# Ysgol Cybi

# Professional Development Review Policy

## [Created 2024-2025]

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| Date the policy was adopted by the Governing Body<br>*(this should also be recorded in the minutes of the meeting where it was accepted and adopted)* | 30/09/26 |
| Chair of Governors (signature) | Colin Bell |
| Headteacher (signature) | Rhian Grieves |
| Date of review<br>*(annually unless the policy is updated by the LA)* | September 27 |

Contents

**1. About this policy**

**2. Values and principles that form the basis of effective professional development review**

**3. Professional standards**

**4. Outline of the professional development review process**

**5. Appointing a professional development review partner**

**6. Development priorities**

**7. Professional development plan**

**8. Reflecting on progress**

**9. The annual professional development review meeting**

**10. Outcome of the annual professional development review meeting**

**11. Appeal**

**12. Managing underperformance**

**13. Pay rise recommendations**

## 1. About this policy

This policy outlines the professional development review arrangements for all practitioners in Ysgol Cybi. It has been agreed by the governing body, the headteacher and the local authority and following consultation with all members of staff and recognised trade unions. It describes the purpose, procedures, roles and responsibilities that ensure that the school's professional development review arrangements contribute to its staff's professional development and to wider development objectives for the school and its learners.

The policy will be reviewed annually, and any necessary adaptations will be subject to further consultation with staff members. The policy was last reviewed on 02/12/25. This policy is available to all staff on Ysgol Cybi's website.

The headteacher will provide an annual written summary to the governing body on the implementation and effectiveness of this policy, including practitioner training and development needs.

This policy was constructed with due attention to the current evaluation regulations and associated guidance issued by Welsh Government. These can be found here:

**Regulations**

legislation.gov.uk/cy/wsi/2011/2940/contents/made/welsh

**Guidance**

Adolygu datblygiad proffesiynol - Hwb

This policy is not applicable for:

- Newly qualified teachers (NQTs) undertaking their statutory induction period who have been excluded from performance management arrangements.
- Teachers who have been employed for a specified period of less than one school term or less than two consecutive half terms.

## 2. Values and principles that form the basis of effective professional development review

Professional development review is based on 3 general values:

- **Connection** – Developing ownership and connection to professional development as an integral part of each practitioner's professional learning and improvement.
- **Capability** – Having the time and place to engage with your own professional learning journey, reflecting on it and mapping it to satisfy the needs of learners, in a supportive environment.
- **Ambition** – Setting your ambitions for professional growth by using the professional standards for teaching, leadership and teaching assistance as a framework for continuous improvement.

From these values, it is noted that the following principles are essential for an effective professional development review process, i.e., that it:

- is a right for every practitioner that works in 1 school for a whole term or 2 consecutive half terms
- celebrates strengths, acknowledges progress towards aims and promotes further development
- is part of a culture of mutual trust and respect
- is an integral part of learning and working together as a team
- is associated with a commitment to career-long professional growth, taking into consideration the teacher's professional learning journey driven by individual reflection and support by peers at the school or by another school
- is reinforced by professional learning of high quality and a continuous, focused professional dialogue
- is a process where every practitioner is treated fairly
- is based on a joint commitment to satisfy learners' needs
- focuses on people rather than paper
- maintains confidentiality between the performance development review partner and the practitioner when making formal decisions
- supports the welfare of learners and practitioners.

The governing body recognises the rights of teachers and the headteacher to have a work-life balance as established in the School Teachers' Pay and Conditions (Wales) Document 2024 (STPC(W)D). As a result, the policy's workload impact has been assessed, and the school will arrange all professional review activities within directed time but not within planning, preparation and assessment (PPA) time. By the same means, ADP activities for learning support workers will occur within contracted work hours.

## 3. Professional standards

Welsh Government's professional standards for teaching and leadership and professional standards for teaching assistance are applicable for everyone who works with learners in schools. The 5 standards (pedagogy, leadership, professional learning, innovation and collaboration) describe the skills, knowledge and behaviours that are characteristic of excellent practice. It is required for the headteacher to satisfy the professional standards for teaching and leadership.

The relevant professional standards can be found here:

Professional standards for teaching and leadership

Professional standards for teaching assistance

The standards have been designed to be used purposefully using the online Professional Learning Passport (PLP) which is maintained by the Education Workforce Council. Staff can use their PLP to record and plan their professional development. The professional standards should be considered in their entirety as a background for discussion and to help practitioners note areas for further development. Practitioners and headteachers are not expected to provide evidence against each describer as part of professional development review.

## 4. Outline of the professional development review process

As a professional, practitioners should take personal ownership and responsibility for developing their practices through appropriate professional development. Reviewing professional development helps practitioners concentrate on their priorities in terms of professional development and evaluating their progress towards achieving them.

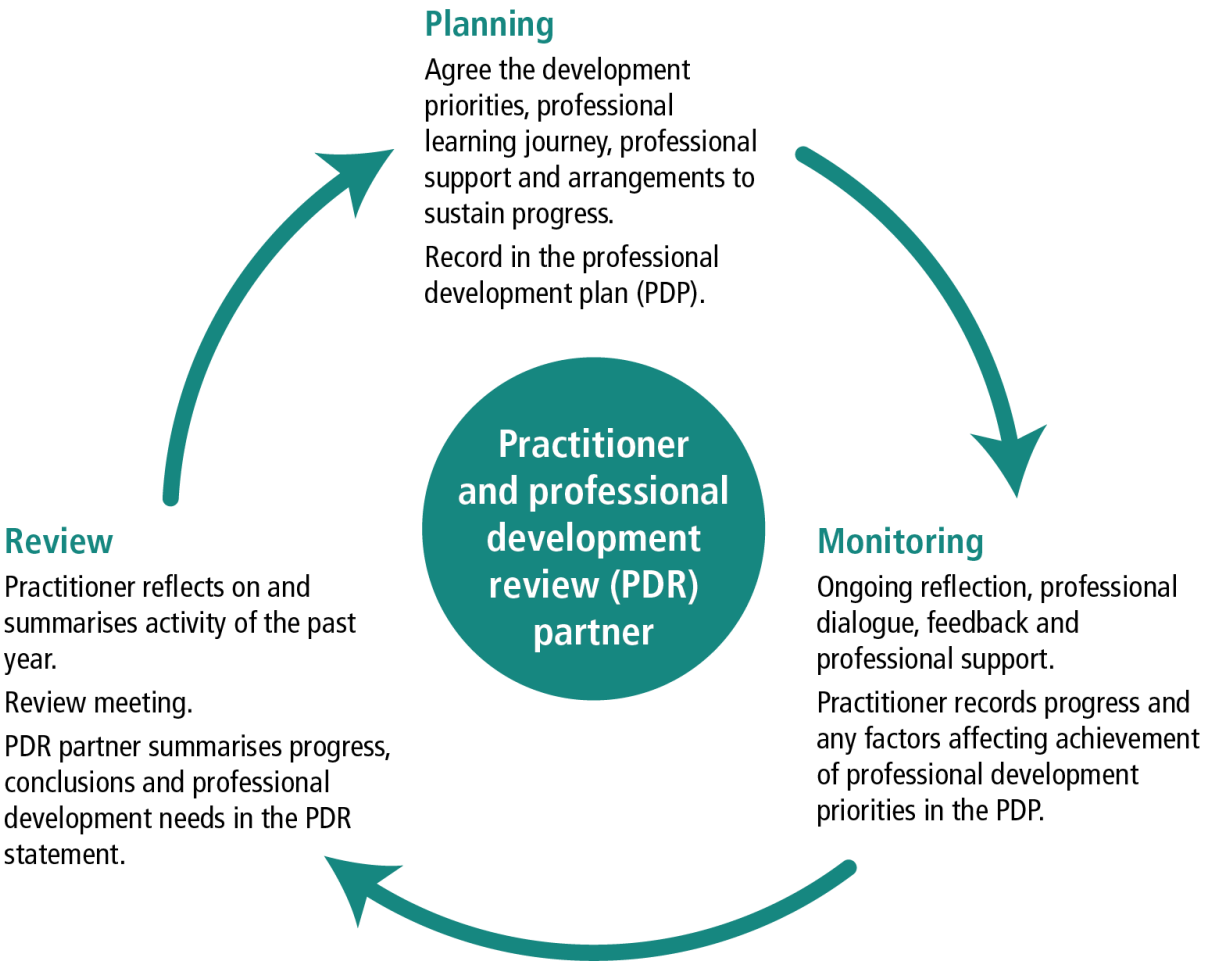
Effective professional development review requires practitioners to:

- reflect on their successes, strengths and areas for development in the context of professional standards, learner progress, the school's development priorities and their role within that. In addition, practitioners in a formal leadership role will need to reflect on the relevant standards in relation to their specific responsibility area
- note development priorities (objectives) that are challenging but attainable. These priorities will be discussed and agreed with the support of their professional development review partner (see below) and used to develop the individual professional learning journey in accordance with the national right to professional learning. The discussion must acknowledge the actions that need to be taken to

achieve the priorities that can be reflected upon at the end of the cycle, in addition to throughout the year

- follow and reflect on their professional learning journey, with the support of their school and professional development review partner
- amend the priorities, where appropriate, through discussion with their professional development review partner
- motivate, engage and contribute to professional dialogue, reflection, enquiry and professional learning
- at the end of the professional development review cycle, evaluate the progress made towards their development priorities. Reflect on their progress in an evaluative conversation with their professional development review partner
- have the opportunity to present aspects of their professional learning journey to their colleagues at the end of the professional development review cycle, if they choose to do so. This will enable them to:
    - reflect with purpose on their professional learning journey
    - share key areas of learning and progress
    - acknowledge areas where further learning or development is required
    - contribute to sharing effective learning and practices across the school.

**Summary of the review cycle**




## 5. Appointing a professional development review partner

The headteacher will appoint an appropriate professional development review partner (or undertake the role themselves) for each practitioner at the school, including learning support workers. Teachers won't be appointed as professional development review partners for teaching assistants unless they have direct line manager responsibilities for them (e.g., ALN coordinators).

Teachers' professional development review partners must have qualified teacher status. Learning support assistants' professional development review partners will be teachers with direct line management responsibilities or senior level teaching assistants where possible.

The headteacher's review will be held by a panel including:

- at least 2 governors appointed by the governing body, one of which must be a foundation governor if it is a faith school or a voluntary aided school
- the panel must also include 1 or 2 representatives appointed by the local authority. Feedback from headteachers suggests that having a headteacher from another school within the local authority on the panel can be beneficial

- a diocesan authority can choose to appoint a representative to the headteacher's review panel if it is a school with religious character
- the governing body can only seek to change the panel members under exceptional circumstances. In the case of representatives appointed by local authorities, this is at the discretion of the local authorities. If the local authority refuses to appoint an alternative member to the panel, they must give a written explanation of the reasons.

Governors who are teachers or have another role at the school cannot be members of the headteacher's review panel.

## 6. Development priorities

When planning and reviewing their development priorities, practitioners are asked to take responsibility for working with their professional development review partner to reflect on their current knowledge, skills, behaviours and experiences.

The meeting shouldn't occur during holidays, PPA time, lunch time or outside the scheduled school day (unless this is accounted for in the published calendar and within the directed time), and the meeting will seek to agree on the following:

- The development priorities for the cycle.
- The professional development activities required to support the fulfilment of the priorities.
- The type of reflection and monitoring activities that will contribute to the completion of the priorities.

Where possible, practitioners will then outline the possible impact of this professional learning in practice.

The practitioner and the professional development review partner are expected to agree on the development priorities, considering the importance of autonomy in this process. The development priorities should be realistic and manageable, while taking into account the practitioner's current knowledge and expertise. Giving practitioners the opportunity to implement and refer their priorities through practices and enquiry is a powerful motivation.

In cases where an agreement cannot be reached regarding development priorities, e.g., if they aren't coherent with the needs of the class, specific classes, groups, individual learners or whole school priorities, the professional development review partner will note the appropriate priorities the practitioner can comment on in writing.

Each practitioner, including the headteacher, will not receive any more than three development priorities agreed upon in an annual cycle.

The three development priorities pertain to an agreed whole school objective, a department objective based on the School Development Plan, and an objective that reflects the teacher's professional development objectives.

The development priorities will be challenging, realistic, attainable, time-limited, fair and equal in relation to teachers with similar roles, responsibilities and experiences.

For non-contact practitioners and teachers working for more than a term, these priorities will include learner progress by realising the curriculum's four purposes and must pertain to:

- developing the practitioner's professional practices
- the job description
- relevant priorities from the school development plan
- the professional standards for teaching.

The development priorities can also consider:

- the practitioner's professional aspirations
- the national education priorities for school improvement.

For headteachers, these priorities will include supporting each learner to make progress by realising the curriculum's four purposes and must pertain to:

- school leadership and management
- the headteacher's job description
- any whole school or relevant team objectives determined in the school development plan
- professional leadership standards
- any national school improvement priorities.

For learning support workers, the focus of development priorities will depend on the context in which they work and will be discussed and agreed with their professional development review partner using the professional standards for teaching assistance.

It can sometimes be appropriate for a teacher, headteacher or learning support worker to note shorter term development priorities. It can also be appropriate to note longer term development priorities where it is required for them to be fulfilled over more than one academic year.

Sometimes the practitioner or professional development review partner can feel that development priorities need to be amended during the year. In most cases, it is expected that the practitioner and professional development review partner agree on the changes. Where no agreement is reached, e.g., if they don't cohesively link to the needs of the class, the class(es) and specific groups, individual learners or whole school priorities, the professional development learning partner will note appropriate priorities. The practitioner will have the opportunity to write comments on them before they are completed. The professional development review partner will note and record appropriate development priorities the practitioner can comment on in writing.

## 7. Professional development plan

The professional development plan is the place for practitioners to note their development priorities and professional learning journey. It also enables practitioners to note progress over the year in relation to development priorities and any other important factors.

The development priorities should be clear, concise, challenging and relevant. The development priorities should be measurable, but they may not always be, e.g., targets focusing on pedagogy or the learning environment.

Each practitioner is encouraged to undertake professional enquiry, cooperation and innovation in their professional development. Practitioners should have access to professional learning opportunities through Hwb and on a school level, along with time to work towards their development priorities. The practitioner and the professional development review partner will agree on the key elements of the professional learning journey, and this will be noted in the professional development plan.

Each practitioner should be encouraged to trial new methods proposed by the professional learning that is done. This, alongside outcome reflection, will make the most of the impact of professional learning on learner progress and the practitioner's professional growth.

As part of making the school a learning establishment, headteachers are encouraged to create a culture of cooperation, trust and transparency. Although there is no statutory requirement, practitioners can share their whole professional development or part of it with colleagues. This will support the sharing of professional learning and a collegiate attitude to development. This can be particularly relevant where an individual priority is linked to a team or school priority.

The professional development plan should be a 'live' document practitioners should use throughout the year to:

- reflect on their own assessment of progress towards achieving their development priorities
- keep a record of any professional learning done using the professional learning passport
- keep a record of any other factors that could impact their performance in relation to the development priorities.

## 8. Reflecting on progress

The practitioner and their professional development review partner must agree at the start of the year about how to reflect on progress and maintain it.

The type of reflection that occurs varies in accordance with the development priorities which can include supportive lesson observations, drop-in sessions, learning walks, book observation. Sometimes, agreement cannot be reached on how to reflect on progress. In

such cases, the professional development review partner will note the method they consider appropriate.

- There is a statutory requirement for the professional development review partner to observe the practitioner at least once per review cycle. Practitioners and professional development review partners are encouraged to carefully consider the purpose and nature of the observations and the desired outcome to ensure they are constructive, rather than focusing on the number of observations made. Schools are expected to create the conditions to ensure that observation and other activities are considered a valuable opportunity for professional development and continuous improvement and are an opportunity for everyone to support each other. No more than three reflection and monitoring events will occur in the cycle, with any observation activity lasting no more than an hour.

Professional dialogue and constructive feedback are essential when reflecting on progress towards achieving the development priorities. The learning and implementation start in the feedback sessions, focusing on a specific further development area for the individual and/or learners and they should be:

- specific
- constructive
- challenging but respectful
- part of a dialogue
- focused on behaviours and not characteristics
- reflecting on successes in addition to areas for improvement
- part of discussion about the next steps.

Any reflection activity will be done by a professional development review partner or colleague who has the skills, knowledge and behaviours to fulfil the role effectively. The non-partner individual can only do this through agreement with the practitioner.

Taking opportunities with colleagues for professional impromptu discussions and seeking informal and constructive feedback can also be effective ways of reflecting and developing without creating additional workload.

## 9. The annual professional development review meeting

The annual professional development review meeting will be held between the practitioner and professional development review partner. The meeting will normally be held towards the end of the professional development review period and the professional development review partner must give 10 days' notice to the individual.

The purpose of the meeting is to summarise the activity over the past year by reflecting on the following:

- Progress against the development priorities (on an individual and school level).
- Relevant professional standards.
- Advantages and application of professional learning.
- Learner achievement.
- Any factors that could have impacted the above.

The meeting can also be used to agree on what needs to be focused on for the next professional development review cycle. No information can be sought from any other person, whether it is written or verbal, without the consent of the practitioner.

The practitioner will have reflected throughout the year and must share their reflections with their professional development review partner at least 5 days before the annual professional development review meeting.

## 10. Outcome of the annual professional development review meeting

Within 10 school days of the professional development review meeting, the professional development review partner will construct a short summary of the discussion and the conclusions that were reached. Professional development review partners are encouraged to share the summary with the practitioner within the period of 10 days. The practitioner can add their own comments to the summary.

The headteacher can retain the summary until at least 3 years after completing the next review summary.

## 11. Appeal

If the practitioner is unable agree on an outcome for the review meeting, they can appeal in writing to the governing body within 10 school days of receiving the review meeting summary. The written notice should outline their basis for appeal.

The appeal will be considered by an appeal officer (normally the headteacher) or by the chair of the governing body (with the support of a representative appointed by the local authority) if the appeal is made by the headteacher. If the chair of the governing body is on the original panel that made the decision, the local authority will appoint the vice-chair of the governing body.

This will occur within 10 school days after the appeal officer receives the appeal, and they must consider any comments made by the practitioner. The professional development review partner will also be invited to attend and contribute.

After considering the appeal, the appeal officer may:

- decide that the review was held satisfactorily
- amend the professional development review summary with the agreement of the professional development review partner
- decide to hold a new annual professional development review meeting with a new professional development review partner within 15 school days.

The appeal officers cannot decide for new development priorities to be agreed or current priorities to be amended.

## 12. Managing underperformance

The professional development review process isn't part of any disciplinary, competency, capability or redundancy procedures. Effective line management arrangements, including the professional development review procedures noted above, help prevent underperformance by supporting the individual to fulfil the development priorities noted.

Procedures to address underperformance are subject to separate regulations, including the School Capability Policy (relevant for whole school staff). Guidance is available for panels on capability of school teaching staff and capability of headteachers.

## 13. Pay rise recommendations

The performance development review summary will be used to determine pay for some teachers only, i.e., those who wish to be considered for promotion to the Higher Pay Grade and those who consider themselves to have achieved excellent performance on the Main Pay Grade.

The performance development review summary at the end of the cycle is the only evidence source required by teachers to support pay development. However, if teachers wish to present additional evidence they can do so, but they aren't asked or instructed to present additional evidence. They won't be under disadvantage if they choose not to do so.