Brontë Academy Trust

Great schools. Inspirational people. Strong foundations.

'Growing Great People'

Professional Development Framework

'There is no improvement for pupils without improvement in teaching and no improvement in teaching without the best professional development'.

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INTRODUCTION

At Brontë Academy Trust, our core purpose is '*To create a family of great schools where every child receives the best start in life and the opportunity to thrive.*' To support this mission and guided by our commitment to developing our people and allowing their expertise to flourish, we have moved away from traditional performance management and embraced a growth approach to professional development. We are committed to continuous improvement, with a focus on the quality of teaching and viewing our staff as our greatest asset. This new direction encourages reflection, collaboration, and emphasises the importance of making a difference.

This document sets out the framework for a clear and consistent approach to the development of all of our staff and our expectations in terms of the high standards to which all our staff aspire.

PURPOSE

At Brontë Academy Trust our aim is for every member of staff to be as good as they can be. Therefore, staff professional development is a priority and our professional development processes are designed to build knowledge, motivate staff and embed practice.

This 'Professional Development framework' outlines the approach we take to help our staff become the very best version of themselves; supporting them to make their next steps but also creating a culture that encourages them to stay and grow with us.

OUR APPROACH

Traditional performance management typically begins with the school development plan, where staff are required to meet school-wide targets, and their performance is judged based on data collection. At Brontë Academy Trust, we take a different approach. Rather than focusing on proving worth through data, we emphasise continuous professional development, believing that improving the quality of teaching will naturally lead to better outcomes for both the organisation and its pupils.

Our professional development framework shifts the focus away from data-driven judgments to meaningful support that helps staff grow and improve in their roles. Appraisals are no longer solely about proving targets have been met but are now centred around growth-oriented conversations that lead to the development of personalised plans.

These coaching conversations are an integral part of everyday life for all staff members, fostering a culture of continuous improvement. We will, therefore, provide effective training, opportunities and time that will give our staff the chance to work on a focus of their choosing that positively affects the pupils they teach.

Newly qualified teachers (NQTs) are not required to undertake this as they have a separate programme of support and development.

PROFESSIONAL DEVELOPMENT TIMELINE

1. Professional Reflections   *September*
  - Appraisal of annual performance against relevant standards
  - Analysis of any relevant data related to your role

Initial Professional Development Conversation

2. Setting Professional Development Goals   *October*
  - Identify an area of focus
  - Draft professional development goal

3. Professional Support   *Nov - Jan*
  - Seek out professional support - internal and external
  - Undertake relevant training
  - Undertake relevant research

Second Professional Development Conversation

4. Refine Goals   *January*
  - Refine professional development goal
  - Identify outcomes and impact

5. Implement, practice and feedback   *Jan - Jun*
  - Identify inputs and actions that will generate the impact
  - Implement, practise, refine
  - Gain feedback through coaching conversations

Final Professional Development Conversation

6. Review and Share   *Jun - Jul*
  - End of cycle review and reflections
  - Opportunity to share experiences at a Trust SPARK event

EFFECTIVE PROFESSIONAL REFLECTION

At Brontë Academy Trust, we are authentic in our approach. Rather than having imposed, often superficial, targets which all too often become forgotten, we collaborate together, and empower the staff to make professional reflections to build on their strengths allowing them to develop and grow.

Professional growth involves effective reflection. Within the Trust, each role has a set of standards that form our benchmark for reflection, review and evaluation in order to ensure that our staff identify areas for further development and continue to maintain the level of competence.

Before their initial Professional Development Conversation staff submit their ' professional reflections on the standards relevant to their role:

- [Main Scale Teacher Standards](#)
- [Upper Pay Range Teacher Standards](#)
- LSA Standards (A work in progress)
- Leadership Standards
- [Head Teacher Standards](#)

As well as reflecting on the needs of their own professional strengths and areas of interest.

SETTING PROFESSIONAL DEVELOPMENT GOALS

Professional learning must be driven by an individual's motivation to become even better rather than being told what to do. For professional development to be truly continuous and sustained over time, each member of staff formulates their own 'Professional Development Plan'. (See below)

The professional reflections form the first stage of this cycle and are shared with a professional development mentor who will use them, along with any relevant class data to help guide the 'Initial Professional Development Conversation' and form the first part of the 'Professional Development Plan'.

During the Initial Professional Development Conversation, the mentor and staff member appraise and reflect on their practise. Then identify and agree on a personalised area of focus.

Staff are then asked to take control of their own professional learning and make a plan for the professional support they may need to develop themselves in their chosen area of professional development.

PROFESSIONAL SUPPORT

Professional support will be available for all of our staff so that they can continue to grow and develop. This support can take many forms:

- dialogue, conversations with colleagues and leaders
- co-planning
- mentoring and coaching
- feedback and observation
- Access to relevant training (National College courses / external or internal CPD courses)

Our staff are therefore expected to create partnerships with others, including those with expertise, to support their professional learning and generate information about their chosen professional development area.

The professional support that staff access should be logged on the 'Professional Development Plan' and should be sought to gain insight into their specific professional development goal

The role of any member of staff when supporting a colleague is to push and challenge their thinking so that everyone becomes an adaptive expert who is capable of continually growing; reflecting on, and expanding, the depth and breadth of their expertise. Our staff are encouraged to seek feedback from multiple viewpoints.

REFINING PROFESSIONAL DEVELOPMENT GOALS

The 'Professional Development Plan' requires our staff to set clear goals and identify the possible impact of their work on pupil outcomes, although it is recognised that in the complex process of growth, impact on pupil outcomes is difficult to directly correlate. Nonetheless, this framework is built on the assumption that changing a member of staff's practice will change the pupil's learning experiences and therefore impact their outcomes. Improvement in pupil learning is the central purpose of the process.

During the 'Second Professional Development Conversation,' the mentor and staff review the 'Professional Development Plan', reflecting on their area of focus and the professional support they have sought to this point. From this conversation, the mentor and member of staff refine the professional development goal so that a clear goal is set by each staff member – with a focus on intended impact on pupil outcomes.

IMPLEMENT, PRACTICE AND FEEDBACK

Implementation

Once the staff have refined their 'Professional Development Goal', they need to draw out their thinking and describe the actions needed using the Implement, practice and feedback section of the 'Professional Development Plan'. The 'IF Then' model maps the relationship between the resources, activities and intended results.

Staff start by identifying the **outcomes and impact** they want from their professional goal. Everything else flows from the outcomes so it's important to spend time on them. To help this process, they should draw on evidence from the professional support they have sought, consider what the issue is they are addressing, what difference they are ultimately trying to achieve, and what specific changes they need to see.

The inputs and activities are usually generated after the outcomes - so that each element is directly related to the end outcome(s). **Inputs** are the resources required - these are often split into: time, money, people, collaboration, research. **Activities** are the actual changes that will be made.

These actions and activities will then be implemented into practice and refined.

Practise

A major part of professional learning is trying out things in practice. Staff are therefore expected and encouraged to purposefully practise; to design activities, resources, procedures that force them out of autopilot and ensure a deliberate focus on experimentation within their environment.

These actions should be reviewed and refined in line with the expected outcomes. Staff will then shape and reshape their inputs and activities, crafting them and honing them in order for them to have the greatest impact.

Feedback

Providing people with feedback on how they are doing against their goals increases the chances of those goals being reached. Any feedback for staff should therefore focus on the agreed development area and should be provided as soon as possible after any support or visit has taken place.

Feedback from any classroom observation should be fed back as information and, where possible and appropriate, be non-judgemental. The subsequent conversation is where the learning and action should take place and this structured professional dialogue focuses on the further development of an area of need for the staff member and/or their pupils.

REVIEW AND SHARE

At the end of the cycle, alongside their mentor, the staff will review their professional development / growth cycle and reflect on what they intended to achieve, what they did achieve and the difference it made on the pupils. They will then share any recommendations for colleagues and consider how these findings can be successfully implemented in other contexts.

In line with the Trust's values of working together and building collaborative communities, after the review, there will be an opportunity for staff to share their professional development experiences at a Trust SPARK event (Sharing Pedagogy And Refining Knowledge).

The SPARK event is organised across the Trust, with the aim of involving staff sharing good practice, providing personal insights and discussing practical innovations that work in the classroom.

Each event allows staff to deliver either a 2 minute or 7 minute presentation which lasts for the duration of approximately 90 minutes.

SUPPORTING POLICIES
- Pay Policy
- Appraisal Policy

PROFESSIONAL DEVELOPMENT PLAN

The 'Professional Development Plan' is a 'live' document and the expectation is that it is reflected on and referred to frequently, adjusted where appropriate, but it always forms the basis of our continuous professional growth.

Professional Reflections (September)	
Professional Standards What are my strengths? What are my development needs? What does the data and feedback from colleagues tell me?	
Current Class: What are the needs of my current class? What could I do that would help them make greater progress? What are their barriers to learning?	

Goal Setting (October)	
What do I intend to focus on so that my class makes better progress? What difference am I ultimately trying to achieve? How will I know I have been successful? What will I notice? What will the pupils be able to do? What professional support do I want? How will I measure progress?	**Area of Focus:** **Refined Goal:**

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Professional Support	(November - January)

What knowledge and skills do I require?

What research will I undertake to find out more?

What would help me approach this goal?

Where will I access the support?

Do you require any additional resources?

Professional Support Log

Date	Actions completed

Implementation, Impact & Feedback   (January - June)

What issue am I addressing? E.g. Classroom behaviour and conflict resolution

What difference are we ultimately trying to achieve?
Given this, what specific changes do we need to see?
What activities do we think will achieve these outcomes?
Does it flow reasonably well from the outcomes? Does anything jar or stand out?
Are the inputs sufficient to carry out the activities - are they too much?

Will the activities generate the outputs you have described?
What resources do we need to implement our activities?

IF...................		THEN.........................
Inputs - the resources required (time, money, people, collaboration, research)	**Activities / actions -** the actual changes that will be made (actions, decisions, new resources, processes, initiatives)	**Outcomes/ Impact -** Start with the end in mind. Everything else flows from the outcomes so it's important to spend time on them.
E.g. Research Restorative justice websites and literature	E.g Complete a pupils behaviour sur.vey	E. g. Children surveys demonstrate that they feel happier and that they are maintaining positive, healthy relationships,
Read other Trust positive behaviour policies	Introduce a new classroom behaviour policy	Staff understand and are following the restorative approach
Complete an National college course on positive behaviour	Introduce new behaviours	Pupil behaviour improves and the number of incidents / conflicts reduces
	Train the adult in the classroom on restorative justice practise	
Attend eXternal REstorative Practices CPD	Model / trial restorative practice conversations in my class and in year 2	Restorative practises dovetail with current school values and direct sanctions back up when the restorative approach fails
	Make restorative justice cards for every member of staff	

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Reflect, Review and Share	(June / July)
What has the impact been on the pupil's learning? What has been the impact on your own practise? What did you achieve this year? What recommendations would you make to colleagues in this area of development? How could your findings be successfully implemented in other contexts?	