

Cefn Saeson Comprehensive School

Ysgol Gyfun Cefn Saeson

PDR Policy

2026-27



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Overview

This policy has been developed to comply with the requirements of **The School Teacher Appraisal (Wales) Regulations 2011** and replaces the Welsh Government performance management guidance for teachers, headteachers and unattached teachers (2012). It also includes teaching assistants. The term 'professional development review' is used throughout the guidance to refer to the process that may previously be known as 'performance management' or 'appraisal'.

This policy brings arrangements in line with changes to the education landscape, including the Curriculum for Wales, school improvement arrangements, the national professional learning entitlement and the schools as learning organisations model. This policy has been developed with the profession, stakeholders and the teachers, leaders and learning support staff Trade Unions. It is for all Educational school based staff, (by which we mean teachers, headteachers, unattached teachers and teaching assistants), governing bodies and local authorities.

Purpose of professional development review

The purpose of professional development review is to secure effective teaching and leadership for the benefit of all learners, educational staff and the wider school staff. It does this by supporting practitioners to continuously develop themselves as committed professional learners, through reflection, collaboration and innovation.

Underpinning effective professional development review is a culture of trust and an expectation that staff take responsibility for their own professional development. In order for this to happen, Cefn Saeson Comprehensive School provides appropriate resources to be an effective **learning organisation**.

Professional development review at Cefn Saeson Comprehensive School supports staff well-being, professional development and continuous reflection and review. We encourage our staff to have affiliation to and agency in achieving our school's vision and supporting the delivery of our school development plan within our learning

environments. As part of this, we invest in our staffs' enquiry and pedagogic skills which enables them to be innovative professional learners within a culture of enquiry.

Our approach to professional development review promotes both an individual and a collective means to realising the four purposes within the Curriculum for Wales. At Cefn Saeson Comprehensive School we value the key attributes included in the [school improvement guidance](#) in order to for us to realise the Curriculum for Wales.

Values and principles underpinning effective professional development review

The overarching values on which professional development review is based are:

Affiliation

Developing ownership and connection to professional development review as an integral part of every staff member's professional learning and improvement.

Agency

Having appropriate time and space to engage with, reflect on and map out your own professional learning journey to meet the needs of learners, within a supportive culture and environment.

Ambition

Setting your ambitions for professional growth by using the professional standards for teaching, leadership and assisting teaching as a framework for continuous improvement.

From these values, the following principles are identified as being essential to effective professional development review:

- an entitlement for all staff working in 1 school for 1 complete term or 2 consecutive half terms
- celebrates strengths, recognises progress towards goals and promotes further development
- part of a culture of mutual trust and respect
- an integral element of team learning and collaboration
- linked to a commitment to career-long professional growth
- supports the individual's professional learning journey and guided by individual reflection and support from peers within the school or from another school

- accompanied by high-quality professional learning and on-going, focused professional dialogue
- a process in which all staff are treated fairly
- based on a shared commitment to meeting learner needs
- people-focused as opposed to 'paper-focused'
- confidentiality between professional development review partner and staff members in relation to the formal decision-making component
- supports the well-being of learners and staff

Using the professional standards as part of professional development review

The Welsh Government's **professional standards for teaching and leadership** and the **professional standards for assisting teaching** are relevant to all those who work with learners in our school. The 5 standards (pedagogy, leadership, professional learning, innovation and collaboration) describe the skills, knowledge and behaviours that characterise excellent practice. At Cefn Saeson Comprehensive School we acknowledge the overarching values and dispositions consistent with the realisation of the Curriculum for Wales. These values and dispositions support career-long professional growth and encourage our staff to be the best they can be.

The standards support our staff in the planning, development and review of their professional learning journey as part of the **national professional learning entitlement**.

Staff at Cefn Saeson Comprehensive School use the standards in a bespoke way. (One example of this could be the use of the online **Professional Learning Passport (PLP)** which is hosted by the Education Workforce Council.) Our staff engage with the standards, depending on where they are in their career and what they want to achieve. Our staff are supported and encouraged to use the 5 professional standards to reflect on their practice. Descriptors within each of the standards exemplify how the standards could apply at different stages of our staff member's careers. We do not expect our staff to provide evidence against every descriptor as part of professional development review.

At Cefn Saeson Comprehensive School we use the standards as part of professional development review to provide a formalised, flexible process for individual reflection, celebration of success and a focus on professional growth to support rounded development. Our staff may choose to link descriptors from standard to standard and

make links with professional practice, or they may use examples of practice collected over time and then explore the descriptors. Alternatively, the focus of reflection may be professional learning events, activities or enquiry, using the descriptors to inform that process.

Tips on getting the most out of the [standards can be found on Hwb](#).

Professional development review policy

The governing body, in partnership with the local authority, have established and adopted this policy to set out how professional development review in the school is implemented in line with the School Teacher Appraisal (Wales) Regulations 2011.

Staff at Cefn Saeson Comprehensive School have been consulted in the policy development. The role of the recognised teaching workforce unions and the teaching assistant unions has been fully respected in this process. A copy of the policy is available for staff at the school to view on the school website.

This policy sets out a framework for all staff to agree and review priorities and objectives within the context of our school development plan and their own professional development needs. This policy assists in the aim to develop all staff, including teaching assistants, to continually develop their practice and support every learner to reach their potential.

This professional development review policy is reviewed every school year and amended as necessary, following a consultation.

At least once during each school year the headteacher provides a written summary to the governing body about the operation of the school professional development review policy, the effectiveness of the school's professional development review procedures, and the training and development needs of educational staff.

Unattached teachers

The local authority is responsible for developing and reviewing the professional development review policy for unattached teachers and must consult with them before establishing or amending the policy which applies to them. Professional development review of unattached teachers is the responsibility of the local authority. The authority may delegate this to a teacher or other suitable member of staff at the school where the unattached teacher works for the majority of their time.

Outline of the professional development review process

Staff at Cefn Saeson Comprehensive School take ownership and have personal responsibility for developing their practice through appropriate professional development. Professional development review supports our staff to focus on their professional development priorities and evaluate their progress towards realising them.

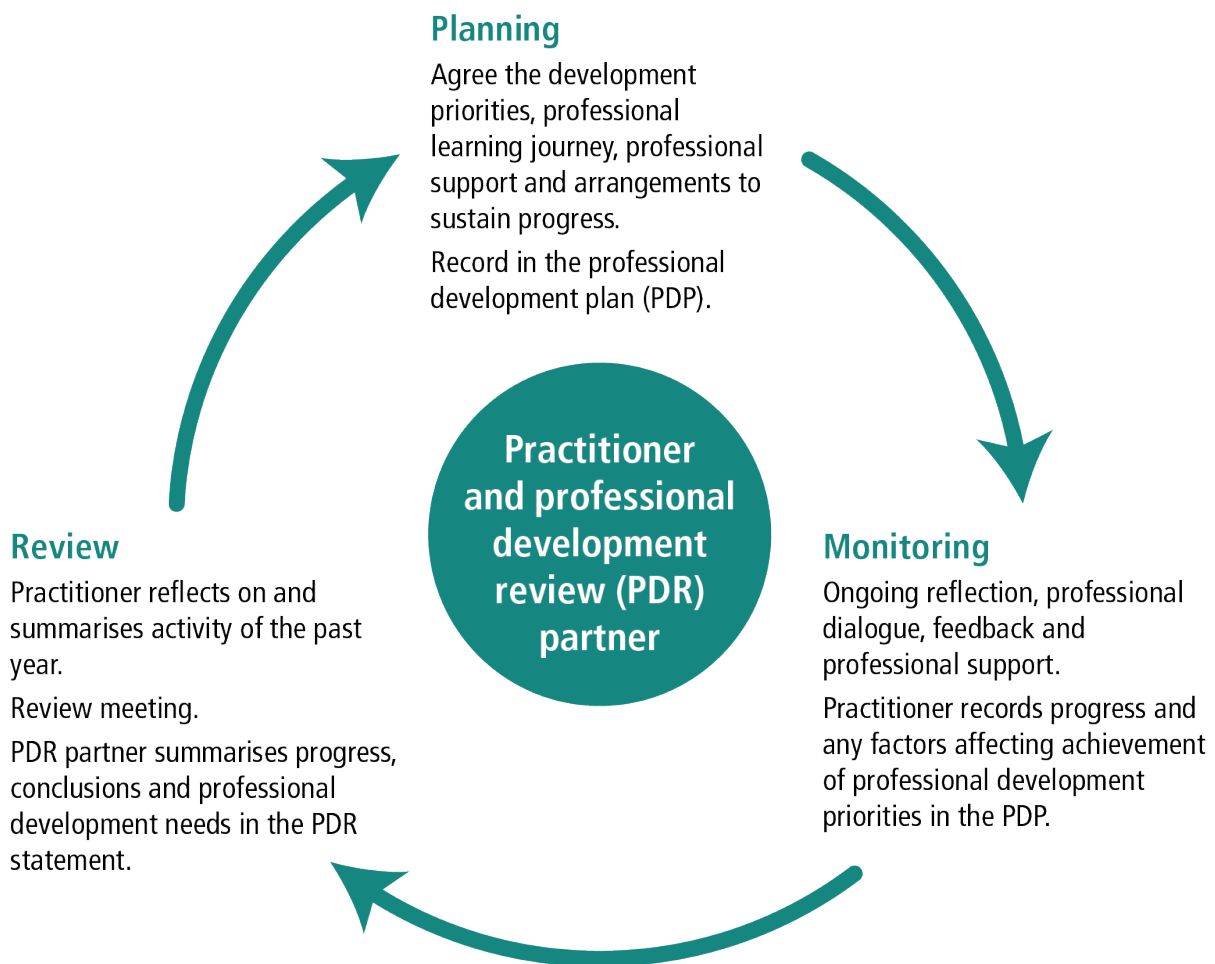
For effective professional development review, there is an expectation which requires our staff to:

- reflect on their successes, strengths and areas for further growth within the context of the professional standards, the progression of their learners, their school's development priorities and their role within that. In addition, staff in a formal leadership role will need to reflect on the relevant standards in relation to their specific area of responsibility
- identify development priorities (objectives) that are challenging but achievable. These priorities will be discussed and finalised with the support of their professional development review partner (see below) and used to develop an individual professional learning journey in line with the **national professional learning entitlement**. This discussion needs to identify success criteria for each of the priorities that can be reflected on at the end of the cycle, as well as throughout the year
- actively pursue and reflect on their professional learning journey, supported by their school and professional development review partner
- revise priorities if appropriate, through discussion with their professional development review partner
- instigate, engage and contribute to professional dialogue, reflection, enquiry and professional learning
- at the end of the professional development review cycle, evaluate the progress made towards their development priorities against the success criteria set at the start of the cycle. Reflect on their progress in an evaluative conversation with their professional development review partner

- be given the opportunity to present aspects of their professional learning journey to colleagues at the end of the professional development review cycle, if they choose. This will allow them to:
 - reflect with purpose on their professional learning journey
 - share key areas of learning and progress
 - identify areas for deeper learning or development
 - contribute to the sharing of learning and effective practice across the school

At Cefn Saeson Comprehensive School the headteacher supports staff to be able to carry out the above activities. They ensure that appropriate time is allocated during directed time for professional development discussions to take place.

The diagram below summarises the review cycle and the role of the professional development review (PDR) partner in supporting the staff to agree priorities, monitor and reflect on their progress using the professional development plan (PDP).



Appointment of a professional development review partner

A professional development review partner with the appropriate skills, knowledge and behaviours is appointed by the headteacher for every staff member within the school.

Teachers and teaching assistants

The headteacher appoints an appropriate professional development review partner, (or carry out the role themselves) for every staff member in the school, including teaching assistants.

Professional development review partners of teachers have qualified teacher status. Professional development review partners of teaching assistants are teachers or higher-level teaching assistants where possible.

The headteacher may replace a PDR partner at any time and the staff should be notified of any change.

Headteachers

The headteacher's review is carried out by a panel consisting of:

- at least 2 governors appointed by the governing body, 1 of whom must be a foundation governor if the school is a faith school or a voluntary aided school
- the panel may also include 1 or 2 representatives appointed by the local authority. Feedback from headteachers suggests that having a headteacher from another school within the local authority on the panel may be beneficial
- the Diocesan Authority may choose to appoint a representative to the headteacher review panel where the school has a religious character
- the governing body may seek to change panel members at any time. In the case of the local authority appointed representatives, this is at their discretion. If the local authority refuses to appoint an alternative panel member, their reasons must be given in writing

No governor who is a teacher or has any other role in the school may be a member of the headteacher review panel.

Local authorities are responsible for ensuring governors have the necessary training and information to carry out their role effectively.

Development priorities:

Agreeing development priorities

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

The staff then:

- identify the needs of their learners (individual, groups or classes) and/or whole school priorities
- set out what they (staff) intends to learn, develop or do differently
- outline the professional learning required to achieve that

Where possible, staff outline the potential impact of this professional learning on practice.

The staff member and the professional development review partner are expected to agree the development priorities, bearing in mind the importance of autonomy and choice in this process. The development priorities should be realistic and manageable, while taking into account the staff member's existing knowledge and expertise.

Providing the staff member with opportunities to substantially affect and direct their priorities through practice and enquiry is a powerful motivator.

In cases where agreement on development priorities cannot be reached, for example if they do not link coherently to the needs of the class, specific class/es, groups, individual learners or whole-school priorities, the professional development review partner identifies appropriate priorities which the staff member may comment on in writing.

Development priorities take into account relevant evidence agreed by the staff member and the professional development review partner.

Staff's priorities include supporting learners to make progress in realising the four purposes of the curriculum, and must relate to:

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

The development priorities may also take account of:

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

For headteachers, these priorities include supporting all learners to make progress in realising the four purposes of the curriculum and must relate to:

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

For teaching assistants, the focus of development priorities depends on the context in which they are working and are discussed and agreed with their professional development review partner using the professional standards for assisting teaching.

Sometimes it may be appropriate for a teacher, headteacher or teaching assistants to identify shorter-term development priorities. It may also be appropriate to identify longer-term development priorities that require more than 1 academic year to be achieved.

In the event of the staff member or the professional development review partner wishing to revise development priorities during the year, changes may be agreed. Where agreement is not reached, for example if they do not link coherently to the needs of the class, specific classes, groups, individual learners or whole-school priorities, the professional development review partner identify appropriate priorities. The staff member is provided with the opportunity to comment on these in writing prior to them being finalised. The professional development review partner identifies and records appropriate development priorities which the staff member may comment on in writing.

Professional development plan

At Cefn Saeson Comprehensive School , staff use a professional development plan to set out their development priorities an their professional learning journey. Staff note progress over the year in relation to development priorities and any other significant factors.

The development priorities are clear, concise, challenging and relevant. The development priorities may be measurable, but this may not always be the case, for example targets that focus on pedagogy or the learning environment.

All staff are encouraged to undertake professional enquiry, collaborate and be innovative in their approach to professional development. In order to work towards their development priorities, staff have appropriate time to access a wide variety of

appropriate professional learning opportunities. Staff and the professional development review partner agree the key elements of the professional learning journey and this is set out in the professional development plan.

All staff are encouraged to try new approaches offered by the professional learning they undertake. This, together with reflection on the outcomes, maximises the impact of professional learning on learners' progress and staffs' professional growth.

As part of our school becoming a learning organisation, the headteacher encourages a culture of collaboration, trust and transparency in which staff share all or part of their professional development plan with colleagues. This culture supports shared professional learning and a collegiate approach to development. This is particularly relevant where an individual priority links to a team or our school priority.

The professional development plan is a 'live' document which staff use throughout the year to:

- reflect on their own assessment of progress towards the achievement of their development priorities
- keep a record of any professional learning undertaken. One example of this could be the use of the 'professional learning passport'.
- keep a record of any other factors that may affect performance in relation to their development priorities

Professional support

At Cefn Saeson Comprehensive School, all practitioners benefit from supporting colleagues and learning from them.

As part of professional development review and developing as a learning organisation, in-school professional support is available for all educational staff so that they can actively engage with and reflect on their development priorities. The staff member and professional development review partner agree at the initial meeting when and how this support will take place.

This support can take many forms, including dialogue, co-planning, mentoring or coaching, analysis, feedback and observation. Whatever form it takes, the approach is developmental and constructive.

All staff at Cefn Saeson Comprehensive School take a pro-active approach to working collaboratively with others to support their professional learning and to generate information about their progress so that they can monitor and adapt their learning. This is a continuous process which involves peers within and beyond the school, including individuals with expertise in a specific area. We provide opportunities throughout the year for this to take place, allowing staff and groups to reflect, review progress and consider the effectiveness of their practice. Within this 'continuous feedback loop', staff also have a 'safe space' to consider, with others, an aspect of their work that they may be struggling with. Equally, staff may use it to share something that has worked well and may be of use to others.

The role of any staff member when supporting a colleague is to act as a critical friend, share relevant experience or knowledge and be a sounding board for ideas. This will support the staff member to become an adaptive expert who is capable of continually growing, reflecting on, and expanding the depth and breadth of their expertise. In order for this process to be effective, it is essential for there to be a culture of trust, honesty and a shared commitment to improved outcomes for learners.

For the headteacher, the professional support role may also be undertaken by the governor performance development panel, a local authority officer or peer mentor.

Reflecting on progress

How progress is reflected on and sustained is agreed between the staff member and the professional development review partner at the beginning of the year.

The type of reflection that takes place will vary according to the development priorities and may include supportive lesson observations, drop-ins, learning walks, book looks etc. Occasionally, agreement on the means of reflecting on progress may not be reached. In such cases, the professional development review partner will identify an approach they consider appropriate.

There is a **statutory requirement** for the professional development review partner to observe the staff member at least once during the review cycle. Rather than focusing on the number of observations, the staff and professional development review partners are encouraged to give careful thought to the purpose, nature and desired outcome of the observations to ensure that they are constructive. We are keen to create the

conditions whereby observation and other activities are seen as a valuable opportunity for professional development, continuous improvement and mutual support.

Professional dialogue and constructive feedback are key to reflecting on progress towards achieving the development priorities. The feedback sessions are where the learning and action begin, by focusing on a specific area for further development of the individual and/or the learners. Feedback sessions are:

- specific
- constructive
- challenging yet respectful
- part of a dialogue
- focused on behaviours, not traits
- reflecting on successes as well as areas for improvement
- part of a discussion about next steps

Any reflective activity is undertaken by a professional development review partner or colleague who has the skills, knowledge and behaviours to carry out the role effectively.

Taking opportunities with colleagues for impromptu, professional conversations and seeking informal, constructive feedback are effective ways to reflect and develop without creating additional workload.

The annual professional development review meeting

The annual professional development review meeting takes place between the staff member and their professional development review partner. The meeting usually takes place towards the end of the professional development review cycle and the professional development review partner must give the individual 10 school days' notice.

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

- progress against development priorities (individual and school-level)
- relevant professional standards
- benefits and application of professional learning
- achievement of learners
- any factors which may have had an impact on the above

The meeting may also be used to agree the focus for the next professional development review cycle.

The staff member will have reflected throughout the year and must share their reflections with their professional development review partner at least 5 school days in advance of the annual professional development review meeting.

The outcome of the annual professional development review meeting

Within 10 school days of the annual professional development review meeting, the professional development review partner will produce a brief summary of the discussion and the conclusions reached. Professional development review partners are encouraged to share the summary with the practitioner within the 10-day period. The staff member may add their own comments to the summary.

The headteacher must keep the summary until at least 3 years after the next review summary has been finalised.

Appeals

Where the staff member cannot agree on the outcome of the review meeting, they can make a written appeal to the governing body within 10 days of receiving the review meeting summary.

The appeal will be considered by an appeals officer (usually the headteacher) or by the chair of the governing body (assisted by a local authority appointed representative) if the appeal is made by the headteacher. If the chair of the governing body is on the panel, the local authority will appoint an alternative representative.

This will take place within 10 school days of the appeals officer receiving the appeal and must take into consideration representations made by the staff member.

After considering the appeal, the appeals officer may:

- decide that the review was carried out satisfactorily
- with the agreement of the professional development review partner, amend the professional development review summary
- decide that a new annual professional development review meeting be carried out with a new professional development review partner within 15 school days

The appeals officer cannot decide that new development priorities will be agreed or existing priorities will be revised.

Managing underperformance

The professional development review process does not form part of any disciplinary, competency, capability or dismissal procedures. Effective line management arrangements, including the professional development review procedures set out above, will help prevent underperformance by supporting the individual to meet the development priorities identified.

Procedures to address under-performance are the subject of separate regulations, policies and procedures. Guidance is available on [capability of school teaching staff](#) and [capability of headteachers](#).

APPENDICES

Professional standards

The professional standards are part of a range of standards for teachers, leaders and those who assist teaching. They are designed to support staff to be the best they can be and they reflect practice that is consistent with the realisation of the new curriculum. The relevant professional standards can be found at:

- Professional standards for assisting teaching:

[professional-standards-for-assisting-teaching-interactive-pdf-for-pc.pdf \(gov.wales\)](#)

- Professional standards for teaching and leadership:

[professional-standards-for-teaching-and-leadership-interactive-pdf-for-pc.pdf \(gov.wales\)](#)

Case Studies

[Repository - Hwb \(gov.wales\)](#)

Enquiry on a Page

Example 1

Name: Research question:		School Logo Here Professional Development Review 202?-202?
Why this research? Why now?	Influential literature	

Key Findings Data Analysis	Key Findings Assessment of Task / Impact?	Takeaway Tips
		Next Steps

Example 2

Enquiry Plan on a Page

Steps	Resource/Outcome	Timescale	Staff Assigned
Title			
Aim (What do you want to achieve?)			
Literature Links			
Literature Review			
Pre-Data Capture			
Intervention			
Post Data Capture			
Data Analysis	Pre-Data – What evidence are you going to gather to gauge the starting point? Post Data - What evidence are you going to gather to gauge the impact?		
How will you present your findings?			

Deadline:

Example of Professional Development Plan

Planning:

Development Priority 1		
Kindly provide a concise outline detailing the main areas of focus:	How does this link to: ○ The school/department priorities ○ The needs of learners ○ The professional standards	
	What am I going to do?	
	What do I intend to learn/develop/do differently?	
	What professional learning or support is required to enable me to progress against this development priority?	
	What impact do I expect to see on: ○ My practice ○ Learners	
	What reflection activities will be undertaken? (include dates where applicable)	
	Relevant data and/or information to be used	
Signed: Individual: _____ Date: _____ PDR Partner: _____ Date: _____		

Reviewing:

	Development Priority 1	Development Priority 2	Development Priority 3
What progress have I made against my development priority?			
What impact has there been on my practice? <i>How do I know – what data and evidence am I using?</i>			
What professional learning and enquiry have I undertaken?			
What professional support have I accessed? How did I utilise the professional support? how did it impact on my progress?			
What reflection activities have taken place?			
How have I worked with others? How have I shared what I have learned/developed with others?			
What progress have I made against applicable professional standards?			
Are there any factors which are affecting/have affected my progress?			
Signed: Individual: _____ Date: _____			