



Performance Management Policy

Document Control

Version	Author	Summary of Changes	Approved By	Date Published	Date of Review
V1	ADA/RGR/ Advanced HR	New	Trust Board	July 2024	July 2026
V2	Advanced HR	Update re Capability	CEO	May 2025	Sep 2025

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1. Introduction

Leger Education Trust is committed to developing and supporting colleagues across the Trust to become 'Truly Great Staff'. In January 2024, the DfE workload group recommended removing performance related pay for September 2024. As a result of this and the growth of the Trust, a working party was created to focus on the development of the performance management process. Within the Personal Development Plan is a Professional IQ element that has been developed over time at one of the Trust academies and has now been developed further to ensure it is fit for purpose across all the phases and types of school within the Trust.

The Professional IQ element includes both teaching and support staff and provides support and time for all staff to engage with the process and use the most up to date educational research evidence to improve pedagogy, practice, and performance. At the heart of the Personal Development Plans is a commitment to reducing the administrative and workload burden for all staff, which improves staff retention and staff satisfaction, and ultimately makes a difference to our young people 'every lesson every day'.

The policy also aims to monitor the effectiveness of each aspect of the framework to ensure an effective and appropriate performance management process for all staff.

2. Process

The Performance Management process has been developed to deliver a consistent, fair and effective process, which:

- supports the improvement and performance of both individuals and teams
- links priorities of all staff to the school improvement plan and a positive impact on children and young people
- provides evidence for accessing personal development and training
- supports the framework for the evaluation of the effectiveness of staff
- reduces the administrative and workload burden for all staff
- reduces the link between performance-related pay and performance management. Performance Management is based on the premise that there is an obligation that all colleagues aspire to improve their own practice and performance in the context of their own school and role.
- Monitors the effectiveness of each aspect of the framework to ensure an effective and appropriate performance management for all staff, including setting out the arrangements that will apply when those covered by this policy fall below the expected levels of performance that are expected of them.

The process involves identifying what needs to be improved and research around what strategies will be used to support this improvement. This may include a pedagogical approach (for teaching staff & student facing support staff only), provide clarity on how to assess the impact of the Professional IQ, and how this can be shared across the school or wider Trust. For most staff, the Professional IQ sits alongside a review of bespoke personal professional development needs. For some staff this may be a subject, Academy or Trust target to take account of individuals wider responsibilities. The Professional IQ element of the process is the most important and consistent area of the process with every member of staff across the Trust taking responsibility for their own improvement and development.

3. Application of the policy

This policy covers performance management and applies to all staff employed by the Academy or Trust, except those on contracts of less than one term, those undergoing induction (*i.e. ECTs*) and those who are subject to the Trust's capability policy.

4. The Personal Development Plan Timeline

All staff will complete a Personal Development Plan (PDP) and share this with their line manager or allocated PDP Lead. The timeline for implementation runs alongside the academic calendar with teaching staff beginning

the process in September of the new academic year and support staff in January of the academic year. During both timelines each group of colleagues have a check-in with their PDP Lead at a defined midpoint, with an end of year review process and setting of the following years Performance Management.

The implementation of Performance Management will begin for teaching staff in September 2024 and for support staff in January 2025, but will be prefaced by a launch of the programme and training for relevant staff at the end of the 23-24 academic year. This training and support will also include a sharing of Professional IQ documentation, best practice examples, a commitment to improving what happens in the classroom and around school, and improving student experiences of teaching and learning.

5. Teaching Staff

There are a wide range of experiences, responsibilities, and priorities within the role of teaching colleagues across our Trust. As a result, the Personal Development Plan has been written to recognise these different responsibilities, so that all teaching staff complete their own Performance Management, but some colleagues have targets relating to their subject responsibility, post threshold area, or leadership responsibility. It is essential, however, that these extra targets relate directly to the improvement priorities of the individual Academy and focus on creating the Trust vision of 'truly great students in truly great schools'.

NB. ECT's will commence the Performance Management following their ECT programme.

6. Support Staff

One policy for all staff ensures an alignment between all staff in the Trust who have a Performance Management which focuses on personal development and growth and doing a truly great job for students. The Trust recognises the very significant differences between support staff roles across the Trust and therefore has developed a differentiated Personal Development Plan, depending on the grade and role of support staff. Every member of staff has an obligation to a personal development plan as well as access to high-quality professional development. Some also have targets relating to their responsibility areas.

7. Appointing Performance Management Reviewers

The Performance Management for the Headteacher or equivalent will be by the Academy Governing Body, delegated to a sub-group consisting of three members of the Academy Governing Body, including the Trust CEO, and supported by a suitably skilled and/or experienced external adviser who has been appointed by the Academy Trust for that purpose.

The Trust is responsible for commissioning an External Performance Management Reviewer, in doing so Trustees must satisfy themselves that the External Performance Management Reviewer has the skills, experience and objectivity to provide advice and support.

The Headteacher or equivalent will decide who will review other teachers; it will be made clear at the start of the process who the reviewer will be. In each Academy, Performance Management Reviews will be carried out by either the Headteacher, or a member of the senior leadership team. For the Trust Central Team, Performance Management Reviews will be carried out by either a member of the Executive Team, or a line manager.

8. Employees Experiencing Difficulties – Management Period - Informal Support Stage

During the review cycle where there are concerns about any aspects of the employee's performance, support will be identified and discussed with the member of staff. The details of the support will depend on the needs of the employee and will be delivered in an informal support plan agreed with the individual and their Line Manager/Support Plan Manager. This informal support will be provided in a reasonable timescale (normally 4 weeks). Where the informal support does not have the desired impact and there is a need to have a formal support process, this will be addressed under section headed: Employees Continuing to Experience Difficulties (Formal Support). When progress is reviewed, if the line manager is satisfied that the employee has made, or is

making, sufficient improvement, the Performance Management process will continue as normal, with any remaining issues continuing to be addressed through the normal CPD, mentoring and upskilling of staff.

At this stage every effort will be made by the school to support the employee to enhance their performance; this may include breaking their objectives down into smaller points to focus on the issues. Support will be provided with the aim of improving practice and areas where there are concerns. The school will ensure that members of staff who require support will have a Line Manager to work with them as well as expertise from across the Trust if required. Where there is evidence to show that progress is being made towards meeting objectives, consideration will be given to extending the informal support.

9. Employees Continuing to Experience Difficulties - Formal Support Plan

Where, during the cycle, there is clear evidence of serious concerns about any aspects of the employee's performance, the line manager/support plan manager will arrange to meet formally with them giving at least **five working days' notice**. This is after a period of informal support has already been provided and clarity about the performance issues has been discussed with the staff member. Prior to the meeting the reviewer will provide the individual with clear written feedback about the nature and seriousness of the concerns and a draft Formal Support Plan. Employees are entitled to be represented by a trade union representative or a work colleague at the formal support meeting as this is the best opportunity to avoid the matter escalating. The Headteacher will be advised by HR at the meeting.

At the meeting the employee and the line manager will:

- Consider the evidence of serious concerns
- Give the employee the opportunity to comment and discuss the concern
- Discuss the formal support plan and ensure that clarification is given on all aspects of the formal support plan
- Identify in the support plan how and when additional monitoring will take place. The purpose of this additional monitoring is to assess if the support is having the correct impact for the school and whether the employee is responding to the support.
- Discuss objectives in the support plan; objectives may be broken down into smaller sections to target specific areas of concern
- Make clear how, and by when, the reviewer will review progress. It may be appropriate to revise objectives and it will be necessary to allow sufficient time for improvement
- The amount of time will depend on the seriousness of the concerns but will not be less than 4 weeks except in exceptional circumstances
- Discuss who will provide the support and guidance
- Explain the implications and the process if no – or insufficient – improvement is made against the targets and milestones agreed.

This meeting and any further support and guidance given will be with the aim that the individual's performance improves and the need to move into formal capability procedures is avoided. Where progress is being made towards meeting the objectives set out in the support plan, consideration will be given to an extension of the timescale.

At the end of the Formal Support Plan period the employee will be invited to a formal review meeting (5 working days' notice with the right to representation).

10. Formal review meeting

At the end of the formal support period the employee will be invited to a Formal Review Meeting with their Line Manager/Support Plan Manager/Headteacher and HR. They will have the right to be represented by a trade union representative or a work colleague.

Where sufficient progress is made such that the individual is performing at a level that indicates that there is no longer a possibility of capability procedures being invoked, the employee should be informed of this at a formal review meeting with the Line Manager/Headteacher. Following this meeting, the review process will continue as normal. The outcome will be provided in writing to the individual.

If the Line Manager/Support Plan Manager/Headteacher is not satisfied with progress, the employee will be notified in writing that the Performance Management system will no longer apply and that their performance will be managed under the formal capability procedure. The individual will be invited to a formal capability meeting in line with the formal capability procedure

11. Transition to capability

If the Line Manager/Support Plan Manager is not satisfied with progress following the agreed additional support and time frame, they will report this to the Headteacher.

Within five working days the Headteacher will write to the individual (reviewee) inviting them to a formal capability meeting, with at least five working days' notice. The notification will include:

- Sufficient information about the concerns about performance and their possible consequences to enable the employee to prepare to answer the case at a formal capability meeting
- Copies of any written evidence connected to the concerns as outlined in the support planning process.
- The details of the date, time, and place of the meeting
- Advice to the employee of their right to be represented/accompanied by a trade union official or work colleague
- The names of those who will be at the meeting and their role
- An outline of possible courses of action
- Wherever possible the time and date of the meeting should be agreed with the employee and their representative. The process to be followed is set out in detail in the LET Capability Policy.

12. Confidentiality

Access to the Performance Management documentation will normally be limited to the member of staff, the line manager, the Headteacher and/or nominated member of the senior management team, as well as the Academy Governing Body and Trust staff. An overview of the evidence of the Performance Management review will be kept on file and shared with the member of staff. This will be anonymised when shared with any external parties outside those stated in this policy; this may include Governors and Ofsted.

13. Equality and Consistency

As detailed in this policy the Headteacher and CEO will have overall responsibility for the quality assurance of the Performance Management process across the Academy. This will include ensuring the consistency and equality of application of the process throughout each Academy. The Headteacher may delegate responsibility for monitoring consistency and equality of application to a member of the senior management team.

The Headteacher will be responsible for reporting regularly to the Academy Governing Body on any relevant issues, including those of underperformance, arising from the annual review cycle and on any action required to address those issues. The report will enable governors to receive an overall general report of the process but will not include specific details relating to individual members of staff.

The Academy Governing Body is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.

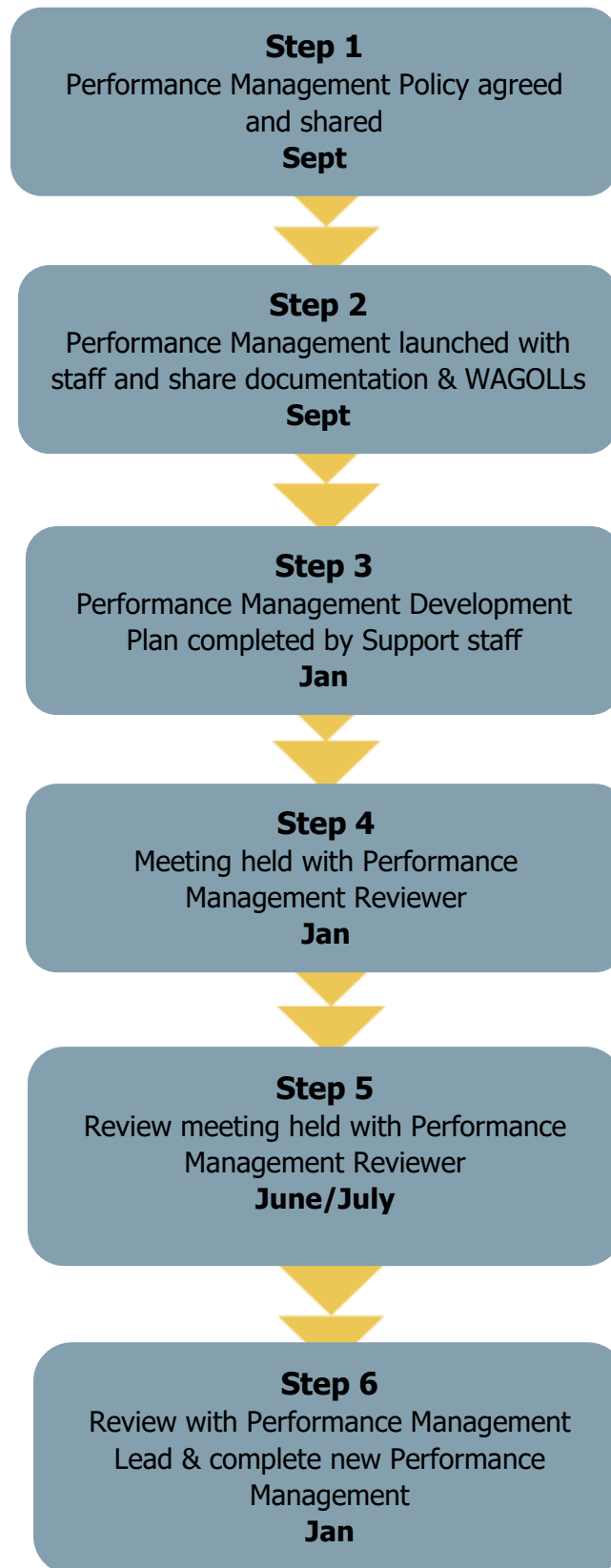
14. Retention of statements

The Academy Governing Body and Headteacher will ensure that all written Performance Management records are retained in a secure place for six years and then destroyed.

15. Personal Development Plans

The following pages contain the documentation for the Personal Development Plans.

Support Staff Flowchart



* Includes all Support Staff including School Business Managers and Trust staff.

Personal Development Plan

Support Staff (student facing)

24
25



Name:	Role:	
Reviewer:	Academy:	Date:
<p>Leger Education Trust (LET) recognises that its most important resource is its staff. Leger Education Trust believes that the Personal Development Plan (PDP) and Professional IQ (PIQ) for all staff is an integral part of high-quality professional development and that the process requires time and training for all colleagues to ensure that it is equitable and purposeful for all.</p> <p>The PDP and Professional IQ Plan across the Trust provides the framework for a clear and consistent review of performance of teaching staff, support staff and leaders. It supports the development towards the vision of 'truly great students in truly great schools' and links directly to Academy and, where appropriate, Trust priorities.</p>		
Performance Overview (Review of 23/24 Performance)		
Support Staff (Reviewee):	PDP Lead (Reviewer):	

Professional IQ

Professional IQ Question 2024/25:
Actions to achieve objective: (include performance criteria and evidence)
Check In Review (June/July 25):
Final Impact Statement (Jan 26):

Civic Duty

How are you contributing to becoming 'Truly great':

Professional Development

Training Support or Professional Development: (include career aspirations and CPD needs)

Personal Development Plan

Support Staff (non-student facing)

24
25



Name:	Role:	
Reviewer:	Academy:	Date:

Leger Education Trust (LET) recognises that its most important resource is its staff. Leger Education Trust believes that the Personal Development Plan (PDP) and Professional IQ (PIQ) for all staff is an integral part of high-quality professional development and that the process requires time and training for all colleagues to ensure that it is equitable and purposeful for all.

The PDP and Professional IQ Plan across the Trust provides the framework for a clear and consistent review of performance of teaching staff, support staff and leaders. It supports the development towards the vision of 'truly great students in truly great schools' and links directly to Academy and, where appropriate, Trust priorities. For those staff who are not student facing, they will have a self-directed development area rather than a PIQ project.

Performance Overview (Review of 23/24 Performance)

Support Staff (Reviewee):	PDP Lead (Reviewer):

Self-directed Development

Self-directed Development Area 2024/25:
Actions to achieve objective: (include performance criteria and evidence)
Check In Review (June/July 25):
Final Impact Statement (Jan 26):

Civic Duty

How are you contributing to becoming 'Truly great':

Professional Development

Training Support or Professional Development: (include career aspirations and CPD needs)

Personal Development Plan

Support Staff (non-student facing)

with Responsibility Area

24
25



Name:	Role:	
Reviewer:	Academy:	Date:
<p>Leger Education Trust (LET) recognises that its most important resource is its staff. Leger Education Trust believes that the Personal Development Plan (PDP) and Professional IQ (PIQ) for all staff is an integral part of high-quality professional development and that the process requires time and training for all colleagues to ensure that it is equitable and purposeful for all.</p> <p>The PDP and Professional IQ Plan across the Trust provides the framework for a clear and consistent review of performance of teaching staff, support staff and leaders. It supports the development towards the vision of 'truly great students in truly great schools' and links directly to Academy and, where appropriate, Trust priorities. For those staff who are not student facing, they will have a self-directed development area rather than a PIQ project.</p>		
Performance Overview (Review of 23/24 Performance)		
Support Staff (Reviewee):	PDP Lead (Reviewer):	

Self-directed Development

Self-directed Development Area 2024/25:
Actions to achieve objective: (include performance criteria and evidence)
Check In Review (June/July 25):
Final Impact Statement (Jan 26):

Responsibility Area Development

Responsibility area improvement:
Actions to achieve responsibility objective: (include performance criteria and evidence)

Professional Development

Training Support or Professional Development: (include career aspirations and CPD needs)

Personal Development Plan

Support Staff

(non-student facing, SBMs and Grade 9+)

24

25



Name:	Role:	
Reviewer:	Academy:	Date:
<p>Leger Education Trust (LET) recognises that its most important resource is its staff. Leger Education Trust believes that the Professional IQ Development Plan for all staff is an integral part of high-quality professional development and that the process requires time and training for all colleagues to ensure that it is equitable and purposeful for all.</p> <p>The Professional IQ Development Plan across the Trust provides the framework for a clear and consistent review of performance of teaching staff, support staff and leaders. It supports the development towards the vision of 'truly great students in truly great schools' and links directly to Academy and, where appropriate, Trust priorities.</p>		
Performance Overview (Review of 23/24 Performance)		
Support Staff (Reviewee):	PDP Lead (Reviewer):	

Self-directed Development

Self-directed Development Area 2024/25:
Actions to achieve objective: (include performance criteria and evidence)
Check In Review (June/July 25):
Final Impact Statement (Jan 26):

Leadership Development Areas

Leadership Development Area 1:
Actions to achieve objective 1: (include performance criteria and evidence)
Leadership Development Area 2:
Actions to achieve objective 2: (include performance criteria and evidence)

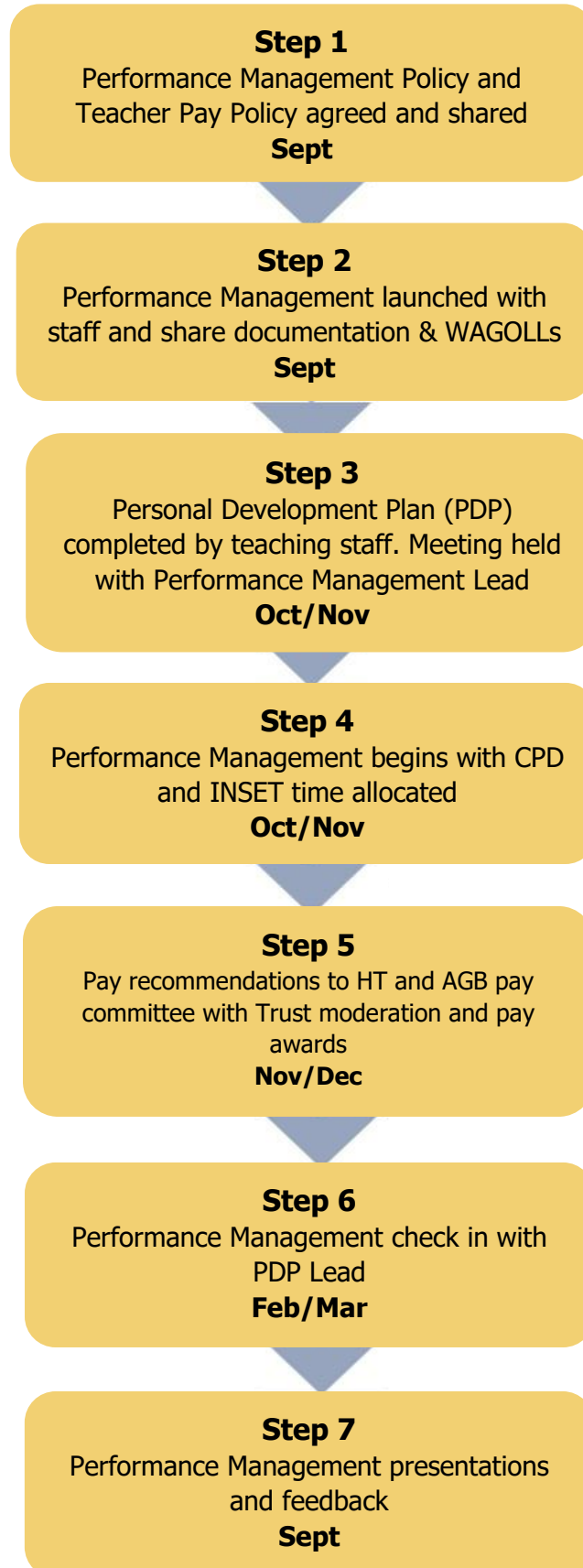
Professional Development

Training Support or Professional Development: (include career aspirations and CPD needs)

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Teaching/Exec Team Staff Flowchart*

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* Includes SLT, Headteachers, Trust Executive Leadership Group and CEO.

Personal Development Plan

Teaching Staff (Main Pay Scale)

24
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Name:	Role:	
Reviewer:	Academy:	Date:
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Performance Overview (Review of 23/24 Performance)		
Teacher (Reviewee):	PDP Lead (Reviewer):	

Professional IQ

Professional IQ Question 2024/25:

What impact does <what practice?> delivered over the course of <how long?> have on the quality of <what outcome?> for <whom?> Success Criteria:

- Rationale for IQ and target group
- Details of research and evidence base
- Rationale for strategy used
- How strategy was implemented
- Student voice
- Any limitations
- Assessment of impact
- Recommendations to others

Why have you chosen this class/ group?

How does it link to the DIP/SIP?

Actions to achieve objective: (include performance criteria and evidence)

What actions are you going to undertake to complete your IQ?

- Look through the range of evidence on the school system
- Evidence based reading
- Create a timeline of strategy implementation
- Create baseline assessment and summative assessment
- How will the IQ be evidenced?

Check In Review (Feb/Mar 25):

Final Impact Statement (Sept 25):

Professional Development

Training Support or Professional Development: (include career aspirations and CPD needs)

What is your personal development goal/ career aspiration? What do you require to help you achieve this?

Personal Development Plan

Teaching Staff (Middle Leaders)

24
25



Name:		Role:	
Reviewer:		Academy:	Date:
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Performance Overview (Review of 23/24 Performance)			
Teacher (Reviewee):		PDP Lead (Reviewer):	

Professional IQ

Professional IQ Question 2024/25:

What impact does <what practice?> delivered over the course of <how long?> have on the quality of <what outcome?> for <whom?>

Success Criteria

- Rationale for IQ and target group
- Details of research and evidence base
- Rationale for strategy used
- How strategy was implemented
- Student voice
- Any limitations
- Assessment of impact
- Recommendations to others

Why have you chosen this class/ group?

How does it link to the DIP/SIP?

Actions to achieve objective: (include performance criteria and evidence)

What actions are you going to undertake to complete your IQ?

- Look through the range of evidence on the school system
- Evidence based reading
- Create a timeline of strategy implementation
- Create baseline assessment and summative assessment
- How will the IQ be evidenced?

Check In Review (Feb/Mar 25):

Final Impact Statement (Sept 25):

Professional Development

Training Support or Professional Development: (include career aspirations & CPD needs)

What is your personal development goal/ career aspiration? What do you require to help you achieve this?

Subject Development Area (Based on School Improvement Plan)

Subject Area Target:

Curriculum lead/ SENDCO: To continue to develop the quality of education in the _____ department.

Pastoral lead: To continue to develop a positive culture and ethos in year___/ KS___.

Actions to achieve subject area objective: (include performance criteria and evidence)

Evidenced by:

Curriculum lead/ SENDCO:

Raising Standards meetings

DIP

Department QA

Quality of coaching

Monitoring of students with SEND and effective interventions

Pastoral lead:

Evidenced by:

Minutes of parental/ carer meetings

Implementation and monitoring of report cards

Support plans/ case studies for key students

Implementation and monitoring of action plans and behaviour contracts for key students.

Personal Development Plan

Teaching Staff (UPS)

24
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Name:	Role:	
Reviewer:	Academy:	Date:

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Performance Overview

Teacher (Reviewee):	PDP Lead (Reviewer):

Professional IQ (Review of 23/24 Performance)

Professional IQ Question 2024/25:

What impact does <what practice?> delivered over the course of <how long?> have on the quality of <what outcome?> for <whom?>

Success Criteria

- Rationale for IQ and target group
- Details of research and evidence base
- Rationale for strategy used
- How strategy was implemented
- Student voice
- Any limitations
- Assessment of impact
- Recommendations to others

Why have you chosen this class/ group?

How does it link to the DIP/SIP?

Actions to achieve objective: (include performance criteria and evidence)

What actions are you going to undertake to complete your IQ?

- Look through the range of evidence on the school system
- Evidence based reading
- Create a timeline of strategy implementation
- Create baseline assessment and summative assessment
- How will the IQ be evidenced?

Check In Review (Feb/Mar 25):

Final Impact Statement (Sept 25):

Professional Development

Training Support or Professional Development: (include career aspirations and CPD needs)

What is your personal development goal/ career aspiration? What do you require to help you achieve this?

Post Threshold Target (if no curriculum responsibility)

Post threshold target:

Post Threshold Standards (select/ highlight one):

P1	Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation
P2	Teaching & Learning- Have extensive knowledge & understanding of how to use & adapt a range of teaching, learning & behaviour management strategies, including how to personalize learning to provide opportunities for all learners to achieve their potential
P3	Assessment & Monitoring – Have extensive knowledge and well-informed understanding of the assessment requirements & arrangements for the subjects/curriculum areas they teach, including those related to public examinations & qualifications
P4	Have up to date knowledge & understanding of the different types of qualifications & specifications & their suitability for meeting learners needs
P5	Subjects & Curriculum – Have a more developed knowledge & understanding of their subjects/curriculum areas & related pedagogy including how learning progresses within them
P6	Health & Wellbeing – Have sufficient depth of knowledge & experience to be able to give advice on the development and wellbeing of children & young people
P7	Planning – Be flexible, creative & adept at designing learning sequences within lessons & across lessons that are effective & consistently well matched to learning objectives & the needs of learners & which integrate recent developments including those relating to subject/curriculum knowledge
P8	Teaching – have teaching skills which lead to learners achieving well relative to their prior attainment, asking progress as good as or better than similar learners nationally
P9	Team working & collaboration – Promote collaboration & work effectively as a team member
P10	Contribute to the professional development of colleagues through coaching & mentoring demonstrating effective practice & providing advice & feedback

Actions to achieve post threshold target: (include performance criteria and evidence)

Personal Development Plan

Teaching Staff (Senior Leadership)

24
25



Name:	Role:	
Reviewer:	Academy:	Date:
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Performance Overview (Review of 23/24 Performance)		
Teacher (Reviewee):	PDP Lead (Reviewer):	

Professional IQ

Professional IQ Question 2024/25:
<p>What impact does <what practice?> delivered over the course of <how long?> have on the quality of <what outcome?> for <whom?></p> <p>Success Criteria</p> <ul style="list-style-type: none"> • Rationale for IQ and target group • Details of research and evidence base • Rationale for strategy used • How strategy was implemented • Student voice • Any limitations • Assessment of impact • Recommendations to others <p>Why have you chosen this class/ group? How does it link to the SIP?</p>
Actions to achieve objective: (include performance criteria and evidence)
<p>What actions are you going to undertake to complete your IQ?</p> <ul style="list-style-type: none"> • Look through the range of evidence on the school system • Evidence based reading • Create a timeline of strategy implementation • Create baseline assessment and summative assessment • How will the IQ be evidenced?
Check In Review (Feb/Mar 25):
Final Impact Statement (Sept 25):

Professional Development

Training Support or Professional Development: (include career aspirations and CPD needs)

What is your personal development goal/ career aspiration? What do you require to help you achieve this?

Leadership Development Areas (if no curriculum responsibility)

Objective for leadership development area 1:

Actions to achieve leadership objective 1: (include performance criteria and evidence)

Objective for leadership development area 2:

Actions to achieve leadership objective 2: (include performance criteria and evidence)

Personal Development Plan

Headteachers & Trust Executive Team

24
25



Name:	Role:	
Reviewer:	Academy:	Date:
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Performance Overview (Review of 23/24 Performance)		
Staff Member (Reviewee):	PDP Lead (Reviewer):	

Professional IQ

Professional IQ Question 2024/25:
<p>What impact does <what practice?> delivered over the course of <how long?> have on the quality of <what outcome?> for <whom?></p> <p>Success Criteria</p> <ul style="list-style-type: none"> • Rationale for IQ and target group • Details of research and evidence base • Rationale for strategy used • How strategy was implemented • Student voice • Any limitations • Assessment of impact • Recommendations to others <p>Why have you chosen this class/ group? How does it link to the SIP/ Trust targets?</p>
Actions to achieve objective: (include performance criteria and evidence)
<p>What actions are you going to undertake to complete your IQ?</p> <ul style="list-style-type: none"> • Look through the range of evidence on the school system • Evidence based reading • Create a timeline of strategy implementation • Create baseline assessment and summative assessment • How will the IQ be evidenced?
Check In Review (Feb/Mar 25):
Final Impact Statement (Sept 25):

Professional Development

Training Support or Professional Development: (include career aspirations and CPD needs)
What is your personal development goal/ career aspiration? What do you require to help you achieve this?

Academy/Trust Development Areas

Academy/Trust development area 1:
Actions to achieve Academy/Trust objective 1: (include performance criteria and evidence)
Academy/Trust development area 2:
Actions to achieve Academy/Trust objective 2: (include performance criteria and evidence)