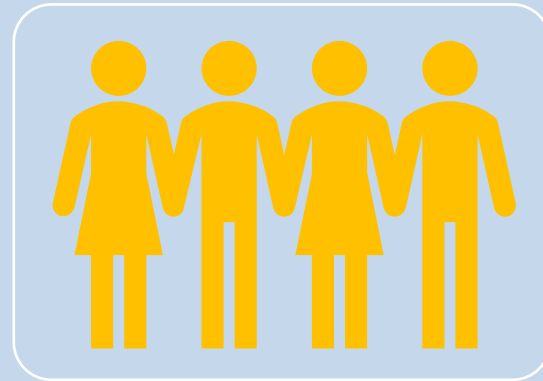


## Structure & Tone

Split from Managing Performance Concerns Policy & Capability

Staff ownership of objectives

Clearer guidance on talent & development



## Consistency

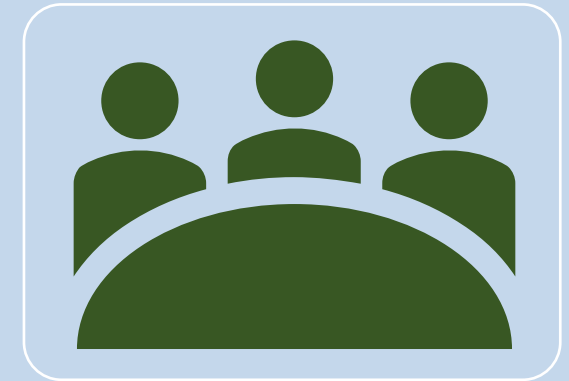
3 Objectives and check ins for all  
July reflection activity



## Measuring Progress

Engagement in PG activities & process is another way to demonstrate progress

Assumed day job delivered – supporting info linked to objectives only

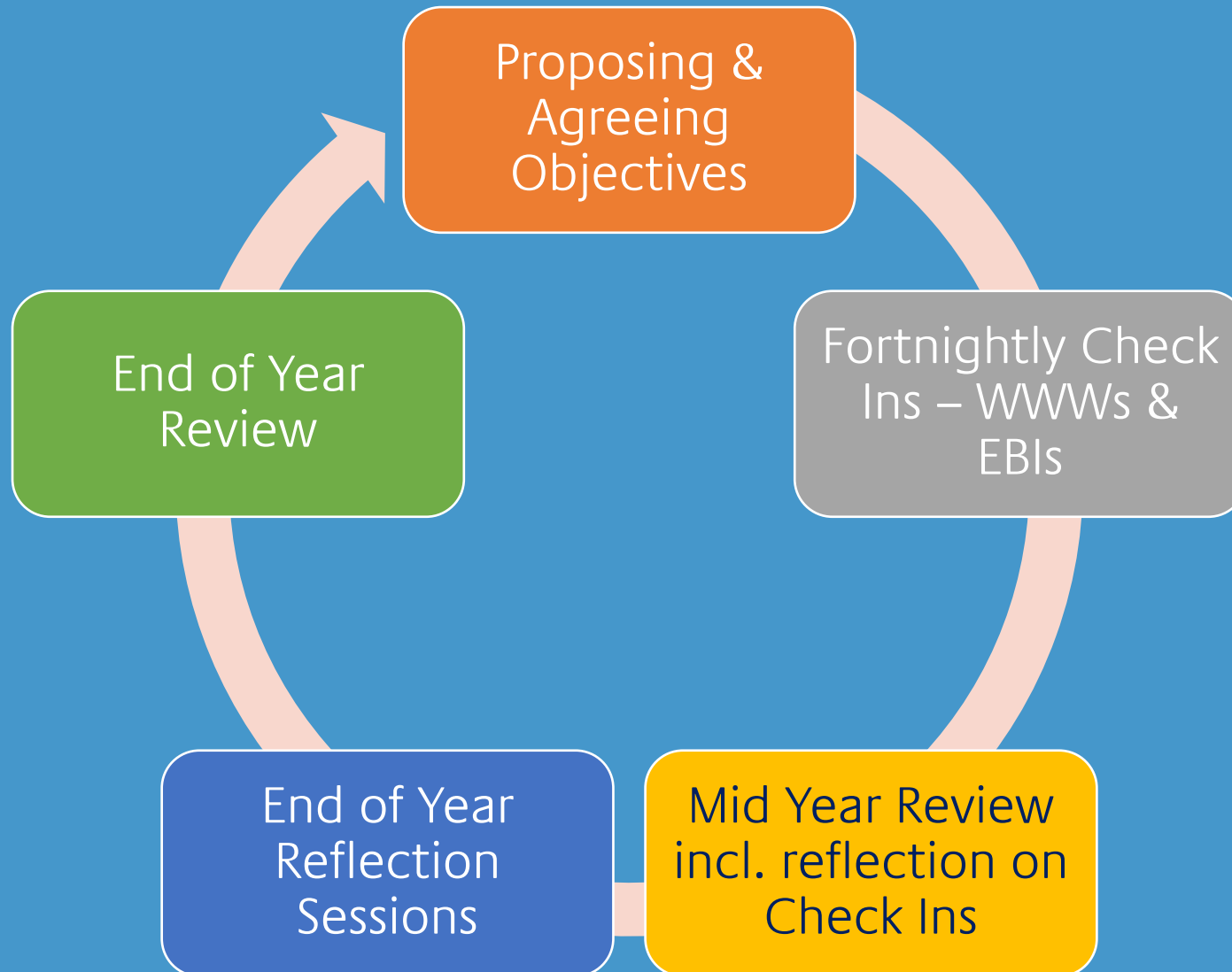


## Observations

Clearer purpose  
Teaching staff may request additional linked to PG

Not exceeding 30 mins per term x 6

# Professional Growth



# One stop shop for resources

- [Professional Growth Thinking Schools Academy Trust \(tsatrust.org.uk\)](https://www.tsatrust.org.uk)
- Password PG2021!

The screenshot shows a web browser window with the URL <https://www.tsatrust.org.uk/about/professional-growth/>. The page header features the Thinking Schools Academy Trust logo and social media icons for LinkedIn, Facebook, and Twitter. The main content area is titled "Protected: Professional Growth" and contains a list of documents:

Document Name	File Details	Upload Date
Information for Reviewers – Final Assessment and Review Statement	pdf, 279 KB	12 September 2022
Central Staff – Professional Growth Information Pack	docx, 998 KB	21 September 2021
Professional Growth Launch 2021 Central (Key Slides)	pptx, 1 MB	21 September 2021
Professional Growth Launch 2021 Teaching & Support (Key Slides)	pptx, 2 MB	21 September 2021
Teaching & Support Staff – Professional Growth Information Pack	docx, 1,023 KB	21 September 2021
Think Ahead – Professional Growth Policy	docx, 199 KB	21 September 2021

On the right side of the page, there is a search bar and a list of links under the heading "In this section":

- About Us
- CEO Blog
- Coronavirus
- Exam Results 2020
- Governance
- Job Evaluation
- Latest News
- Newsletters
- Philosophy

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*Welcome to your*  
**Professional Growth Guide**  
2022-23



- Professional Growth •  
Thinking Schools  
Academy Trust  
([tsatrust.org.uk](http://tsatrust.org.uk))
- Password PG2021!



# Reflect and Review



# Looking Back

The screenshot displays the Think Ahead software interface. At the top, there is a search bar and navigation icons. The main header shows 'Think Ahead' with sub-navigation for 'Chat', 'Me', 'My Team', and 'About'. The user is identified as 'Gwynn Bassan / Conversation'. The central title is 'TEST: Professional Growth 2021/22 - Discussion'. Below this, there are two input fields: 'Start' (1 Oct, 2021) and 'End' (31 Oct, 2022), and another field for 'Reviewer 1' (Stuart Gardner). A profile card for Gwynn Bassan, an Executive at St David's School (TEST), is shown on the right. The main content area contains four blue bars with the following text: 'Looking back', 'Objective 1 Reflection: Impact on Trust', 'Objective 2 Reflection: Impact on Others', and 'Objective 3 Reflection: Impact on Self'. At the bottom, there are two buttons: 'Save draft' and 'Send to next stage', with the latter being circled in red.

# Looking Back

The screenshot displays the 'Think Ahead' application interface. At the top, there is a search bar and navigation links for 'Chat', 'Me', 'My Team', and 'About'. The main content area is divided into three sections, each with a reflection question and a 'View responses' button circled in red:

- Section 1:** Question: "What have been your biggest achievements this year?". Related Check-in question: "WWW: What went well?".
- Section 2:** Question: "What could have gone better?". Related Check-in question: "Even better if".
- Section 3:** Question: "What plans went ahead?". Related Check-in question: "What next?".

Each section includes a 'Response:' label and a large text input area for user feedback.

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# Reflection on objectives

The screenshot shows a Microsoft Teams interface with a survey titled "Goal updates for Impact On Trust". The survey is split into two sections: "Plus" and "Minus".

**Plus:** What progress was made with this objective since the start of the cycle/ since the mid-year review reflection?

**Minus:** What challenges did you face in working on this objective? Is there anything you would have liked to have done further?

Each section includes a "View responses" button and a large text input area for the user's response.



The interface also features a top navigation bar with a search box, a user profile icon (GB), and window controls. A left-hand navigation pane includes icons for Activity, Chat, Teams, Assignments, Calendar, Calls, Files, Think Ahead, and Apps.

# Reflection on objectives

The screenshot shows the Think Ahead application interface. At the top, there is a search bar and a user profile icon labeled 'GB'. The main navigation bar includes 'Think Ahead', 'Chat', 'Me', 'My Team', and 'About'. A left sidebar contains icons for Activity, Chat, Teams, Assignments, Calendar, Calls, Files, and Think Ahead. The main content area displays a reflection prompt: "Interesting: What will you take from your work on this objective into your practice in 2022-23?". Below the prompt is a card titled "Goal updates for Impact On Trust" with a "View responses" button. A "Response:" label is followed by a large empty text input box. At the bottom, there are two blue bars with the text "Objective 2 Reflection: Impact on Others" and "Objective 3 Reflection: Impact on Self".

Gwynn Bassan / Conversation

### TEST: Professional Growth 2021/22 - Discussion

	Start	1 Oct, 2021	End	31 Oct, 2022
	Reviewer 1	Stuart Gardner		



**Gwynn Bassan**  
Executives, St David's School (TEST)

- Looking back
- Objective 1 Reflection: Impact on Trust
- Objective 2 Reflection: Impact on Others
- Objective 3 Reflection: Impact on Self
- Reviewer Statement Guidance Viewable by reviewers and admin only
- Reviewer Statement



- Activity
- Chat
- Teams
- Assignments
- Calendar
- Calls
- Files
- Think Ahead
- ...
- Apps
- Help

# Professional Growth Criteria

Engagement to improve

<p>3</p> <ul style="list-style-type: none"> <li>Engages highly in all check-ins.</li> <li>Engages highly in PG across all 3 objectives with equal weighting.</li> <li>Impact on self, others, Trust is lower or focussed on one objective</li> </ul> <p style="text-align: right;">✘</p>	<p>6</p> <ul style="list-style-type: none"> <li>Engages highly in all check-ins.</li> <li>Engages highly in PG across all 3 objectives with equal weighting.</li> <li>Impact on self, others, Trust higher for some objectives than others</li> </ul> <p style="text-align: right;">✔</p>	<p>9</p> <ul style="list-style-type: none"> <li>Engages highly in all check-ins.</li> <li>Engages highly in PG across all 3 objectives with equal weighting.</li> <li>High impact in all objectives – self, others and Trust</li> </ul> <p style="text-align: right;">✔</p>
<p>2</p> <ul style="list-style-type: none"> <li>Engages in most check-ins.</li> <li>Engages in PG across all 3 objectives, with more emphasis on some than on others.</li> <li>Impact on self, others, Trust is low or focussed on one objective</li> </ul> <p style="text-align: right;">✘</p>	<p>5</p> <ul style="list-style-type: none"> <li>Engages in most check-ins.</li> <li>Engages in PG across all 3 objectives, with more emphasis on some than on others.</li> <li>Impact on self, others, Trust higher for some objectives than others</li> </ul> <p style="text-align: right;">✔</p>	<p>8</p> <ul style="list-style-type: none"> <li>Engages in most check-ins.</li> <li>Engages in PG across all 3 objectives, with more emphasis on some than on others.</li> <li>High impact in all objectives - self, others and Trust</li> </ul> <p style="text-align: right;">✔</p>
<p>1</p> <ul style="list-style-type: none"> <li>Engages inconsistently with check-ins/ low engagement with check-ins.</li> <li>Limited engagement in PG across all 3 objectives.</li> <li>Impact on self, others, Trust is low or focussed on one objective</li> </ul> <p style="text-align: right;">✘</p>	<p>4</p> <ul style="list-style-type: none"> <li>Engages inconsistently with check-ins/ low engagement with check-ins.</li> <li>Limited engagement in PG across all 3 objectives.</li> <li>Impact on self, others, Trust higher for some objectives than others</li> </ul> <p style="text-align: right;">✘</p>	<p>7</p> <ul style="list-style-type: none"> <li>Engages inconsistently with check-ins/ low engagement with check-ins.</li> <li>Limited engagement in PG across all 3 objectives.</li> <li>High impact on all objectives - self, others and Trust</li> </ul> <p style="text-align: right;">✘</p>

May be on Capability Process

**10**

**EXCEPTIONAL**

- Engages proactively in all check-ins.
- Engages exceptionally in PG across all 3 objectives and goes beyond expectations
- Fully autonomous in personal growth agenda.
- Impact is high and wide reaching.

**Examples of PG engagement:**

- No. of check ins
- Check ins relating to progress in objectives
- Recognition of others
- Use of Thinking Tools
- Participation in 360

Key:

- ✔ Met
- ✘ Partially Met
- ✘ Not Met

Impact of objectives on Self, Others, Trust

# Reviewer Statement

The screenshot shows the Microsoft Teams interface with the 'Think Ahead' app open. The app header includes a search bar, navigation links for 'Chat', 'Me', 'My Team', and 'About', and a user profile icon labeled 'GB'. The left sidebar contains navigation icons for Activity, Chat, Teams, Assignments, Calendar, Calls, Files, Think Ahead, Apps, and Help. The main content area displays the 'Reviewer Statement' form, which is divided into two parts. The first part, 'Part 1: Impact and Engagement', is currently disabled. The second part, 'Part 2: Professional Growth Expectations', is active and contains a text input field and a dropdown menu.

**Think Ahead** Chat Me My Team About

Search

Activity

Chat

Teams

Assignments

Calendar

Calls

Files

Think Ahead

Apps

Help

**Reviewer Statement Guidance** Viewable by reviewers and admin only

**Reviewer Statement**

**Part 1: Impact and Engagement**

Reviewer Statement:

**Part 2: Professional Growth Expectations**

By taking into account your progress against your objectives, the way in which you have met the requirements of your job description as well as the relevant standards for your role, my recommendation is that you have:

Select option



# Reviewer Statement part 1

**Please note, your review statement should comprise two parts:**

## Part 1 of your review statement

Please use the corresponding writing frame below to construct part 1 of your review statement:

Corresponding number on assessment template	Statement	Suggested reviewer statement writing frame
1	<ul style="list-style-type: none"> <li>Engages inconsistently with check-ins/ low engagement with check-ins.</li> <li>Limited engagement in PG across all 3 objectives.</li> <li>Impact on self, others, Trust is low or focussed on one objective</li> </ul>	<p><b>You have not met your Professional Growth objectives (consult with your Headteacher first if you are entering anyone for this category)</b></p> <ul style="list-style-type: none"> <li>You have not engaged consistently with check-ins (or have not used the <u>10 minute</u> check-in time fully for reflection). These are part of directed hours and an important element of reflection to enable you to grow professionally and for your reviewer to support you effectively. Please ensure that you enter all check-in dates into your diary/ calendar so that you do not miss any future deadlines.</li> <li>You have shown limited engagement in your Professional Growth objectives. In order to improve on this aspect, I would recommend.....(e.g. focusing on reflecting on your objectives on alternate check-in weeks)</li> <li>The impact of your professional growth objectives is low/ lacks an evidence base/ is not demonstrated in enough depth</li> <li>Going forwards, it is recommended that you show greater impact on Self/Others/Trust (delete as appropriate), by.....</li> </ul>
2	<ul style="list-style-type: none"> <li>Engages in most check-ins.</li> <li>Engages in PG across all 3 objectives, with more emphasis on some than on others.</li> <li>Impact on self, others, Trust is low or focussed on one objective</li> </ul>	<p><b>You have met your Professional Growth objectives</b></p> <ul style="list-style-type: none"> <li>You have engaged in most of your check-ins, so please ensure you consistently meet your directed check-in deadlines to enable me as your reviewer to support you effectively.</li> <li>You have engaged in the professional growth process throughout the year, particularly in Self/Others/Trust (delete as appropriate) ..... (<u>you</u> could provide some examples of their good work here).</li> <li>Going forwards, it is important to give all objectives the same level of attention in order to support all aspects of your professional growth. Please consider.....</li> <li>Impact, however, is not as evident (or is only evidenced in one objective) so, in order to continue to meet your professional growth objectives in 2022-23, it is recommended that you show greater impact on Self/Others/Trust (delete as appropriate), by.....</li> </ul>
3	<ul style="list-style-type: none"> <li>Engages highly in all check-ins.</li> </ul>	<p><b>You have met your Professional Growth objectives</b></p>

[Reviewer Statement instructions](#)

# Review statement part 2

## Part 2 of your review statement

Please use the writing frame below to construct part 2 of your review statement:

By taking into account your progress against your objectives, the way in which you have met the requirements of your job description as well as the relevant standards for your role, my recommendation is that you have:

Exceeded your professional growth expectations for 2021-22

Met professional growth expectations for 2021-22

Partially met professional growth expectations for 2021-22

Not met professional growth expectations for 2021-22

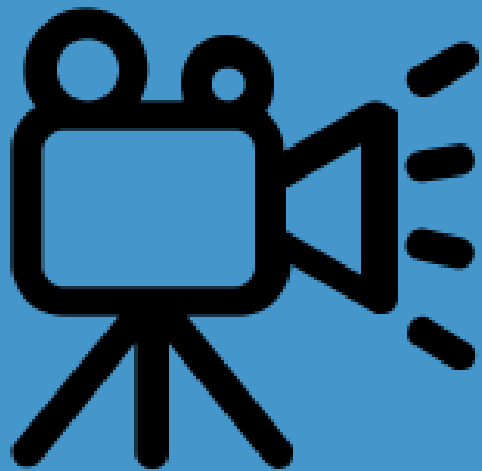
Objectives

JD

Standards

# Video link – how to use Think Ahead for the reflection process

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'How to' guide:  
Professional Growth  
Reflection

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# Exceptional (exceeding expectations)

**Teachers** - Examples of high and wide-reaching impact: • Consistently demonstrates impact on self, others and Trust that is significantly above expected impact for a teacher of their career stage and role; • Frequently demonstrates exceptional teaching skills, knowledge and practice relative to their career stage and role; • Has significantly exceeded professional growth objectives, adding substantial value and lasting benefits to the Trust; • Demonstrates consistently outstanding quality of professional growth; • Even where not a requirement of their role, acts as a role model able to offer professional guidance and cascade best practice to others in many areas; • Quality of teaching is regularly outstanding.

**Support staff** - Examples of high and wide-reaching impact • Professional Growth objectives are exceeded in all areas of self, others and Trust; • The requirements of the role were delivered exceptionally well and the requirements of the role were exceeded; • Very positive behaviours are displayed, e.g.: • Customers' expectations frequently exceeded and/or exceptional customer service provided even when customer expectations could not be met; • Proactively engaging and motivating others; providing significant support to others (including colleagues and customers); • Consistently leading by example and acting as a role model or champion; • Taking into account the implications of their activities on own initiative; • Willingly taking on additional responsibilities outside role requirement

## Objectives

## JD

## Standards

i.e. excelling in their professionalism, engagement and impact

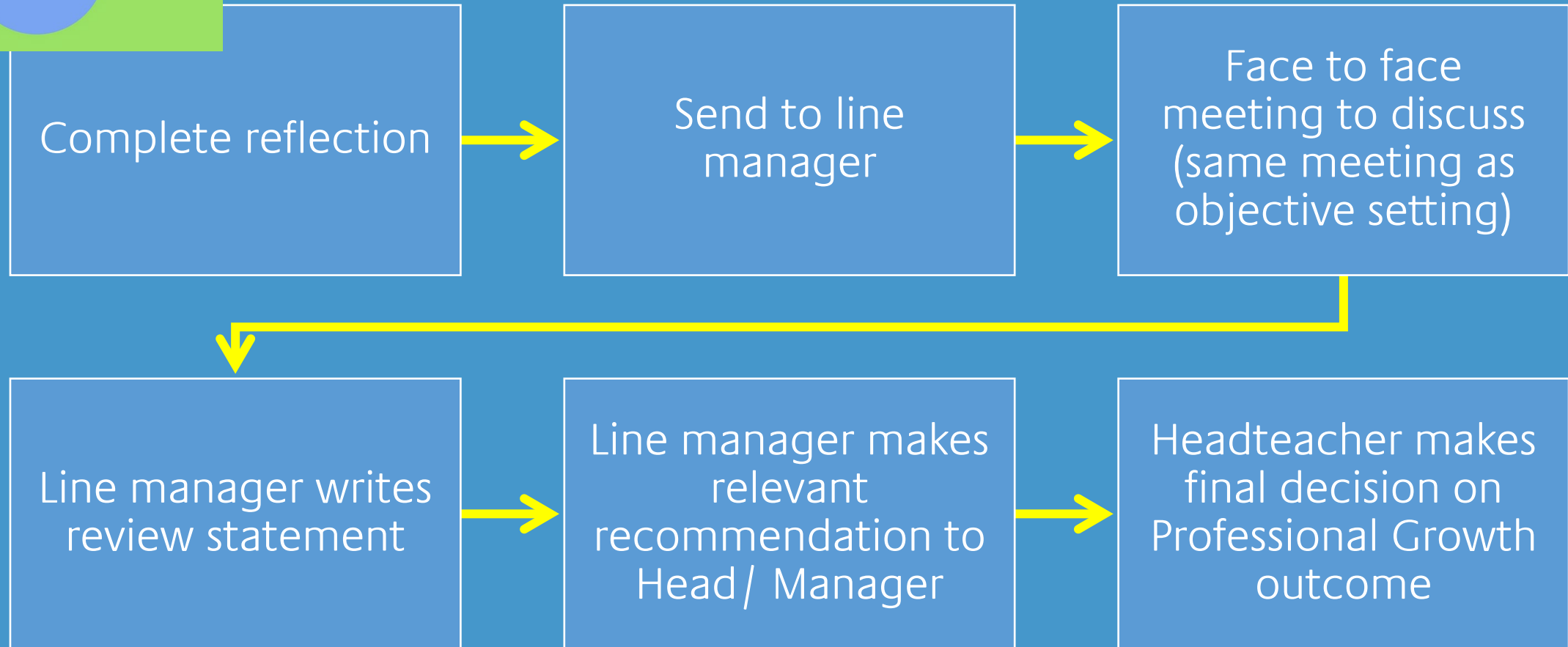
# Final Decision on Professional Growth outcomes

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Headteachers/Managers will make the final decision on all Professional Growth outcomes.



# The review process





# Setting Objectives

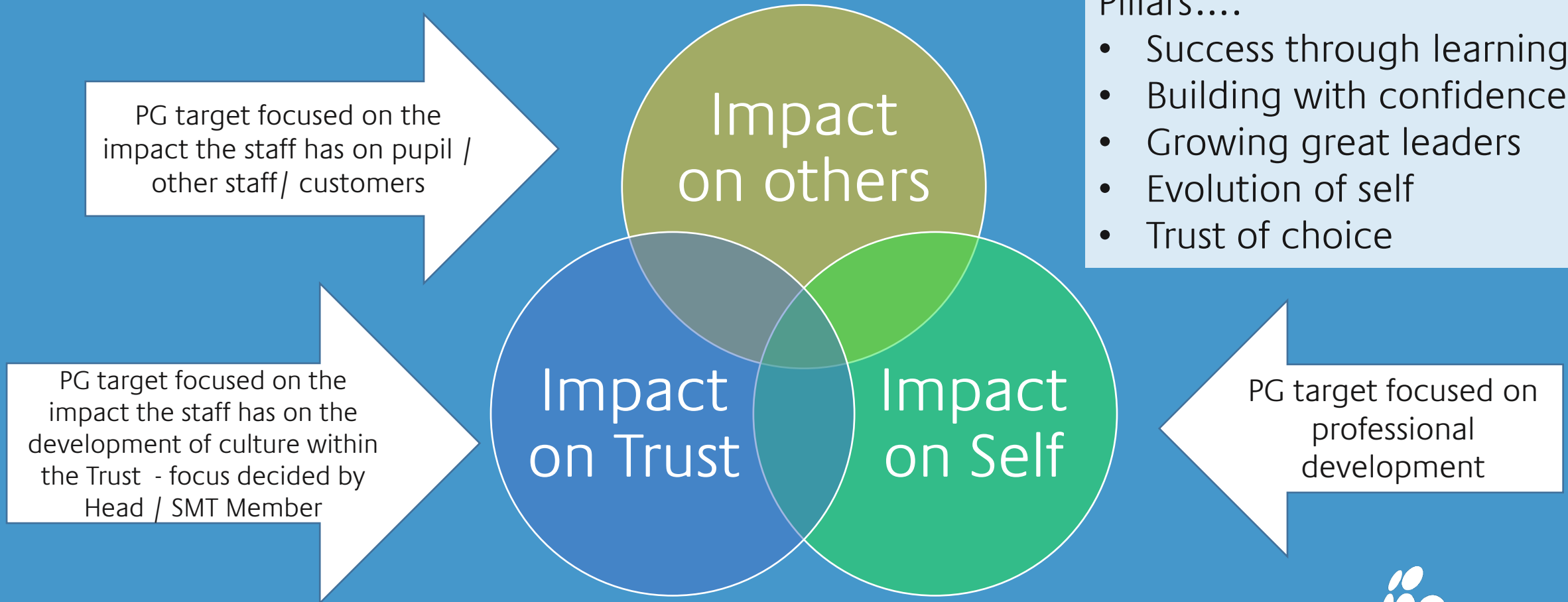
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# Objective Setting

A reminder of the core Trust Pillars....

- Success through learning
- Building with confidence
- Growing great leaders
- Evolution of self
- Trust of choice



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# Objective Setting

**IDEAS FOR FOCI IN 2022-23**  
*Note these in the relevant segment*

Impact on Self

Impact on  
Trust

Impact on  
Others

**FOR: First Important Priorities** (which foci will have the biggest impact on your professional growth?)

Once you know the areas you'd like to focus on, think about what you personally need to do e.g. *"To...improve my confidence in managing challenging behaviour..."*

Then, consider what will help you do this) e.g. *Through... researching two pieces of theory, shadowing other staff in similar roles and gathering feedback from others...*

Depending on which of the three objective areas you are working on, then make sure you're clear what impact you want to have from focussing on this area – why are you doing it?

If this member of staff is doing this under 'Impact on Self' their measure might be: *In order to be able to explain key techniques And to move my confidence from 2 out of 10 to 9 out of 10"*

Finally, set a date when you expect to have achieved this

To... (PICK ONE)			Through... (SELECT AT LEAST TWO OR CREATE YOUR OWN) (How) (What)		In order to... (SELECT AT LEAST ONE OR CREATE YOUR OWN)			When (set a realistic date)
					Impact on Trust	Impact on Others	Impact on Self	
Improve my	Confidence in	Key concepts about x	Researching	Two pieces of theory	Address x issue to support Ofsted outcome	Improve student progress from x to x	To receive x feedback in x area of my delivery	
Develop my	Understanding of	X student group	Shadowing	Staff member / s approach to x	Deliver x to support School Improvement Plan	Receive x feedback from x	Increase my confidence in delivering x from x out of 10 to x out of 10	
Deepen my	Ability to	Digital solutions such as x	Trialling	Thinking Mastery practice	Increase reflective practice with x individual / team	Improve success rates from x to x in the application of x skill	Be able to confidently explain x to x colleagues	
Overcome my	Use of	Knowledge Banks	Taking on	Swivl footage	Support school CPD agenda by delivering x	Improve revision techniques for x students	To move from x stage to x stage in Thinking Mastery (see Tools Tab)	
Challenge my	Modelling of	X Skills	Observing	Fortnightly check in patterns	Develop x resource to be shared with x staff	Increase attainment from x to x for x student group	To understand and apply x new approach in my teaching practice	
Increase my	Approach to	Formative Feedback	Reviewing	Three different techniques	Roll out x project in line with school plans	Increase student resilience and confidence	To embed x new behaviours in my approach to my role	
Reduce my	Time spent on	Parent feedback	Using	Feedback from others	Expand use of digital learning with x team / group	Close the attainment gap between x pupils and x pupils in my class		
Build my	Efficiency in	Handling complaints such as x	Reflecting	Targeted question techniques	Co-ordinate x project with x colleagues to deliver x	Increase the number of occasions when I coach others from x to x		
Widen my	Engagement of	Working with x	Gathering	Online training	Support metacognition agenda by x			
	Communication with	Thinking tools	Developing	Wider reading	Improve data collection in x area to support x			
	Openness about / to	Manage challenging behaviour	Writing	New teaching methods	Drive x activity to deliver x result			
	Reliability in	Preparation for x	Building	Support network	Support training of colleagues in x area			
	Proactivity in	Prioritising workload	Learning	Lesson plans	Drive the Be Your Best Self agenda by x			
	Approachability when		Revising	Knowledge or skills gaps in x				
	Levels of challenge with		Monitoring	Best practice				
	Planning of		Comparing	A Self Assessment Form				
	Impact in / with		Collaborating	Results of x				
			Leading	Other staff to do x				
			Managing	X pieces of project work				
			Supporting	A different strategy				
			Identifying	Strengths & Difficulties Questionnaire				
			Influencing	Digital Learning Leads				

THE OBJECTIVE

THE SUCCESS CRITERIA

# Objective Setting (Impact on Trust)

## Teaching

"**To** embed a range of retrieval techniques within my every day practice **through** curriculum planning/ lesson planning/ research and application **in order to** meet the Trust strategic goal of 'Teaching to Remember (meta-memory)' **by** October 2022"

This could be linked to any of the Trust pillars OR the Head could select ONE of the strategic goals for all staff to turn into an objective.

## Support

"**To** collate case studies and stories demonstrating the value parents feel the Trust values add **through** asking them more questions and engaging in conversation whilst they are waiting in reception **in order to** help TSAT to become a Trust of Choice **by** October 2022."

## Central Services

"**To** gain a deeper understanding of where there are opportunities to sell TSFE services **through** carrying out a SWOT analysis, mapping stakeholders for my area of the Trust and identifying links to other areas **in order to** present a proposal to my manager **by** July 2021."

# Objective Setting (Impact on Others)

## Teaching

"**To** improve how I engage boys in my lessons **through** researching new teaching methods targeted at boys, building my network of teachers who do this well and identifying a mentor to meet with regularly and revising my lesson plans to adapt my approach **in order to** increase attainment levels **by** October 2022."

## Support

"**To** improve the experience parents have of when they approach reception **through** working with the admin team to create service standards, training the team and seeking feedback from parents **in order to** reduce complaints **by** October 2022."

## Central Services

"**To** improve customer experience **through** reviewing enquiries to the help desk, identifying themes and root causes of these **in order to** agree and deliver a plan addressing the top three most common problems **by** July 2021."

# Objective Setting (Impact on Self)

## Teaching

"To develop my use of questioning within the classroom through the application of socratic questioning techniques in order to make asking high quality questions a habit and to improve the depth of responses from my pupils by October 2022."

## Support

"To increase my understanding of Thinking Tools through working alongside an experienced teacher, applying these to three areas of my role and discussing my reflections in order to become a champion for Thinking Tools and induct new members of TSAT staff by October 2022."

## Central Services

"To improve my confidence in dealing with challenging people through attending an online workshop, identifying someone to buddy me & identifying three key changes I can make in order to reduce my feelings of anxiety when faced with conflict by July 2021."

Once objectives are sent to reviewer - face to face to have a professional discussion using this framework

# Teaching Criteria

## Objectives Checklist - Teaching

Depending on your level of responsibility and experience as below, you will need to ensure that either your objectives meet the criteria outlined below. If you have answered 'No' to any of the statements, please revise the objective or explore how you might achieve this with your manager.

### Impact on Trust

#### Developing

*Does or will this objective...*

#### Enhancing

*Does or will this objective...*

#### Embedding

*Does or will this objective...*

\* Demonstrate a clear link to the **Trust Priorities** as guided by your Headteacher?

\* Demonstrate a clear link to the **Trust Priorities** as guided by your Headteacher?

\* Demonstrate a clear link to the **Trust Priorities** as guided by your Headteacher?

\* Have an **impact on your performance?** (from the In Order To... column)

\* Have an **impact across the department?** (from the In Order To... column)

\* Have an **impact across the school or Trust?** (from the In Order To... column)

\* Include at least **two key activities** to show how you plan to approach it? (from the Through... columns)

\* Include at least **two key activities** to show how you plan to approach it? (from the Through... columns)

\* Include at least **two key activities** to show how you plan to approach it? (from the Through... columns)

### Impact on Others

#### Developing

*Does or will this objective...*

#### Enhancing

*Does or will this objective...*

#### Embedding

*Does or will this objective...*

\* Demonstrate a clear link to **student progress** in your class?

\* Demonstrate a clear link to **student progress** in your department?

\* Demonstrate a clear link to **student progress** across the school directly or through others?

\* Have an **impact on your performance?** (from the In Order To... column)

\* Have an **impact across the department?** (from the In Order To... column)

\* Have an **impact across the school or Trust?** (from the In Order To... column)

\* Include at least **two key activities** to show how you plan to approach it? (from the Through... columns)

\* Include at least **two key activities** to show how you plan to approach it? (from the Through... columns)

\* Include at least **two key activities** to show how you plan to approach it? (from the Through... columns)

\* Demonstrate one of **Quality of Education** areas outlined below for the area you oversee (TLR staff only)

\* Demonstrate one of **Quality of Education** areas outlined below for the area you oversee (TLR staff only)

\* Demonstrate one of **Quality of Education** areas outlined below for the area you oversee (TLR staff only)

### Impact on Self

#### Developing

*Does or will this objective...*

#### Enhancing

*Does or will this objective...*

#### Embedding

*Does or will this objective...*

\* Demonstrate a clear link to an area where you feel you can **professionally grow** or deepen your skills?

\* Demonstrate a clear link to an area where you feel you can **professionally grow** or deepen your skills?

\* Demonstrate a clear link to an area where you feel you can **professionally grow** or deepen your skills?

\* Have an **impact on your teaching practice?** (from the In Order To... column)

\* Have an **impact on your teaching practice?** (from the In Order To... column)

\* Have an **impact on your teaching practice?** (from the In Order To... column)

\* Include at least **two key activities** to show how you plan to approach it? (from the Through... columns)

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\* Include at least **two key activities** to show how you plan to approach it? (from the Through... columns)

For Impact on Others, **TLR holders** will need to ensure that a clear link is made with one of the following:

- The effectiveness of curriculum delivery which will focus on the quality of teaching (pedagogy) and how effective it is at delivering the curriculum intentions
- The quality of assessment and interventions, both formative and summative, and how it supports students to maximise their progress
- The effectiveness of the curriculum, associated schema and their delivery reviewed against outcomes for children
- If you are a non-curriculum TLR holder, your objective should relate to an aspect of your specific TLR responsibilities, e.g. a pastoral leader could relate their objective for 'Impact on Others' to attendance, mental health support, developing the effectiveness of Form Tutors etc

# Teaching - Other Leaders

For Impact on Others, **Senior Leaders & Headteachers** will need to ensure that a clear link is made with one of the following:

- Headteachers should relate this to their School Improvement Plan
- Senior Leaders should relate this to an area of their responsibility directly contributing to the School Improvement Plan



Once objectives are sent to reviewer - face to face to have a professional discussion using this framework

# Support Criteria

Objectives Checklist - Support Staff
Depending on your level of responsibility and experience as below, you will need to ensure that either your objectives meet the criteria outlined below. If you have answered 'No' to any of the statements, please revise the objective or explore how you might achieve this with your manager.
<b>Impact on Trust</b>
<i>Does or will this objective...</i>
* Demonstrate a clear link to the <b>Trust Priorities</b> as guided by your Headteacher?
* Have an <b>impact on your / School / Trust performance?</b> (from the In Order To... column)
* Include at least <b>two key activities</b> to show how you plan to approach it? (from the Through... columns)
<b>Impact on Others</b>
<i>Does or will this objective...</i>
* Demonstrate a clear link to <b>supporting others (teaching staff, pupils or other colleagues)?</b>
* Have an <b>impact on the performance or experience</b> of others? (from the In Order To... column)
* Include at least <b>two key activities</b> to show how you plan to approach it? (from the Through... columns)
<b>Impact on Self</b>
<i>Does or will this objective...</i>
* Demonstrate a clear link to an area where you feel you can <b>professionally grow</b> or deepen your skills?
* Have an impact on your <b>how you do your job?</b> (from the In Order To... column)
* Include at least <b>two key activities</b> to show how you plan to approach it? (from the Through... columns)

Once objectives are sent to reviewer - face to face to have a professional discussion using this framework

# Central Criteria

Objectives Checklist - Central Services
Depending on your level of responsibility and experience as below, you will need to ensure that either your objectives meet the criteria outlined below. If you have answered 'No' to any of the statements, please revise the objective or explore how you might achieve this with your manager.
<b>Impact on Trust</b>
<i>Does or will this objective...</i>
* Demonstrate a clear link to the <b>Trust Priorities</b> as guided by your SMT Member?
* Have an <b>impact on your / Team / Trust performance?</b> (from the In Order To... columns)
* Include at least <b>one key activity</b> to show how you plan to approach it? (from the Through... columns)
<b>Impact on Others</b>
<i>Does or will this objective...</i>
* Demonstrate a clear link to <b>supporting others</b> aligned to Thinking Customer First values (see Standards tab)?
* Have an <b>impact on the performance or experience of others?</b> (from the In Order To... columns)
* Include at least <b>one key activity</b> to show how you plan to approach it? (from the Through... columns)
<b>Impact on Self</b>
<i>Does or will this objective...</i>
* Demonstrate a clear link to an area where you feel you can <b>professionally grow</b> or deepen your skills?
* Have an impact on your <b>how you do your job?</b> (from the In Order To... columns)
* Include at least <b>one key activity</b> to show how you plan to approach it? (from the Through... columns)



# Coaching

Our commitment to providing all staff with an accredited coach to aid in their professional growth reflection process.

## Trained facilitators

Anyone trained as a facilitator for Andy Buck's BASIC coaching model in July 2022 will need to assign 'complete the BASIC coaching method qualification' to one of their objectives for this year.

## Any line manager (not trained as a facilitator)

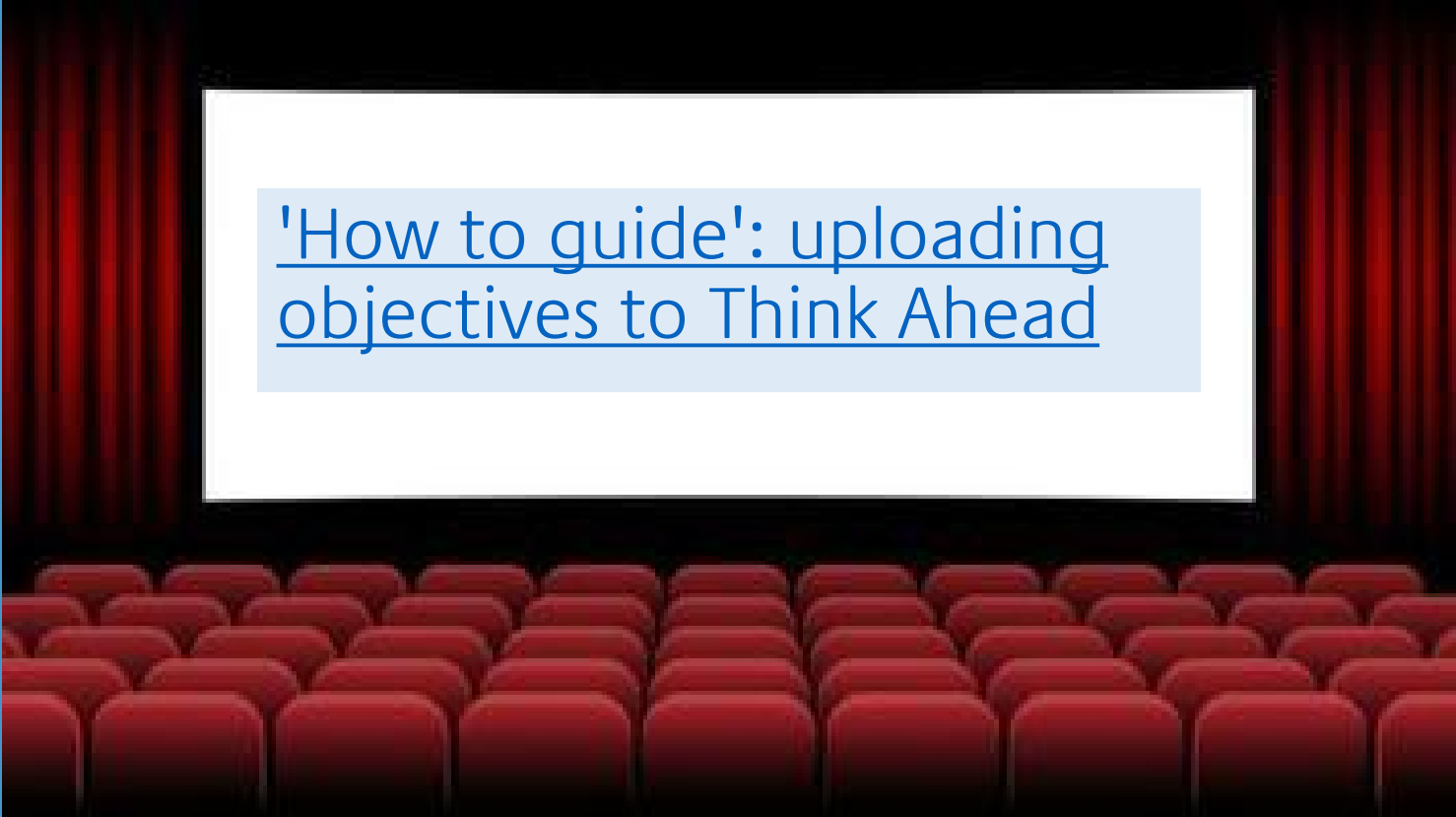
They will need to complete this qualification at any stage during the next 3 years (they can select to do it this year in 2022-23, 2023-24 or 2024-25). This will form one of their objectives for the selected year.

## *WHY? LINKS TO THE AIMS OF OUR PROFESSIONAL GROWTH POLICY*

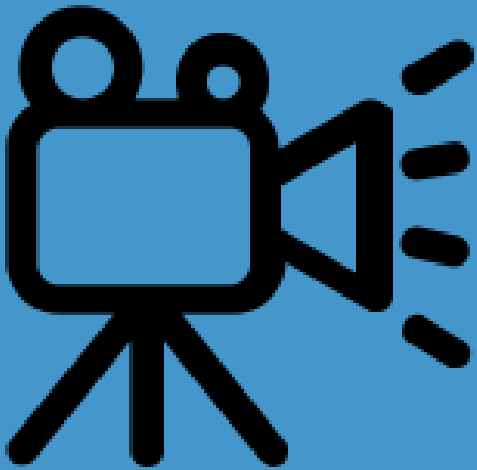
- *Recognising and promoting a culture of professional dialogue and development*
- *Identifying and acknowledging iterative progress through regular reflection*
- *Mastering the skills that are core to an individual's success in their role through creating opportunities for learning, experimenting and 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*

# Video link – how to use Think Ahead for the objective setting process

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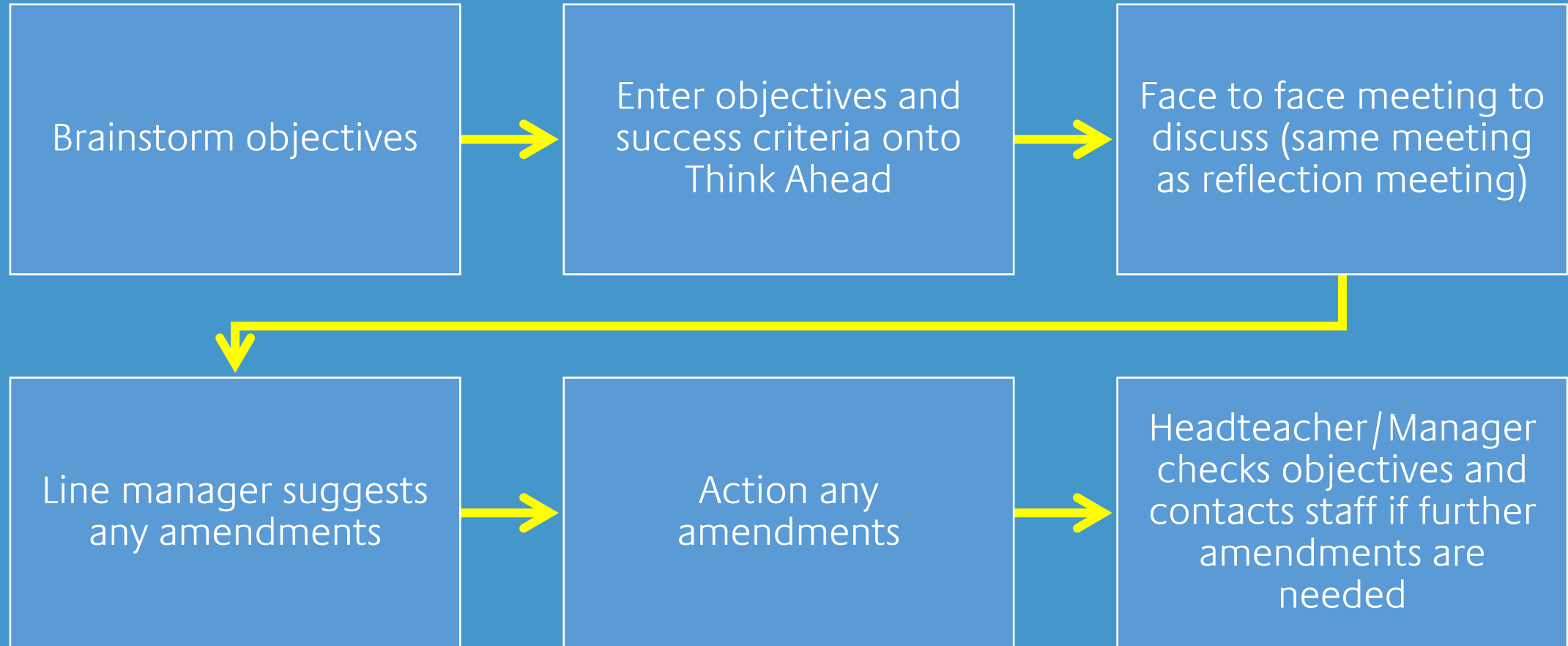
'How to guide': uploading objectives to Think Ahead



TRANSFORMING LIFE CHANCES



# The objective setting process





Any questions?