



Personal and Professional Development (PPD) Policy

Statement of intent

This policy provides leaders and staff with guidance on the how to effectively carry out and participate in the Personal Professional Development (PPD) process which ultimately looks to enable staff to be successful in their role and contribute to the delivery of a high quality, efficient, effective and safe service which will benefit students at The Blue Coat School.

Version	Date	Status (draft/approved)	Author	Change description
1.0	June 2024	Draft		Initial draft

Date agreed	
Date of next review	June 2025

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1. Associated Documents

This policy operates in conjunction with the following school policies:

- Pay policy and the pay policy appendices
- Capability Policy
- Disciplinary Policy
- Grievance Policy
- Information Policy

2. Key Terminology

- 2.1. **PPD:** Personal Professional Development.
- 2.2. **PPD Lead:** An appropriately trained leader who has been delegated by the Headteacher to facilitate PPD with a member of staff.
- 2.3. **Colleague:** The title given to an employee who engages in the PPD process with the PPD Lead.
- 2.4. **PPD meeting:** An agreed meeting between a colleague and their PPD Lead to review their current progress and performance, to set work related objectives, and to identify meaningful development needs. The appraisal is an essential link in the PPD process and should enhance the regular PPD supervision activity.
- 2.5. **PPD Communication Log:** A document that is completed five times a year¹ by a PPD Lead to review objectives, record achievements, plan to mitigate barriers to work related activities (including well-being) and identify support for career progression. (For non-teaching staff, reviews will be held on a quarterly basis.)
- 2.6. **SIP:** (Whole) School Improvement Plan
- 2.7. **CPD:** Continuous Professional Development.

3. Introduction

- 3.1. The Personal Professional Development (PPD) process provides an essential and supportive standards and objective review mechanism to ensure safe, effective and accountable practice in all areas of the School's work.
- 3.2. PPD has a vital role to play in enhancing educational outcomes for students, whilst enabling teachers and support staff to maintain quality of care and positive expectations in academic progress in a complex ever-changing system.

¹ See Appendix 6 for applicability to non-teaching staff

3.3. PPD also underpins the School's commitment to the development of a highly skilled and motivated workforce within an organisational culture of continuous learning and improvement.

3.4. The School is therefore committed to ensuring that all staff receive high quality PPD.

This is achieved through an ongoing PPD dialogue between a PPD Lead and a colleague to:

- Review the colleague's performance and identify any development or well-being needs.
- Set objectives that support the School's objectives for the next 12 months.
- Explore the colleague's individual's career aspirations and CPD required to achieve this.
- Identify succession planning, where appropriate.

PPD may also be required within a specific professional group to ensure that practitioners are meeting the regulatory requirements and standards of their profession (e.g. safeguarding).

3.5. This policy is applicable for all staff, both teaching and non-teaching. However, for non-teaching staff some of the processes will differ slightly to reflect the different terms and conditions and these are identified within the policy by a footnote and set out in Appendix 6.

4. Purpose of PPD

4.1. This policy sets out the School's procedures for the delivery of PPD. It outlines key roles and responsibilities in relation to the implementation of the policy requirements.

4.2. There is an expectation that supplementary standards and guidance will operate alongside this policy to outline the PPD models, including teaching standards (see Appendix 2) and requirements applicable to specific staff groups.

5. PPD Objectives

The objectives of this policy are set to enable the purpose of this policy to be fulfilled in an effective and equitable manner. The objectives are to:

- Ensure that all staff have high quality PPD which promotes effective and equitable Standards & Objectives Review.
- Describe how the School implements its PPD Objectives Review mechanism.
- Provide a simple framework for PPD discussions to be structured.
- Ensure that a colleague's performance is actively reviewed against clear, relevant and measurable work-related objectives, which support delivery of a high-quality service, and help identify development and training needs.
- Ensure that staff well-being is supported and issues resolved, ensuring reasonable adjustments are made available to all new employees, if, and when, required.
- Ensure staff have completed their mandatory and statutory training.
- Support career development, professional development and succession planning, as appropriate.

6. PPD Shared Expectations

The following expectations have been established to enable the objectives of this policy to be fulfilled. The School leadership will:

- 6.1. Ensure that any relevant School objectives/visions are provided to inform the PPD process. The School's Whole School Improvement Plan will be shared with all staff at the start of the process.
- 6.2. Ensure the PPD Communication Log (Appendix 1) is completed, copied for the colleague, signed and stored electronically and securely.
- 6.3. Continue to monitor and review the engagement of all staff in the process.
- 6.4. Ensure a consistency of approach to PPD for all employees, to ensure fairness and equity.
- 6.5. Give the PPD process the time, attention and importance it requires to be a key part of the School's PPD processes, by allocating time:
 - For teaching staff, under the 1,265 directed hours
 - For non-teaching staff, ensuring sufficient, quality time is dedicated on a quarterly basis.

7. Roles and Responsibilities

- 7.1. It is each member of staff's responsibility to prepare for their own PPD by considering:
 - How their work has gone, reflecting on their previous review and/or appraisal through the PPD process.
 - What their objectives for the next year might be, and how they make a direct contribution to the School achieving its overall goals.
 - What training and development they have completed, including mandatory/statutory training.
 - Whether their conduct and professional progress mirrors and supports the values of the School/Teachers' standards/Leadership Standards.
 - Their career aspirations.
 - Reflect upon the development needs they may have.
 - Identify any concerns regarding their well-being.
 - Fully participate and contribute to the PPD process across the academic year.
 - Monitor their own progress throughout the year, against agreed work-related objectives and development needs identified through the PPD Communication Log.
 - Monitor their compliance with mandatory/statutory training (failure to maintain compliance will impact on performance).
 - Take personal responsibility for self-development, to support their own job performance, personal/professional development and to highlight any issues/concerns with the PPD process as soon as reasonably possible once the issue arises.
- 7.2. The Headteacher and CPD leads have principal responsibility for:
 - The implementation and review of this policy, including the facilitation of consultation with the wider organisation of staff.

- The allocation of resources to support the implementation of this policy.
- Bringing any serious concerns regarding the implementation of this policy to the attention of the Governing Board.
- The undertaking of auditing completed PPD Communication Log at least annually, to ensure the quality of PPD process, and to review the effectiveness of the PPD process.
- Providing advice and support to PPD Leads and colleagues with regard to the PPD process and identified development needs, where appropriate.
- Supporting staff when an issue with the PPD process arises.

7.3. PPD Leads have the supervisory responsibility to:

- Engage in training and support provided by the School Leadership Team.
- Allocate their time to execute this policy in an effective and equitable manner.
- Ensure all colleagues they are allocated understand the PPD process, its purpose, value, and their role within it.
- Prepare for their colleagues' PPD effectively to enable a two-way discussion.
- Ensure all PPD Communication Logs (Appendix 1) are completed, copied for the colleague, signed and a copy sent to the HR Manager for records.
- Continue to monitor and review their colleague's performance through regular PPD meetings.
- Bringing any serious concerns regarding the implementation of this policy to the attention to the Headteacher or CPD Lead.

8. PPD Process

8.1. PPD should be conducted in a way which ensures that all staff receive the appropriate support and guidance required to enable them to perform effectively and safely in their role, to maximise their potential and to make the best possible contribution to the work of the School.

8.2. Cycle and Timescale:

PPD is a formal process which operates on a twelve (12) month cycle. The process has five² formal, documented points which enable effective PPD for all staff appraisal of substantive staff.

- At the beginning of the cycle: September, to discuss expectations and to review objectives.
- November, early review point
- Jan/Feb, mid-review point
- April, late review point
- June, end review point and readiness to begin next academic year cycle.

The process of PPD begins on appointment of the staff member and within 1 month of starting then continues throughout their employment with the School except in the case of support staff who have a probationary period.

² See Appendix 6 for applicability to non-teaching staff

8.3. New Employees

New employees will have the PPD process explained to them at induction by a member of the Senior Leadership Team or by their assigned PPD Lead.

An initial PPD meeting will take place at the beginning of the academic year (or at the next appropriate point in the cycle)³ to discuss expectations, set objectives and to identify areas of development. When a staff member starts mid-year, this initial meeting will take place as part of their induction.

New staff will follow the same timeframe for established staff. They will set objectives in September and discuss expectations with their PPD lead.

8.4. PPD Meeting Expectations

8.4.1. PPD meetings will normally be provided by the PPD Lead but, in some cases, it may be appropriate for the PPD Lead to delegate regular supervision leadership to another suitably qualified member of staff.

8.4.2. Not everyone needs the same amount and/or type of PPD, and PPD meetings should be tailored to individual needs.

8.4.3. PPD meetings should adequately reflect professional role, experience, complexity, level of risk and individual learning and support needs. Any additional requirements due to the diversity of individuals (age, disability, gender reassignment, pregnancy and maternity, race, religion and belief, sex and sexual orientation) should be considered and met where possible. This includes additional PPD for employees returning from maternity/paternity leave where required.

8.4.4. Any member of staff who is not receiving PPD accordance with this policy has the responsibility to raise this with their PPD Lead or the Director of Learning (Whole School).

9. PPD Record Keeping and the PPD communication log

9.1. All forms of PPD should be outcome focused and subject to routine audit and evaluation.

9.2. PPD record keeping is the responsibility of the PPD Lead.

9.3. For the purpose of the PPD process, there is one PPD Communication Log that needs to be updated at the specified times throughout the year.

9.4. PPD Communication Log

9.4.1. A summary written record of each PPD session must be kept by the PPD lead and colleague.

³ See Appendix 6 for applicability to non-teaching staff

- 9.4.2. The detail included in the PPD record may vary according to context and is a matter of judgement for PDW Lead. In general, the record should be detailed enough so that if necessary, the summary can be revisited at a later date and understood.
- 9.4.3. Decisions and actions agreed in PPD must be recorded with clear timescales and responsibilities. Any areas of disagreement should be recorded as such.
- 9.4.4. Where relevant, the identity of students/classes discussed in PPD should be written on the PPD record form in a way that protects the identity of the student or class (e.g. numeric form). Any significant actions or decisions relating to a student which are discussed and recorded in PPD must also be recorded in the student's file. This ensures that the student is able to request access to any recorded information that is relevant to their education without needing to access any PPD records, in accordance with the Data Protection Act 2018 and GDPR. Additionally, under the Act, any personal information held on an individual must be accurate, adequate, relevant, not excessive, available to the subject, and kept no longer than is necessary.

10. Confidentiality and Equality

10.1. Confidentiality

- 10.1.1. The PPD process will be treated with appropriate levels of confidentiality.
- 10.1.2. Where the Headteacher has delegated the responsibility for PPD, the Headteacher/Senior Leadership Team member's role will be one of moderation/quality assurance (i.e. the Headteacher or appropriate colleague/s will review all teachers' objectives and written PPD Communication Logs in order to check consistency of approach and expectation between different PPD Leads).

10.2. Consistency of Treatment and Fairness

- 10.2.1. The Board of Trustees is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation, including the duty to make reasonable adjustments for disabled teachers.
- 10.2.2. The Board of Trustees is aware of the guidance on the Equality Act issued by the Department for Education. Delegation Normal Rules Apply in respect of the delegation of functions by Governing Bodies and Headteacher.

11. Development and Support

- 11.1. The school's CPD programme will be informed by the training and development needs identified as part of the PPD process.
- 11.2. The Board of Trustees will ensure in the budget planning that, as far as possible, resources are made available in the school budget for appropriate and relevant training, and support agreed for the teacher, maintaining access on an equitable basis.
- 11.3. An account of the training and development needs of teachers, including the instances where it did not prove possible to provide any agreed CPD, will form a part of the Head teacher's annual report to the Board of Trustees about the operation of the PPD process in the school.

- 11.4. With regard to the provision of CPD in the case of competing demands on the school budget, a decision on relative priority will be taken by the Headteacher with regard to the extent to which: a) the training and support will help the school to achieve its priorities; and b) the CPD identified is essential for a colleague to meet their objectives.

12. Staff Feedback

- 12.1. Teachers will receive constructive feedback on their performance throughout the year as part of the PPD process or as soon as practicable after best practice or concerns have been raised.
- 12.2. Feedback will highlight particular areas of strength as well as any areas that need attention.

13. Staff Experiencing Difficulties

- 13.1. When dealing with a member of staff experiencing difficulties, the objective is to provide support and guidance through the PPD process in such a way that the teachers/member of staff performance improves and the problem is, therefore, resolved.
- 13.2. Where it is apparent that a member of staff's personal circumstances is leading to difficulties at school, support will be offered as soon as possible, without waiting for the formal PPD meeting points throughout the academic year.
- 13.3. If an PPD Lead identifies through the PPD process, or via other sources of information, that the difficulties experienced by a teacher are such that, if not rectified, could lead to capability procedures the PPD Lead, Director of Learning, or a member of the senior leadership team, will, as part of the PPD process, arrange to meet the member of staff to discuss the concerns.
- 13.4. Before this meeting takes place, the member of staff will be advised that they may be accompanied to the meeting by a work colleague, a trade union official or a trade union representative who has been certified by their union as being competent. However, the meeting will not be unduly delayed if the chosen companion is not available.

14. Training and Support

Training for PPD Leads – is provided by the School and should be attended by the following members of staff:

- 14.1. Line Managers who are new to the PPD process
- 14.2. Staff with the responsibility as a PPD Lead
- 14.3. PPD training for colleagues – is provided by PPD Leads or accessed directly by the member of staff.
- 14.4. All PPD Communication Log paperwork is available on the School's T-drive.

15. Monitoring

The Headteacher, CPD Lead, and PPD Leads will be required to monitor that PPD meetings are happening within their wider team, and that follow-up areas of concern are addressed to ensure PPD Communication Logs are completed for all staff groups. This will be monitored in the following ways:

- PPD meetings will be recorded on the School's PPD Communication Log.
- Audits and surveys may be undertaken to ensure compliance with the Policy and to demonstrate the quality of the PPD process.
- Regular staff surveys provide data which indicates the uptake and quality of PPD for those staff that choose to participate in the survey.

16. Retention of Records and Data Protection

- 16.1. The Board of Trustees and Headteacher will ensure that all written PPD records retained in accordance with the School's Information Policy.
- 16.2. Records will be kept in accordance with our Workforce Privacy Notice and in line with the requirements of Data Protection legislation.
- 16.3. Trust is an essential component of the supervisory relationship and PDD Leads are expected to ensure that any necessary communication to third parties about discussions which have taken place within PPD is carefully considered and respectful of personal privacy. Appropriate care should be taken to negotiate the form and manner of communication particularly where it involves matters of a personally sensitive nature.

17. Appeals

The Headteacher or individual teachers may choose to exercise their right of appeal against the implementation/operation of the school's PPD policy, and this would be via the School's Grievance Procedure.

18. Policy Review

- 18.1. The next date for review of this policy is shown on the front cover of this document.
- 18.2. An earlier review can take place should exceptional circumstances arise resulting from this policy, in whole or in part, being insufficient for its purpose and/or if there are legislative changes.

19. Appendices

Appendix 1	PPD Communication Log
Appendix 2	DfE Teachers' Standards
Appendix 3	DfE Leadership Standards
Appendix 4	Setting Objectives
Appendix 5	Headteacher/Teacher Annual Assessment Standards & Objectives Review

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Appendix 1: PPD 'Keeping in Touch' Log



Personal Professional Development (PPD) Communication Log

Colleague Name		Objectives⁴ 1. To embed the 'knowing more, achieving more' strategy into their very day practice to improve the progress of all students; with a particular focus on developing effective formative and summative assessment strategies. 2. To collaborate with the review and further development of the PD Curriculum and form time activities to ensure that every child is able to achieve success academically and in their personal development. 3. [To be decided upon in PPD1]
PPD Lead		
Pay scale of colleague	MPS/UPS/Leadership/TLR/NJC (*Highlight)	
Eligible for pay increase <i>(For information purposes only)</i>	Yes/No (*Highlight)	

Objective 1	What is going well? Key achievements	Current barriers/area of focus	Next steps and follow-up
PPD 1: July/Sept			

⁴ See Appendix 6 for applicability to non-teaching staff

PPD 2: November			
PPD 3: Jan/Feb			
PPD 4: April			
PPD 5: June			

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Objective 2	What is going well? Key achievements	Current barriers/area of focus	Next steps and follow-up
PPD1: July/Sept			
PPD 2: November			
PPD 3: Jan/Feb			
PPD 4: April			
PPD 5: June/July			

Objective 3	What is going well? Key achievements	Current barriers /area of focus	Next steps and follow-up
PPD1: July/Sept			
PPD 2: November			
PPD 3: Jan/Feb			
PPD 4: April			
PPD 5: June/July			

Training Log/Development needs	Career Aspirations	Health and Wellbeing (including workload discussion)	
		PPD1: July/Sept	
		PPD 2: November	
		PPD 3: Jan/Feb	
		PPD 4: April	
		PPD 5: June	

Feedback from PPD Lead	
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Additional comments from colleague	
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Colleague Signature		PPD Lead Signature	
PPD 1 Date		PPD 1 Date	
PPD 2 Date		PPD 2 Date	
PPD 3 Date		PPD 3 Date	
PPD 4 Date		PPD 4 Date	
PPD 5 Date		PPD 5 Date	

Appendix 2 DfE Teachers' Standards

<https://www.gov.uk/government/publications/teachers-standards>

Appendix 3 DfE Leadership Standards

<https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers>

Appendix 4: Setting objectives

1. The Headteacher's objectives will be set by the Board of Trustees after consultation with the external adviser.
2. Objectives for all staff will be set before, or as soon as practicable after, the start of each appraisal PPD period. The objectives set for staff will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the teacher's role and level of experience. The Headteacher will set two whole school objectives; staff will set one related to their role, position and linked to the whole school development plan.
3. The PDDL and staff will seek to agree the objectives but, if that is not possible, the PDDL will determine the objectives. Objectives may be revised if circumstances change.
4. The school operates a system of moderation to ensure that all PDDLs are working to the same standards in setting objectives. Targets Objectives will be moderated by the senior leadership team across the school to ensure that they are consistent between teachers with similar experience and levels of responsibility.
5. The objectives will contain a description of what success will look like. Where use of numerical targets is appropriate, these will be reasonable, in the circumstances in which the teacher works. It will be recognised that factors outside teachers' control may significantly affect success in meeting objectives.
6. Setting more than three whole school objectives can lead to staff experiencing unreasonable workload and pressure, making the objectives more difficult to achieve.
7. Therefore, other than in exceptional circumstances, for example where additional support has been identified or where the staff is taking on additional responsibility, no staff will be given more than three whole school objectives.
8. The objectives set for each member of staff will, if achieved, contribute to the School's plans for improving its educational provision and performance. They will also take into account the professional aspirations of staff.
9. Teachers' performance will also be assessed against the relevant standards. Before, or as soon as practicable after, the start of each appraisal period, each teacher will be informed of the standards against which that teacher's performance in that appraisal period will be assessed. The School regards the Department for Education Teachers' Standards as the baseline of expectations for the professional practice and conduct of teachers, from the point of qualification.
10. The Headteacher or Board of Trustees (as appropriate) will need to consider whether certain teachers, including the Headteacher, should also be assessed against other sets of standards published by the Secretary of State that are relevant to them.
11. For teachers who are qualified teachers by virtue of holding QTLS status, it is for the Board of Trustees or Headteacher to decide which standards are most appropriate. Such teachers may be assessed against the Teachers' Standards, against any other sets of standards issued by the Secretary of State, against any other professional standards relevant to their performance or any combination of those three.

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Appendix 5: Headteacher/Teacher Annual assessment

1. Each member of staff's performance will be formally assessed in respect of each Standard & Objectives Review period. In assessing the performance of the Headteacher, the Board of Trustees must consult the external adviser. This assessment is the end point to the annual PPD appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year in interim PPD meetings which will take place five times a year once per term. Evidence will be collected by the PPD Lead appraiser and teacher by means of:
 - lesson observations, drop-ins, learning walks;
 - planning and work scrutiny;
 - student assessment and marking;
 - student and parental feedback;
 - appraisal meetings;
 - observation of leadership activities;
 - other feedback obtained during the PPD process and appraisal cycle.
2. The staff will have as soon as practicable following the end of each PPD meeting Standard & Objectives Review period the opportunity to comment in writing on the PPD Communication Log a written appraisal report. In our School, teachers will receive their final written PPD Communication Log appraisal reports by 30th June.
3. The PPD Communication Log appraisal report will include:
 - details of the teacher's objectives for the PPD appraisal period in question;
 - an assessment of the teacher's performance of their role and responsibilities against their objectives and the relevant standards;
 - an assessment of the teacher's professional development needs and identification of any action that should be taken to address them;
 - a recommendation on pay where that is applicable (NB – pay recommendations need to be made by end of the summer term)
 - a space for the teacher's own comments
4. The assessment of performance and of professional development needs will inform the planning process for the following PPD appraisal period.

Appendix 6: specifics for non-teaching staff

2.5 **PPD communication log:** for non-teaching staff, reviews will be held on a quarterly basis.

8.3 **New employees** – an initial objective-setting meeting will be held within 3 months of appointment and thereafter on a quarterly basis (or termly basis for term-time only staff).

Appendix 1: objectives: these will be different for non-teaching staff and will be discussed and agreed on an individual basis.

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