ASPIRATIONS

Aspirations
Professional Growth
Digital Handbook

Aspirations Vision and Purpose

As as trust our purpose is to:

'TO REINVENT EDUCATION FOR THE 21ST CENTURY. TO USE TECHNOLOGY AND MODERN PEDAGOGIES TO GIVE CHILDREN FROM 2 TO 18 THE KNOWLEDGE, SKILLS AND MINDSETS TO ACHIEVE EXCELLENCE IN A FAST-CHANGING WORLD. AT ASPIRATIONS ACADEMIES, WE PROVIDE A CHALLENGING, ENGAGING AND SUPPORTIVE ENVIRONMENT TO BRING OUT THE BEST IN EVERY CHILD.'

Our vision is:
'TO EMPOWER FUTURE GENERATIONS TO FOLLOW THEIR DREAMS AND TO BUILD A SOCIETY OF WHICH WE CAN ALL BE PROUD.'

ASPIRATIONS LEARNING INSTITUTE

Providing opportunities for educators, organisations and individuals to grow:

Individual Educators ⟶ *Professional Growth*

- *Lead Learners*
- *Well-being*
- *Preparedness*
- *Skilled*

Educational Organisations ⟶ *Sustained Improvement*

- *Embedded skills*
- *Organisational performance*
- *Relevance to today*
- *Retention*

Wider Community ⟶ *Enrich Lives*

- *Accessible learning*
- *Raising Aspirations*
- *Opportunities*
- *Relevance*

The Aspirations Learning Institute Principles

Visionary
We are bold thinkers, innovatively shaping the future.
Our curiosity and creativity leads us to learning from the wider world beyond education and the status quo.

"Aspirations is the ability to dream and set goals for the future while being inspired in the present to reach those dreams" Dr Russell J. Quaglia

Trusted
We are driven by excellence.

Our proven approach and track record coupled with our breadth of experience safeguard the highest quality of our provision. Our tested PowerSkills model enables educators to develop learners beyond simply their academic outcomes.

Empowering
We are life-changing learners.

Our absolute foundations of self worth, engagement and purpose challenge us to think creatively and have confidence to take action. We equip educators to develop children's and learners' future skills so that they thrive in a rapidly changing world.

Ethical
We are creating a society of which we can be proud.

Our commitment to learner centred development is founded on integrity, justice and wisdom. We know that every educator has limitless potential as an optimistic leader and hero; we grow both young people and other educators.

Contents

What does professional growth entail in Aspirations Academies?

Aspirations believes that the professional growth of all staff is essential if we are to give the young people in our schools a real life chance in this fast-changing world.

All our full-time staff are given **125 hours** of their working year to solely focus on their professional growth.

*Staff following apprenticeships will cover 20% off the job training = around 195 hours per year

What do we mean by professional growth?

Professional growth is an essential element in creating a culture of learning* in each Aspirations Academy. If we are to fully prepare young people for success in their future lives we need to not only help them to achieve good academic progress, gaining appropriate test and examination qualifications, we need to help them to develop the transferable power skills required to apply knowledge to solve complex problems. In order to achieve this staff need to model knowledge development, skills development and problem solving. School staff also need to develop a keen awareness of the work requirements in this changing world.

Professional growth is taking personal responsibility for continually developing as an education professional. Professional growth is never-ending and will, over time, involve development in a range of areas - The *10 Aspirations Professional Growth IMPACT indicators* outlined below. Aspirations sees professional growth as benefitting the education and life chances of the young people in our schools through development against the IMPACT Indicators:

Professional growth needs to be across a wide range of areas emphasised by these indicators. Over time these areas should be covered and re-visited:

1. *Raising personal aspirations through self-worth, engagement and purpose*
2. *Hard knowledge and hard skills: Job or role-specific abilities or knowledge learned through education, hands-on experience, or training. In practice, these are either the technical knowledge or skills needed to perform a certain job/role, or a general set of expertise.*
3. *Power skills, previously known as "soft skills". Power skills is the name for skills that involve good communication, problem-solving, innovative thinking, critical thinking and leadership capabilities. These skills are highly transferable between jobs and roles.*
4. *National Standards for Teachers: These define the minimum level of practice expected of teachers **
5. *Career stage descriptors: These provide guidance for the expectations of teachers at different stages of their career.**
6. *Educator Competencies for Personalised, Learner-Centred Teaching: These build on and push beyond existing teaching competencies and standards to capture what educators need in order to create and thrive in equitable personalised, learner-centred systems. These are central to professional growth. **
7. *Personal mastery: Personal mastery occurs when an individual has a clear vision of a goal, combined with an accurate perception of reality. The gap between the vision and reality drives the employee to practice all necessary related activities to realise the vision.**
8. *Training to improve student progress and academic results*
9. *Personal accreditation/published research/articles.*
10. *Improvement in teaching and learning grades*

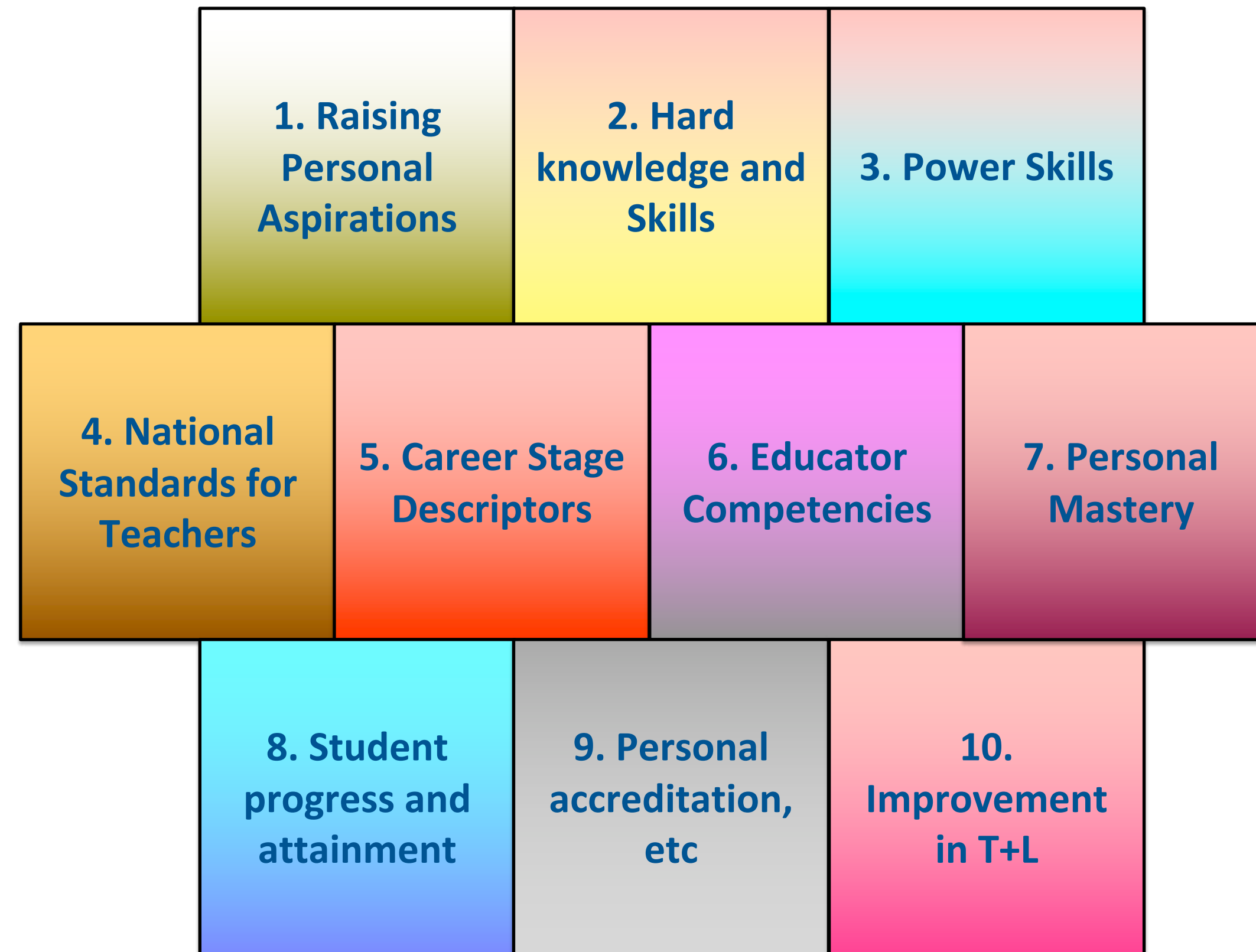* See the chapter on culture of learning or relevant appendices

The Professional Growth Process

In establishing a culture of learning in an academy a commitment towards professional growth is required. This change in culture will take a while to develop but needs to involve:

- Staff taking responsibility for their own learning:
  - Setting a personal professional vision
  - Selecting elements from the *10 Aspirations Professional Growth IMPACT indicators* that the individual considers important to their growth
  - Setting three personal performance management targets
  - Deciding on the training programmes best suited to help an individual grow
  - Curating evidence of the impact of their training and learning (using The Dossier) to prepare for the annual end point discussion
- Academies providing each member of staff with a well-trained appraiser
  - Training provided for appraisers, with a particular emphasis on coaching
  - Regular communication between the appraiser and appraisee.
- High quality professional development:
  - A wide range opportunities provided through the Aspirations Learning Institute
  - The use of a wide range of methods of training
  - A flexible approach to how training and learning and learning takes place

The 10 Aspirations Professional Growth Indicators

Professional growth needs to be across a wide range of areas emphasised by these indicators. Over time these areas should be covered and re-visited:

1. Raising Personal Aspirations	2. Hard knowledge and Skills	3. Power Skills
4. National Standards for Teachers	5. Career Stage Descriptors	6. Educator Competencies	7. Personal Mastery
8. Student progress and attainment	9. Personal accreditation, etc	10. Improvement in T+L

Creating a Culture of Learning

The overarching aim of the Aspirations Learning Institute is to develop a complete development programme for all Aspirations staff ensuring they continually learn from the moment they join the trust. Aspirations intends to make sure staff are fully prepared for their current role whilst at the same time developing them for their next role. *Aspirations programmes are also available to people outside of the trust*

As well as the development of knowledge we need to develop skills and competencies and provide opportunities for our staff to use these to develop the capacity to apply these to issues and problems. By doing this we model the process needed for the students in our academies.

Aspirations is developing a new approach to performance management where all staff are expected to lead their own learning and through **The Professional Growth Dossier*** collect evidence to reflect their developing competencies. This is designed to ensure professional learning is a constant element in the working life of each member of staff.

*See later

Professional Growth Targets and Vision - Performance Management

This is the performance management section and needs to be read in line with the Aspirations appraisal policy in the appendix.

In Aspirations Academies performance management takes two forms:
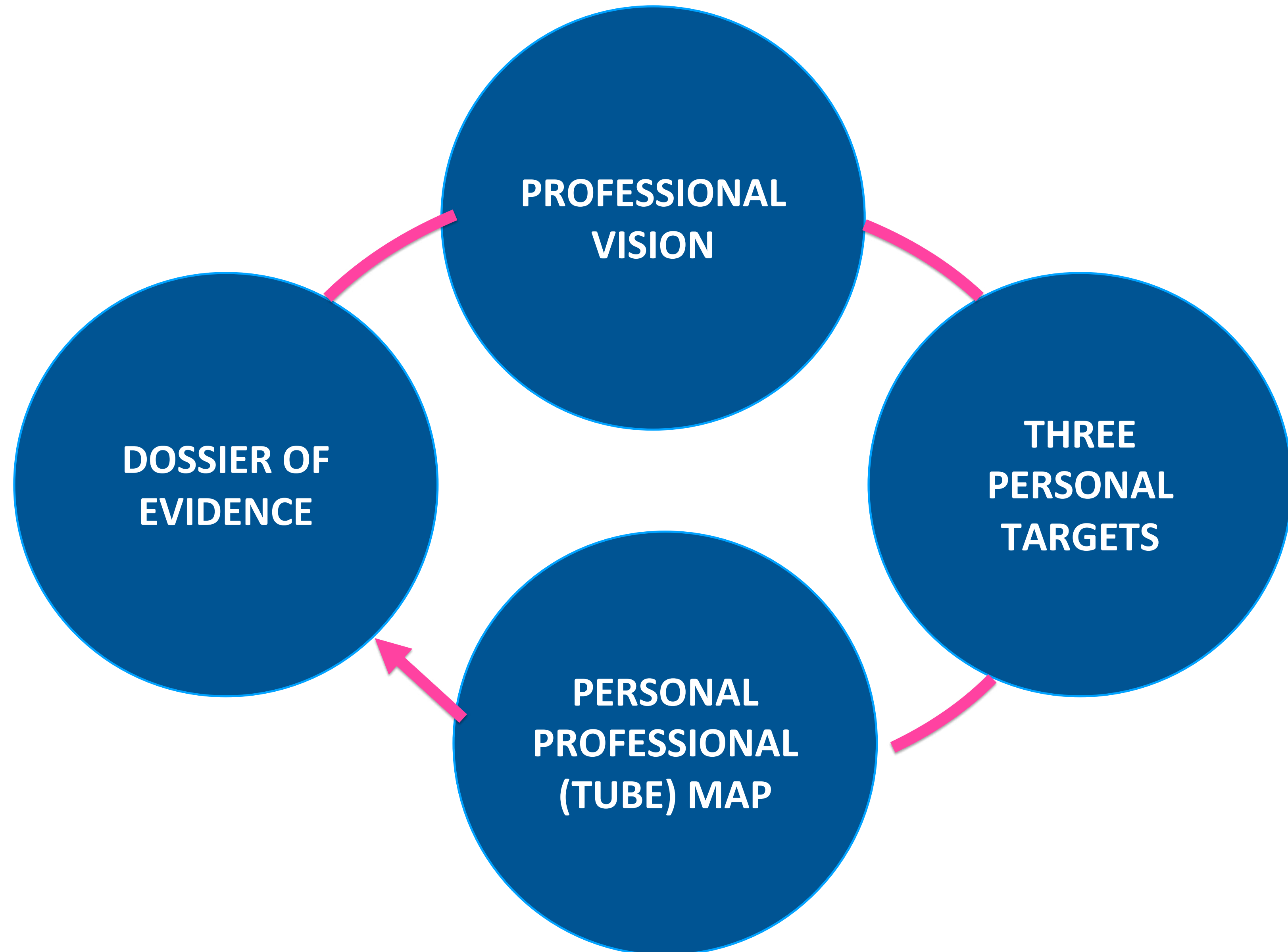1. **Ongoing monitoring of performance**, of students and of staff. Each academy is held to account by the trust board through the Lighthouse Performance Indicators, by examination and test results, by progress made by pupils, and by Ofsted. The Principal of each academy also holds each member of staff to account regarding their contribution to the quality of education provided for the children in the academy. Any underperformance is managed through support, training and documented procedures.
2. **Professional Growth targets**. Each member of staff is appraised following the Aspirations appraisal process. This process is being radically reformed in order to encourage professional growth and to help develop a culture of learning in each academy.

The professional growth conversation (The appraisal process):

There are several key stages to the professional growth process (see the professional growth conversation on the next slide):
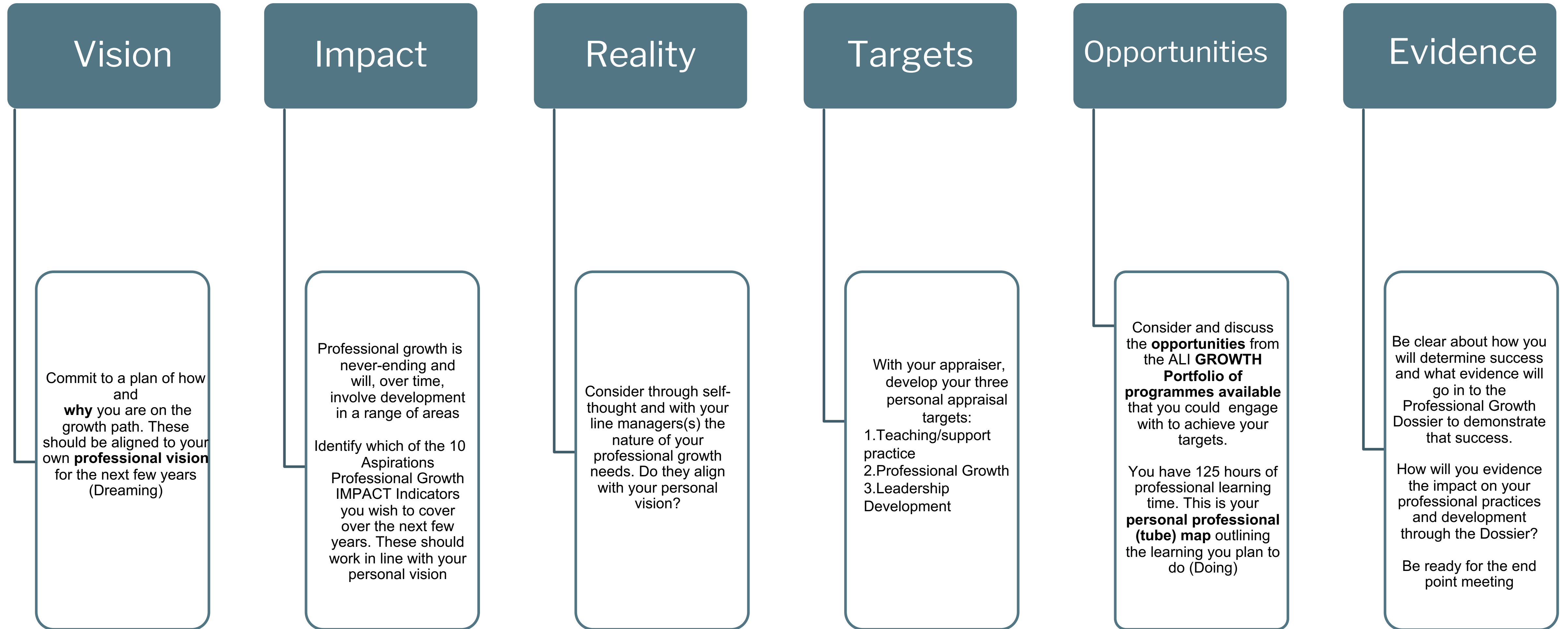
- Using the guidance in this document, and following the professional growth conversation outline, each member of staff will develop **three personal targets** aligned to their own **professional vision** for the next few years (Dreaming), mapped out against their **personal professional (tube) map** outlining the learning they plan to do (Doing). This emphasises the dreaming and doing represented in the Aspirations Framework.
    - The vision needs to be set first, then the targets set, then the roadmap of learning outlined.
- Each member of staff will be supported by their appraiser. Each appraiser will be trained in the support process, and ideally eventually, all appraisers will develop coaching qualifications. The appraiser and appraiser will communicate regularly, as and when needed.
- At the end of each year there is an end point discussion where the appraiser will present to their appraiser their **Dossier of Evidence** highlighting the impact of the learning they have undertaken on their professional work. The evidence will be kept digitally and will take a range of forms.

The Appraisal Process

PROFESSIONAL VISION

THREE PERSONAL TARGETS

PERSONAL PROFESSIONAL (TUBE) MAP

DOSSIER OF EVIDENCE

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PROFESSIONAL GROWTH CONVERSATION - The Appraisal Process

Professional growth is taking personal responsibility for continually developing as an education professional.

Vision

Commit to a plan of how and **why** you are on the growth path. These should be aligned to your own **professional vision** for the next few years (Dreaming)

Impact

Professional growth is never-ending and will, over time, involve development in a range of areas

Identify which of the 10 Aspirations Professional Growth IMPACT Indicators you wish to cover over the next few years. These should work in line with your personal vision

Reality

Consider through self-thought and with your line managers(s) the nature of your professional growth needs. Do they align with your personal vision?

Targets

With your appraiser, develop your three personal appraisal targets:
1. Teaching/support practice
2. Professional Growth
3. Leadership Development

Opportunities

Consider and discuss the **opportunities** from the ALI **GROWTH Portfolio of programmes available** that you could engage with to achieve your targets.

You have 125 hours of professional learning time. This is your **personal professional (tube) map** outlining the learning you plan to do (Doing)

Evidence

Be clear about how you will determine success and what evidence will go in to the Professional Growth Dossier to demonstrate that success.

How will you evidence the impact on your professional practices and development through the Dossier?

Be ready for the end point meeting

Personal Vision

 A personal vision statement is a brief summary of your ultimate career goal and key attributes.

 Personal vision statements can support your career plan by keeping you focused on long-term goals and setting realistic short-term goals.

 The vision statement should typically communicate your goal in 30 to 40 words.

How to write a personal vision statement
It is important to outline your career aspirations and talents. This series of steps can guide you through the writing process:
1. Identify your strengths:
   • List your skills. Write down the things you are good at.
   • Identify your marketable skills.
   • Make positive declarations of your abilities.
2. Reflect on your values: Your values are linked to your attitude and professional approach. Determining your core values is a key step in developing your career vision statement. Working toward a long-term goal is easier if you really believe in its purpose.
3. Evaluate how your skills can solve real-world issues: Another key stage in developing your vision statement is to decide how your personal abilities and beliefs can solve problems.
4. Select your desired position/role.
5. Write out your mission statement: Your aim should be to keep the statement concise while giving enough detail to make it unique. The statement can be written in two sentences, which helps keep it brief and to the point. A possible approach:
   • First sentence: Simply state the position/role you want to work in or the specific job you want to have.
   • Second sentence. Explain your reason for setting the career goal in your first sentence.

DREAMING
Commit to a plan of how and **why** you are on the growth path. These should be aligned to your own **professional vision** for the next few years

DOING
You have 125 hours of professional learning time. This is your **personal professional (tube) map** outlining the learning you plan to do
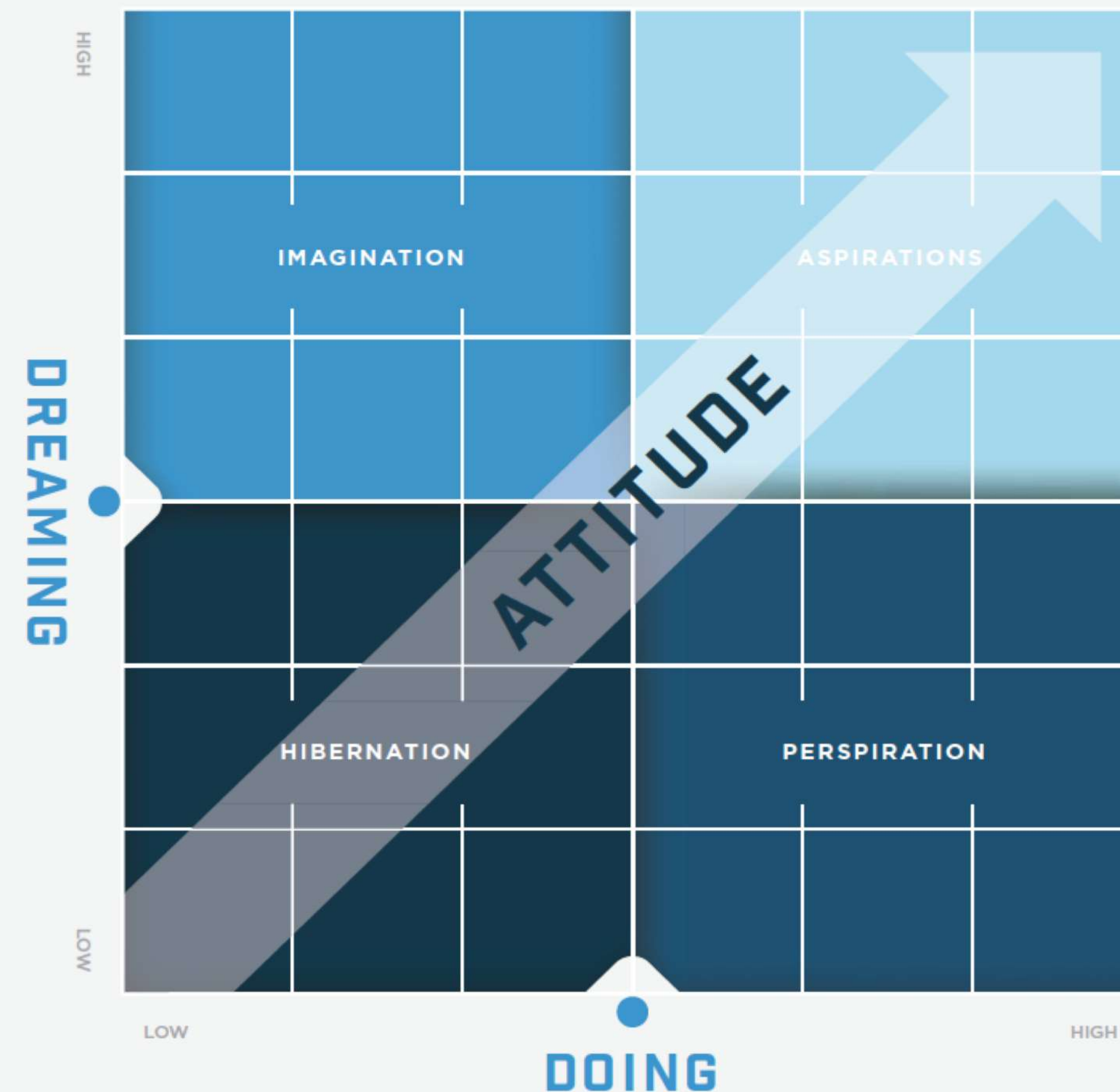
Setting Targets

Each member of staff will develop **three targets** through discussion with their appraiser in September of each academic year: These are:

1. Teaching/support practice - This target is directly related to improving the day to day performance of each member of staff whether it is related to development of teaching or in the role the member of staff plays in supporting the learning process.

2. Professional Growth - This target is designed to really move the individual towards the achievement of their personal vision.

3. Leadership development - This target is designed to support the professional growth of other people.

Target 1: Teaching Practice

Examples:

• Develop effective strategies in order to adapt teaching to respond to the strengths and needs of students
  ●Research and identify suitable strategies
  ●Implement new strategy
  ●Evaluate impact of strategy disseminating great practice beyond curriculum area

• Improve specialist subject knowledge of Criminology in order to demonstrate a secure knowledge base to deliver well at advanced level
  ●Identify and utilise undergraduate level texts
  ●Attend exam board training
  ●Collaborate with other advanced level teachers to create resources

• Develop effective strategies to manage behaviour to ensure there is a consistently good learning environment where students are treated with dignity and respect
  ●Research and identify suitable strategies
  ●Implement new strategy maintaining high standards
  ●Evaluate impact of strategy disseminating great practice beyond curriculum area

Target 2: Professional Growth

Examples:

• To prepare and deliver CPD sessions for other staff. To support the creation of schemes of work and development of knowledge by outlining expectations & providing proformas, examples and guidance. To provide general support and resources, including external training as required.

• To participate in and successfully complete the [name of course]. This will include completion of a whole school project which will improve / have … impact on….

Target 3: Leadership development (mentoring, coaching, managing or leading self or others)

Example:

• Any one who is managing another person MUST use this target to help the professional growth of the person they are appraising. Generally this target is used to support the professional growth of others.

Personal (Tube)map

The next stage is to consider what professional growth you might need to do to achieve your vision. You might wish to talk to your line manager/appraiser/Principal to help make this decision. It is always best to look at your progression over two or three years by considering what learning you may do over this time. You are guaranteed 125 hours a year to professionally learn in your working week. How can you achieve this total? Remember, there may be some compulsory learning hours that you will need to add into your learning allowance.

By considering your route to achieving your vision you will be embarking on your own (tube) map route. Learning might include any of the following:
• Professional qualifications
• Shadowing colleagues
• Secondment to another school
• Supporting the work of others
• Leading CPD training
• Research
• Writing articles
• And more………..

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The Appraisal Process: Aspirations Professional Growth Action Form

Name:	Academy:	Date:

Personal Vision (Dreams) *In no more than 40 words*	Appraisees should consider their Personal Vision for their future in around forty words and bring this, ready prepared, to their appraisal meeting.		
Targets for this appraisal cycle 20__ - 20__ (SMART targets)	**Target**	**Impact**	**Nature of Evidence**
Target 1: Teaching practice: This target is directly related to improving the day to day performance of each member of staff whether it is related to development of teaching or in the role the member of staff plays in supporting the learning process Target 2: Professional Growth: This target is designed to really move the individual towards the achievement of their personal vision. Target 3: Leadership Development: This target is designed to support the professional growth of other people.	In the highlighted sections the conversation should highlight targets relating to Practice, Professional Growth and Leadership Development. These are SMART targets.		

(Tube)map (What professional growth programmes, actions, are you going to undertake?)			
Year 1	In this section, consider your development needs in order to reach Personal Vision and targets.		
Year 2			
Year 3			
Signed Appraisee:		**Signed Appraiser:**	

Professional Growth Evidence Grid where are you now and what steps will help you develop to reach your Personal Vision?		
EVIDENCE: Impact Indicators *(Record the nature of the impact and the evidence to support each episode of professional growth. Actual evidence should be maintained in the Dossier)*		
Areas identified for personal growth to reach personal vision	**Impact of professional growth on your practice**	**Nature of Evidence (How will we know?)**
1. Raising personal aspirations		
2. Hard knowledge and hard skills	In this section, consider the reality of where the appraisee is now and the options available to them. Discuss the impact of the steps that they will take and the evidence which they will save in their dossier.	
3. Power skills		
4. National Standards for Teachers		
5. Career stage descriptors		
6. Educator Competencies for Personalised, Learner-Centered Teaching		
7. Personal mastery		
8. Student progress and academic results		
9. Personal accreditation, research		
10. Improvement in teaching and learning grades		

What makes appraisal effective?

Poole (2022) suggests that performativity *(organisational data-driven targets which are often detached from the work of the individual, but apparently central to the success of the organisation)* is viewed by Senior leaders and CEOs, as motivating and transformative. This is in contrast to the the perception of teachers or middle leaders.

Lofthouse (2018) argues that if you take away performative-based targets, and replace them with democratic, learner-driven, professionalism as a form of appraisal, it secures a greater degree of teacher agency, motivation and a belief in the process as a driver of individual improvement.

We work in a Trust where there is a profound understanding of this.

There is a will from everyone in our organisation to develop a Lofthousian approach to appraisal and CPD; democratic, coaching-centred, learner-driven, with employees and members of our community at the beating heart of a learning culture

ASPIRATIONS

Appraisers will draw from a simple structure for **grow**th to facilitate appraisal conversations

G R O W

Goal — What's your goal?

Reality — What is your current situation?

Options — What are your options for moving forward?

Will — What will you do now?

ASPIRATIONS

Quality Assurance

Training developed for all appraisers to be accessed prior to Professional Growth Conversations

Whole Academy first day Appraisal Launch CPD devised by ALI and delivered by Academy staff to ALL staff (half an hour)

All Academies will be provided with coaching and appraiser training

Professional Growth Conversation recorded on a Google Form. Targets to be quality assured by Principals and sampled by ALI.

Professional Development elements of conversation fed to Aspirations Learning Institute in addition to CPD leads in Academies via Google Form.

Appraisee reflection of quality of Professional Growth Conversation as part of the process

ASPIRATIONS

WELCOME
TO THE
ASPIRATIONS
PROFESSIONAL GROWTH
DOSSIER

The Professional Growth Dossier

The Professional growth Dossier is a dynamic digital **workspace** wherein educators can **capture** the impact of their learning and training. It also offers the opportunity to outline ideas, store collections of work and experience, to **reflect** on their learning, **share** it, set **goals**, seek **feedback** and **showcase** their learning and achievements.

Aspirations aims to develop The Professional Growth Dossier by September 2023, in the 2022/23 academic year staff will utilise Google drive to perform the function of collecting evidence of the impact of their training and learning on their professional activities as an educator.

An example of the Aspirations Professional Growth Dossier user

| Aspirations Professional Growth Dossier |
| Educator | Appraiser | Trainer |
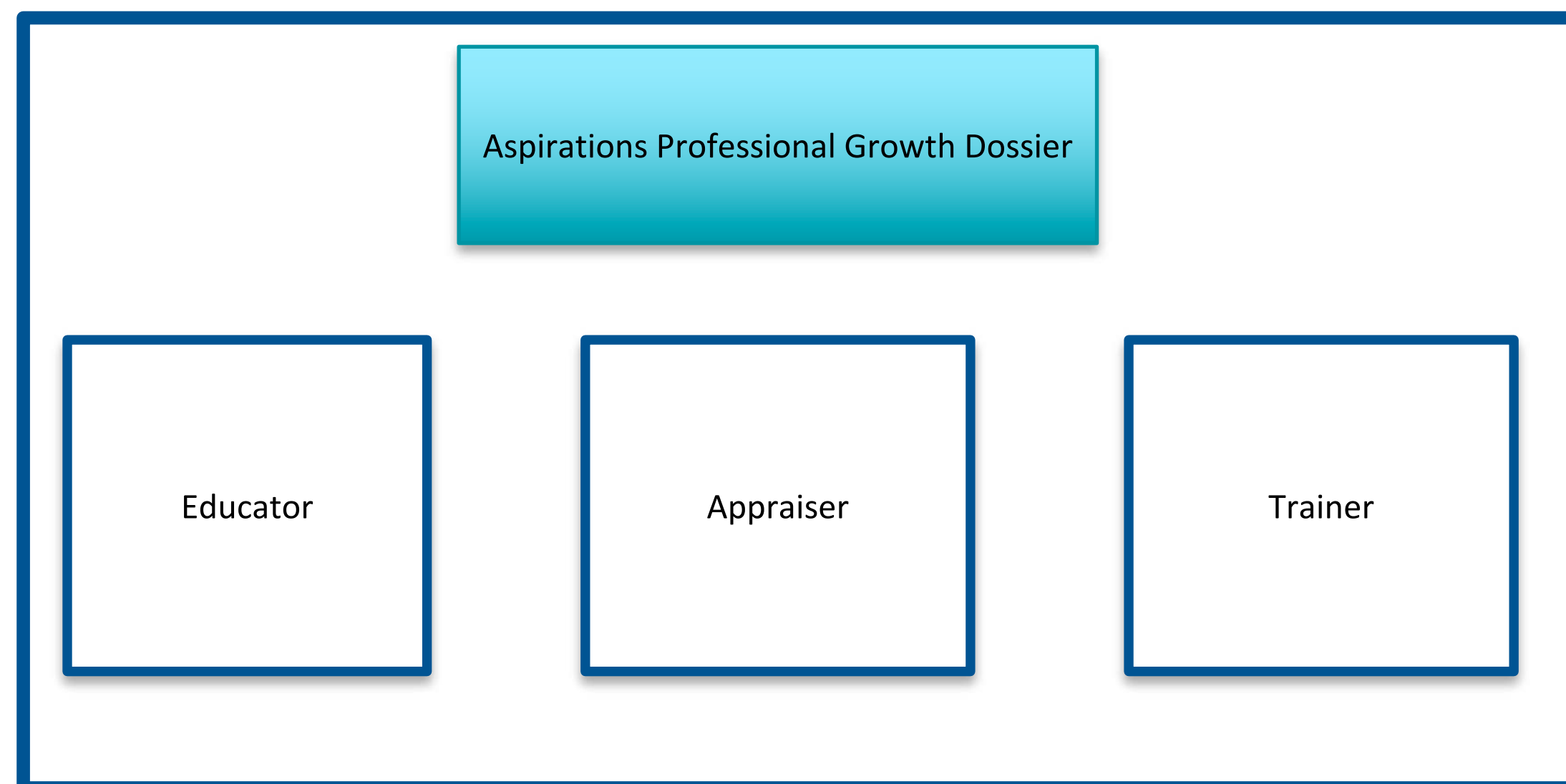
Log In

USERNAME:

PASSWORD:

CLICK ONE OF OUR CORE VALUES TO START OR CONTINUE PROGRESS

SELF WORTH   PURPOSE   ENGAGEMENT
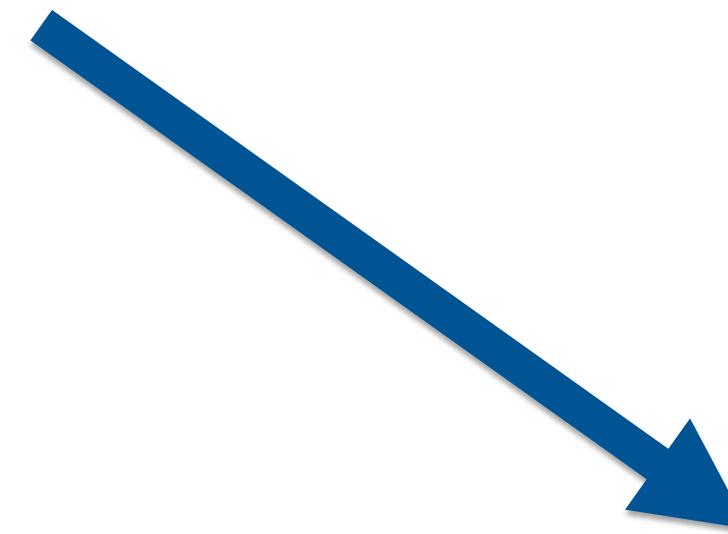
Self-Worth

Personal Details

Vision

Targets

Engagement

- Programmes(s)
- Learning materials (including video)
- Tutorials
- Reading and research

Purpose

- Appraisal meetings
- Support
- Evidence
- End Point Meeting

The Aspirations Learning Institute Professional Growth Programmes for Educators

Aspirations Learning Institute deliver or organise training programmes in a variety of forms.

Aspirations is working towards the aim of ensuring that 10% (125 hours per year) of the working week is devoted to professional growth. There are two main forms of training:
- **Synchronous** - the training happens at the same time as everyone else. This can be delivered either in person or online.
- **Asynchronous** - training happens at any time suitable to the member of staff. Here the training will be generally on-line recordings or personal research. Also, all compulsory courses will be recorded so they can be accessed on-line and at anytime.
- **Leading training of others**

The range of training and learning opportunities available to educators (Aspirations staff and others):
- Programmes organised through the Aspirations Learning Institute (See the following two slides)
- Aspirations compulsory training modules
- Action research (agreed with principal)
- School based CPD
- Personal professional learning or reading

Evidence
All professional growth learning should be related to an individual's performance management targets. The impact on pupil learning, progress and attainment of all training needs to be evidenced through the professional growth Dossier.

We view facilitation of our courses as part of our Professional Growth of Leaders and Leadership.

Programme	Likely start date	Length of Programme	Total annual hours of learning (for trainees)	Staff involved in delivering training	Staff participating in training	Nature of learning	
NPQs*							
Leading Teacher Development	Nov 2022	Variable				Synchronous face to face days and webinars, as well as asynchronous learning	
Leading Teachers*	Nov 2022						
Senior Leaders*	Nov 2022						
Leading literacy	January 2023						
Early Years Leadership	January 2023			Steph Kane			
*these courses will be delivered by ALI in association with LLSE or with Local Delivery Partners.							
Apprenticeships							
Teacher apprenticeship (L6)	September 22	14 months	n/a	BE Ready/Bradford College		Off the job	
Senior Leader apprenticeship (L7)	October 22	24 months	20% on job training	Sara Mashike Mark Cavill		Face to face and off the job	
Coaching apprenticeship (L5)	January 23	14 months	20% on job training	Andria Singlehurst Mandy Lancy		Face to face and off the job	
IT technician apprenticeship (L3)	September 22	18 months	20% on job training			Off the job	

Programme	Likely start date	Length of Programme	Total annual hours of learning (for trainees)	Staff involved in delivering training	Staff participating in training	Nature of learning
City and Guilds Professional Recognition Awards (Need new centre approval - also need one or two academies to trial in Autumn term) Available to schools outside of trust						
Learning and development (L4+L5)	Spring 2023	12-24 months	L4 = 55 hours in total (22 guided learning hours (contact time)) L5 = 39 hours in total (20 GLH)			Learner led with central facilitator
Leadership and Management (L4+L5)	Spring 2024	12-24 months?	L4 = 55 hours in total (22 guided learning hours (contact time)) L5 = 39 hours in total (20 GLH)			Learner led with central facilitator
Personal and Professional skills development (L4+L5)	Spring 2025	12-24 months?	L4 = 55 hours in total (22 guided learning hours (contact time)) L5 = 39 hours in total (20 GLH)			Learner led with central facilitator
Leadership and Management (L6+L7)	Spring 2026	12-24 months?	L6 = 32 hours in total (18 guided learning hours (contact time)) L7 = 30 hours in total (16 GLH))			Learner led with central facilitator
Personal and Professional skills development (L6+L7)	Spring 2027	12-24 months?	L6 = 32 hours in total (18 guided learning hours (contact time)) L7 = 30 hours in total (16 GLH))			Learner led with central facilitator
Foundation Degrees	West London and Banbury starting in September 2022 hopefully					
Aspirations Framework	September 22	4 x 20 minute videos	1hr 20 minutes		All staff	4 on-line videos with tasks for all staff
ATL/PBL training	September 22	4 x 20 minute videos	1hr 20 minutes		All staff	4 on-line videos with tasks for all staff
Appraiser coaching	September 22	4 x 20 minute videos	1hr 20 minutes		For all appraisers	4 on-line videos with tasks for all staff
Safeguarding training	September 22	1 x 20 minute videos	20 minutes		All staff	Video tutorials
Aspirations Lead Practitioner	Autumn 2022		25 hours			Several in person sessions
Action Research	Autumn 22	Variable	Variable			Variable
School centred CPD	Autumn 22	Variable	Variable			Variable

Professional Growth Programmes 2022/23

website

Key Issues for developing a culture of learning

Essential to the creation of a culture of learning is to develop a different mindset and do some things differently. We need to question the purpose of some of the things we do in our day to day operations and find time to focus on several key areas:

1. Aiming to ensure all essential planning, marking/assessment and teaching is done in the working week

2. ALL staff are continually learning and developing knowledge, skills and competencies required to prepare our young people for a changing world

3. Training becomes an expected part of the working week - 125 hours per year

4. All compulsory training/courses are done on-line and at anytime

5. All staff maintain a digital portfolio of their professional growth (The Dossier)

Appendix 1

National Standards for teachers

These standards apply to all teachers regardless of their career stage, and define the minimum level of practice expected of teachers. Principals (or appraisers) will assess qualified teachers against the standards to a level that is consistent with what should reasonably be expected of a teacher in the relevant role and at the relevant stage of their career.

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

All teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

1. Set high expectations which inspire, motivate and challenge students
• Establish a safe and stimulating environment for students, rooted in mutual respect • Set goals that stretch and challenge students of all backgrounds, abilities and dispositions
• Demonstrate consistently the positive attitudes, values and behaviour that are expected of students.

2. Promote good progress and outcomes by students
• Be accountable for students' attainment, progress and outcomes
• Plan teaching to build on students' capabilities and prior knowledge • Guide students to reflect on the progress they have made and their emerging needs • Demonstrate knowledge and understanding of how students learn and how this impacts on teaching
• Encourage students to take a responsible and conscientious attitude to their own work and study.
• Engage students emotionally, behaviourally and cognitively in learning

3. Demonstrate good subject and curriculum knowledge
• Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings • Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
• Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
• If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
• If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. Plan and teach well-structured lessons
• Impart knowledge and develop understanding through effective use of lesson time • Promote a love of learning and children's intellectual curiosity
• Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
• Reflect systematically on the effectiveness of lessons and approaches to teaching contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching to respond to the strengths and needs of all students
• Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
• Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
• Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
• Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment
• Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
• Make use of formative and summative assessment to secure pupils' progress • Use relevant data to monitor progress, set targets, and plan subsequent lessons • Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment
• Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
• Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly • Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
• Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities
• Make a positive contribution to the wider life and ethos of the Academy • Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
• Deploy support staff effectively
• Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues communicate effectively with parents with regard to pupils' achievements and well-being.

Appendix 2

Career Stage Descriptors

Appendix 2: Aspirations Academies Trust Teacher Career Stage Descriptors

Categories	Entry Stage (MS 1&2)	Development Stage (MS 3&4)	Contribution Stage (MS 5&6)	High Value Stage (UPR 1,2&3)
Professional Practice	No teaching and learning is inadequate, increasing evidence of good or better teaching and learning. Seeking support from line manager as required. High aspirations - Staff set and model high expectations which inspire, motivate and challenge pupils.	No teaching and learning is inadequate. **Most** teaching and learning over-time is at the expected standard. Increasingly high levels of pupil engagement. Staff promote a love of learning and children's intellectual curiosity. Seeking support **but usually only for challenging or complex issues**. High aspirations - Staff set and model high expectations which inspire, motivate and challenge pupils.	No teaching and learning is inadequate. **Almost all** teaching and learning over-time is at the expected standard. High levels of pupil engagement. Staff promote a love of learning and children's intellectual curiosity. **Increasingly able to respond, without support or guidance, to challenging or complex issues. Within their relevant field of expertise they proactively initiate improvement and share good practice with others.** High aspirations - Staff set and model high expectations which inspire, motivate and challenge pupils.	No teaching and learning is inadequate. Teaching and learning over-time is **consistently** at the expected standard. High levels of pupil engagement. Staff promote a love of learning and children's intellectual curiosity. **Trusted to respond effectively** to challenging or complex issues. **Across all areas of relevant expertise they provide a model of good practice. They provide an excellent source of experience, knowledge and skill, coaching and mentoring others. They initiate, design, lead and evaluate innovative teaching and learning strategies to impact across the whole school and, where required, beyond.** High aspirations - Staff set and model high expectations which inspire, motivate and challenge pupils.
Professional Outcomes	Staff promote good progress and outcomes with the great majority of pupils achieving in line with school expectations. Teacher uses data to improve outcomes for pupils in their class.	Staff promote good progress and outcomes with **almost all** pupils, **including those in vulnerable groups**, achieving in line with school expectations. Teacher **understands, analyses and evaluates data effectively** to improve outcomes for pupils and groups in their class.	Staff promote good progress and outcomes with **almost all pupils, in all groups,** achieving in line with school expectations; **some exceed them.** Teacher is **using,** analysing and evaluating data effectively to improve **practice** and outcomes for all pupils and groups in their class, **year group and in their area of expertise.**	Staff promote good progress and outcomes with almost all pupils, in all groups, achieving in line with school expectations; **many exceed them.** Teacher is using, analysing and evaluating data effectively to improve practice and outcomes for all pupils and all groups **across areas of learning for the whole school and, where required, beyond.**
Professional Relationships	Staff establish positive working relationships with pupils, colleagues within school and parents. They contribute to the effective running of their team. Self-worth - staff are aware that they need to adapt teaching to respond to the strengths and needs of pupils	Staff **demonstrate consistently** positive relationships with pupils, colleagues within school and parents. They **proactively** contribute to the effective running of their team. Self-worth - staff increasingly adapt teaching to respond to the strengths and needs of pupils	Staff demonstrate consistently positive **and supportive relationships** with pupils, colleagues within school and parents. **They take constructive positive action to ensure good relationships are maintained. They contribute to building effective teams that are focussed on good outcomes for all pupils and groups in the school.** Self-worth - staff adapt teaching to respond to the strengths and needs of pupils	Staff demonstrate consistently positive and supportive relationships with pupils, colleagues within school and parents. They take constructive positive action to ensure good relationships are maintained **and fostered. They play a proactive role in leading and managing key areas and /or effective teams that are focussed on good outcomes for all pupils and groups in the school and, where required, beyond.** Self-worth - staff always adapt teaching to respond to the strengths and needs of pupils
Professional Development	Staff are able, with support, to identify key professional development needs. They engage with appropriate training and respond professionally to advice and feedback.	Staff are **proactively** identifying key professional development needs. They fully engage with appropriate training and respond **professionally** to advice and feedback, **and quickly take action to improve practice.**	Staff proactively identify their own key professional development needs. They fully engage with appropriate training and respond professionally to advice and feedback, and quickly take action to improve practice.	Staff proactively identify their own key professional development needs. **They have evidenced the ability to lead and manage others effectively.** They respond professionally to advice and feedback, and quickly take action to improve practice. **They have evidenced they can provide high quality support, training and guidance for others professional development. Much of this support is through coaching and mentoring. They manage the performance of others effectively.**
Professional Standards	All teachers' standards are being implemented with guidance. Meets all standards.	All relevant teachers' standards being implemented **independently**. Meets all standards.	All relevant teachers' standards being implemented independently. Meets all standards.	All relevant teachers' standards implemented independently. Meets all standards. **Can be relied upon as a role model exemplifying the highest standards of teaching.**

Appendix 3 Educator Competencies

Educator Competencies, created by KnowledgeWorks, and the Students at the Center initiative, are designed to help educators move toward a vision of how teaching can evolve to meet the changing needs of learners and society.
More information: https://studentsatthecenterhub.org/resource/educator-competencies-interactive/

The Educator Competencies for Personalised, Learner-Centred Teaching build on and push beyond the best existing teaching competencies and standards to capture what educators need in order to create and thrive in equitable personalised, learner-centred systems. The competencies are organised into four domains: Intrapersonal, Interpersonal, Cognitive and Instructional. Included under each domain are both high-level competencies and detailed indicators citing specific ways educators can meet each competency in a personalised, learner-centred manner.
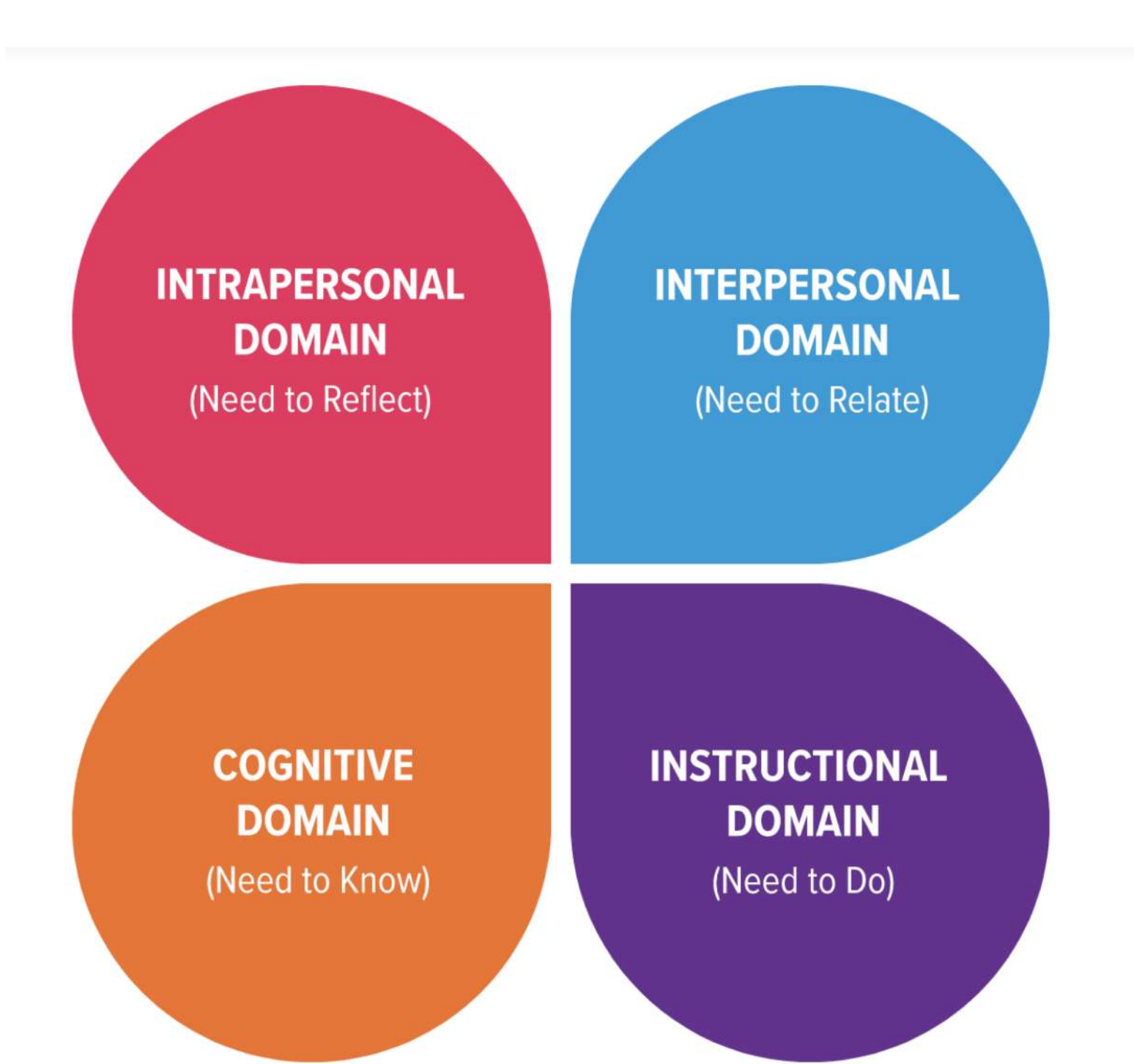
INTRAPERSONAL DOMAIN

The Intrapersonal Domain encompasses the generalised "capacity to manage one's behaviour and emotions to achieve one's goals" or the internal capacities personalised, learner-centred educators need to reflect. It includes the habits of mind, expectations for oneself and for students and assumptions about the teaching profession that educators need to process in order to fully actualise personalised, learner-centred education.

Intrapersonal Competencies

1. Dedication to All Learners: Demonstrate a dedication to all learners – especially those historically marginalised and/or least served by public higher education – reaching college, career and civic readiness.
2. Vision for Teaching and Learning: Maintain an orientation toward and commitment to a personalised, learner-centred vision for teaching and learning.
3. Practice Growth Mindset: Engage in deliberate practices of persistence and a growth mindset.
4. Lifelong Learning and Growth: Demonstrate commitment to lifelong professional learning and growth.
5. Practice Self-Care: Practice and model self-care.

INTERPERSONAL DOMAIN

The Interpersonal Domain contains the generalised ability to "express ideas and interpret and respond to messages from others." It includes the social, personal and leadership skills educators need to relate to others, in order to form beneficial relationships with students and their identified family, colleagues and members of the greater community—particularly in culturally, ethnically and linguistically diverse classrooms.

Interpersonal Competencies

1. Positive Learning Environments: Design, strengthen and participate in positive learning environments (i.e., school and classroom culture) that support individual and collaborative learning.

2. **Build Strong Relationships**: Build strong relationships with students, peers, identified families and learning community members that contribute to individual and collective success.

3. **College and Career Access and Success:** Contribute to college and career access and success for all learners, particularly those who have been historically marginalised and/or least served by public higher education due to background, demographics, neurodiversity or culture.

4. Increase Responsibility for Student Learning: Seek appropriate individual or shared leadership roles to increase responsibility for student learning and advancement.

COGNITIVE DOMAIN

The Cognitive Domain consists of what teachers need to know in order to create personalised, learner-centred environments. It covers both knowledge of key subject matter content and an understanding of human and brain development. It includes the competencies to foster students' content learning and metacognitive development (i.e., critical thinking, information literacy, reasoning, argumentation, innovation, self-regulation and learning habits).

Cognitive Competencies

1. Lead Learners Toward Mastery: Utilise in-depth understanding of content and learning progressions to engage learners and lead individual learners toward mastery.

2. Effective Communications: Impart knowledge of the different types of skills involved in effective communication (e.g., written, oral, listening and digital skills and presentation) to develop learners into effective 21st-century communicators.

3. Culturally Responsive Teaching: Demonstrate awareness of and employ culturally responsive teaching (CRT) to centre students' cultural diversity as a strength and asset in their learning journey

4. Develop Metacognitive Skills: Employ techniques for developing students' skills of metacognition, self-regulation and perseverance.

5. Stay Current on Practices: Stay up to date on evidence-based practices that inform teaching and learning.

INSTRUCTIONAL DOMAIN

Competencies in the Instructional Domain include the what educators need to do to bring distinctly learner-centred pedagogical techniques into the classroom. These skills include creating relevant and engaging curriculum, managing classroom dynamics and using instructional approaches and methods that build toward and facilitate the assessment of mastery.

Instructional Competencies

1.**Mastery Approach:** Use a mastery approach to learning

2. **Assessment and Data Tools:** Use assessment and data as tools for learning and to ensure that students are progressing at rates which result in equity of outcomes.

3. **Customise Learning Experiences:** Customise the learning experience through assessments, supports, progressions, relationships and technology.

4. **Promote Student Agency:** Promote student agency and ownership with regard to learning.

5. **Anytime/Anywhere and Real-World Learning:** Provide opportunities for anytime/anywhere and real-world learning that is tied to learning objectives and standards.

6. **Project Based Learning:** Develop and facilitate project-based learning experiences.

7. **Collaborative Group Work:** Use collaborative group work.

7. **Technology in Service of Learning:** Use technology in service of learning.

Appendix 4: Personal Mastery and the Five Disciplines of Learning organisations *(Essential reading)*

Background: Peter Senge's book - Five Disciplines of Learning Organizations

According to [Peter Senge](#), one-third of 500 companies will disappear within 15 years, and the average lifetime for the largest enterprises is approximately 40 years. It addresses the question how today's organisations can experience continuous growth to perform better than its competitors. Instead of visualising a traditional hierarchy, today's companies can survive when it succeeds in creating a learning organisation. An organisation where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free and where people are continually learning how to learn together.

Senge's five disciplines of learning organisations describe how to manage the success and development of an organisation and how employees give the extra mile that goes beyond the expectations of the company.

The five disciplines of learning organisations are as follows:

1. Building a Shared vision: In learning organisations, the vision should be created through interaction with the employees in the enterprise. Many leaders have personal visions that lack transferring them to a shared vision. The only way to create a shared vision is by compromising the organisation's and individual's visions. People who do not share the same vision might not contribute as much to the organisation. The effect of sharing the same vision is that employees do tasks because they want to do so instead of they are told to do so. It changes the relationship with the company, and it turns its performances in a learning mechanism.

2. Systems Thinking: Instead of focusing on individual issues, systems thinking reflects the observational process of an entire system. Managers have to understand that every action and consequence is correlated with another. Many times it happens that managers focus on individual actions, and therefore, forget about seeing the big picture. When the correlation is understood, it enables us to see interrelationships and patterns of change in particular situations. Managers will be able to determine cause and effect.

3. Mental Models: According to [Peter Senge](#), the employees must identify the values of the company and what the business is all about. A correct understanding of who we are will enable us to visualise where to go and how to develop further. The organisation has to be flexible in accepting changes to new mental models and a new image of the company. The most successful companies are those who can learn and adapt to new models to become faster than its competitors.

4. Team Learning: To accomplish excellent functional team dynamics, team-learning is a primary importance. It is the discipline by which personal mastery and shared vision are brought together. It is crucial for the workforce to consider its colleagues as team members instead of rivals. It is the first step to set up dialogues wherein people dare to be vulnerable and express their real [personality](#). The working environment should be safe where honest mistakes are forgiven. Otherwise, no learning can be experienced.

5. Personal Mastery: Personal mastery occurs when an individual has a clear vision of a goal, combined with an accurate perception of reality. The gap between the vision and reality drives the employee to practice all necessary related activities to realise the vision. This creative tension depends on a clear understanding of current reality. For this reason, for personal mastery and the related discipline of a shared vision, looking at, and sharing the truth is a crucial fundamental. However, employees could believe they lack the competencies to achieve their goals. A vicious circle might have established and could be difficult to remove. According to [Peter Senge](#), we should train our subconscious mind because it can handle more complex problems quicker than what our consciousness can. When people believe in their own powerlessness, it will hold them back from realising their vision. For this reason, we should train the subconscious mind to tackle the stress and problems in reality.

Appendix 5

Appraisal Policy