

**City of Edinburgh Council**

**Professional Review and Development Guidelines for Teaching Staff**

**23 March 2004**

# Professional Review and Development Guidelines for Teaching Staff

## Appendix 1

### **Foreword**

These guidelines may usefully be read in conjunction with *Professional Review and Development (SEED 2002)*.

There is further guidance in the *Professional Development Folio* (Available on the *Resources* button on the CPD page of the intranet)

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### **Contents**

	<b>Page</b>
Foreword	2
Introduction	2
The Profile	3
The Portfolio	4
The Professional Review and Development Process	4
Self Evaluation	4
Training	5
Appendix 1: The PRD process	6
Appendix 2: Frequently Asked Questions	7
Appendix 3: Useful Web-Sites	10
Appendix 4: Profile Proforma	11
Self Evaluation Checklists: Contents	12
Appendix 5: Self evaluation checklist for all teaching staff	13
Appendix 6: Self evaluation checklist for leaders, or those who aspire to leadership	19
Appendix 7: CPD Activities	25

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### **Introduction**

Participation in individual review is a contractual requirement for all teachers. All teaching staff, including head teachers, are required to undertake an additional 35 hours of continuing professional development per year to address development needs agreed at the annual professional review meeting. The Council and trade unions agree these two duties can be linked into one process, Professional Review and Development (PRD).

Professional Review and Development is the process whereby the development and training needs of staff are identified and agreed in relation to their current practice, the requirements of the individual, the school development plan, the Service Improvement Plan, the wider and longer term needs of the education service and national priorities. It is a means of supporting teachers by ensuring that they are thoroughly prepared for their duties, in particular for their key role in learning and teaching. It also provides an opportunity for teachers to raise issues with and receive informed feedback from their reviewer.

Professional Review and Development aims to:

- Be a simple process which keeps bureaucracy to a minimum
- Identify and provide for the professional requirements of teachers, and consequently assist schools to take forward development plans.
- Improve the professional knowledge, skills and confidence of teachers, and thus enhance school effectiveness.
- Deliver informed feedback to teachers
- Recognise good performance, thus making teachers feel valued and appreciated

**Professional Review and Development Guidelines for Teaching Staff**  
**Appendix 1**

- Integrate with the existing arrangements for quality assurance and school development planning
- Be sufficiently flexible to accommodate any unanticipated development(s) arising.

Professional Review and Development is most effective when:

- The purpose is clear to all participants
- It starts with self-evaluation and takes account of ongoing personal review of classroom practice and leadership responsibilities
- It is integrated with the existing arrangements for quality assurance in the school, and involves a minimum of bureaucracy
- It balances individual and personal development needs with those relating to the effective fulfilment of the school development plan
- It is undertaken with line managers
- It recognises success and good performance and makes clear to teachers that they are valued and appreciated
- It supports teachers including those with leadership responsibilities by ensuring that they are thoroughly prepared for their duties, in particular for their key role in learning and teaching
- It accommodates any unanticipated development needs which arise

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#### **The Profile (See Appendix 4)**

Teachers are contractually obliged to maintain an individual CPD record and have an agreed CPD plan. These can be incorporated into a CPD Profile for the current year and for two previous years, where appropriate. The profile is confidential to the reviewer, the reviewee and the head teacher. Agreed CPD activities can be shared by the reviewee as required.

The Profile has two functions and is designed to minimise bureaucracy;

- the CPD plan - agreed with the line manager at the annual PRD meeting. The plan should indicate development objectives and the development activities agreed by the reviewer and the reviewee, to be undertaken in the year ahead. If using the proforma (appendix 4), these will be entered in columns 1 & 2.
- the CPD record - an accurate and complete record of development activities undertaken by teachers throughout the year. Brief reference should also be made in the record to any significant outcome or impact on professional practice. All CPD activities should be recorded, including those that have arisen during the course of the year and were not part of the original agreed CPD plan. If the proforma is used, this information will be entered in columns 3, 4 and 5 (Appendix 4).

In each cycle last year's plan informs this year's record.

Teachers should make their profile available to their reviewer, together with any self evaluation checklists or other relevant documents they wish the reviewer to have. It is recommended that this should be done at least one week before the PRD meeting. Appendices 5 and 6 offer self evaluation checklists which may be useful.

Suggested proformas for the profile and for self evaluation can be found in the appendices, although schools are free to use other forms or existing procedures which meet the criteria above.

## **The Portfolio**

Teachers in their probationary period, and those who wish to enter the Chartered Teacher programme or apply for Scottish Qualification for Headship are required to maintain a CPD portfolio. For all other teachers it represents good practice. A portfolio remains the personal property of the teacher, but can be used to present analyses of personal and professional development, illustrate skills and capabilities, to record activities which may lead to accreditation, etc.

The Professional Development Folio that can be found on the CPD website on the intranet (see Appendix 3) supports teachers in the development of a portfolio. The *HGIOS?* approach to gathering evidence is strongly recommended by the department. (See *HGIOS?* pp16 and 19 for further advice.)

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## **The PRD Process**

Further information can be found in Appendix 1: The PRD Process.

Pre-meeting documentation, to be shared a week in advance, consists of:

1. A draft CPD programme suggested by the teacher for the next year
2. The current CPD profile.
3. Other relevant materials, if any, provided by the teacher (e.g. a self evaluation)

Agenda at meeting comprises:

1. Discussion of current development needs/situation
2. Discussion of future requirements
3. Agreement of individual CPD programme.

Outcomes

1. It is noted that the CPD programme is agreed, and that PRD has taken place.
  2. The appropriate parts of the CPD profile are completed
  3. Agreed information on any other relevant matters is forwarded as appropriate.
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## **Self Evaluation**

A key to successful continuing professional development lies in effective and routine self-evaluation.

Two appendices are provided to assist in this. Appendix 5 is an extract from the *Professional Development Folio*, and can be used by all teaching staff to support evaluation of learning and teaching. It is based on *How good is our school? 2002*. Appendix 6 is based on *CPD for Educational Leaders*, and supports self evaluation for those who have or aspire to leadership roles.

An alternative approach to self evaluation is available in the SEED Professional Development and Review 2002 booklet, Page 12.

Teachers could complete all or part of these in their preparation for review, and forward any relevant outcome to their reviewer one week before the review date.

**Professional Review and Development Guidelines for Teaching Staff**  
**Appendix 1**

In addition the following documents are recommended by the Department as assisting self-evaluation:

*Child at the Centre*  
*Professional Development Folio checklist*  
*The Continuing Professional Development Framework*  
*The Standard for Headship*  
*The Standard for Chartered Teacher*  
*The Standard for Full Registration*  
*CPD for Educational Leaders*

Web links to each of these documents can be found in Appendix 3.

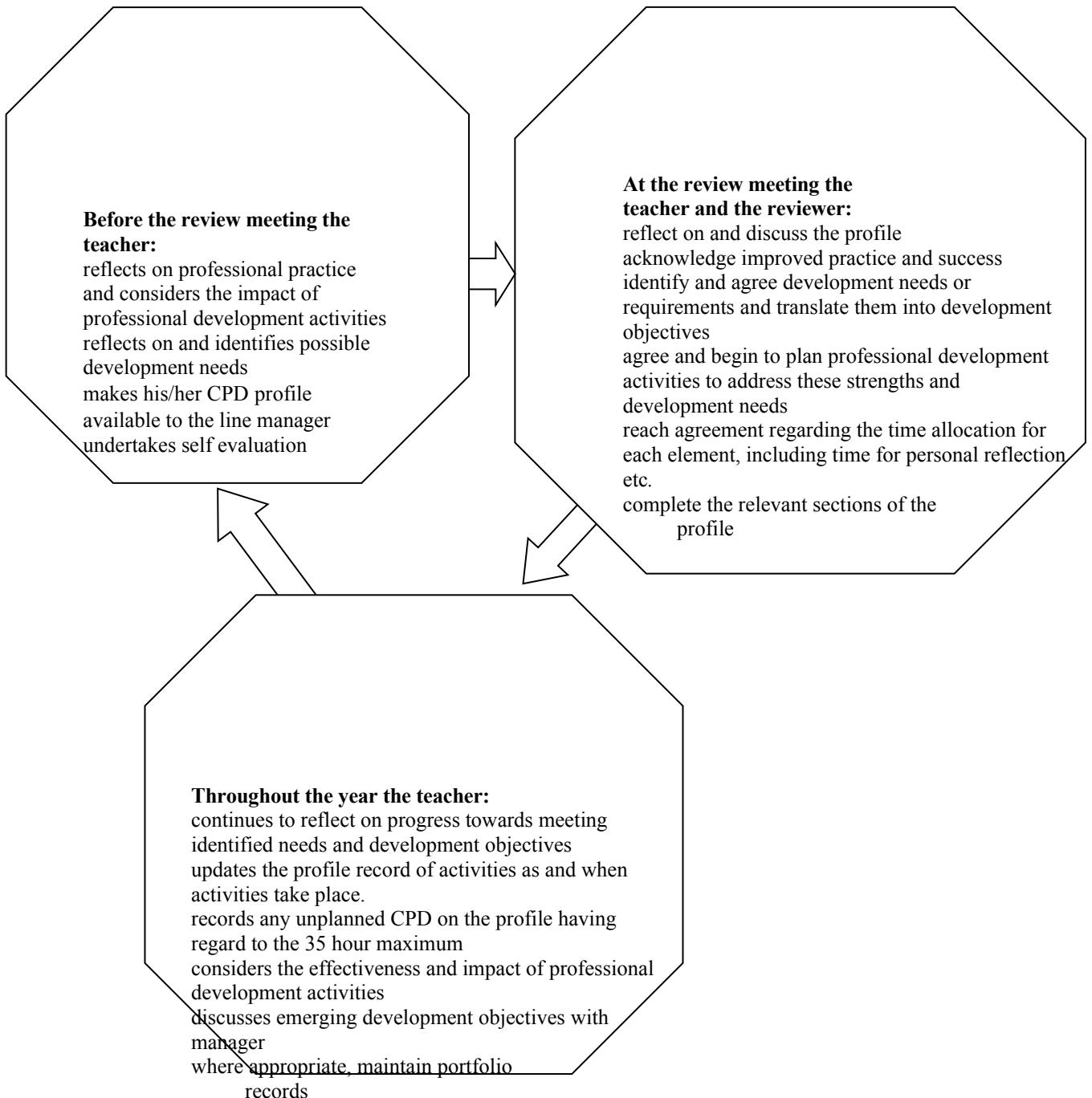
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## **Training**

The arrangements for review are simple and straightforward, and based on good people management. PRD should be viewed as a process of ensuring that each teacher has the skills, knowledge and competencies required for success, rather than as a discrete event. No specific review training is recommended, but directory courses which support the process of PRD include:

Shared Classroom Experience: A peer approach  
Managing People  
Managing People: An Introduction  
Leadership and Teambuilding  
Teamworking Skills  
Self-Evaluation in the Classroom  
Enhanced Classroom Practice Module

### THE PRD PROCESS



## Frequently Asked Questions

*Most of what follows is taken from Professional Review and Development : Frequently Asked Questions (SEED 2002). Some adjustments to fit the Edinburgh model have been agreed in the JNCTS.*

### ***Is Professional Review and Development compulsory?***

Yes, the National Agreement states that Headteachers must ensure that all staff have an annual review of their development needs, and also that teachers must agree an annual programme of CPD activities with their managers. In order to meet these two contractual commitments, all teachers in Edinburgh will undertake a PRD meeting once each year using this agreed process.

### ***Can I choose my own reviewer?***

No, the reviewer should be someone who works closely with you and is familiar with your work. In most cases this will be the teacher's immediate manager. Where this is not possible, or it is agreed that this would disadvantage the reviewee, then the head teacher should designate a substitute with appropriate knowledge of the teacher's work. For head teachers, the reviewer will be the Neighbourhood Liaison Officer.

Where a teacher works across two departments, the reviewer should be the manager who knows the work of the teacher best.

### ***What kind of activity can count towards the additional 35 hours?***

The balance of CPD activities should be based on an assessment of individual need taking account of school, local and national priorities and carried out at an appropriate time and place. Accordingly, any activity which meets all of the following three criteria can be counted.

- It is genuinely professionally developmental
- It is undertaken in addition to the contractual hours for the post
- It is agreed, usually in advance, with your manager

(see also Appendix 7)

### ***What is the relationship between the professional review and development processes and disciplinary procedures?***

There is no relationship. PRD is not an appraisal system. The annual meeting should be supportive, and should enable reviewer and reviewee to exchange views and identify openly and confidently ways to strengthen professional practice.

### ***Where a CPD course is cancelled and as a result I might not be able to complete my 35 hour contractual requirement, what should I do?***

In the event of an agreed activity being cancelled or fully booked, teachers, with the support of their managers, will be expected to seek out alternative learning opportunities. In doing this, teachers should look beyond traditional, class-based courses and consider alternative ways of meeting development objectives.

### ***What CPD records should I keep?***

The simplest method is for all teachers to complete a profile (see page 3 and Appendix 4) detailing what they have done in the previous two years, and what they plan to do in the year ahead. This profile is shared with the reviewer and with the head teacher and meets the contractual requirements with the minimum of bureaucracy. Records of self evaluation can be shared with the reviewer and should be stored in the teacher's portfolio

***How strongly should the school development plan influence an individual's CPD plan?***

The starting point for planning CPD should be the identification of the development needs a teacher might have in order to carry out his or her job and fulfil professional expectations effectively. Priorities identified in the school development plan may well have implications for the individual teacher's job and ensuing developmental needs. Such implications should be considered fully when agreeing the CPD plan.

***School managers are already busy people. How can they fit the extra burden of conducting reviews into their schedules?***

Carrying out annual professional reviews is one of the key duties of managers, and an essential part of quality assurance. As such, it is essential that arrangements are made which are appropriate to the establishment and which do not impact on learning and teaching.

***I will be undertaking the chartered teacher programme. Can I count time spent on this as my 35 additional hours?***

Possibly. The Chartered Teacher programme is entirely voluntary and is attached to significant financial incentive. There may be cases where an element of the Chartered Teacher programme addresses development objectives agreed through a teacher's annual professional review. In these circumstances, and where agreement has been reached between the teacher and his or her manager, that part of the programme may be counted towards the 35 hours.

***Can I undertake CPD activity during the school day?***

Possibly. Where a CPD activity is undertaken during the school day, it will not be part of normal working time. This will mean that any time spent on a CPD activity must not reduce the contractual working week and must be agreed with your line manager. It is expected that this will only be possible where appropriate work can be undertaken at another time and place to create space in the school day to undertake the agreed CPD activity.

***What is the role of the CPD Coordinator and the head teacher?***

Identifying and meeting their own individual needs is the responsibility of every teacher. The role of the reviewer is to support and guide this. Where a teacher and their manager encounter difficulty in finding an appropriate development activity, then the advice of the CPD coordinator should be sought. Head teachers are responsible for ensuring that every teacher has an annual review of their development needs, and for maintaining an overview of the development objectives that emerge.

***Can I count extra curricular activities into the 35 hours?***

If these activities are agreed by your line manager as meeting the CPD criteria of progressing, assisting or enhancing some aspect of your professional practice, then they may be considered.

***Is 'Personal' CPD different from 'Remaining time' CPD?***

Yes. CPD agreed as part of remaining time duties is done during the 35 hour working week and consists of activities which have been collegiately agreed by the staff of the school. The 'personal' CPD programme consists of an appropriate balance of personal professional development, attendance at nationally accredited courses, small school based activities or other CPD activity. It will be agreed on an individual basis with the line manager at the PRD meeting. While the activities may indeed be the same, the personal CPD is carried out during the additional contractual 35 hours identified in the national agreement.

***The National Agreement refers to "a maximum of 35 hours CPD". Does this mean I can do less?***

No. The use of "maximum" was in recognition of the fact that it might be difficult in the early years for teachers to find CPD opportunities tailored to their individual needs. When planning CPD activities however, teachers should meet their full 35 hours per annum by undertaking a variety of learning experiences designed to meet their specific needs.

***What happens if I don't complete the 35 hours?***

CPD is a contractual obligation, and teachers are expected to make every effort to meet this obligation. Where genuine problems emerge, the teacher should discuss these with their manager as they arise. Where a teacher has failed to meet this commitment without good reason, disciplinary measures may result.

Professional Review and Development Guidelines for Teaching Staff  
**Appendix 5**

**Some useful websites:**

Teaching in Scotland

[www.teachinginscotland.com](http://www.teachinginscotland.com)

The Scottish Executive Education Department

<http://www.scotland.gov.uk/topics/?pageid=445>

The City of Edinburgh Education Department

[www.egfl.net/](http://www.egfl.net/)

Learning and Teaching Scotland

[www.ltscotland.com/](http://www.ltscotland.com/)

Her Majesty's Inspectors of Education

[www.hmie.gov.uk/](http://www.hmie.gov.uk/)

The General Teaching Council for Scotland

[www.gtcs.org.uk/](http://www.gtcs.org.uk/)

The Standard for Full Registration

<http://www.gtcs.org.uk/probation.aspx?MenuItemID=71&ID=&selection=3>

The Standard for Headship

<http://www.scotland.gov.uk/library5/education/sqhmp-00.asp>

Professional Development Folio (Includes the Continuing Professional Development Framework)

<http://channel3.internal.egfl.net/cpd> (CPD resources)

Continuing Professional Development

[www.scotland.gov.uk/library5/education/cpd-00.asp](http://www.scotland.gov.uk/library5/education/cpd-00.asp)

Standard for Chartered Teacher

[www.scotland.gov.uk/library5/education/sfct-00.asp](http://www.scotland.gov.uk/library5/education/sfct-00.asp)

Chartered Teacher: Frequently Asked Questions

[www.scotland.gov.uk/library5/education/ctfaqs-00.asp](http://www.scotland.gov.uk/library5/education/ctfaqs-00.asp)

Professional Review and Development 2002

[www.scotland.gov.uk/library5/education/prd-00.asp](http://www.scotland.gov.uk/library5/education/prd-00.asp)

Professional Review and Development: Frequently Asked Questions

[www.scotland.gov.uk/library5/education/prdfaqaq-00.asp](http://www.scotland.gov.uk/library5/education/prdfaqaq-00.asp)

CPD for Educational Leaders

[www.scotland.gov.uk/library5/education/cpd\\_leaders.pdf](http://www.scotland.gov.uk/library5/education/cpd_leaders.pdf)

The Child at the Centre

[www.scotland.gov.uk/library2/doc11/cac.pdf](http://www.scotland.gov.uk/library2/doc11/cac.pdf)

How good is our school?

<http://www.hmie.gov.uk/documents/publication/HGIOS.pdf>

Professional Review and Development Guidelines for Teaching Staff  
Appendix 4

CPD Profile

Review date: \_\_\_\_\_

Reviewee's Name: \_\_\_\_\_

School: \_\_\_\_\_

Agreed development objective	Agreed development activity	Duration of activity (indicate number of hours)	Date of activity	Outcome/Impact of activity

Development objectives and activities agreed by:      Reviewer: \_\_\_\_\_

Date: \_\_\_\_\_

Reviewee: \_\_\_\_\_

Date: \_\_\_\_\_

## **Self Evaluation Checklists: Contents**

### **Teaching and Learning**

<b>Section</b>	<b>Description</b>	<b>Page</b>
1.1	Structure of the Curriculum	13
1.2	Courses and Programmes	13
2.1	Overall Quality of Attainment	13
3.1	Teacher's Planning	13
3.2	The Teaching Process	14
3.3	Pupils' Learning Experiences	14
3.4	Meeting Pupils' Needs	14
3.5	Assessment as a Part of Teaching	15
3.6	Reporting Pupils' Progress	15
4.1	Pastoral Care	15
4.2	Personal and Social Development	15
4.3	Curricular and Vocational Guidance	16
4.4	Monitoring Progress and Achievement	16
4.5	Learning Support	16
5.1	Climate and Relationship	16
5.2	Expectations and Promoting Achievement	17
5.3	Equality and Fairness	17
5.4	Partnership with Parents, the School Board and the Community	17
6.3	Organisation and Use of Resources and Space	17
6.5	Effectiveness and Development of Staff	17
6.6	Staff Development and Review	17
7.2	Self Evaluation and Planning	18
7.3	Planning for Improvement	18

### **Leadership**

A Project Leader	19
A Team Leader	19
A School Leader/Senior Officer	19
A Strategic Leader	20

### **The Professional Actions of Effective Leaders**

Learning and Teaching	21
People	22
Policy and Planning	23
Resources	24

## **Teaching and Learning: Self Evaluation Checklist**

**Name:**

**Date:**

<b>1.1 Structure of the Curriculum</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
I am aware of and make full use of all school curricular policies				
I prepare a broad and balanced annual plan demonstrating coverage of the curriculum by class and groups over the year				
I prepare a timetable ensuring I give appropriate time and emphasis to each curriculum area, subject or mode				
<b>1.2 Courses and Programmes</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
I am familiar with the necessary and appropriate teachers' and pupils' resources				
I teach in a planned and appropriate sequence to promote progression and continuity in pupils' learning				
I make productive links with other curriculum areas or subjects				
<b>2.1 Overall Quality of Attainment</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
My pupils are making very good progress and performing well on the tasks I set				
I measure my pupils' attainment against appropriate targets				
I prepare my pupils for testing in national targets and examinations				
I am committed to raising attainment or maintaining high standards of attainment				
<b>3.1 Teacher's Planning</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
My plans are specific and take account of local and national guidelines				
My plans clearly state learning outcomes and assessment strategies				
My plans specify what the pupils are expected to learn and how and when learning is to be undertaken				
I make good use of assessment information to plan next steps in learning				
I value opportunities to plan with colleagues				

## Professional Review and Development Guidelines for Teaching Staff

<b>3.2 The Teaching Process</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
I employ a range of teaching strategies appropriate to my pupils' learning needs and preferred styles of learning				
I make appropriate use of ICT in learning and teaching				
I use whole-class, group and individual teaching opportunities				
I provide, mark and return regular and appropriate homework				
I share the purposes of lessons with my pupils				
I question skilfully and use pupil responses effectively				
I present the subject content coherently and at the appropriate level to my pupils				
I promote learning and build confidence in my pupils				
I take care to involve all pupils and value their contributions				
I develop pupils' independent learning skills				

<b>3.3 Pupils' Learning Experiences</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
I create and maintain a stimulating and challenging learning environment				
I encourage pupils to take responsibility for and be active in their own learning				
I sustain pupil interest and motivation				
I set expectations which make appropriate demands on pupils and enable them to make good progress				
My pupils work collaboratively in different group sizes and compositions				
I use praise to build confidence and motivate my pupils				
I encourage pupils to reflect on their own progress and understand what they need to do to improve				

<b>3.4 Meeting Pupils' Needs</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
I match tasks and activities to help pupils achieve their next steps in learning				
I encourage pupils to set their own learning targets				
I use learning support and other specialist staff appropriately and effectively				
I identify the learning needs of individual pupils and ensure barriers to learning are addressed				
I take account of pupils' linguistic and cultural backgrounds				

<b>3.5 Assessment as Part of Teaching</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

## Professional Review and Development Guidelines for Teaching Staff

I match my methods of assessment to clearly identified purposes				
I use tests/exams effectively and in line with authority and national guidelines				
I use an appropriate range of assessment approaches, both formal and informal				
I use an effective method of recording assessment information				
I consistently share assessment information with pupils				
I consistently share assessment information with pupils				
I involve my pupils in discussions about their progress and value their views				
I use assessments to evaluate the quality of my teaching				
I use assessments effectively to inform next steps in learning and teaching				
I know my pupils and constantly seek to find out how well they are learning and what difficulties they are having				

### 3.6 Reporting Pupils' Progress

4    3    2    1

I give clear information about current progress and next steps to parents				
I use school, local and national advice when reporting to parents				
I encourage good-quality two-way communication with parents				

### 4.1 Pastoral Care

4    3    2    1

I understand my roles and responsibilities regarding pupils' health and safety				
I am fully aware of child protection issues				
I support the creation of a climate of mutual trust, respect and confidence in my school				
I offer sensitive support to meet pupils' emotional, physical and social needs				

### 4.2 Personal and Social Development

4    3    2    1

I support the development of positive attitudes and personal and social skills across all areas of the curriculum				
I am active in promoting whole-school strategies				
I plan opportunities for pupils to develop skills of active citizenship				
I contribute to extra-curricular activities				
I help my pupils develop self-esteem and self-confidence				

### 4.3 Curricular and Vocational Guidance

4    3    2    1

I work with guidance staff to promote effective learning				
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## Professional Review and Development Guidelines for Teaching Staff

I provide good information to guidance colleagues about the needs of my pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If I have guidance responsibilities, I am well informed about individual pupils' overall needs and liaise with subject departments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 4.4 Monitoring Progress and Achievement

4    3    2    1

I have built up (with involvement of pupils) useful profiles of individual aptitudes, progress and attainment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I provide opportunities for pupils to self-evaluate their progress and set their own targets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 4.5 Learning Support

4    3    2    1

I differentiate my programme of work to enable all pupils to participate fully and maximise progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All my tasks and activities take account of pupils' individual needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use ICT to help identified pupils overcome significant difficulties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware and take account of the special educational needs of all pupils to ensure they make sound progress towards their set targets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 5.1 Climate and Relationships

4    3    2    1

I have a positive relationship with my pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I create a welcoming environment in my classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I ensure that there is minimum disruption to teaching and learning because of discipline problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I encourage pupils to work conscientiously and cooperatively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have high expectations of my pupils in terms of achievement and behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I demonstrate a sense of identity and pride in the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I establish and maintain effective relationships with colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I promote the school and its services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 5.2 Expectations and Promoting Achievement

4    3    2    1

I have high expectations for all my pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use praise to motivate and encourage pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Professional Review and Development Guidelines for Teaching Staff

I contribute to a strong ethos of achievement throughout the school				
I recognise and share achievements with peers, parents and the wider community				

<b>5.3 Equality and Fairness</b>	4    3    2    1
I feel valued, safe and secure at work	
I promote equal opportunities and a sense of fairness in all my class work	
I treat all pupils with respect	

<b>5.4 Partnership with Parents, the School Board and the Community</b>	4    3    2    1
I value partnership with parents	
I encourage parents to be actively involved in their children's learning through homework, classroom activities, out of school visits, etc	

<b>6.3 Organisation and Use of Resources and Space</b>	4    3    2    1
I effectively organise all resources	
I make good use of all resources to provide quality support for learning and teaching	
I use ICT skills appropriately to support learning	
I display my pupils' work and other items to support learning and teaching	
I make my classroom an attractive place to learn	

<b>6.5 Effectiveness and Development of Staff</b>	4    3    2    1
I make an effective contribution to the school team	
I know how to find and use help and guidance within the school	
I make full use of my colleagues' expertise including auxiliary staff	

<b>6.6 Staff Development &amp; Review</b>	4    3    2    1
I understand my remit and know my personal targets	
I evaluate my own professional progress	
I am committed to my continuing professional development	
I participate in the professional review process	
I am clear of the link between my development and the school development plan	

<b>7.2 Self-evaluation and planning</b>	4    3    2    1
I am committed to the process of self-evaluation	
I contribute to the monitoring and evaluation of attainment and achievement	
I contribute to the school development planning process	

## Professional Review and Development Guidelines for Teaching Staff

I participate in discussion of school aims, policies and objectives				
I understand and show commitment to the school development plan				

<b>7.3 Planning for Improvement</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
I contribute to the school development planning process				
I participate in discussion of school aims, policies and objectives				
I understand and show commitment to the school development plan				

### **Leadership: Self Evaluation**

**Name:**

**Date:**

#### **The commitments and abilities of effective leaders:**

<b>A Project Leader:</b>	4    3    2    1
Works with colleagues to develop a clear purpose for a project based on a commitment to educational and professional values	
Critically self-evaluates	
Works collaboratively to maintain motivation, ensure good communication, address problems and find effective solutions	
Creates and maintains a positive atmosphere within the group	
Creates and maintains constructive relations with other colleagues affected by the project	

<b>A Team Leader:</b>	4    3    2    1
Inspires and motivates the team	
Ensures that educational values and purposes are discussed and understood	
Demonstrates a commitment to critical self-evaluation and encourages and supports it in the team	
Works to discover and enhance the professional capabilities of team members	
Shows good judgement and the capacity to think strategically in identifying priorities, setting targets and using resources imaginatively	
Shows confidence and courage in ensuring good practice is maintained	

<b>A School Leader/Senior Officer:</b>	4    3    2    1
Develops and communicates strategic direction that inspires and motivates the educational community	
Exemplifies the values and aims of the school, group or team	
Shows a strong commitment to learning and self improvement and encourages the same in others	
Creates a productive, vibrant and supportive ethos based on high expectations	
Makes sound and informed judgements based on an empathetic, curious and reflective engagement with the whole school, group or team community	
Shows a sound understanding of political issues and the ability to handle these effectively	

## Professional Review and Development Guidelines for Teaching Staff

<b>A Strategic Leader:</b>	4	3	2	1
Communicates a compelling vision that excites and motivates others				
Demonstrates far-sightedness with an effective personal style based upon a critical self-awareness				
Uses a variety of strategies to maintain and enhance the performance of others				
Engages with and contributes to the development of policy				
Has the courage, confidence and commitment to challenge current orthodoxies based on a sound and considered understanding of educational issues				
Regards problems as opportunities and thinks creatively about the future of education				

**You may wish to add some written notes about your commitments and abilities as an educational leader:**

**Professional Review and Development Guidelines for Teaching Staff**  
**Appendix 6**

**The Professional Actions of Effective Leaders - LEARNING AND TEACHING**

<b>A Project Leader:</b>	4    3    2    1
Ensures impact of project on learning and teaching is positive	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

<b>A Team Leader:</b>	4    3    2    1
Communicates a clear view of team's role in enhancing achievement	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Establishes, promotes and inspires innovative approaches to improving management of learning and teaching	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Establishes processes to create, maintain and enhance conditions for maximising achievements	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

<b>A School Leader/Senior Officer:</b>	4    3    2    1
Focuses on learning and keeps the learner at the heart of school, group or team work	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Creates purposeful, vibrant, supportive and inclusive ethos based on high expectations	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Establishes and develops processes at school, group or team level to create, maintain and enhance conditions for effective learning and teaching	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Is fully committed to development of each individual learner	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

<b>A Strategic Leader:</b>	4    3    2    1
Establishes School/Quality Services as learning organisation within the wider community	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Is fully committed to development of each individual pupil	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Promotes inter-disciplinary and multi-professional approaches to improving educational outcomes	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Looks to national and international exemplars	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Seeks creative and innovative approaches to teaching and learning	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

**You may wish to add some written notes about your professional actions in relation to Learning & Teaching:**

**Professional Review and Development Guidelines for Teaching Staff**  
**Appendix 6**

**The professional actions of effective leaders - PEOPLE**

<b>A Project Leader:</b>	4	3	2	1
Creates, maintains and enhances effective working relationships within team and with relevant others				
Supports development of individuals involved in project so they can complete project effectively				

<b>A Team Leader:</b>	4	3	2	1
Contributes to recruitment and selection of teaching and support staff at team level				
Develops and supports team and individuals within it to enhance their performance and that of learning community				
Plans, delegates and evaluates work carried out by team and individuals within it				
Creates, maintains and enhances effective working relationships within team and between team and colleagues				

<b>A School Leader/Senior Officer:</b>	4	3	2	1
Recruits and selects teaching and support staff				
Establishes and maintains systems to develop teams and individuals to enhance their performance and that of school, group or team				
Ensures effective systems are in place to plan, delegate and evaluate work carried out by teams and individuals				
Creates, maintains and enhances effective working relationships at school, group or team level				
Ensures implementation of agreed personnel policies				
Is committed to continuing professional development of self and colleagues				

<b>A Strategic Leader:</b>	4	3	2	1
Encourages and facilitates development of peers and those aspiring to educational leadership at senior level				
Champions innovation and encourages creativity in pursuit of improvement				
Challenges poor performance				
Describes compelling case for improvement and implements strategies to achieve this				

**You may wish to add some written notes about your professional actions in relation to people:**

**Professional Review and Development Guidelines for Teaching Staff**  
**Appendix 6**

**The professional actions of effective leaders - POLICY AND PLANNING**

<b>A Project Leader:</b>	4	3	2	1
Ensures project is well planned				
Ensures project is implemented in line with school, group or team values, aims, policies and plans				
Expresses and communicates these values, aims, policies and plans through plans and work of team				
Develops and maintains partnerships with pupils, parents and outside agencies as appropriate to team's agreed remit				

<b>A Team Leader:</b>	4	3	2	1
Works collaboratively to establish departmental policies and plans in context of school, group or team aims, values and plans				
Expresses and communicates school, group or team values, aims, policies and plans through plans and work of team				
Develops and maintains partnerships with pupils, parents and outside agencies as appropriate to team's agreed remit				

<b>A School Leader/Senior Officer:</b>	4	3	2	1
Contributes to establishment of strategic direction of School/Quality Services				
Develops and communicates school, group or team values, aims, policies and plans				
Develop and maintain partnerships with pupils, parents, outside agencies and community				

<b>A Strategic Leader:</b>	4	3	2	1
Provides vision for school, group or team and plans strategically to achieve this				
Shows sound understanding of policy context for education and ability to contribute to development of policy within educational community				
Maintains and sustains commitment to strategic goals				

**You may wish to add some written notes about your professional actions in relation to Policy & Planning:**

**Professional Review and Development Guidelines for Teaching Staff**  
**Appendix 6**

**The professional actions of effective leaders - RESOURCES**

<b>A Project Leader:</b>	4	3	2	1
Identifies necessary resources				
Manages resources assigned to project to maximise benefits to teaching and learning				
Manages own and others' time effectively to ensure project is delivered to timescale				
<b>A Team Leader:</b>	4	3	2	1
Manages available resources and allocates them at team and individual level to support effective learning and teaching				
Monitors and controls use of resources and facilities at team level efficiently and with due regard to health and safety				
<b>A School Leader/Senior Officer:</b>	4	3	2	1
Manages available resources and allocates them to support effective learning and teaching				
Monitors and controls the use of resources and facilities efficiently with due regard to health and safety				
<b>A Strategic Leader:</b>	4	3	2	1
Works to secure improvement of accommodation and environmental design				
Works to develop effective systems for allocating and monitoring resources				
Works to build alliances locally, nationally and internationally				
Ensures resources are best deployed to meet strategic plans				

**You may wish to add some written notes about your professional actions in relation to resources:**

## CPD ACTIVITIES

The national Agreement states that the personal CPD programme is an appropriate balance of personal professional development, attendance at nationally accredited courses, small scale school based activities or other CPD activity. This balance will be based on an assessment of individual need taking account of school, local and national priorities and shall be carried out at an appropriate time and place.

The range of experiences which contribute to teacher development is very wide and includes activities that can be undertaken during the 35 hour week as well as those that contribute to the “additional contractual” 35 hours of CPD per annum . A CPD activity is anything that has progressed a teacher’s existing skills or enhanced her or his professionalism.

The list that follows is intended to be illustrative rather than exhaustive:

- Activity related to achieving national standards (Standard for Full Registration, Standard for Chartered Teacher, Standard for Headship)
- Self evaluation and personal reflection including preparation for the PRD meeting
- Subject based activities including involvement with professional bodies and associations
- Attendance at in-service
- Membership of school committees and task groups
- Developing school, local authority and national policies
- Visits to and from colleagues in other schools
- Co-operative teaching
- Lesson observation and analysis
- Secondments
- Professional reading and research
- Mentoring/supporting colleagues
- Curricular planning/development
- Management and leadership development opportunities
- Teacher placement
- Working with others, including as part of inter-agency teams involving colleagues from social work, health service etc.
- Working with parents/carers.

**Source: Professional Review and Development (SEED 2002)  
A Teaching Profession for the 21<sup>st</sup> Century**