

2026 – 2028

Our Community Multi Academy Trust
CEO – David Whitehead



Teachers and Leaders Professional Growth and Development Policy

Approved by	Board of Directors (Written Resolution)
Author	Ellie Bartlett (People Manager)
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Associated Documentation	
Teachers and Leaders Pay Policy	
Staff Capability Policy	

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Part A – Policy

1. Introduction: Purpose of the Professional Growth and Development Procedure

Our Community Multi Academy Trust believes everyone in our Trust has a role to play in the success, well-being and personal/spiritual development of all pupils. We believe with a clear but meaningful professional growth and appraisal system, we can assist our teachers and leaders to achieve our aim through clarity of their role and responsibilities, with clear expectations and encouragement to develop and reflect on their professional development. Ultimately, our commitment to the growth process will enable every teacher and leader at all levels across the Trust to reach their full potential.

This policy should be read in conjunction with the Teachers and Leaders Pay Policy, and it also explains the process for invoking the Staff Capability Policy where there are serious concerns about an employee's performance that the professional growth and development procedure has been unable to address.

2. Scope of the Policy

This policy and procedure applies to all teachers and leaders at all levels who are employed with terms and conditions in line with the Burgundy Book and STPCD with the exception of teachers undergoing their formal years of induction or on contracts of less than a year.

The operation of this policy will be suspended for any staff whose performance merits the application of the schools' formal capability procedure.

The professional growth and development process is a shared responsibility. The Board of Directors has the strategic responsibility for establishing this policy, providing the Trust Leadership Team (TLT) with the support to ensure it is fully implemented. The TLT will ensure that this policy, associated regulations and guidance are communicated effectively and that staff with responsibilities on running the professional growth and development process have access to appropriate training and preparation.

Professional growth and development process arrangements for temporary and part-time staff, including job-sharers, should apply on the same principles as for full-time, substantive staff. The same degree of challenge in the process should apply but the breadth and volume of each element in the process should be proportionate to the period of time worked.

The Trust is committed to ensuring that all teachers and leaders have equitable access to professional growth, development and support. The application of this policy will be fair, consistent and compliant with the Equality Act 2010, including consideration of reasonable adjustments where required.

The intention is that all teachers and leaders will have equivalent access to the professional growth and development process and support.

3. Adoption Arrangements and Date

This policy procedure was reviewed and approved by the Board of Directors of Our Community Multi Academy Trust by written resolution on 16 September 2026 and supersedes any previous Professional Growth and Development/Appraisal Policy.

This policy will be reviewed every two years or earlier if there is a need. This will involve consultation with the recognised trade unions.

4. Responsibilities of the Trust

- To provide an effective professional growth and development process to ensure all teachers and leaders have the skills and support they need to carry out their role effectively
- To improve teachers and leaders' professional practice and develop in their careers
- To ensure teachers and leaders are set objectives which are reviewed at appropriate intervals and that suitable training/support is provided to assist them to meet their objectives

- To ensure objectives have clear links to Trust Development Plan and/or School Development plan so teachers and leaders are clear how their performance will impact on the children in the Trust's schools.
- Provide constant access to clear and constructive feedback to teachers and leaders on their performance, clarifying any areas of concern at the earliest opportunity and giving an opportunity to improve.

5. Responsibilities of the Employee

- Attend and actively participate in all professional growth and development meetings
- Be proactive, prepare for review meetings including gathering evidence of performance, achievement of objectives and examples of how they have demonstrated the Trust/school values and how their performance has impacted on the children in the Trust's schools
- Take responsibility for their own development including completing any training arranged for them, making use of learning resources and informing their line manager if they require further support
- To fully engage in training opportunities, reflecting on how training opportunities have improved their performance
- To alert their line manager at the earliest opportunity to any difficulties they are experiencing meeting the expectations of the role and work positively to achieve the required performance standards
- To inform their line manager of any circumstances that may impact upon their performance at the earliest opportunity
- Carry out their job to the standard that is expected of and required for the role and grade, including any additional payments

Part B - Procedure

6. The Professional Growth and Development Cycle

The professional growth and development cycle for teachers and leaders runs from 1st September to the 31st August in line with the academic year.

Where a teacher or leader transfers to a new post within the Trust part-way through a cycle, the Executive Headteacher/Headteacher for school-based staff and relevant central team manager shall determine whether the cycle shall begin again and whether to change the line manager.

Where a member of staff starts their employment at the school part-way through a cycle, the length of the first professional growth and development process will be such that the cycle can be brought into line with the cycle for that group of staff at the earliest opportunity.

Employees who are employed on a fixed term contract of less than one year will have their performance assessed in accordance with the principles underpinning this policy, but the length of the period will be determined by the duration of their contract.

Where it appears that the Employee is either not meeting or partially meeting the relevant professional standards then the professional growth and development process must clearly set out the support and training that will be provided to address the areas of concern.

Where serious weaknesses are identified in an Employee's performance then this procedure should cease, and the issues will be managed within the Trust's formal capability procedure. The professional growth and development process will be re-commenced when the Employee's performance has reached the required standards. The definitions of serious weaknesses in performance, the criteria for assessing whether professional standards have been met, and the evidential requirements for any transition from the professional growth and development process to the Capability Policy are set out in the Trust's Capability Policy and should be applied in conjunction with this policy.

The performance of all staff must be reviewed on an annual basis. Professional growth and development process planning and reviews must be complete for all teachers in schools by 31 October, in any one academic year and by 31 December for leaders.

All staff must have an up-to-date job description, and this will form the basis for discussion at the professional growth and development process planning and review meeting. School based staff should have access to their School Development Plan for improvement and other relevant planning documents in good time for their professional growth and development process meeting. Central staff should have access to the Trust Development Plan and relevant school leaders should have access to the Trust Development Plan where they have wider responsibilities.

6.1 Appointing Line managers

Role	Line managers
CEO	Chair of Trust Board and External Advisor
Trust Executive Team	CEO
Executive Headteacher/Headteacher	CEO and Chair of Governors
Head of School/Assistant Headteachers/Deputy Headteachers	Executive Headteacher or Headteacher

The Executive Headteachers, Headteachers, Head of School and the relevant central team manager will determine the appropriate line manager for all staff taking due consideration of line management responsibilities and other relevant factors.

6.2 The Professional Growth and Development Process

Teachers and leaders should have on-going informal conversations throughout the year with their line managers about performance and professional growth, however, they should meet three times a year (in the autumn term, spring term and summer term) formally to set objectives, review their progress and complete an end of year review. All teacher and leader professional growth and development meetings should be held face-to-face with their line manager.

It is the responsibility of the line manager to arrange all meetings with the employee at the beginning of the cycle so as to give plenty of notice for the employee to gather any evidence/supporting documentation for their meetings.

6.3 Setting objectives

All Employees must have performance objectives set as soon practicable at the start of term 1. All objectives must be relevant to the Employee's role, responsibilities and take full account of their experience and career/professional aspirations. The number and nature of objectives must be reasonable and, if achieved will contribute positively to the education of children in the Trust and the implementation of any plan designed to improve the Trust's schools' educational provision and performance.

Normally an Employee would expect to have 3 objectives; a professional growth target, as well as two or three additional objectives in line with the School or Trust Development Plan. Staff with a wider role across a school, including teachers with or without a TLR and members of the school leadership team (SLT) would normally expect to have one or additional objectives in the relevant area.

The objectives will be SMART (Specific, Measurable, Ambitious, Relevant and Time-bound) and will be appropriate to the employee's role and level of experience. The line manager and employee will seek to agree the objectives, but if they cannot agree, the line manager will determine the objectives. Objectives may be revised during the professional growth and development process period if circumstances change.

When objectives are set, it should be made clear what the success criteria will be and how performance will be assessed so it is clear on how the line manager will judge whether the objectives have been met. The objectives set for each employee will, if achieved, contribute to the School's plans for raising standards and improving the education provided to all pupils.

Consideration must be given to ensure that the professional growth and development process objectives can be used to secure good evidence for pay progression where relevant in line with the expectations in the Trust's pay policy.

The performance of teachers and leaders will be assessed as agreed between the employee and their line manager using the template as set out in Appendix 1 – Teachers and Leaders Professional Growth and Development Template.

6.4 Professional growth and development meetings

It is the responsibility of the line manager to arrange the meetings with the employee at the beginning, middle and end of the cycle. This should be arranged by mutual agreement and normally with at least five working days' notice. The employee must prepare for the meeting and ensure all relevant information and evidence that will be used during the meeting has been shared with their line manager at the earliest possible opportunity. It is the employee's responsibility to play an active role in their reviews.

The first professional growth and development meeting in term 1 should provide a two-way discussion to:

- Assess performance during the previous year against the employee's role and responsibilities, including performance objectives and any relevant standards.
- Allow the employee to reflect on their performance over the past year including their performance against the relevant professional standards and any impact they have made to the school.
- Identifying any relevant additional evidence of performance that the employee wishes to be considered in the professional growth and development process review
- Agree expectations for the year ahead by reviewing their job description and appropriate performance objectives with the employee identifying important areas of focus for the year ahead and an area of professional growth for themselves
- Confirm timescales for achievement of the objectives and for provision of support, including development.
- Ensure the employee understands the performance criteria, including relevant pay progression criteria, relevant professional standards and any other appropriate evidence to be taken into account in appraising performance including potential barriers to success.
- Discuss and agree appropriate monitoring arrangements and other support for the employee, including classroom observations, if appropriate to the reviewee's role
- Agree any areas of relevant training and development and related actions.
- Allow the employee to raise any issues or concerns regarding their workload or work - life balance and potential barriers to success.

Self-review is an important means of preparing for the professional growth and development process. A 'Self-review Form' is set out in Appendix 2 and 2a and is optional for teachers and leaders to use should they feel it would assist with their professional growth and development meetings.

The professional growth and development process forms should be completed, signed and dated and then forwarded 'confidentially' to the Executive Headteacher/Headteacher/relevant central team manager as appropriate.

Employees will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has come to light. Feedback should acknowledge and praise areas of strength as well as highlighting any areas that need attention or where further support may be appropriate. In addition to these informal conversations, there will be a formal mid-year review held with the employee with progress or additional support (if applicable) agreed and updated on the Teachers and Leaders Professional Growth and Development Template (Appendix 1). To reduce additional workload for both the employee and their line manager, day-to-day practice evidence should be included in performance reviews.

Each employee's annual performance will be formally assessed at or around the end of each professional growth and development process period where both the Line manager and the employee will be able to provide evidence as input to the discussion. Following the professional growth and development process meeting the employee will receive (and will be able to append their own comments to) the final written professional growth and development form (Appendix 1) which will include:

- details of the employee's objectives for the professional growth and development process period in question;
- Evidence of impact of the employee's performance of their role and responsibilities against their objectives and the relevant standards;
- an assessment of the employee's continuing professional development needs and aspirations and any action that is recommended to progress them; and

The Employee may identify specific additional evidence and request consideration for their pay progression where applicable.

The assessment of performance and of training needs will support in informing the planning process for the following professional growth and development process period.

As outlined in the Pay Policy, where applicable decisions made by the CEO regarding pay increases for all employees will be made with reference to the professional growth and development form and the performance assessments it contains.

Employees have a right of appeal against pay progression decisions, as set out in the Pay Policy.

6.5 Links with Pay

Before, or as soon as practicable after the start of each professional growth and development process period all staff will be informed of the standards and criterion against which individual performance in that professional growth and development process will be assessed and on which pay decisions will be based. The criterion used must be consistent with any national determined requirements as stated in the Trust's pay policy which will be reviewed on an annual basis.

Where the evidence from the professional growth and development process appears to suggest the employee's performance could be below that meriting pay progression at the end of the cycle, the employee should be made aware of this at the earliest opportunity. This should be dealt with under the Trust's Staff Capability Policy and there should also be a professional discussion to identify actions which could remedy the position.

6.6 Training and Development

This Trust is committed to ensuring that all staff have access to a level of development appropriate to their role, stage of career development, performance objectives and criteria and individual aspirations. The progression routes for teachers are set out in the Trust's Pay Policy.

Development and training identified from the professional growth and development process must be recorded using the appropriate form and then passed to the Headteacher/relevant central team manager to inform the school's programme for training and development.

6.7 Observations and other sources of evidence

The Trust believes that triangulation of evidence over time provides an accurate reflection of the quality of teaching and learning. Monitoring can include but is not restricted to:

- Learning walks
- Book scrutiny
- Pupil Voice
- Data analysis
- Seasonal visits
- Peer to peer reviews

In addition to formal monitoring, members of the TLT with responsibility for teaching standards may "drop in" on lessons in order to evaluate teaching and ensure that high professional standards are maintained. The duration

and frequency of formal and “drop in” observations will vary depending on factors including the individual circumstances of the teacher, the needs of a particular class or subject area, and the overall objectives and priorities of the Trust.

Other employees who have responsibilities inside or outside the classroom should also expect to have their performance of those responsibilities observed. Performance will also be assessed by reference to appropriate information sources (such as pupil achievement data) and other evidence relevant to the employee’s job role, such as financial metrics or survey feedback.

7. Changes to Plans Mid Cycle

There may be occasions when it is necessary to amend or change the content of the professional growth and development process plan. This may include changes in the Employee’s circumstances, school priorities or local/national policy initiatives. In this event the Line manager and Employee should discuss and ideally agree the necessary changes. Employees may use coaching sessions to discuss and identify any changes that may need to be made during the professional growth and development process period.

If there is no agreement to the proposed changes then the Line manager shall amend the professional growth and development process plan with any changes they think ought to be made and pass the revised statement to the Employee who may add his/her comments.

8. Performance concerns and transition to capability

Where there are concerns about any aspects of an employee’s performance, the line manager or will meet the member of staff to:

- give clear feedback about the nature and seriousness of the concerns;
- give the employee an opportunity to comment on and discuss the concerns;
- decide what support can be provided to help the employee to address the concerns (such as coaching, mentoring, training or opportunities to observe best practice);
- make clear how and when progress will be reviewed; and
- explain the implications if no (or insufficient) improvement is made.

This is not a formal meeting, but the points above should be documented in writing after the meeting to provide clarity.

When progress is reviewed, if the line manager is satisfied that the employee has made, or is making, sufficient improvement, the professional growth and development process will continue as normal, with any remaining issues being addressed through this process. If progress is not satisfactory, the employee will be notified in writing that their performance will now be managed under the Capability Procedure.

9. Confidentiality and Retention of Records

The performance professional growth and development process will be treated with full confidentiality at all times.

Records will be held securely and confidentially in staff personnel files for a period of seven years from the date the professional growth and development process cycle ends. After this date it would be normal to dispose of these records, and this must be done confidentially and the employee notified.

When an employee leaves the Trust we will comply with requests to delete an employee’s record in line with the Trust Retention Policy.

The Trust may request a copy of a new employee’s most recent professional growth and development process record from their previous employer as evidence towards their pay progression.

The Trust may agree to provide a future employer with an employee's most recent professional growth and development process record but only with express written consent from the individual concerned.

10. Communication of this Policy

A copy of this policy will be held on OCMAT's CPD and Information Portal on SharePoint to ensure that all staff can have access to a copy of it as needed. All new staff joining the school will be briefed on the policy as part of their induction into the school.

11. Monitoring and Evaluation

The Trust Board and the CEO will monitor the operation and outcomes of the performance professional growth and development process arrangements.

Appendix 1: Teacher and Leaders Professional Growth and Development Form

Name of employee	
Job title	
Period of Professional Growth and Development	
Name of line manager	

Meeting 1: Objective Setting – DATE			
Objective(s): *1 Objective Minimum	Steps to Success:	Success Criteria (how to achieve objectives):	
1.			
2.			
3.			
Training and development:			
Date:			
Signed employee:			
Signed line manager:			

Meeting 2: Mid-Year Review – DATE		
Objective(s) (carried forward from meeting 1 or additional target added/changed during the year):		Evidence of progress against objectives:
1.		
2.		
3.		
Training and development/other comments:		
Date:		
Signed employee:		
Signed line manager:		

Meeting 3: End of Year Review – DATE		
	Objective(s): Objective(s) (carried forward from meeting 1 or additional target added/changed during the year):	Evidence / progress against target
1.		

2.		
3.		

Additional Information/comments from employee (optional)

Appraisers' agreement to progress employee in line with pay policy
YES/NO (delete as appropriate)

Date:	
Signed employee:	
Signed line manager:	

Appendix 2: Self-Review Form - Teachers

Teacher Self-Review Form (Professional Growth & Development)

Name:	
Role:	
School:	
Review Period:	

1. Teaching & Learning

- How effectively do you demonstrate high expectations for all learners, particularly the “First 20%”?
- How well do you use clear instruction, modelling and guided practice?
- How effectively do you adapt teaching to remove barriers without lowering challenge?

Reflection / Evidence:

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2. Assessment & Responsive Teaching

- How effectively do you use questioning and formative assessment to check understanding of all pupils?
- How well do you adapt teaching in response to assessment?
- How effectively do you use assessment information to inform next steps?

Reflection / Evidence:

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3. Curriculum & Ambition

- How do you ensure the curriculum is ambitious for all learners?
- How effectively do you scaffold learning without diluting challenge?
- How well do you embed retrieval and sequencing?

Reflection / Evidence:

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4. Inclusion & SEND

- How effectively do you plan for the “First 20%”?
- How well do you support pupils with SEND to access learning and achieve success?
- How effectively do you deploy support staff to maximise impact?

Reflection / Evidence:

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5. Learning Environment

- How well does your classroom environment support calm, consistent and purposeful learning?
- How effectively do routines and resources support all learners?

Reflection / Evidence:

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6. Professional Practice & Collaboration

- How have you engaged with CPD, feedback and coaching to improve your practice?

- How do you contribute to collaboration within your team and across the Trust?

Reflection / Evidence:

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7. Impact on Pupils

- What evidence shows your impact on pupil progress and outcomes?
- How have you improved outcomes for vulnerable groups?

Reflection / Evidence:

--

8. Contribution to School Priorities

- How have you contributed to the School/Trust Development Plan?
- How have you demonstrated OCMAT values (compassion, collaboration, community)?

Reflection / Evidence:

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Final Reflection

What are your key strengths this year?

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What are your priorities for development next year?

What support or CPD would help you achieve these?

Appendix 2a: Self Review Form - Leaders

Leaders Self-Review Form (Professional Growth & Development)

Name:	
Role:	
School:	
Review Period:	

1. Quality of Education & Teaching

- How effectively have you ensured high-quality teaching across your area of responsibility?
- How well do you promote consistent use of clear instruction, modelling and adaptive teaching?
- How effectively do you prioritise the “First 20%” in practice and strategy?

Reflection / Evidence:

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2. Assessment & Standards

- How effectively do you ensure assessment informs teaching and drives improvement?
- How well do you support staff to use formative and summative assessment effectively?
- How robust is your use of data to identify strengths and areas for development?

Reflection / Evidence:

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3. Curriculum Leadership

- How effectively do you ensure an ambitious, inclusive curriculum?
- How well is sequencing, retrieval and progression embedded across your area?
- How do you ensure curriculum adaptations maintain high expectations?

Reflection / Evidence:

4. Inclusion & SEND Leadership

- How effectively have you embedded a culture where every teacher is a teacher of SEND?
- How well do systems support equitable access, participation and success?
- What impact have you had on outcomes for vulnerable groups?

Reflection / Evidence:

5. Leadership of Environment & Culture

- How effectively have you established consistent, predictable and supportive environments?
- How well do systems and routines support behaviour, engagement and belonging?

Reflection / Evidence:

6. Professional Development & Staff Growth

- How effectively have you developed others through coaching, CPD and collaboration?
- How well do you model reflective practice and continuous improvement?

Reflection / Evidence:

7. Collaboration & Community

- How effectively have you fostered collaboration within and beyond the school?
- How have you contributed to Trust-wide improvement and shared practice?

Reflection / Evidence:

8. Impact & School Improvement

- What measurable impact has your leadership had on outcomes and provision?
- How effectively have you contributed to School/Trust Development Plan priorities?

Reflection / Evidence:

Final Reflection

Key leadership strengths this year:

Key priorities for development next year:

Support/CPD required:

Appendix 3: Upper Pay Progression Criteria

Area	UPS1	UPS2	UPS3
Teaching & Learning	Consistently high-quality teaching demonstrating strong subject or phase expertise. Adaptive teaching meets the needs of all pupils, including pupils with SEND and disadvantaged pupils.	Highly effective teaching recognised by colleagues. Practice supports improved outcomes beyond own class or group.	Exemplary teaching practice which informs and shapes practice across the school and Trust.
What could this look like?	Evidence of sharing new whole-school strategies and ideas. Impactful use of support staff strengths and using your own initiative to direct. Ensuring that learning environments are consistent with current learning. Supporting pupils to be independent actively using and responding to pupil voice	Evidence of implementation and leading on whole-school strategies and running/leading initiatives outside of your own classroom to support whole-school improvement. Staff can be directly sign posted to you for support. Demonstration of a consistent solution focused outlook and proactiveness in developing yourself.	Evidence of Working efficiently and effectively with a strong ability to prioritise and manage your own workload along with supporting others. Evidence of sharing and rolling out new initiatives and ideas across the school and the Trust. Evidence of supporting other colleagues not just in school but across the Trust.
Impact on Pupils	Strong and sustained pupil progress in own classes over time.	Evidence that practice contributes to improved outcomes across a phase, year group or subject area.	Evidence that teaching approaches influence improved outcomes across the school.
What could this look like?	Demonstrates a flexible response to pupil needs, analysing data and setting actions to drive progress from pupils specific starting points.	Acts as a 'champion' for a subject in a specific area. Evidence of proactiveness and support of pupil progress across a year group or subject area.	Actively leads events across the Trust, leads subject networks and moderation to support progress of pupils.

Area	UPS1	UPS2	UPS3
			Demonstrates clear impact of work across multiple year groups or schools within Trust not just your own class.
Professional Practice	Reflective practitioner who responds to feedback and engages actively with professional learning.	Models effective practice and shares strategies with colleagues through collaboration or informal coaching.	Leads professional learning, coaching or development of colleagues to improve teaching practice.
What could this look like?	Evidence of actively engaging within year group collaboration/staff meetings etc. Evidence of seeking CPD opportunities to widen knowledge and skills.	Sharing effective CPD with colleagues across the school. Acting as a role model to others and evidence of stepping up to support other colleague's practice.	Evidence of coaching/mentoring other members of staff within the Trust and independently seeking out opportunities, using your own initiative and research, highlighting and offering to deliver. Evidence of stepping up to support SLT.
Collaboration	Works effectively with colleagues within a phase or team to improve curriculum delivery and classroom practice.	Supports colleagues through mentoring, modelling, joint planning or curriculum work.	Contributes strategically to teaching and learning development across the school.
What could this look like?	Evidence of working effectively with other staff members within the schools during meetings and/or working groups.	Leading meetings and following up on associated actions with colleagues, parents and the wider community/other stakeholders e.g. School Governors.	Evidence of working strategically within and beyond the school within local hubs, networks etc. Actively working and engaging with governor monitoring.
Contribution to School Improvement	Contributes positively to whole-school priorities and initiatives.	Plays an active role in implementing school improvement priorities.	Supports the development or implementation of whole-school improvement priorities.
What could this look like?	Clear understanding of what is on the school development plan and clearly contributing towards this.	Taking ownership and actively leading on a specific area within the school development plan.	Consistently leading by example, driving the school and Trust's vision and values and development plans. Clear evidence of impact beyond your own area.

Area	UPS1	UPS2	UPS3
	Evidence of leading a wider team and managing working parties across the school.	Linking the school development plan to areas of leadership and impacting on those areas.	Evidence of working alongside SLT with wider responsibilities.
Professional Influence	Shares effective classroom practice when appropriate.	Influences practice within a team, subject or phase.	Influences professional practice across the school through coaching, professional learning or curriculum work.
What could this look like?	Acting as a role model to other colleagues, whilst maintaining positivity and professionalism at all times. Steps up when asked or required by SLT.	Evidence of working as a key influence when leading on specific areas within the school. Actively offers to support SLT within the school.	Clear evidence of acting as a key influence not only within the school but across the Trust and other schools. Modelling good practice to other colleagues and stakeholders across the Trust. Strong ability to manage your own workload whilst supporting others and stepping up to support SLT wherever possible.