



# Thinking Schools Academy Trust Professional Growth Policy

This policy was adopted following consultation with recognised trade unions on	September 2021
The policy is to be reviewed on	September 2025

## **Purpose**

This policy sets out a framework for a clear and consistent approach for the professional development of all employees working for Thinking Schools Academy Trust (from this point known as the Trust). This framework aligns to the Academy’s plan for improving educational provision and performance, and the standards expected of teachers, support staff and Central Services teams. Unless evidence suggests otherwise, we assume that all staff are meeting the standards of their role. Should an individual not meet these standards, arrangements to support improvement are also included in this document. More serious concerns are addressed outside of this through the Capability Procedure.

## **Application**

The Professional Growth Policy is for all employees working within an Academy managed by the Trust with the exception of those Employees on contracts of less than one term, those undergoing induction (i.e. NQTs), and those who are subject to the Capability Procedure which sits outside the scope of this policy. This document can be found on Our Trust website.

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# 1 Principles

- 1.1 Our approach to Professional Growth is to create a more reflective, supportive and consistent approach, helping staff to be their best selves, and ultimately help our student/pupils to achieve the best possible outcomes. We believe that the professional development of our staff should be a positive and engaging process – further context can be found [here](#).

Professional Growth is more than meetings and measures, it is a continuous process of:

- Recognising and promoting a culture of professional dialogue and development
- Identifying and acknowledging iterative progress through regular reflection
- Mastering the skills that are core to an individual's success in their role through creating opportunities for learning, experimenting and practicing.
- Supporting staff to own and lead their professional development and learning
- Interacting and collaborating with colleagues to gain perspectives, support, exchange feedback and learning

Professional Growth acknowledges that some teaching staff may choose not to move to the Embedding career stage (T7-10); they may wish to concentrate on mastering the elements of the enhancing stage. Teachers who wish to do this will be fully supported and their objectives will be designed to reflect this. They will be able to access all of the professional development programmes via Thinking Horizons to aid them with their personalised professional growth journeys.

- 1.2 We aim to build trust with staff irrespective of role. We work from the assumption that, unless evidence is noted to the contrary, an employee is delivering to the standards of their role. The objectives that are agreed should support the ambitions of the Trust, School and also the professional development of the individual setting them.
- 1.3 We recognise that in order to deliver the best outcomes for our student/pupils or customers we must invest in our staff development including seeking staff views on their needs and providing CPD opportunities through our Think Ahead programmes.
- 1.4 Professional Growth focusses on the progress made against key priorities agreed, with appropriate support, in addition to assessing and recognising overall performance in the job against any relevant standards/accountabilities.
- 1.5 The process of Professional Growth will be carried out in accordance with this policy, which is underpinned by the statutory regulations for teachers and local agreements for support staff.
- 1.6 The Governing Body, Executive Team, Senior Management Team and Headteacher/Principal will monitor the operation and effectiveness of the Academy's or Central Team's Professional Growth processes including carrying out an Equality Impact Assessment.
- 1.7 The Professional Growth process will be treated with confidentiality. Normally only the reviewer, reviewee and the Headteacher/Principal or SMT Member will have access to development information and documentation relating to the reviewee. However, to support moderation of objectives and assessments to

take place, records may be shared with members of the Senior Leadership Team in accordance with the Academy's Pay Policy. This can be found on the Our Trust website. In the event of an Ofsted inspection taking place, Ofsted inspectors may request that anonymised information about the Academy's Professional Growth arrangements, including the most recent outcomes and their relationship to salary progression, is provided. Governors may also request an anonymised sample of Professional Growth process outcomes to enable them to perform their role in monitoring the effectiveness of the Academy's approach.

- 1.8 The Governing Body, Headteacher/Principal or SMT Member will ensure that all written Professional Growth records are retained securely for six years and then destroyed in line with GDPR and Data Protection Act 2018.
- 1.9 Where an Employee's performance is affected by a health problem and/or sickness absence, the matter will normally be dealt with in accordance with the Academy's Absence Policy and Procedure. This can be found on the Our Trust website. This is likely to lead to a referral to Occupational Health in order to assess the Employee's fitness for work and offer appropriate support.
- 1.10 When assessing an Employee through the Professional Growth process, factors such as any periods of ill health, or maternity leave, will be taken into account, as this may affect an Employee's ability to meet their objectives. Decisions will be taken by reference to such information as is available. This may include information from the most recent annual review or any part of the Professional Growth window when the teacher was present.

## **2 Professional Growth Process**

- 2.1 The Professional Growth Process for all employees will run for twelve months, with the end of year review being completed by October, and December for the Headteacher/Principal, in reference to the previous academic year. A learning review in July will provide all staff with the opportunity to reflect and review progress against their objectives. See Appendix 1 for an overview of the process.
- 2.2 Fortnightly 'Check Ins' will take place using the 'Think Ahead' app accessed via MS Teams. These are short online opportunities for progress to be noted, feedback to be shared and provide a body of supporting information for face to face discussions. Sufficient CPD time will be provided to do this, and these conversations take part via an online platform to reduce the need to meet in real time. The aim of these touch points is to support more regular dialogue about performance, allow smaller shifts in performance to be acknowledged and truly support professional development to be continuous.
- 2.3 Employees who are employed on a fixed-term contract of less than one year will approach their professional development in line with the principles underpinning this policy. The length of the period will be determined by the duration of their contract.
- 2.4 The Professional Growth process will link to the pay arrangements for employees. In the case of teaching staff, the end of year review and the annual pay determination will take place by the end of October each year (December for the Headteacher/Principal) and is informed by the Professional Growth process concluding at the end of the previous academic year (31 August).

### 3 Reviewers

- 3.1 The Headteacher/Principal's Professional Growth will be discussed and agreed with the Governing Body, supported by a suitably skilled adviser. This is normally the Chief Executive (CEO) or a person nominated by this person.
- 3.2 In this Trust the task of agreeing Professional Growth objectives for the Headteacher/Principal will be delegated to a sub-group consisting of members of the Governing Body. The appointed governors will be known as the Professional Growth Committee (PGC)
- 3.3 The CEO retains the right to be a member of the PGC.
- 3.4 The Headteacher/Principal or SMT Member will decide who will review other teachers, support staff or Central Services staff, however this will normally be the employee's line manager. The Headteacher/Principal will determine whether the reviewer also makes a recommendation about pay progression, in accordance with the Academy's Pay Policy. The Headteacher/Principal has the discretion to delegate the review process to other Employees who will normally be line managers. Reviewers will have the necessary knowledge and training in order to undertake this role and in the case of appraisers for teachers will always hold qualified teaching status.
- 3.5 Where performance concerns arise (see section 7), the Headteacher/Principal or SMT Member may redelegate the reviewer role to a senior manager or undertake the role of reviewer themselves.
- 3.6 The line manager is an individual or group that have been recognised and appropriately trained by the Trust with responsibility of conducting the performance management on the member of staff.

<b>Reviewee</b>	<b>Reviewer</b>
<b>CEO</b>	Board
<b>Executive</b>	CEO & Board
<b>Head</b>	Executive & RGB
<b>All other school staff</b>	As directed by the Head
<b>All other trust staff</b>	As directed by the Deputy CEO

### 4. Agreeing Objectives

- 4.1 The Headteacher/Principal's objectives will be agreed with the Governing Body after consultation with the CEO. Objectives for each Employee will be agreed before, or as soon as practicable after, the start of each performance management cycle but no later than 31 October for all staff with exception of Headteachers / Principals who should have theirs agreed by 31 December.
- 4.2 Staff of all levels will focus on three objectives that they should propose which should be agreed in collaboration with their line manager. The complexity and expected impact of those objectives will reflect the level and responsibilities of their role. Objectives agreed with any staff member will not represent the complete job that they are expected to perform – these are expected to have a narrower but significant focus. Objectives will be quality assured by the Head or an assigned member of SLT. If a member of staff

has concerns about the objective setting process, they should discuss this with the senior leader who manages their department or area of the Trust.

- **Impact on Trust** – the first objective should contribute to one of the Trust’s strategic pillars, Academy’s or Central Directorate’s plans or improvement targets. Heads or SMT Members should decide the focus of this and the employee should propose how they may improve their practice to support it.
- **Impact on Others** – this objective should focus on the impact the employee has on those their role supports e.g. for teaching and classroom based staff this will be based on progress for pupils; for support or central staff this will be based on improving service levels to internal or external customers; for Head Teachers, this will be focused around the delivery of the School Improvement plan. It should link to local level plans and be proposed by the staff member to be discussed and agreed with their manager. The use of teacher generated and assessment data including for groups of pupils is encourage as insight to inform objectives.
- **Impact on You** – this objective should be a personal development focus on an attitude, skill or area of knowledge that will benefit the staff member in their professional role. Ideally an area that they are passionate about. It may be a new focus or deepening on an existing focus using principles of Thinking Mastery - these are embedded into the Think Ahead app.

4.3 In agreeing objectives, reviewers will have regard to what can reasonably be expected given the Employee’s role and level of experience as communicated in the Academy’s Pay Policy. A shared understanding of an Employee’s growth in their role must also be present at the outset of the Professional Growth process.

4.4 Agreed objectives will be SMART (Specific, Measurable, Achievable, Realistic and Time bound) and therefore should have clearly defined success criteria against which progress can be identified and recognised.

4.5 Objectives will have regard to a reasonable level of expectations of the employee in the context of work/life balance.

## 5 Identifying Progress

5.1 A core principle in Professional Growth is progress in the approach taken to delivering objectives alongside the impact that this has had. Both engagement and outputs of reflective practice through use of the Think Ahead app will also be considered when reviewing a staff member’s success in delivery of their objectives. A matrix to support Reviewers can be found in the Appendices as Appendix 2. Progress against objectives and in professional growth discussions will not solely be based on teacher generated data and predictions, or on the assessment data for a single group of pupils.

Progress should be acknowledged, and smaller milestones identified throughout the year to support incremental growth.

5.2 **Supporting Information** – an employee or their reviewer may refer to a range of sources of information to demonstrate how they have developed and delivered impact within their focus areas or exceeded expectations beyond these. This information should be used to share improvements made in these areas as

opposed to proving competence more broadly in the role. Regular engagement with the check in process on the Think Ahead app will provide useful insights and help to demonstrate progress thereby reducing the associated workload.

A successful outcome will automatically be assumed unless significant concerns about standards of performance have been raised in writing with the staff member through the Professional Growth process and have not been sufficiently addressed through support provided by the Academy by the conclusion of that process. TSAT Teaching Standards may be used to identify improvements as part of a professional growth conversation but should not be used as an exhaustive checklist. These standards can be found on Our Trust website.

### 5.2.1 **Observation**

Observations should serve a variety of purposes and fall into the categories outlined below. It is our intention that a staff member should receive no more than 3 hours per year unless requesting more or where their performance is subject to the Managing Performance Concerns Policy. This policy can be found on the Our Trust website.

- A. To enhance professional growth by giving staff feedback on how to improve the quality of education that they are providing for student/pupils. These observations are unlimited as they are requested by the staff member.
- B. To provide leaders with information to guide whole school or departmental improvement. These observations will not exceed 3 hours across the year and should not exceed 30 minutes per term or 6 times per year.
- C. To monitor standards across the school. Frequency and duration of these observations are at the discretion of the Senior Leadership Team

To aid with their continued professional growth, a reviewee can request input from their line manager/coach/ peer in the form of a lesson observation or meeting at any point during the professional growth annual cycle. This should be sharply focused around an area that will improve a teacher's practice and should, therefore, be followed up with face to face feedback. The frequency and duration of this will need to be agreed between both parties.

Observations should form part of a constructive dialogue to help an individual to reflect, identify strengths or progress and improve their practice. This should link to the 'mastery' agenda, where every member of staff is engaged in reflective practice to improve student/pupil outcomes.

All observations will be carried out in a constructive and supportive manner. Teachers and Academy based union reps will be consulted annually over the proposed pattern of observations in their Academy.

In keeping with the Academy governing body's commitment to supportive and developmental classroom observation the Headteacher/Principal will:

- Ensure a high quality of Professional Growth conversations (linked to classroom practice) to support staff in achieving their goals;
- Ensure that staff are informed of any observations that are going to take place in a timely manner before the observation (with the exception of Trust QA reviews and standards walks);

- Consult teachers and Academy union reps on the pattern of classroom observations (for B and C above) which they can expect annually and aim to seek agreement with teachers and professional representatives on these arrangements;
- Arrange, as far as possible, for all professional growth observations to take place at a time agreed between teacher and observer;
- Ensure that there are agreed, timely lesson observations that support staff in their Professional Growth;
- Provide adequate Professional Growth support for staff in any extenuating circumstances;
- Ensure that planning that takes place at the start of the Professional Growth process is agreed through a discussion with line manager (in role of instructional coach) or at discretion of SLT/Head;
- Advise on the amount and duration of observations; the focus of the observation, when during the Professional Growth process the observation will take place and who will conduct the observation

In order to support professional growth and to support efforts to deliver the Academy's commitment to streamlining data collection and minimising bureaucracy and workload burdens on teachers, the information gathered will be used for multiple purposes, mainly to aid staff on their professional growth journeys, but also supporting with Academy self-evaluation and Academy improvement strategies. This will enable the Headteacher to discharge their duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained.

In this Trust, professional growth observations (A above) can happen at any agreed time and at any agreed frequency as they are connected to a collaboration between reviewer/coach/peer and reviewee with the aim of supporting the latter to work towards mastery in an area/domain of pedagogy. Observations for B are connected to reviewing classroom-based employees' performance against the teaching standards, but the amount and type of classroom observation will depend on the individual circumstances of the Employee and the overall needs of the Academy at that time, but limited to a maximum of 3 hours per year for all purposes (these limits will not apply to staff who are NQTs, trainees or those subject to structured management support). The duration and frequency of these observations can be set by the Headteacher locally, but should not exceed 3 hours unless performance concerns have been formally raised. Staff will always be supplied with formative feedback identifying their key strengths and areas for improvement. Classroom observation of teachers will be carried out by those with QTS.

As part of C, the Headteacher/Principal or other leaders with responsibility for standards in the classroom may 'drop in' in order to evaluate the standards of teaching and to check that high standards of professional performance are established and maintained (in line with the teaching standards). Teachers will be notified of the purpose of such 'learning walks' or 'drop ins' in advance. The length and frequency of 'drop in' observations will vary depending on specific circumstances. Such 'drop ins' will not be used in isolation to form judgements of individuals linked to annual Professional Growth review.

Professional growth observation feedback (A above) should take place in an agreed way with reviewer/coach/peer and reviewee. As soon as practicable after an observation (for B above) and within 2 working days, verbal feedback will be given to the Employee – this should focus on what went well and where there may be room for improvement, with the aim of creating a dialogue with the member of staff about their professional practice, providing them with clear next steps to aid with their progression. To support the teachers' reflection process, all observations (for A, B and C above) should be logged via the Think Ahead app by the staff member or manager when reviewing their latest check in, ideally within 5



days. Where it is not reasonably practicable to provide feedback within these timescales, feedback will be provided at the earliest opportunity thereafter.

Teachers (including the Headteacher/Principal) who have responsibilities outside the classroom, and support staff or Central Staff who are not classroom-based may also be observed carrying out their role in order to help identify strengths, development areas and gain insights into their approach to their role.

Observations undertaken by Ofsted inspectors or as a result of Trust monitoring reviews, will not, in themselves, be used for Professional Growth discussion purposes. However, these observations may highlight the need for the Academy to undertake separate observations to understand someone's current performance – such observations may be used in Professional Growth discussions where this has been planned, agreed and communicated to all parties in advance.

### 5.2.2 **Pupil progress and attainment**

Pupil progress and attainment are an integral part of the teaching standards, so it is an expectation that teachers meet these 'quality of education' requirements as part of their role. The quality of education is measured by the effectiveness of curriculum delivery. This focuses on the quality of teaching (pedagogy) and how effective it is at delivering the curriculum intentions. It also focuses on the quality of assessment and interventions, both formative and summative, and how it supports student/pupils to maximise their progress. Middle leaders need to ensure that the quality of their curriculum design, its appropriateness and coverage aids with pupil progress.

For Professional Growth, pupil progress and attainment will be an area that teaching/classroom-based staff will need to focus on to demonstrate their 'Impact on Others'. Each year, staff will look at the data from their classes and will use this to decide upon their focus area for 'Impact on Others'. For example, if boys' attainment seems to be an area for development in Key Stage 4, this will become an area for Professional Growth so that the member of staff engages in research, trial (of various strategies) and review.

### 5.2.3 **Work Sampling**

Work sampling can provide useful insights and information when exploring progress and development against an employee's standards for the role, and where relevant, against objectives. Work sampling should be carried out in conjunction with class data/ student/pupil interviews/ staff interviews and take into account associated impact on workload.

### 5.2.4 **Other supporting information**

Staff are encouraged to think broadly around other information which may help them to identify where they have made progress against their objectives. Examples of such information may include (but are not limited to):

- Examples of short, medium and long-term plans
- Effective deployment and management of classroom-based support staff.
- Reports from external sources such as Ofsted, the local authority, or other reviews.
- Performance tables
- Samples of written correspondence or project work

- Examples of displays or resources
- Feedback from colleagues, managers, staff – this may be gathered via the Think Ahead app.

### 5.3 **Feedback**

5.3.1 Regular feedback is essential to supporting our staff Professional Growth. It's important that feedback is respectfully delivered, specific and sufficiently challenging to be useful.

Through use of the Think Ahead app and other dialogue, employees will share and receive regular, constructive feedback on their performance throughout the year. Feedback will highlight particular areas of strength and celebrate success, as well as any areas that need development and support.

Where there are any concerns about any aspects of an Employee's performance, this will be managed in accordance with Section 7 of this policy.

5.3.2 For Teaching Staff, feedback and review meetings will always be held during directed time but, not within a teachers' PPA time. Support and Central Team staff meetings will be held during their normal working hours.

### 5.4 **Annual Professional Growth Discussion**

5.4.1 Every Employee's progress will be formally reviewed through a focussed discussion around their Professional Growth. In assessing the performance of the Headteacher/Principal, the Governing Body will consult the CEO.

5.4.2 For Teaching Staff, Annual Review meetings will always be held during directed time but, not within a teachers' PPA time. Support and Central Team staff meetings will be held during their normal working hours.

5.4.3 This conversation is the end point to the annual process, but objectives and progress will be reviewed and addressed throughout the year through regular check ins via the Think Ahead app, a mid-year review and end of year Reflection Sessions. This reflection session will be used to discuss outcomes for 'Impact on Self' objectives and will take place in July to ensure this learning is captured within a useful time frame from delivery. The format of this will be at discretion of the Headteacher / Principal or Head of Department and may include presentations, discussions or one to one review.

5.4.4 An Employee will receive a written feedback summary as soon as practicable following the end of each year. The Employee will have the opportunity to comment on this. All staff will receive this by 31 October (except for Headteacher/Principal who will receive theirs by 31 December). This summary will include:

- an assessment of progress against their Professional Growth objectives in the last year
- an assessment of performance of their role and responsibilities against the standards/accountabilities for their role in the last year
- a summary of relevant supporting information underpinning decisions made
- a recommendation on pay based on performance in the last year (where staff are eligible for progression).

The Employee will also receive a new summary for the new year. This will include:

- details of the three objectives agreed for the year ahead
- details of relevant supporting standards
- Professional Growth Plan identifying any learning & development needs or support that may be required in the coming year – this may be informed by the previous year’s outcomes (see 6.3)
- An indication of when any observations may take place (if applicable)

5.4.5 All staff and reviewers are encouraged to also use Professional Growth meetings to discuss other matters pertinent to their employment.

5.4.6 With the exception of the Headteacher/Principal pay recommendation, all pay recommendations arising out of this process must be approved by the Headteacher/Principal or Deputy CEO for Central Services before being shared with the individual member of staff to whom the recommendation relates and referred to the governors’ pay committee. The PGC must also refer their recommendation to the governors’ pay committee.

5.4.7 Pay progression for all staff will be as set out in the Trust’s Pay Policy.

## 5.5 **Moderation of Professional Growth Outcomes**

The Headteacher/Principal will take responsibility, where the reviewer role has been delegated, for ensuring there is an appropriate system in place to moderate Professional Growth outcomes and pay recommendations, to ensure consistency and equality of treatment.

## 6 **Talent & Development**

### 6.1 **Development**

The Trust aims for staff to be more empowered to propose, shape and agree their Professional Growth objectives and with this ownership comes a personal responsibility for driving their own development alongside supporting colleagues to do so. Personal responsibility in this context includes:

- Seeking out development opportunities and feedback wherever possible
- Deepening expertise in their area of work to deliver the best outcomes for student/pupils & customers
- Taking time to reflect regularly using the Think Ahead app alongside conversation with line managers and colleagues
- Using the Think Ahead app as well as other channels to share constructive feedback with line managers, peers and colleagues.
- Increasing awareness of Think Ahead programmes to aid Professional Growth.

### 6.2 **Professional Support**

Professional support will be available for all staff so that they can continue to grow and develop. Alongside the ongoing Professional Growth Process the following areas may be considered as professional support:

- Co-designed work with colleagues
- Coaching or mentoring – either providing or receiving this

- Observations
- 360 Degree Feedback
- Access to CPD activities including online learning

### 6.3 Professional Growth Plans

Following agreement of objectives, staff should agree key development requirements that will support them to deliver the best possible impact in their area of expertise. These should be captured using the Think Ahead app.

### 6.4 Identifying Talent

When we refer to ‘talent’ we are referring to staff members who have the potential to move on to broader or more senior leadership roles. Through more regular dialogue around Professional Growth, ownership of professional development and tighter focus on bespoke goals the opportunities to demonstrate talent will be more evident and accessible across the Trust.

Line managers and Senior Leaders have a responsibility to promote opportunities to apply skills in areas alongside existing responsibilities wherever practicable and to signpost talented individuals to development programmes where they are available.

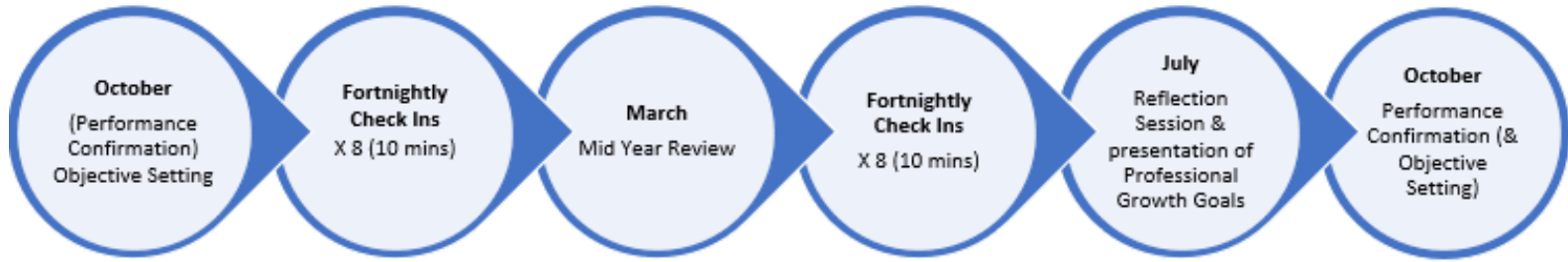
A range of programmes operate internally and externally to support talented individuals to progress to more senior or specialist roles. These programmes will be promoted to all staff and are subject to entry criteria and assessment process. Staff who are interested in finding out more about these programmes should contact [h.lambkin@tsatrust.org.uk](mailto:h.lambkin@tsatrust.org.uk) or visit the Thinking Horizons website (live date TBC).

## 7 Performance concerns

- 7.1 We will have honest, open conversations about staff performance to encourage discussion, accountability and ultimately improvement. We know that the majority of staff deliver their job well for the majority of the time, though sometimes performance may be viewed as below what’s expected and support is needed to help return to and sustain the required level of performance to meet the standards or job description for their role. Should performance concerns be raised, the Professional Growth process will be paused until standards are being met to allow the staff member to focus their efforts.
- 7.2 Processes and supporting documents to support Managers to address performance concerns can be found in the Managing Performance Concerns Policy. This document also outlines the Trust’s Managing Capability process.

## Professional Growth Process

## Appendix 1



## Professional Growth Outcomes Matrix Appendix 2

<b>Engagement to improve</b>	<ul style="list-style-type: none"> <li>Engages highly in all check-ins.</li> <li>Engages highly in PG across all 3 objectives with equal weighting.</li> <li>Impact on self, others, Trust is lower or focussed on one objective</li> </ul>	<ul style="list-style-type: none"> <li>Engages highly in all check-ins.</li> <li>Engages highly in PG across all 3 objectives with equal weighting.</li> <li>Impact on self, others, Trust higher for some objectives than others</li> </ul>	<ul style="list-style-type: none"> <li>Engages highly in all check-ins.</li> <li>Engages highly in PG across all 3 objectives with equal weighting.</li> <li>High impact in all objectives – self, others and Trust</li> </ul>	<p style="text-align: center;"><b>EXCEPTIONAL</b></p> <ul style="list-style-type: none"> <li>Engages proactively in all check-ins.</li> <li>Engages exceptionally in PG across all 3 objectives and goes beyond expectations</li> <li>Fully autonomous in personal growth agenda.</li> <li>Impact is high and wide reaching.</li> </ul>
	<ul style="list-style-type: none"> <li>Engages in most check-ins.</li> <li>Engages in PG across all 3 objectives, with more emphasis on some than on others.</li> <li>Impact on self, others, Trust is low or focussed on one objective</li> </ul>	<ul style="list-style-type: none"> <li>Engages in most check-ins.</li> <li>Engages in PG across all 3 objectives, with more emphasis on some than on others.</li> <li>Impact on self, others, Trust higher for some objectives than others</li> </ul>	<ul style="list-style-type: none"> <li>Engages in most check-ins.</li> <li>Engages in PG across all 3 objectives, with more emphasis on some than on others.</li> <li>High impact in all objectives - self, others and Trust</li> </ul>	<p style="text-align: center;"><b>Examples of PG engagement:</b></p> <ul style="list-style-type: none"> <li>'Highly' means both number and quality of check ins</li> <li>Check ins relating to progress in objectives</li> <li>Recognition of others</li> <li>Progression through Thinking Mastery questions</li> <li>Use of Thinking Tools</li> <li>Participation in 360</li> </ul>
	<ul style="list-style-type: none"> <li>Engages inconsistently with check-ins/ low engagement with check-ins.</li> <li>Limited engagement in PG across all 3 objectives.</li> <li>Impact on self, others, Trust is low or focussed on one objective</li> </ul>	<ul style="list-style-type: none"> <li>Engages inconsistently with check-ins/ low engagement with check-ins.</li> <li>Limited engagement in PG across all 3 objectives.</li> <li>Impact on self, others, Trust higher for some objectives than others</li> </ul>	<ul style="list-style-type: none"> <li>Engages inconsistently with check-ins/ low engagement with check-ins.</li> <li>Limited engagement in PG across all 3 objectives.</li> <li>High impact on all objectives - self, others and Trust</li> </ul>	
<b>Impact of objectives on Self, Others, Trust</b>				

May be going through Structured Managerial Support. Those on Capability sit outside this.