



*Welcome to your*  
**Professional Growth Guide**  
**2023-24**



## Welcome to your Professional Growth Guide for 2023-24

For those of you who embarked upon your professional growth journeys last year, the Think Ahead approach will be familiar to you. If you are new to our Professional Growth model, you will notice that things may be different to what you are used to.

If you have not already heard about Professional Growth, then please [watch this video](#) for some further background. You can also access information on our website:

<https://tsatrust.org.uk/staff-hub/professional-growth/>

### What's in this guide?

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## What is Professional Growth?

It may sound like it could just be a new name for Performance Management (PM) but fundamentally it is not.

As you will likely know, one of our core principles is to **Be Your Best Self** – to do this it is important that you feel that you have more autonomy over your objectives and an opportunity to deepen your skills in areas that you are passionate about. You could compare Professional Growth to a tree - growth can be upwards or outwards for those that want this but can also be about putting roots down to master skills in key elements of your role.

Staff feedback showed us that the old PM process just was not helping you do that. The process felt **complex, controlled, often irrelevant** and many staff felt they had to prove they were doing their day job – often having to collate large volumes of evidence to demonstrate that.

As a result of the above, we shifted our approach to enable you to have **more control** over where you think you can make the **biggest difference** in your role, wherever that is in the Trust.

### What has Changed?

There are some similarities to PM, but also some **key differences**. This guide will go into more detail on the key areas you need to know about, as well as signpost you to our new Objectives Bank.

What	Professional Growth	Performance Management
3 Objectives for all staff	Yes	No
Proposed by staff member	Yes	Generally, no
Aligned to overall Trust, School or Department objectives	Yes	Yes
Same system used to log objectives for all staff	Yes	No
Objectives and other key information accessed via Teams account with single sign in	Yes	No
Objectives to be set by 31 <sup>st</sup> October	Yes	Yes
Regular reviews & feedback on objectives through year	Yes	Generally, no
Mid Year check-in reviewed	Yes	Yes
Self-reviews against Teaching Standards mandatory	No	Yes
End year review for 2022/23	Yes	Yes
End year review for 23/24	Based on check-ins across the year	Yes
Objective outcomes linked to pay	Yes	Yes
Different expectations dependant on level or experience	Yes	Yes

## Thinking Back to 2022-23

If you are a school new to TSAT, you will need to complete your review according to your school's Performance Management policy for 2022-23. Your Headteacher or Manager will provide you with instructions.

If you are a new member of staff who was not working for TSAT in 2022-23, you do not need to complete the review.

## Review Statement

Your line manager will write your review statement once you have completed your reflection. In their conclusion, they will make their recommendation to your Headteacher/Manager by selecting one of the following statements:

*By taking into account your progress against your objectives, your engagement with Think Ahead, 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 2022-23 (exceptional performance)*

*Met professional growth expectations for 2022-23*

*Partially met professional growth expectations for 2022-23*

*Not met professional growth expectations for 2022-23*

If they feel as though you have met the criteria for exceptional performance, they will select the first statement above (exceeded).

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

# Thinking Ahead to 2023-24


Its key for staff to understand the Trust priorities for 2023-24 which fall into the following 6 pillars




**More Detailed priorities under each pillar are detailed below**

## **Priorities**

- 1) To focus on a period of consolidation
- 2) To ensure that a culture of staff wellbeing is at the heart of our people strategy
- 3) To develop our use of data to inform decision making and intervention
- 4) To look at a more systematic way of working across all layers of the Trust

<b><u>Pillar 1</u></b>	 <b>Success through learning</b> Delivering success through learning by providing a great curriculum and teaching to remember.
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Consolidation	1a) Ensure all our schools are on their Thinking Journey to develop the common language between our schools. 1b) Roll out of further common resource areas across core subjects
Culture	1c) Re-establish our curriculum leaders to work closely together to share best practice and expertise
Data	1d) Improve KS2 and KS4 outcomes by developing effective intervention strategy to support the use of the Education drive team
Systems	1e) Review and update the Trust digital learning strategy to support effective deployment of resources to maximise impact on teaching and learning 1f) Ensure we have a systematic way to develop the memory agenda across all our schools, with effective use of knowledge banks and other systems to support this

<b><u>Pillar 2</u></b>	 <b>Evolution of self</b> We promote a culture of self-improvement and provide Thinking Tools to support our students and staff to become their best selves.
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Consolidation	2a) To develop the skills and knowledge of the team to ensure we can support Special resource provision (SRP) and Alternative provision (AP) settings through the use of external SLAs 2b) Further develop the BYBS journal to enable greater differentiation and a journey towards a mastery model
Culture	2c) To build on the coaching model and roll out wider to support the Trusts ambition to secure 'Coach Mark' status
Data	2d) Work to develop the impact of professional growth objective to ensure that the practice is as per policy 2e) To track effectively the Total Education offer we have in place across our schools
Systems	2f) To enrol some of our schools, if identified appropriate, on to the Behaviour Hub programme and share best practice across the Trust

<b><u>Pillar 3</u></b>	 <b>Growing great leaders</b> Enabling staff to access high-quality, personalised CDP opportunities that ensure they are supported in achieving their career aspirations.
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Consolidation	3a) To relaunch Thinking Horizons and the CPD offer we have for all staff across the Trust including the various in-house options for all staff development
Culture	3b) Lead on the year 1 drive for 'Investors in People' ensuring that our leaders are equipped to support the delivery of the new People strategy with a focus on inclusive leadership
Data	3c) Use of data from the "Wellbee" system to support leaders to create schools and departments that promote the values of the Trust
Systems	3d) To embed the new HR recruitment system so that school leaders have access to real time information and talent pools 3e) To develop CPD tracking and evidence system to support links to Think Ahead

<b><u>Pillar 4</u></b>	 <b>Building with confidence</b> Through the effective use of professional development, quality assurance, and data analysis, we work to ensure we know our schools and provide the support they need to be their best.
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Consolidation	4a) To launch the EDT and their regional representatives to support our schools with an aim to have a solid foundation for school support 4b) To hold an external Governance review and implement recommendations to ensure we have effective structures in place across the Trust
Culture	4c) To establish a culture of Executive School Review meetings to create a more structured process to review school performance including staffing measures 4d) To support a number of schools in their first year as TSAT schools to on-board effectively
Data	4e) To ensure that we have an effective data reporting strategy, including the use of heat maps, for leaders and governors 4f) To embed a new QA framework and ensure data from this process is used effectively
Systems	4g) To consider how the Single central network is working and consider the potential for future development 4h) To launch a new HR & payroll to reflect the size of Trust we are

<b>Pillar 5</b>	 <b>Delivering value for money</b> Showing a commitment to delivering value for money, ensuring the right services are provided in the right way, at the right cost.
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Consolidation	5a) To ensure the roadmaps that have been used to support school improvement create an effective tool to manage the various workstreams involved 5b) To embed the regional staffing models and ensure they working effectively with their local schools
Culture	5c) To create the culture of demonstrating value for money explicitly through further work on the cost per pupil model for services 5d) To develop a culture across the Trust to seek opportunities to secure additional income through either commercial activities or seeking opportunities to secure grants.
Data	5e) To further develop the expectations around curriculum financial planning and create a ‘safety net’ school structure 5f) To use the school condition data to inform sustainability strategies for the estates plan
Systems	5g) To review the MIS used across the Trust following the pilot last year and develop a plan to move the Trust to a single system over time

<b>Pillar 6</b>	 <b>Trust of choice</b> By supporting our schools, students, and staff to be their best selves and celebrating our collective achievements, we aspire to be the Trust of choice for parents choosing a school for their child and for staff considering the next step in their career.
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Consolidation	6a) Enhance and improve the various staff networks across the Trust from MAT meets, HTs, DHTs etc.
Culture	6b) To ensure that schools create a culture of wellbeing using the principles established within the “Wellbeing charter” 6c) Focus on the development of strategies and employee engagement to support recruitment and retention improvements that will enhance our employee value proposition
Data	6d) Develop and share case studies to show why TSAT and the impact we have
Systems	6e) To have a communication strategy that supports effective communication with internal and external stakeholders

Staff can pick objectives that contribute to the 4 key themes of our Trust People Strategy or one of the 6 pillars above. The below table helps to map out the common priorities with each.

	Inclusive Leadership Culture and Climate	Developing People Talent	Manageable workload and wellbeing	Effective pupil behaviour & support
1. Success through learning	1c	1a	1b, 1e, 1f	
2. Evolution of self	2b, 2d	2c	2e	2a, 2f
3. Growing great leaders	3b	3a, 3d, 3e	3c	
4. Building with confidence	4a, 4c, 4d	4b	4e, 4f, 4g, 4h	
5. Delivering value for money	5c, 5d	5b	5a, 5e, 5f, 5g	
6. Trust of choice	6c, 6e	6a	6b	

Consolidation - Fewer goals, all aligning with Trust Plan/People Strategy & IIP

## Setting Your Objectives

All staff, excluding ECTs who will not join the Professional Growth process until completion of their 2nd year, will be setting three objectives to work on through the year. These are themed to align with your School or for Central, Department, priorities as well as Trust foci.

In summary:

- **Impact on Trust** - this objective needs to link to one or more of the Trust Improvement priorities (known as the Trust pillars) that your Headteacher/ SMT member wants to focus on. Once selected, you will shape it into an objective that fits with your role/ function
- **Impact on Others** - this objective is around the impact you have on our students, pupils or staff, or, if in Central, our customers (using our Thinking Customer First Standards)
- **Impact on Self** - this objective is looking at your professional development in your role

In the [Objectives Bank](#) you will find suggestions of key words or phrases you may want to use to ensure your objective is as clear as possible.

You will also find a checklist of key criteria (see Appendix 1 -4) to help ensure your objective is appropriate for your experience and responsibilities. **Whilst the number of objectives has been standardised across the Trust, we would expect the complexity and impact of objectives for more experienced or senior staff to be greater.**

## Questions to consider

Alongside the key criteria outlined in the Objectives Bank you might find the following questions help you and your manager agree objectives.

- **Impact on Trust**  
How does your objective support your school/ central department's priority focus?  
What would a 10/10 look like? How would you score yourself now?  
What would move you up 1 point as your first priority?  
How will this objective stretch you? What support do you need?
- **Impact on Others**  
Who would benefit most from you making a change to the way you work?  
How do you know this?  
How will this objective stretch you? What support do you need?  
How could your objective support your school/curriculum area/team focus?
- **Impact on Self**  
What do you enjoy about your role?  
Where would deepening your skills or knowledge be useful?  
What will others notice about you when you've achieved this? What will be different to now?



## Objectives Bank

This resource ([Objectives Bank](#)) is designed to give you some inspiration when proposing your objectives. You do not have to use the statements that are there if you have others you would prefer to use but you should format your objective in a similar way when inputting onto Think Ahead. All staff should check the adjoining Criteria tab for their role area (e.g. Teaching, Support or Central).

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... CREATE YOUR OWN)	Impact on Trust	Impact on Others	Impact on Self	Set a realistic date
Improve my Confidence in	key concepts about	Address a 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	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	Increase reflective practice with x individual / team	Improve success rates from x to x in the application of a skill	Be able to confidently explain x to a colleague from x out of 10 to x out of 10	
Overcome my Use of	Knowledge Banks	Support school CPD agenda by delivering x	Improve revision techniques for x students	To move from a stage to a stage in Thinking Masters (see Thinking Masters Table)	
Challenge my Modelling of	x Skills	Develop a resource to be shared with a staff	Increase attainment from x to x for x student group	To understand and apply a new approach in my teaching practice	
Increase my Approach to	Formative Feedback	Roll out a 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	Expand use of digital learning with a team / group	Close the attainment gap between x pupils and x pupils in my class		
Build my Efficiency in	Handling complaints such as	Co-ordinate a project with x colleagues to deliver x	Increase the number of occasions when I coach others from x to x		
Widen my Effectiveness in	Subject knowledge in x	Support metacognition agenda by x	Increase pupil reasoning scores from x to x		
Engagement of	Working with x	Improve data collection in x area to support x			
Communication with	Thinking tools	Wider reading	Drive x activity to deliver a result		
Openness about / to	Manage challenging behaviour	New teaching methods	Support training of colleagues in x area		
Reliability in	Preparation for x	Support network	Drive the best of your best self agenda by x		
Proactivity in	Prioritising workload	Lesson plans			
Approachability when		Knowledge or skills gaps in x			
levels of challenge with		Best practice			
Planning of		A Self Assessment Form			
Impact in / with		Results of x			
		Other staff to do x			
		piece of project work			
		different school			
		Strengths & Challenges Questionnaire			

**It may be useful to complete the circle map on the next page to brainstorm ideas for your objectives for 2023-24. Please discuss these with your reviewer and narrow down your final choices in the Frame of Reference (FOR).**

## Reviewers

Your reviewer will be your line manager (taken from the HR portal at the time the template is launched) unless other arrangements have been agreed with your Headteacher, Principal or SMT member. If you have been assigned a new line manager for 23-24 (and your previous line manager still works for TSAT), please ensure that your school/ department administrator links your account to your old line manager to complete the review statement for 2022-23. Your new line manager will then review your objective setting for 23-24 and discuss any amendments that may be needed. Reviewers on any templates can be amended as necessary -

## Coaching

**If already trained as a facilitator**, please see the following guidance to help you to construct your coaching objective: [How to create your Coaching Objective](#). Training will be provided to launch the qualification and to enable you to support other line managers completing the qualification in your school/ department. If you have any questions, please contact Sophie Venables, Head of Thinking Horizons (our professional development department).

**If you are a line manager (not already trained as a facilitator)**, you will need to complete this qualification at any stage during the next 2 years (you can select to do it in 2023-24 or 2024-25). It will become one of your objectives for the selected year. Please see the following guidance to help you to construct your coaching objective: [How to create your Coaching Objective](#). Your school/department's trained facilitator will provide further support where required. This links in with our Trust's commitment to providing all staff with an accredited coach to aid in their professional growth reflection process, and supports our 'Be reflective to be effective' agenda.

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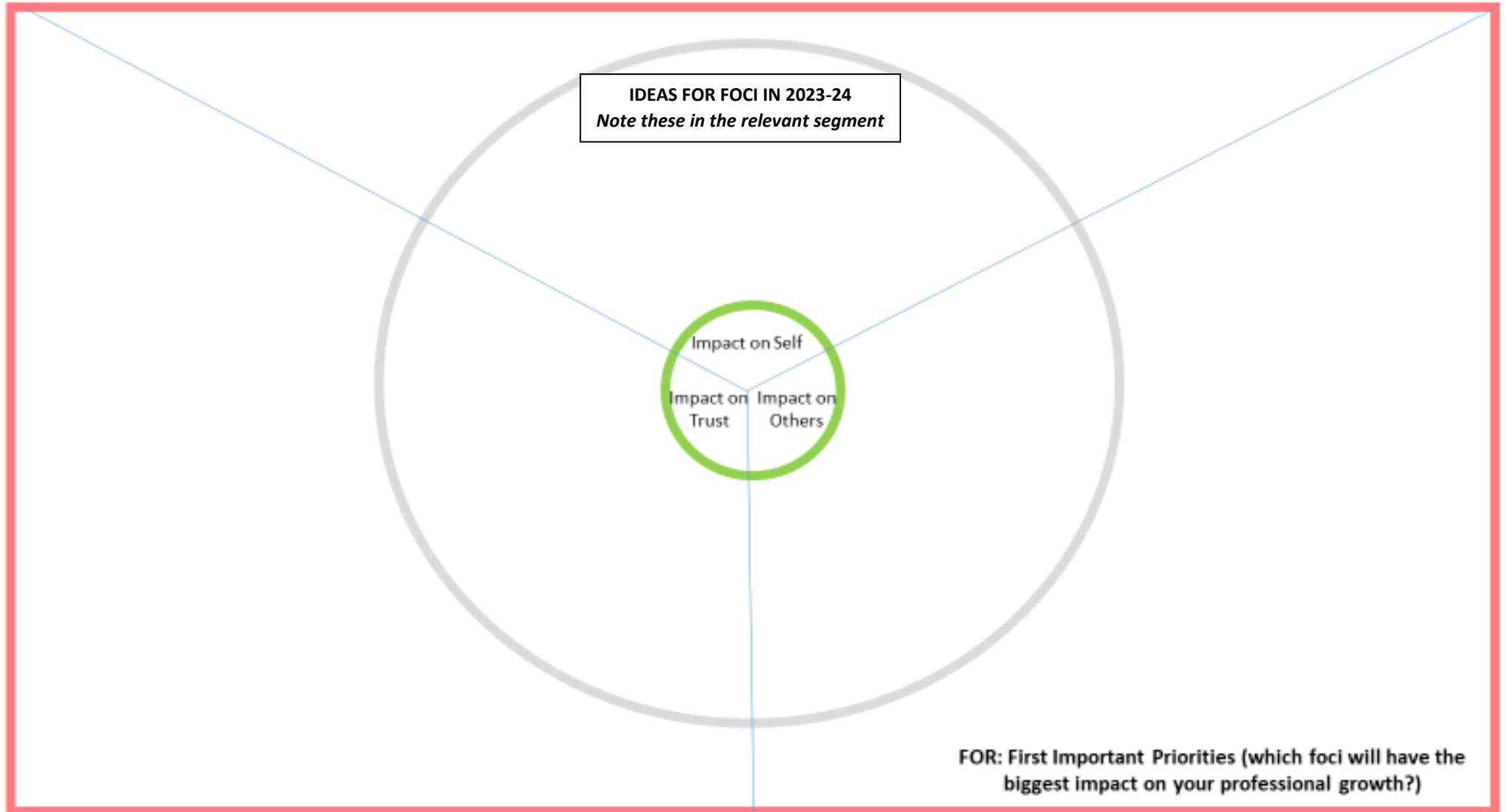
## Thinking Horizons Careers Pathways

When setting your objectives, we recommend you also visit our Thinking Horizons career development opportunities pages to consider what support is available to you in developing your expertise.

[Thinking Horizons career pathways page](#)

& [Apprenticeships page](#)

# OBJECTIVES PLANNING SHEET



## Inputting into Think Ahead

For the TSAT Objectives Bank spreadsheet, please go to [Objectives Bank](#)

1. When the system is open for you to input your proposed objectives you will receive an email prompting you to input them prior to your Professional Growth meeting. Follow the instructions and you will arrive at the screen below.
2. Please ensure you enter objectives using the correct template for objective setting in the 'CONVERSATIONS' tab. Do not enter your new objectives on the objectives tab. Please keep the dates for the objectives as set for the year.
3. Select Impact on Trust, Others or Self (1)
  - a. add in your Description (2) (the 'To' from the Objectives Bank – columns A to C of the 'TSAT Objectives Bank' spreadsheet – circled in orange on page 9). Please see the relevant tab at the bottom of the spreadsheet for this: Teaching staff, Support staff or Central staff
  - b. add in your Success Criteria (3). The success criteria should comprise:
    - the Through... and In Order To... from the Objectives Bank (columns D and E) – circled in red on page 9
    - the In Order To... from the Objectives Bank (columns F to H) – circled in red on page 9
    - a date for when this will be achieved – keep set at October 31<sup>st</sup> 2023 at the latest – circled in green on page 9
    - Then submit to your Line Manager to review.
  - c. Please ensure you pick the most relevant option for measurement e.g. number, binary, %, etc.

### Setting Objectives

**1** Select Impact on Trust, Others or Self

**2** Add in your 'To' from the Objectives Bank along with Due date

**3** Add in 'Through' & In 'Order to' statements with milestone dates, submit and you're done! NB Binary = Yes / No to show completion

TRANSFORMING LIFE CHANCES

THINKING SCHOOLS ACADEMY TRUST



## VIDEO - [How to set your objectives on Think Ahead](#)

Once in Think Ahead use the search at the top of the page to put your name in (rather than the me tab)  
Select your name so the screen looks like below. Go to the blue banner and select the tab marked 'conversations'

The screenshot shows the Think Ahead user interface. At the top, there's a navigation bar with 'Me' and 'Organisation' tabs. A search bar is visible with 'mark' entered, and a dropdown menu lists employees: Mark Eager, Mark Martin (highlighted), Mark Jaques, Mark Tippett, and Mark Raymont. The profile section shows 'Mark Eager, Head Teacher' with a calendar icon indicating 'Every 2 Weeks On A Friday' and 'Next due: Jan. 27, 2023'. Below the profile is an 'Engagement' section with metrics: '% Check-ins submitted' at 20%, '% On-time', 'Current Streak' at 0, and 'Current Status' as 'Up to date'. At the bottom, a blue navigation bar has 'Conversations' selected.

Once you are in the conversations tab, find the Objective setting template for 23/24 (which will be available in the list when launched for September 23) and go the right of it and click the blue view button as below:

The screenshot shows the 'Conversations' tab with a table of objective templates. The table has columns: Type, Status, Report Period Start, Report Period End, Completed, and Reviewer. There are two rows of data. The first row is 'Professional Growth Objectives 22/23' with a 'Propose Objectives' status, report period from Nov. 1, 2022 to Oct. 31, 2023, and reviewer Mandy Gage. The second row is 'Professional Growth Reflection 21/22' with a 'Reflection' status, report period from Sept. 1, 2021 to Oct. 31, 2022, and reviewer Mandy Gage. A 'View' button is highlighted for the first row.

Once you've clicked on the view button, you will be able to see the below – but ensure you pick the year 1/9/23-31/8/24.

The screenshot shows the objective setting form. It includes a calendar icon, a date range from 'Start 2022-11-01' to 'End 2023-10-31', and a reviewer named 'Mandy Gage'. Below this is a list of objectives: 'Guidance', 'Objective 1: Impact on Trust', 'Objective 2: Impact on Others', and 'Objective 3: Impact on Self'. At the bottom, there are two buttons: 'Save draft' and 'Send to next stage' (highlighted).

You need to click on each objective to make sure you have added an objective and success criteria for all 3 areas. Please select the most appropriate measurement for your objective for those available e.g. %, Numerical, etc. so that it is easier for you to add and adjust your progress over the year.

Once you are happy with what you have added, you need to go to the bottom right hand button and hit 'send to next stage'. Clicking this will make a message come up saying that it has gone to discussion stage.

This means your line manager/reviewer will be able to view and discuss/approve the objectives. .

### Checking your team's objectives

As a manager, you can use the same method to search for your staff and go into their conversations to view their objectives and, if you want to approve and finalise, you need to do 2 things:

- 1) Click on confirmation box under the objectives and tick the box confirming you are happy with them
- 2) Then click on the bottom right blue button to 'complete review'.

The screenshot displays a user interface for reviewing objectives. It features a vertical list of five blue bars representing different objective categories: 'Guidance', 'Objective 1: Impact on Trust', 'Objective 2: Impact on Others', 'Objective 3: Impact on Self', and 'Confirmation'. Below the 'Confirmation' bar, there is a checkbox and the text: 'I can confirm I have met with Mark Eager and agreed their objectives for the year ahead.' At the bottom of the interface, there are three buttons: 'Return to 'Propose Objectives' stage' (a light blue link), 'Save draft' (a grey button), and 'Complete Review' (a dark blue button). A small upward-pointing arrow icon is visible on the right side of the interface.

NB:

***Open each objective in turn (please note, if you set objectives via Think Ahead last year, they will still appear until November 1<sup>st</sup> before being archived. You can archive or close yourself if you prefer not to see them any longer. You will need to mark all as completed.***

## Check Ins

- A key part of this process and one of the easiest ways to get more regular feedback, reflect and contribute towards your preparation through the year is to check in on the Think Ahead app. There is an expectation to do this once a fortnight from November. The check-in dates can be seen below:

Date	Day	Trust dates 2023-24	
01/09/2023	Friday	CPD day	Objective setting window opens
15/09/2023	Friday		Reflections on last year deadline
30/09/2023	Saturday		Deadline for reviewers to complete end of year process
20/10/2023	Friday	CPD day - Trust conference	Outcomes to be approved by HTs and with HR deadline
30/10/2023	Monday		Check in 1 opens
31/10/2023	Tuesday		Deadline of objective setting for 23/24
03/11/2023	Friday		Check In 1 closes
13/11/2023	Monday		Check in 2 opens
17/11/2023	Friday		Check in 2 closes
27/11/2023	Monday		Check in 3 opens
01/12/2023	Friday		Check in 3 closes
11/12/2023	Monday		Check in 4 opens
15/12/2023	Friday		Check in 4 closes
08/01/2024	Monday		Check in 5 opens
12/01/2024	Friday		Check in 5 closes
22/01/2024	Monday		Check in 6 opens
26/01/2024	Friday		Check in 6 closes
05/02/2024	Monday		Check in 7 opens
09/02/2024	Friday		Check in 7 closes
26/02/2024	Monday		Check in 8 opens
01/03/2024	Friday		Check in 8 closes
11/03/2024	Monday		Check in 9 opens
15/03/2024	Friday		Check in 9 closes
15/04/2024	Monday		Check in 10 opens
19/04/2024	Friday		Check in 10 closes
29/04/2024	Monday		Check in 11 opens
03/05/2024	Friday		Check in 11 closes
13/05/2024	Monday		Check in 12 opens
17/05/2024	Friday		Check in 12 closes
03/06/2024	Monday		Check in 13 opens
07/06/2024	Friday		Check in 13 closes
17/06/2024	Monday		Check in 14 opens
21/06/2024	Friday		Check in 14 closes
01/07/2024	Monday		Check in 15 opens
05/07/2024	Friday		Check in 15 closes
31/10/2023	Tuesday		Objective setting window closes

- As you know, we spend a lot of time working with our pupils / students to help them be more reflective through the use of Thinking Tools and other techniques so we know how valuable reflection can be. We know it works for them and does for us.
- Research shows feedback is at its most effective up to 72 hours after the event being fed back on.

- After 72 hours people begin to forget what they did/why they did it/ how they did it etc, making connection between feedback and future action harder.
- Feedback received more than 2 weeks after an event is 50% less likely to impact future behaviour.

## What does a good check in look like?

**The first thing to note is that whatever you write in your check-in can be pulled into your final review at the end of the year, so do make the most of this.**

- Try to make it as specific as possible – picture how helpful it will be to be able to scan through this for your reviews! Rather than ‘Was a good week’ trying adding why
- Don’t forget to praise people where prompted using @ followed by their name. This will provide a great Friday feel good factor!
- Spot where you are making progress on your objectives and note this.
- Add photos or documents (this can be done very quickly via your mobile too – just bear GDPR in mind in terms of deleting images etc)
- If you have time, add a bit more detail – what will be useful to read back?
- If you are short on time, include three key words to describe your progress in an area
- You do not need to do everything each fortnight – WWW & EBI can be alternated with objectives progress
- Give yourself a score out of ten – could be your skill or confidence level

## Hashtags

We launched hashtags in 2022-23. As with social media, this means you are able to tag a phrase so you or your Manager can spot where your work aligns to wider themes! Headteachers/Service Leads provide the hashtags they have selected for 2023/24. For example, if you have engaged in some work on Be Your Best Self, you can use #BYBS when you complete your check-in. Schools wishing to have bespoke hashtags will have initials of schools added at front of hashtags

E.g.

***“There was 100% engagement with the BYBS booklets during this fortnight and students could demonstrate how this work had helped them to reflect effectively in their Science lessons.” #BYBS***

Your Headteacher/Manager will then be able to collect all information attached to #BYBS to get a clear overview of work related to school improvement or Trust priorities.

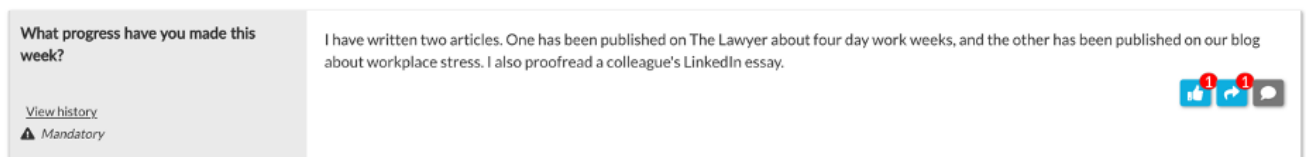


## Pass-Up and Pass- Across

Pass-ups and pass-across' are a powerful feature within Weekly10 that allow managers to shine a light on the great work their team is doing, or challenges that are hampering the team.

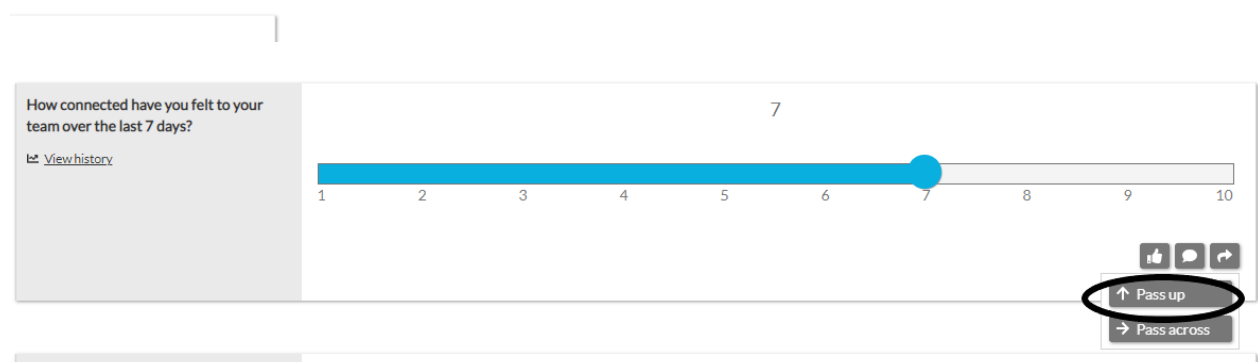
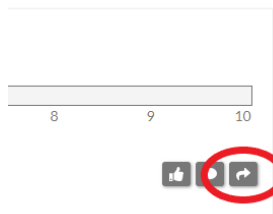
They are a way for your senior leaders and other members of the organisation to see very quickly, in near real-time the key pieces of information that are shaping employee engagement and performance within your organisation.

It is good practice to use the pass-up/pass-across feature often when you feel a piece of feedback should be shared across or up your organisational hierarchy. Not only does it help keep everyone informed but it is a great way to show that you are listening to what your team are telling you.



### How do they work?

When reviewing any employee's Weekly10 check-in, you have the option to pass-up or pass-across any specific response by selecting the pass-up/pass-across icon (curved arrow).



### Pass-Up

- Sharing a piece of feedback with your own manager by adding the response to your own personal check-in.
- Managers can click to pass up various items from their team check-ins and then choose to include or remove them from their own check-in prior to submitting.

Selecting the pass-up means taking that piece of feedback and adding it to the end of your own check-in under a section called 'Passed up responses from my team'. You are free to remove any of these from your Weekly10 check-in, should you wish, before submitting.

## Passed up responses from my team

**What progress have you made this week?**

[View history](#)

▲ Mandatory

Jack Binns

I have written two articles. One has been published on The Lawyer about four day work weeks, and the other has been published on our blog about workplace stress. I also proofread a colleague's LinkedIn essay.

🗑️ 🗨️

**Has anyone else done a great job this week? (use @mention to recognize them)**

[View history](#)

Jack Binns

[Chris Shenton](#) has done a great job continuing to help me get settled in and running me through the basics of SEO.

🗑️ 🗨️

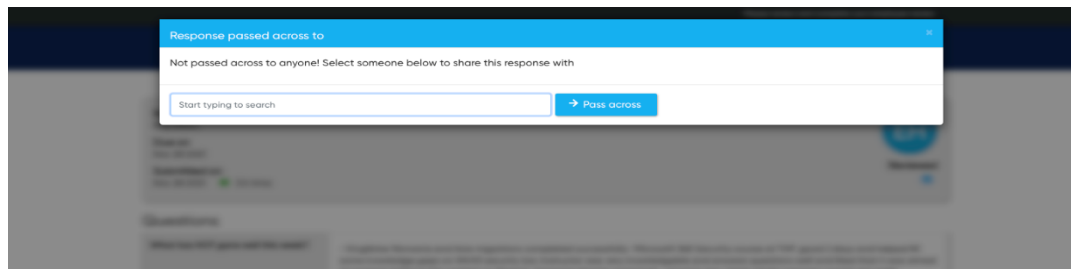
🔔 Responses to this question will be published to Slack channel: kudos

Once you submit your own Weekly10 check-in with passed up comments attached, two things happen:

- Those comments go up to your manager within Weekly10 who can then choose to pass them further up again.
- The employee whose comment you just passed up gets a notification via email, Teams or Slack stating that the feedback has been selected for passing up.

### Pass-Across

- Sharing a piece of feedback with someone else within your organisation
- Shares the response as a



notification to another individual to highlight something specific to them without them accessing the check-in as a whole

- Does not appear in your own check-in

Selecting the pass-across means taking that piece of feedback and highlighting/sending it across to someone else in Weekly10. The person receiving the pass across will receive a notification and can view the shared response. The employee will also be notified of the shared response.

## Valuing staff through @recognition

To truly excel at work, people need to feel engaged with their work. Feeling valued is one of the five pillars of employee engagement. The easiest way to help someone to feel valued is to give recognition for their contribution.

### What is recognition?

Recognition is simply calling out someone's contribution. This can be done publicly or privately, by a manager or a peer.

**Peer-to-peer recognition tends to have more impact on employee engagement than manager recognition** because it feels genuine. That's because you expect your manager to recognise you, but not necessarily your colleagues.

Recognition is saying "Thank you" for going over and above on a project or stepping in to help someone. It's giving praise when a colleague has delivered exceptional work or completed something early. Recognition is also saying "well done" when your colleague or employee had worked under challenging conditions.

### **Why does employee recognition work?**

The simplest answer is that we're just wired that way. Our brains are built to thrive on recognition. It causes the production of dopamine by stimulating the hypothalamus, where the brain regulates things like stress and metabolic processes. Dopamine is basically the chemical our brain uses as a reward response for doing things. You might feel good for getting through that stack of paperwork, but what makes recognition so potent is that it's an external confirmation that you've done a good job.

### **How to give recognition in Weekly10**

#### **During the Weekly10 check-in**

The quickest and easiest way is to use the @mentions feature during your Weekly10 check-in. This sends a notification to the person you're recognising and their manager.

Has anyone else done a great job this week? (use @ to recognise them)

Enter response

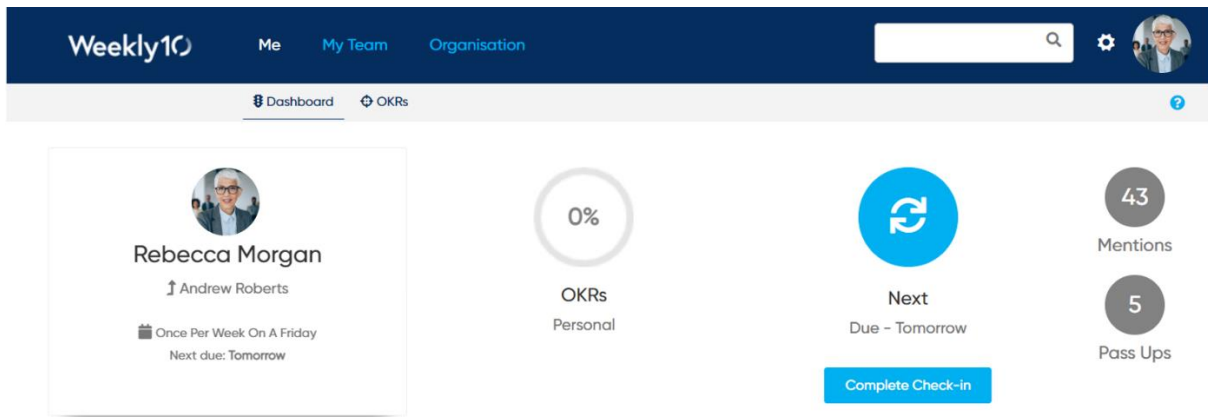
Enter response

Responses to this question will be published to Teams channel: Thanks! - General

### **What happens with recognition @mentions in Weekly10**

#### **Employees**

- Employees get notified via email, Microsoft Teams or Slack when they're @mentioned during a Weekly10 check-in.
- Employees can see how many @mentions they've received, and dig into the details, from their 'Me' Tab in Weekly10.
- Employees can pull these @mentions into their performance conversations, including 1:1s, performance reviews and appraisals, and ad hoc conversations.



## Managers

Managers receive the same notifications as employees (as above), plus:

- Managers get notified via email, Microsoft Teams or Slack when their direct reports are @mentioned during a Weekly10 check-in.
- Managers can see how many @mentions their direct reports have received, and dig into the details, from their 'My Team' Tab in Weekly10.
- Managers can view these @mentions in the performance conversations they run with their direct reports, including 1:1s, performance reviews and appraisals, and ad hoc conversations.

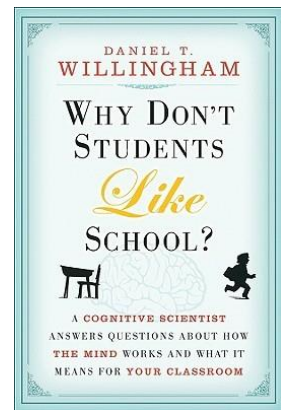
## Directed Time for Think Ahead

	Duration	Occurrences	
Professional Growth Check ins (x 15 across the year)	00:10	15	<b>02:30</b>
Professional Growth – September relaunch/training as necessary	01:00	1	<b>01:00</b>
Professional Growth Reflection and Objective Setting – additional time for meetings or discussions	01:00	2	<b>02:00</b>
			<b>4.5 hrs</b>

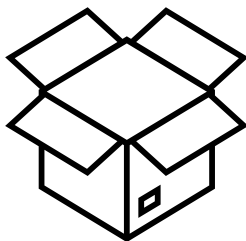
Final thoughts....

Daniel Willingham's book, '**Why don't students like school?**', talks about the feeling of being on 'autopilot' even if you're doing something complex such as driving home from school.

This is because you are using memory to guide your behaviour. He suggests that "using memory doesn't require much of your attention, so you are free to daydream, even as you're stopping at red lights, passing cars, watching for pedestrians etc."



When you encourage someone to "think outside the box", however, you are saying, "*don't go on autopilot, don't do what you (or others) have always done.....we like to think....and we are naturally curious.*" This resonated with me when considering our old Performance Management policy and what we had got used to.



I often had conversations with staff about their feeling of a **lack of ownership** over their progression, and the automatic, '**laborious**' annual cycle of performance management. It was clear that staff wanted more **autonomy** over their progression via the setting of their objectives, so it was time to "think outside the box". The reading commenced in force but one book more than any other inspired me to take a different view of performance management and – with the help of a fantastic working party - to create a brand new concept: 'Professional Growth'.

Daniel Pink's best-seller, '**Drive**', suggests that intrinsic motivation stems from three elements: **Purpose, Autonomy** and **Mastery**. This trio drives, engages and stimulates us to do our best work. Therefore, greater professional growth is generated if there is a system that is meaningful and relevant for staff (purpose), enables them to select their growth areas (autonomy) and allows them time to secure and enrich their personal growth (mastery).





Providing staff with opportunities to have more control over their objectives and to explore areas of their interest can have a major impact. At **Google**, it led to the creation of Google News, Gmail and Translate. In Georgetown university hospital in Washington many nurses now conduct their own research projects which has led to a number of changes in the hospital's programmes and policies. At Atlassian, the international software company, engineers were given time to work on any software problem that they wanted which led to an investment of \$1 Million.

So, through professional growth we want to encourage **creativity**, support you in “**thinking outside the box**” and enable you to explore areas of your **interest**. Providing you with greater autonomy over your objectives will hopefully motivate you to own your growth journey and master areas of your interest. Your engagement with your professional growth will empower you and those around you to make a difference, thus enriching the opportunities that we provide to **transforming the life chances** of our children and young people.

This is an exciting time for the Trust and the culmination of several years of research and development. Professional Growth should enable you to develop and flourish, open up your enquiring mind, facilitate a research culture, allow you time to work and learn alongside your peers, feel fulfilled as a professional and impact positively on others. As a final reflection, this mantra from the All Blacks beautifully sums up the journey that professional growth should take you on....

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



**Janina Villalta,**  
**Director of Strategic Delivery**

## Appendix 1 – Teaching staff (career stage expectations for objectives)

### 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

<b>Developing</b> <i>Does or will this objective...</i>	<b>Enhancing</b> <i>Does or will this objective...</i>	<b>Embedding</b> <i>Does or will this objective...</i>
* Demonstrate a clear link to the <b>Trust Priorities</b> as guided by your Headteacher?	* Demonstrate a clear link to the <b>Trust Priorities</b> as guided by your Headteacher?	* Demonstrate a clear link to the <b>Trust Priorities</b> as guided by your Headteacher?
* Have an <b>impact on your performance?</b> (from the In Order To... column)	* Have an <b>impact across the department?</b> (from the In Order To... column)	* Have an <b>impact across the school or Trust?</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)	* Include at least <b>two key activities</b> to show how you plan to approach it? (from the Through... columns)	* Include at least <b>two key activities</b> to show how you plan to approach it? (from the Through... columns)

#### Impact on Others

<b>Developing</b> <i>Does or will this objective...</i>	<b>Enhancing</b> <i>Does or will this objective...</i>	<b>Embedding</b> <i>Does or will this objective...</i>
* Demonstrate a clear link to <b>student progress</b> in your <b>class</b> ?	* Demonstrate a clear link to <b>student progress</b> in your <b>department</b> ?	* Demonstrate a clear link to <b>student progress</b> across the <b>school</b> directly or through others?
* Have an <b>impact on your performance?</b> (from the In Order To... column)	* Have an <b>impact across the department?</b> (from the In Order To... column)	* Have an <b>impact across the school or Trust?</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)	* Include at least <b>two key activities</b> to show how you plan to approach it? (from the Through... columns)	* Include at least <b>two key activities</b> to show how you plan to approach it? (from the Through... columns)
* Demonstrate one of <b>Quality of Education</b> areas outlined below for the area you oversee (TLR staff only)	* Demonstrate one of <b>Quality of Education</b> areas outlined below for the area you oversee (TLR staff only)	* Demonstrate one of <b>Quality of Education</b> areas outlined below for the area you oversee (TLR staff only)

#### Impact on Self

<b>Developing</b> <i>Does or will this objective...</i>	<b>Enhancing</b> <i>Does or will this objective...</i>	<b>Embedding</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?	* Demonstrate a clear link to an area where you feel you can <b>professionally grow</b> or deepen your skills?	* 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>teaching practice?</b> (from the In Order To... column)	* Have an impact on your <b>teaching practice?</b> (from the In Order To... column)	* Have an impact on your <b>teaching practice?</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)	* Include at least <b>two key activities</b> to show how you plan to approach it? (from the Through... columns)	* Include at least <b>two key activities</b> to show how you plan to approach it? (from the Through... columns)

## Appendix 2 – objectives checklist for support staff/including mid-day meals staff

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</b> on your / School / Trust performance? (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</b> on the <b>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)



## Appendix 3 – objectives checklist for Central Services

Objectives Checklist - Central Services
<p>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.</p>
Impact on Trust
<i>Does or will this objective...</i>
* Demonstrate a clear link to the <b>Central Pillars</b> as guided by your SMT Member?
* Have an <b>impact</b> on <b>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)
Impact on Others
<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</b> on the <b>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)
Impact on Self
<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)

## Appendix 4 – Professional Growth Assessment Framework

# Professional Growth Criteria

Engagement to improve	<b>3</b> <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>	<b>7</b> <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>	<b>9</b> <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>	<b>10</b> <p style="text-align: center;"><b>EXCEPTIONAL</b></p> <ul style="list-style-type: none"> <li>Engages proactively in all check-ins.</li> <li>Engages exceptionally in PG across all 3 objectives and goes beyond expectations</li> <li>Fully autonomous in personal growth agenda.</li> <li>Impact is high and wide reaching.</li> </ul>
	<b>2</b> <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>	<b>6</b> <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>	<b>8</b> <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>	
	<b>1</b> <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>	<b>4</b> <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>	<b>5</b> <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>	
Impact of objectives on Self, Others, Trust/School				

May be subject to SMS and/or capability

**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

## Appendix 5 – FAQs – updated July 23



NB. Links to all documents can be found here: .....new website link

### General

- **Why are we changing to Professional Growth?**

Many organisations have changed the way they approach staff 'appraisals', or performance management (PM), over recent years as the more traditional approach is increasingly ineffective. We surveyed and interviewed a wide range of staff in our Trust and heard how the old PM process often felt irrelevant, impersonal, restrictive and was often largely forgotten about until just prior to reviews. Staff also fed back that they wanted more feedback on their performance through the year and to reduce the need to 'prove' they were doing their day job with lots of evidence. Our new approach offers staff more autonomy in the objective setting process as well as keeping these more live during the year through quick online check ins. You can read more about our approach in the Think Ahead Professional Growth Policy.

- **Isn't Professional Growth just a new name for Performance Management?**

No, it really isn't. The core principles of Professional Growth are to give staff more autonomy to decide what they are focussing on (aligned to the needs of the Trust), to encourage mastering of skills & knowledge (which may mean working on areas you are already good at but getting even better) and finally to encourage staff to really think about the purpose of their role (which allows you to focus on areas that should tap into why you do what you do!)

- **Who does Professional Growth apply to?**

All staff apart from ECTs (see below) – Teaching, Support and Central right through to the Exec Team.

- **Does Growth mean progressing upwards? Or taking on more responsibility?**

Not necessarily - whilst this may happen through your efforts and input this isn't the only route through the Professional Growth journey. We're just as keen that people have an opportunity to master skills in their existing roles to be even better at the as to apply for something new.

- **I'm an ECT, does Professional Growth apply to me?**

Not yet - as an ECT you'll be using the ECT Framework to structure your development over the next two years. However, once you have completed your ECT training you'll receive training around the Professional Growth processes and how to make the most of them.

- **I'm a trainee, does Professional Growth apply to me?**

No. Trainees will follow their development programme via their provider.

- **I've just started work at TSAT and am still on probation, does PG apply to me?**

Yes it does, you'll need to agree your objectives when you join the Trust which will also be used to for your probation review. Your Manager will guide you around appropriate objectives at this stage of your career with us. Please see the Probation Policy for more details.

- **What does exceptional mean?**

As this is linked to a higher pay award it's expected that the individual will frequently deliver high quality work over and above what's expected at their level. Our Pay Policy which you can find on the Trust website outlines more fully what is meant by exceptional performance at our Trust. See below:

**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

Regular engagement in your professional growth and setting an example to others in this space is also key to achieving this level. Regular dialogue with your Manager around how you are progressing through the year should also help with a mutual understanding of your performance.

- **Do I still have to prepare and bring 'evidence' to my annual review?**

Our Think Ahead app fortnightly 'check in' process will help to highlight your progress to your manager and can also be exported to help you look back over your year in full and spot key achievements or challenges more easily. Use the app through the year to upload relevant information related to your objectives. You won't be expected to provide supporting information around areas not related to your objectives though you may wish to highlight where you feel you've gone over and above your responsibilities.

- **Will teaching staff be allocated time for 'check ins' from their Directed Time?**

Yes. Support and Central Staff should agree any time required with their manager. Bear in mind that check ins are approximately 10 mins every other week during term time so are around 3 hours for the full year.

- **Is Professional Growth still linked to pay?**

Yes. Our approach to pay hasn't changed. You need to fulfil the requirements of the amber sections of the assessment grid on page 22 to be awarded pay progression. The green section of this framework links to exceptional performance, details of which you will already have seen on page 24.

- **What training or support is available?**

The software provider behind our new Think Ahead app, Weekly10, have recorded some short videos to highlight how to use the system, set objectives and carry out check ins. Guidance on how to set objectives and other guidance for managers is contained in the Professional Growth Staff Guide & Objectives Bank.

### **Objective Setting**

- **How much flexibility do we have when setting our objectives?**

More than previously - we are very keen that staff identify areas that they would like to work on as opposed to generic objectives which have far less meaning. You will need to ensure that your objective links to the overall direction or focus of your area of the Trust, which is best practice in any organisation, and that it meets some key criteria linked to your level or responsibilities.

- **What should I consider when preparing my objectives?**

Please follow the guidance in our Think Ahead Professional Growth Policy as well as the instructions in our new 'Objectives Bank' which is a resource to help you build your own objectives. Giving yourself time to reflect on how you have performed previously, what plans your team has and ensuring your focus is appropriately challenging for your role & experience will all be key to strong objectives.

- **What if my manager doesn't agree with my objectives?**

The Objectives Bank criteria should provide some guidance to help you talk through your rationale for the objectives you are proposing. We would expect your manager to provide some constructive challenge as part of agreeing your objectives based around your previous experience and responsibilities. Hopefully through discussion you'll both agree on final objectives however if this doesn't happen then you and your Manager should discuss this with their Manager who will agree the final version.

- **Can I change my objectives during the year if my circumstances change?**

Yes – however this should be agreed with your Manager and recorded on the Think Ahead app.

- **What do I do if I complete my objectives early?**

These should be marked as complete on the Think Ahead app and you should discuss with your Line Manager what else would be useful for you to focus on. The concept of Professional Growth is around mastering key skills so you should take a look at the Thinking Mastery approach (see [Professional Growth · Thinking Schools Academy Trust \(tsatrust.org.uk\)](https://www.tsatrust.org.uk), password PG2021! for details) to see how you could deepen your knowledge further or help others.

- **Where can I find guidance on how to draft objectives?**

We are aware that setting objectives is an area that many staff feel less confident in doing. For this reason we have created an 'Objectives Bank' which is a resource to help staff identify and structure objectives for discussion with their Manager.

- **I have a TLR – how does PG affect my objectives?**

All staff will now work towards three objectives rather than additional objectives for those with a TLR. However, the objective set for Impact on Others should meet key criteria outlined in the Objective Bank.

- **What if I want to work on more than three objectives?**

This is fine if you would like to however you should make it clear which objectives you are prioritising for your review as these will be the ones that are reviewed with regards to your pay.

- **How are my objectives different if I am Developing, Enhancing or Embedding**

The principles around this remain similar to our previous approach in that the impact of your objective should be broader the more experienced you are. Further guidance including a short checklist can be seen in appendix 1 (page 19) and in the Objectives Bank on TSAT website.

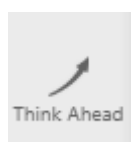
- **Can my objectives run over more than one year?**

You may identify a theme that you are deepening your skills around but you should be clear what your focus and outcomes are intended to be for the current year in order to track your progress. You may then decide that this is a key area to deepen your knowledge of or widen your impact in the following year.

### **Think Ahead App**

- **Where do I find the Think Ahead App?**

When you log into your Microsoft account you should see the Think Ahead app – if you can't see it under the Apps screen please contact IT Service Desk.



- **What's meant by a check in?**

Check ins take around 10 minutes. You'll answer 3 questions to encourage you to reflect on what's gone well, what could have been better and what's coming up as well as marking progress in your objectives. Your Manager will get a notification when you've done this and can then respond, in a similar way to social media they may 'like' your check in comment or share it with their manager to highlight good work.

- **Do I have to check in fortnightly?**

Yes, reflective practice is a key value for us as a Trust and regular check ins form a key part of our approach to being the best we can be for the children we work with. Directed time is allocated for this to take place for Teaching Staff and those managing Support or Central teams should support the teams to engage with it (NB over a full year excluding holidays this is likely to total around 3 hours).

- **Can I check in more regularly if I want to?**  
 Yes, the Think Ahead app has an option for 'ad hoc check ins' so feel free to use this to capture key learnings. Bear in mind your Manager may not be able to respond to these individually but should pick them up with your fortnightly one.
- **Do I need to check in during holidays?**  
 No the app will be turned off during school holidays for all staff. You may choose to check in if you wish but you won't receive any reminders and there is no expectation to.
- **Who can see my check ins?**  
 The Think Ahead app defaults to your posts being private between you and your Manager however they may spot achievements that they think their Manager should know about and can pass these up. You'll see if this has happened on the app.
- **I can't access a laptop regularly / easily – how can I check in?**  
 Please talk to your Manager to arrange for you to have access once a fortnight for 10 – 15 minutes to a Trust laptop or device. Whilst there is no expectation for staff to use personal devices to check in, you can also access Think Ahead via the Weekly10 app or Teams apps on smartphones. There are paper booklets if staff prefer that can be used as an alternative.
- **Can I download the App to my personal phone?**  
 Yes – however please bear in mind that any information you photograph to upload should be deleted from your device in line with GDPR guidelines and you should sign out of the app when not using it. Please also review the Notification settings to prevent you receiving reminders outside of working hours.
- **As a Manager, what's the expectation of me to respond to check ins?**  
 From our earlier work with staff, one of the key areas they'd like to see an increase in, is feedback on performance. Our app makes this easier for you. Our phased roll out has seen some real improvements in communication as a result of the use of the App. Whilst you aren't expected to comment on every response in a team member's check in, we would expect you to acknowledge that you've seen it (liking it is a quick way to do this) and wherever possible add a comment on at least one response. We don't expect the App to be used for ongoing dialogue so would suggest this happens in a 1:1 meeting.
- **Where do I go for support if I can't use the app?**  
 Weekly10 who provide Think Ahead can supply us with guidance should the videos circulated not tell you what you need to know. If you're stuck please log a call with the IT Helpdesk who will raise this with them.