

Article 28: You have the right to a good quality education. You should be encouraged to go to the highest level you can.

Article 29: Your education should help you develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Blaenymaes Primary School



Professional Development Review Policy

Reviewed September
2025

Whilst there is currently no statutory provision for the professional development review of support staff e.g. teaching assistants, we strive to prioritise professional development for all. We consider it to be best practice to include all practitioners in a process on ongoing professional development. Therefore, the term 'professional development review,' covers the professional development of all staff and aims to equip our workforce with the skills required to support ongoing school improvement.

This policy sets out the professional development review arrangements for the head teacher, teachers and support staff of **Blaenymaes Primary** school. It has been agreed by the governing body, head teacher and follows consultation with all staff members and recognised trade unions. It describes the purpose, procedures, roles and responsibilities that will ensure that the school's professional development review arrangements contribute to the professional development of its staff and to the achievement of wider development objectives for the school and its pupils.

The policy will be reviewed annually by the Personnel Committee and any necessary amendments will be the subject of further consultation with staff members. The final policy requires annual adoption by the full governing body. The head teacher will provide the Governing Body with reports on the operation and effectiveness of this policy including the training and development needs arising from the professional development review process, via the Head Teacher report to governors.

This policy has been produced with due regard to the current appraisal regulations and accompanying guidance published by the Welsh Government. These can be found at:

Regulations

www.legislation.gov.uk/wsi/2011/2940/contents/made

Guidance

www.wales.gov.uk/topics/educationandskills/publications/guidance/performance-man-for-teachers?lang=en

This policy does not apply to:

- newly qualified teachers (NQTs) undergoing their statutory period of induction who are exempted from professional development review arrangements
- teachers employed for a fixed period of less than one school term

2. Principles underpinning effective performance management

The following principles will underpin our professional development review arrangements.

- Trust, confidentiality and professional dialogue between appraiser and appraisee.
- Consistency so that all staff are treated fairly.
- Recognition of strengths and a commitment to share effective practice.
- A commitment to provide constructive feedback on performance.
- Rigorous and evidence-based.
- A shared commitment to meeting the school's improvement plan and appropriate national priorities.

3. Professional standards

Teachers are required to meet the Practising Teacher Standards at the end of their induction period and must continue to meet them throughout their career. The head teacher is required to meet the Leadership Standards. Other practitioners, for example, Deputy Head and middle leaders may be encouraged to use the Leadership Standards as a reference for their leadership development where this is identified as a priority for their professional development.

The professional standards should be considered as a whole to provide a backdrop to discussion and to help practitioners identify areas for further development.

The relevant professional standards can be found at:

<https://hwb.gov.wales/api/storage/19bc948b-8a3f-41e0-944a-7bf2cadf7d18/professional-standards-for-teaching-and-leadership-interactive-pdf-for-pc.pdf>

4. Timing of the professional development review cycle

The school's annual professional development review cycle will start in October. A mid-term review process will take place in December and March. Final evaluations will be completed in July in preparation for a new cycle. Exact week dates are highlighted on the termly professional calendar.

The appraisal cycle has been timed to link with the school's annual planning cycle.

5. Appointment of appraisers

The head teacher will appoint an appraiser for every teacher in the school. Teaching assistants will work with their teachers to act as coaches and mentors who may have line management responsibilities. At BYMP, we have a PDR tree. (appendix 1)

The head teacher's appraisal will be carried out by a panel consisting of:

- one governor appointed by the governing body- usually the Chair
- one or two representatives appointed by the local authority.

6. The professional development review plan

Professional development review will be a continuous cycle throughout the year involving three stages of planning, monitoring performance and reviewing performance.

The appraiser(s) will meet with the staff member at the start of the cycle to plan and prepare for the annual appraisal. This meeting may be combined with the review meeting held at the end of the previous cycle.

The meeting will seek to agree the following:

- objectives for the cycle and professional development activities to support achievement of the objectives
- the monitoring procedures including arrangements for a quality assurance evaluation of teaching on at least one occasion
- any sources of information and data relevant to the objectives - these should include an up-to-date practice, review and development (PRD) record and data/information drawn from existing sources.

A template for the PRD Record is at **APPENDIX 2.**

In the case of the head teacher's performance plan only, the chair of the governing body will provide a copy of the head teacher's objectives to the director of education and, upon request to Estyn.

The arrangements for monitoring performance against the objectives, including the use of quality assurance evaluations, will be decided during the planning meeting and recorded by the appraiser(s).

The appraisee and appraiser(s) will keep progress under review throughout the cycle including the use of professional dialogue as well as the more formal arrangements specified in the planning meeting. The PRD Record will provide a focus for these discussions.

7. The review meeting

At the end of the professional development review cycle a formal review meeting will be held where the appraiser and appraisee will discuss achievements, any areas for improvement and professional development activities. This meeting may be combined with the planning meeting for the next annual cycle.

The purpose of the review meeting will be to:

- assess the extent to which the appraisee has met their objectives
- determine whether there has been successful overall performance in confirming the appraisee continues to meet the relevant professional standards
- identify the need for additional support, training or development and how this will be met.

8. The appraisal review statement

Within ten school days of the review meeting the appraiser(s) will provide the appraisee with a written statement of the main points made at the review meeting and the conclusions reached. Annexed to the statement will be a summary of professional development needs and an indication of how these might be met.

The appraiser will seek to agree the final wording of the appraisal statement with the appraisee.

The appraisee may, within ten school days of receiving the final appraisal statement, add comments in writing. These comments will then form part of the statement.

Both the appraisal statement and the annex are confidential documents and must be kept in a secure place. The provisions of the Data Protection Act will be followed at all times.

9. Appeals

The appraisee may appeal against the appraisal statement within ten school days of receiving the appraisal statement. An appeals panel will be appointed to conduct a review.

All appeals will be conducted in accordance with the current Appraisal Regulations and the associated Welsh Government guidance.

In summary, the appeal process will involve the following stages.

- Appraisee lodges appeal with the governing body.
- Appeals officer/panel appointed.
- Appeals officer/panel provided with copy of appraisal statement within five school days of receiving notice of appeal.
- Appeal review will be carried out within ten school days of receiving appraisal statement.
- The appeals officer/panel must take into account any representations made by the appraisee.
- The appeals officer/panel may then decide that:
 - the appraisal has been carried out satisfactorily
 - with the agreement of the appraiser(s), amend the appraisal statement
 - order that a new appraisal be carried out.
- The appeals officer/panel can not determine that:
 - new objectives can be set
 - existing objectives be revised.

10. Use of appraisal statements

This section of the policy only applies to teachers in view of pay progression under the School Teachers Pay and Conditions Document (STPCD). Therefore this won't apply to support staff.

Teachers

The appraiser must give a copy of the appraisal statement to the appraisee and to the head teacher. In turn, the head teacher will, on request, provide a copy to:

- the appraiser
- an appeals officer
- any governors responsible for making decisions or giving advice on matters in relation to pay.

Where the appraisee is eligible for pay progression under the School Teachers Pay and Conditions Document (STPCD) the appraiser will provide a recommendation on pay progression to the head teacher in line with provisions of the STPCD.

The head teacher will provide a copy of the annex to the appraisal statement detailing professional development needs to the person with whole-school responsibility for planning provision for training and development.

The appraisal statement will be kept by the head teacher in a safe and secure place until at least three years after the next appraisal statement has been finalised.

Head teacher

In the case of the head teacher's professional development review the appraisers will give copies of the appraisal statement to the head teacher, the chair of the governing body and the chief education officer. Appraisers will also, on request, provide a copy to any governors responsible for making decisions or giving advice on matters in relation to pay.

The chair of the governing body will also provide, on request, a copy of the head teacher's appraisal statement to:

- any officer designated by the director of education responsible for the performance of head teachers
- any appeals officer

The chair of the governing body will provide a copy of the annex to the appraisal statement detailing professional development needs to the person with whole-school responsibility for planning provision for training and development.

The appraisal statement will be kept by the governing body in a safe and secure place until at least three years after the next appraisal statement has been finalised. The head teacher will also keep a copy of the appraisal statement for the same period of time.

Information from the head teacher's appraisal statement may be taken into account by the governing body (or its committees) in matters relating to the promotion, discipline or dismissal of the head teacher or in relation to any discretion over pay.

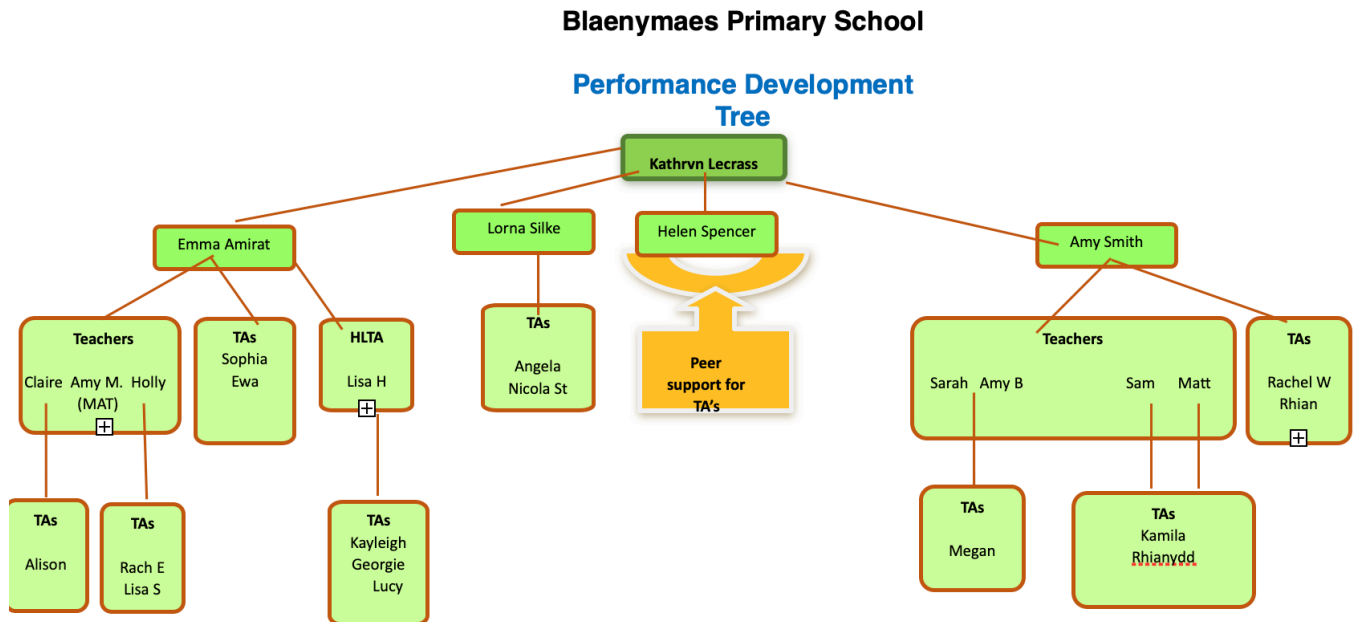
11. Managing underperformance

Effective line management arrangements, including the effective use of the procedures outlined in this policy, will help prevent underperformance through early identification, support and intervention.

The professional development review procedures set out in this policy, including the review meeting and appraisal statement, do not form part of any disciplinary, competency or capability procedures. However, information from the appraisal statement can be taken into account when

making decisions about performance, pay, promotion, dismissal, or disciplinary matters which may be triggered by other procedures.

APPENDIX 1 - Performance development tree



Appendix 2 - Performance development teaching assistants



Blaenymaes Primary



Professional Development Review Plan

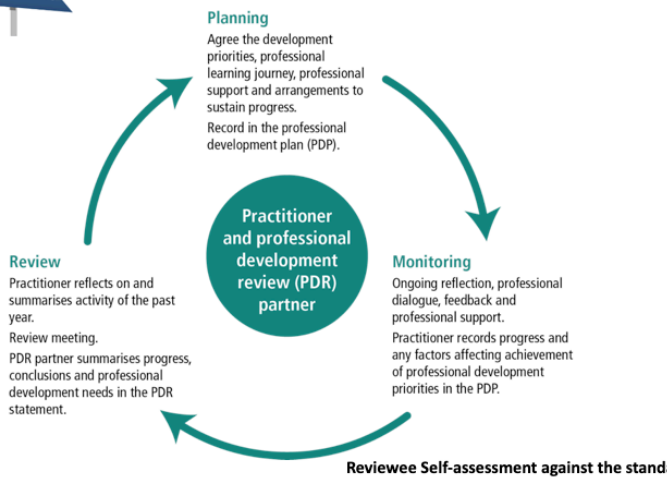
2025-26

Teaching Assistants

Name: |



Processes of professional development review



Name of professional development review partner: _____

Overview of meetings:

Date

Date

Date

This form is for use by the reviewee. It is designed to assist the reviewee in reflecting on their own performance against the standards for assisting teaching, to support the reviewee to evaluate their strengths and identify areas for development. **It is not a checklist and should not be used as such.** It is recognised that how a reviewee evaluates their performance against each of the standards will change over time, with aspects that they might consider a strength one year becoming a focus for development in another year, as they grow and develop as a practitioner. This should be viewed as a positive, as it demonstrates robust self-reflection. Therefore, it is recommended that a new form be used for each professional development review cycle.

Tudalen 1 o 10

The purpose is to support the reviewee in preparing for a professional discussion with their reviewer as part of the professional development review process.

Self-assessment against the standards for assisting teaching

Notes in Green 24/25 Notes in black 25/26

Standards for assisting teaching	Self-evaluation
1. Pedagogy – Refining teaching...assisting effectiveness and efficiency Support for the teacher and learner is focused upon learning outcomes and well-being. The TA is an integral member of the team providing learning opportunities and is a role model. The influence on learners themselves is positive, building their disposition to learning and increasing their capacity to access learning as appropriate.	<i>This is your own evaluation of how you think you are performing against standard as a whole. The individual elements are to enable you to reflect on all aspects of the standard.</i>
1a. Managing the learning environment The TA supports the teacher in making the learning environment efficient, effective and dynamic in terms of organisation and promoting learning in line with the school's vision.	
1b. Helping with assessment The TA makes relevant observations about learner strengths or difficulties and draws these to the attention of the teacher.	
1c. Helping to provide the appropriate resources Resources are well organised and maintained to support learning.	
1d. Involving families in learning The TA supports learning by helping to build an effective link between home and school.	
2. Pedagogy – Advancing learning...enabling impact	Self-evaluation
2a. Four purposes for learners The TA takes every opportunity to support the development of the four purposes within the learning of all learners.	

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2b. Real life, authentic contexts	
The TA offers suggestions to teachers for linking learning to the world beyond the classroom, from the local community to the wider world.	
2c. Linking subjects and themes	
The TA helps to ensure that the essence of subject disciplines is addressed while supporting subject teaching.	
2d. Helping learners make progress	
The TA supports the teacher's efforts to ensure the effectiveness of planned learning in practice and progression for all learning.	
3. Pedagogy – Influencing learners... assisting their positive outlook	Self-evaluation
3a. Observing learners	
The TA is able to support teaching by making secure observations about the way learners address tasks and what helps or inhibits their learning.	
3b. Listening to learners	
Teaching is assisted through working directly with specified groups of learners to enable understanding of success, difficulty and achievement.	
3c. Learners leading learning	
The TA is able to include learners' suggestions, in planning and spontaneously, to drive ownership of learning.	
3d. Helping to build effort in learners	
Every day and each activity is approached in a positive way to model attitudes to learning and demonstrate effort, resilience and creativity.	

Tudalen 3 o 10

3e. Learning outcomes and well-being	
An infectious enthusiasm for the process of learning is consistently and continuously promoted.	
4. Collaboration The TA works with colleagues at all levels to achieve the aims of the school. There is an outlook of expectation that includes working effectively with colleagues from other schools and with families or other partners in learning.	Self-evaluation
4a. Seeking advice and support.	
The TA engages in dialogue about effectiveness and uses appropriate advice.	
4b. Working with in-school colleagues	
Assisting teaching leads to insights being offered to support the teacher's own reflection on practice.	
4c. Supporting and developing others	
The TA supports colleagues to spread expertise.	
5. Professional Learning The TA strives to develop new knowledge and skills that benefit learners by taking an active role in the school as a learning community. There is positive engagement in learning activities that supports the needs of the school or specified learners.	Self-evaluation
5a. Reading and exploring research findings	
The TA reads, considers and acts on appropriate literature about learning.	
5b. Professional networks and communities	
The TA takes opportunities to attend courses and share experience and knowledge with other colleagues in school.	
5c. Welsh language and culture	

Tudalen 4 o 10

The TA take steps to increase their own Welsh language abilities and makes effort to show learners the excitement of learning the Welsh language and understanding Welsh culture and history.	
6. Innovation The TA explores new ideas and techniques and joins with the school's efforts to carefully implement new approaches to learning and teaching.	Self-evaluation
6a. Extending expertise of the team	
The TA is receptive to considering and trying new approaches in their own work.	
6b. Evaluation the impact of changes in pedagogy	
The TA is fully involved in recording, reporting and reflecting upon changes in practice.	
7. Leadership The TA takes responsibility for their role in supporting teachers' accountability and the progress of specified learners. There is an active drive to support leadership of teams or the school contributing fully to seeking the best outcomes for learners.	Self-evaluation
7a. Taking responsibility for self	
The TA accepts responsibility for the role and demonstrates their commitment to learners through professional organisation and management.	
7b. Exercises corporate responsibility	
The TA complies with agreed policies and seeks advice where necessary.	
7c. Leading colleagues, project and programmes	
The TA leads elements of projects and programmes to develop learning in a range of aspects of school life.	
7d. Leading learning-related events	
The TA provides support to events to promote and develop learning in the school.	

Tudalen 5 o 10

Reflection summary
When I am at my best, what are my strengths? <i>Identified from my own reflections, progress of students across the school (or phase, department or area that I am responsible for) including disadvantages learners, and any feedback from my colleagues, governors or local authority officer.</i>
What are my development needs? How would developing these aspects of your leadership support the achievement of the school's priorities? <i>Identified from my own reflections, progress of students across the school (or phase, department or area that I am responsible for) including disadvantages learners, and any feedback from my colleagues, governors or local authority officer.</i>

Setting Goals and Records of Review



This form should be used to:

- Record the agreed goal/s. Record the agreed goal/s. (These should reflect the areas for development that the reviewee has identified that will support the achievement of the schools' improvement priorities and/or class, pupil group priority or individual pupil if providing 1:1 support.)
- Review progress towards goal/s at least termly through a supportive professional discussion updating the form accordingly to reflect progress.
- Reviewing overall progress and achievements at the end of the cycle through a supportive professional discussion.
- Provide the reviewee with a record of progress and outcomes.

Development Goal/s	Development Actions including any training and support agreed	Progress towards successful outcomes of goal/s
What I will accomplish to support the school improvement priorities and/or class, pupil group priority (or individual pupils if providing 1:1 support).	What I will do to develop my own practice and knowledge to support the school's overall effectiveness and/or improve outcomes for the learners I work with. What support will I need e.g. Training and/or support from colleagues.	
1.		
2.		

Tudalen 7 o 10

SPRING Term Summary – Self-assessment and interim review with the professional development review partner



This document should be added to termly, not start anew every time, this is a cumulative document.

Key points from discussion of progress towards development goals
What is working well? (Highlights from the previous term) <ul style="list-style-type: none"> What is not working so well? (Low lights from the previous term) <ul style="list-style-type: none"> What are the barriers? How might these be overcome? (including any training needs identified by the reviewee) <ul style="list-style-type: none"> Next steps <ul style="list-style-type: none">

Summer - End of Professional Development Review Cycle Summary – SUMMER 2026

Summary of Overall Evaluation of Achievement Against Agreed Goals. (linked to SDP)
1. 2.

Teacher PD document



Blaenymaes Primary



Professional Development Review Plan

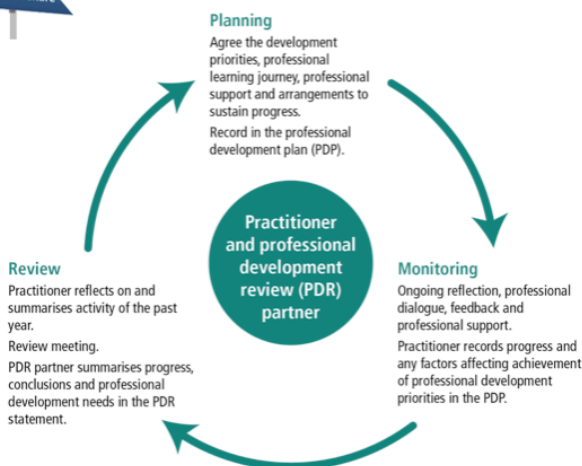
2025-26

Teachers

Name:



Processes of professional development review



Name of professional development review partner: Emma Amirat

Overview of meetings:

Date

Date

Date



This form is for use by the reviewee. It is designed to assist the reviewee in reflecting on their own performance against the teachers' standards, to support the reviewee to evaluate their strengths and identify areas for development. **It is not a checklist and should not be used as such.** It is recognised that how a reviewee evaluates their performance against each of the standards will change over time, with aspects that they might consider a strength one year becoming a focus for development in another year, as they grow and develop as a practitioner. This should be viewed as a positive, as it demonstrates robust self-reflection. Therefore, it is recommended that a new form be used for each professional development review cycle. The purpose is to support the reviewee in preparing for a professional discussion with their reviewer as part of the professional development review process.

Self-assessment against the teachers' standards

Notes in black 25/26

Teachers' standards		Self-evaluation
Induction descriptor:	Sustained highly-effective practice descriptor:	
1. Pedagogy – Refining teaching The teacher consistently secures the best outcomes for learners through progressively refining teaching, influencing learners and advancing learning.		<i>This is your own evaluation of how you think you are performing against standard as a whole. The individual elements are to enable you to reflect on all aspects of the standard.</i>
Organisation of learners and colleagues, routines and resources is focussed on building learning habits and behaviours that meet the four purposes and are understood by learners in that context.	1a. Learners articulate the way that their own organisational skills are developing to demonstrate they take growing responsibility for their own learning	
Assessment is used effectively to pinpoint learning needs for all learners.	1b. Specialised assessment techniques are employed for identified learners & there is a commitment to working with colleagues & other agencies to best meet identified needs.	
Learning materials and experiences are used to provide appropriate challenge to every learner.	1c. Differentiation is highly sophisticated, to the point where learners recognise why they need to be extended or supported & participate in the planning of learning experiences.	
Records and reports accurately describe the progress made by learners, identify key learning needs and outline important next steps.	1d. Analysis of data & evidence enables insight and decision about provision. Records & reports enable other interest groups to efficiently recognise issues and to act accordingly.	

Tudalen 3 o 11

Effort is consistently made to involve parents, carers, other partners and stakeholders in learner development in terms of the four purposes of the curriculum.	1e. Advancing pedagogical approaches. <i>A range of pedagogic approaches from a range of sources is regularly considered with a view to potential effective implementation.</i>	
2. Pedagogy – Advancing learning The teacher consistently secures the best outcomes for learners through progressively refining teaching influencing learners and advancing learning.		Self-evaluation
There are clear examples of sustained embedding of the four purposes for learners.	2a. The way that the four purposes have been embedded, developed and extended is clearly articulated, with the impact of pedagogy upon learning outcomes articulated to colleagues	
Learners are encouraged to recognise and appreciate the differences between the disciplines of the subjects they experience within the areas of learning.	2b. Planned learning exploits subject disciplines using real-life applications across the four purposes.	
Teaching contexts and methods are blended to use experience from varied and appropriate environments to support each other. Learning areas such as the workshop, outdoors, laboratory, studio, gymnasium, library, theatre and classroom are integrated settings for learning, demonstrating discipline and structure appropriate to experience.	2c. A wide repertoire of teaching methods is skilfully employed & learners are able to bring discipline & organisation to their own efforts as they structure activity to bring the four purposes to life.	
There are examples of real life, authentic contexts for learning being provided as a natural part of the learning experience.	2d. Learners initiate, drive & reflect upon authentic experience which reinforces prior learning and provides context for further development across all four purposes.	
Learning is planned so the next stages extend learners' capacity incrementally and build upon prior knowledge.	2e. Learners & teachers can see, map and reflect upon learning to the extent that they are able to articulate next steps in a way which applies disciplined learning across the four purposes.	

Tudalen 4 o 11

Cross-curricular themes are used to build links between areas of learning and the learning within each component can be articulated.	2f. The use of cross-curricular themes is routinely employed and the range exploits complex learning which is made explicit through effective reflection on learning.	
3. Pedagogy – Influencing learners The teacher consistently secures the best outcomes for learners through progressively refining teaching influencing learners and advancing learning.		Self-evaluation
The teacher communicates appropriate levels of challenge and expectations of learners which are reflected in the quality and achievement in their learning	3a. Learners relish the opportunity to extend themselves and exploit previous skills whilst seeking to develop new ones.	
Learners' views are sought, understood and acted upon	3b. Processes are in place which expect learners to offer their views to inform all stages of learning	
Learners are encouraged to suggest ways in which learning can be further developed, interpreted or extended	3c. Learners taken an active role in managing their own learning agenda with self-initiated and self-determined activity helping them to set their own high expectations.	
The teacher encourages learners to apply themselves with sustained effort because they see the point of their learning and understand that resilience is needed for sustained success.	3d. The teacher ensures that learners reflect upon the extent to which they have stretched themselves and been resilient in solving problems and challenges in their learning	
The teacher encourages learners to apply themselves with sustained effort because they see the point of their learning and understand that resilience is needed for sustained success.	3e. Evaluation of learning looks at all aspects; the products, quality, development of learning and the extent to which the four purposes are addressed within reflection on the learning exhibited. From this there is a natural focus on the future behaviours necessary to be extended as a learner	
The teacher works to ensure that learners appreciate how high-quality product and performance outcomes lead to improved learning and improved habits of well-being.	3f. Learners are enabled to understand how their focus upon personal well-being and their commitment for appropriate medium, outcome and quality have impact in terms of usefulness for the purpose and audience	

Tudalen 5 o 11

4. Collaboration The teacher takes opportunities to work productively with all partners in learning in order to extend professional effectiveness.		Self-evaluation
The active seeking of support from colleagues when meeting a new challenge is a natural part of teaching.	4a. Proposed new approaches are clearly articulated to colleagues at all levels to elicit critical advice and support	
The teacher works alongside other colleagues to build expertise for the benefit of learners and seeks opportunities to strengthen collaboration.	4b. The teacher actively promotes and facilitates collaborative opportunities for staff, both in routine aspects of learning organisation and in innovative approaches	
The teacher supports the development of others as a natural part of their role, including contributing to whole-school initiatives and involvement in programmes which extend expertise and have impact on learning outcomes.	4c. High levels of sustained professional practice embody support for emerging skills and qualities in others and benefit learners through active, purposeful and structured contributions to the development of teachers and other staff	
Advice is sought and taken on ways to improve performance and achieve enhanced outcomes for learners	4d. Areas of concern are accurately identified and examined in own and others' practice. Support is sought and offered readily and a plan enacted to secure improved performance	
5. Professional Learning The teacher consistently extends knowledge, skills and understanding and can show how reflection and openness to challenge and support informs professional learning to progressively develop pedagogy.		Self-evaluation
The teacher makes reasoned pedagogic decisions based upon relevant reading and research findings.	5a. There is structured engagement in an action research community and evidence of practice informed by wider reading and research findings on a national and international scale	
The teacher makes efforts to benefit from a regional, national or international professional network or community, focussed upon an appropriate subject, process or age phase.	5b. The teacher takes an active role in the wider education community with contributions to journals, conferences or learning communities	

Tudalen 6 o 11

The Professional Learning Passport is used to support reflective practice and record an active commitment to continuing professional learning, leading to the controlled implementation of new or revised techniques and approaches.	5c. Continuing professional learning is driven by the teacher carefully framing professional growth within the context of the four purposes and a commitment to leading development for colleagues within and beyond the school.	
There is a personal commitment to incremental development of skills in the use of the Welsh language.	5d. The teacher actively seeks opportunities to apply and extend their understanding and skills in the use of the Welsh language.	
6. Innovation The teacher employs an innovative outlook which is exemplified through the controlled and measured development of techniques and approaches to improve pedagogic outcomes.		Self-evaluation
The teacher's emerging expertise and support is made available to colleagues who are trying something new in their repertoire of teaching techniques.	6a. Expertise and experience is brought to bear by contributing professional skills to help other colleagues address new challenges.	
There is a willingness to develop and apply new techniques to suit the purposes of intended learning in a structured and considered approach and to learn from the experience.	6b. Evidence-based, disciplined techniques are used effectively to meet challenges and take learning forward	
There is a willingness to develop and apply new techniques to suit the purposes of intended learning in a structured and considered approach and to learn from the experience.	6c. Evidence deriving from innovative practice is collected and shared with others, both within and beyond the school community, to contribute to growing understandings and other related developments elsewhere	
7. Leadership The teacher exercises leadership through all aspects of professional practice to support the efforts of others across the school and beyond to fulfil the educational ambitions for Wales.		Self-evaluation
The teacher accepts responsibility and demonstrates the commitment to learners through professional organisation and management.	7a. Personal professional responsibility includes the sustained development of highly effective practices across the professional standards	
The teacher contributes to the aims and development of the school by consistently demonstrating compliance with agreed policies and is prepared to seek advice where necessary.	7b. Colleagues are supported to meet the policies and principles required by the school with suggestions for improvements being offered and acted on	

Tudalen 7 o 11

The teacher uses qualities of personal professional practice to positively influence the practice of others.	7c. Leadership is an integral part of teaching involving the support, guidance and demand necessary to achieve required outcomes. It takes account of the experience of other colleagues and encourages them to flourish	
The teacher actively supports the work of the phase or department and begins to demonstrate an awareness of the range of processes and skills involved.	7d. Perceptive and positive contributions are made where necessary to support the work of the school wherever it is needed using expertise and experience to fulfil the aims of the school	

Reflection summary	
When I am at my best, what are my strengths? <i>Identified from my own reflections, progress of students across the school (or phase, department or area that I am responsible for) including disadvantages learners, and any feedback from my colleagues, governors or local authority officer.</i>	
<ul style="list-style-type: none"> • • • 	
What are my development needs? How would developing these aspects of your leadership support the achievement of the school's priorities? <i>Identified from my own reflections, progress of students across the school (or phase, department or area that I am responsible for) including disadvantages learners, and any feedback from my colleagues, governors or local authority officer.</i>	
<ul style="list-style-type: none"> • • • 	

Setting Goals and Records of Review



This form should be used to:

- Record the agreed goal/s. (These should reflect the areas for development that the reviewee has identified that will support the achievement of the school's improvement priorities)
- Review progress towards goal/s at least termly through a supportive professional discussion updating the form accordingly to reflect progress.
- Reviewing overall progress and achievements at the end of the cycle through a supportive professional discussion.
- Provide the reviewee with a record of progress and outcomes.

Development Goal/s	Development Actions including any training and support agreed	Progress towards successful outcomes of goal/s
What I will accomplish to support the school improvement priorities and/or class, pupil group priority	What I will do to develop my own practice and knowledge to support the schools overall effectiveness and/or improve outcomes for the learners I work with. What support will I need e.g. Training and/or support from colleagues.	Progress made towards outcomes – update termly
1.		
2.		
3.		

Tudalen 9 o 11

Spring Term Summary – Self Assessment and interim review with the professional development review partner



This document should be added to termly, not start a new every time, this is a cumulative document.

<p>What is going well?</p> <ul style="list-style-type: none"> • • • <p>What is not working so well?</p> <ul style="list-style-type: none"> • • <p>What are the barriers? How might these be overcome?</p> <ul style="list-style-type: none"> • <p>Agreed action</p> <ul style="list-style-type: none"> •

Summer - End of Professional Development Review Cycle Summary

Summary of Overall Evaluation of Achievement Against Agreed Goals. (linked to SDP)
<ol style="list-style-type: none"> 1. 2. 3.

Tudalen 10 o 11