

Testwood School Professional Development Review Policy

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| Key Responsibility | TW |
| Last Review: | May 2025 |
| Next Review: | May 2026 |

Revision History

| Version | Date | Amendments | Initials |
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| V1 | 08.05.25 | Initial policy launch | TW |
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Principles

At Testwood School, we believe that staff should be supported to improve their effectiveness and be encouraged to take control of their own professional development. The raison d'être of schools is learning, improvement and personal development and we believe that this must apply to staff as much as to students. Indeed, staff who are learning, developing and improving are likely to be more effective in their role and this will have a positive impact on the students. Staff who are learning, developing and improving are also likely to be more motivated and engaged, and this will benefit the school as a whole as well as the individual members of staff.

We do not believe that performance related pay is effective in improving staff effectiveness. This is because those who work in a school work collectively and have a collective impact on the students who attend. Rather than asking staff to spend time evidencing what they have done, we believe it is more important that staff work on improving their practice, with or without the direct support of Testwood staff. Therefore, pay progression within defined pay scales is automatic at Testwood. Staff underperformance will be addressed under either the Disciplinary policy or the Capability Policy.

Purpose

All members of staff, both teaching and support staff, identify their own aspects to their role which they to develop and improve their effectiveness. This is shared and agreed with their reviewer during the autumn term. They will then have a review meeting in the spring term, and again in the summer term, with the reviewer. Reviewers will encourage and support staff progress in the areas they have identified they focused on. In the autumn term, the reviewer and the member of staff will summarise the progress made so far and then the cycle will repeat.

Process

Members of staff should follow the following annual process:

1. Review your job description(s)
2. Consider your career goals
3. Draft your own objectives
4. Arrange a meeting with your reviewer
5. Agree dates for all review meetings
6. If you are a post-threshold teacher complete what your 'sustained and substantial' contribution will be
7. Discuss your draft objectives with your reviewer and tweak if necessary
8. Prepare for subsequent review meetings by completing the relevant boxes below each objective
9. At the Final review Meeting complete the relevant sections on the back page

Staff who are also reviewers should also:

1. Arrange a meeting with your reviewee(s)
2. Agree dates of future meetings
3. Discuss the drafted form with your reviewee and suggest ways to improve their objectives etc.
4. In review meetings, offer support, advice and encouragement to your reviewee
5. At the Final Review Meeting, complete the relevant sections on the back page

Timescale

The process will run from September to September. All staff will have an initial discussion and meeting with their reviewer during the autumn term, and a termly progress review meeting in both the spring and the summer terms. There will be a final review meeting in the autumn term and the cycle commences again. Staff who join after September will be expected to start the process within a month of joining.

Review

The Headteacher will evaluate the effectiveness each year and adjust the process as necessary.