

Fioretti Trust



PROFESSIONAL GROWTH

Growing Great People

*Enabling every child and
every adult to flourish.
Every day*

2025-2026

● 5 Schools ● 1529 Pupils ● 209 Staff ● 1 Family ●

'**Growing Great People**' is The Fioretti Trust's professional growth policy that puts **improving** and **maintaining** the highest quality of teaching at the very heart of the process.

Performance management involves establishing a culture in which individuals and groups take responsibility for the continuous improvement of organisation processes and priorities and of their own skills, behaviour and contributions. Providing a supportive environment to help people learn is therefore an essential part of any performance management programme. Tied into the performance gaps mentioned above and the need for agility, is the need to reflect regularly and to feel valued.

Introduction

The challenge to all staff within The Fioretti Trust is to always improve, to always get better; to continually grow. We strive to reinforce the status of our extraordinary profession and promote staff wellbeing in order to unlock the skill, passion and discretionary effort that exists within our workforce.

Impactful teaching is one of our key ambitions and we view our staff as our greatest asset. Therefore, our professional growth process exists to ensure that our staff are able to **unlock their potential** and be the very best they can be. This in turn leads to improved organisational performance as seen in improved outcomes for our pupils and our core purpose of ensuring that all of our pupils **achieve** and schools run as well as they can.

Purpose and Key Principles

Our professional growth policy outlines the approach that we take to help our staff unlock their potential to become the very best version of themselves; supporting them to take their next steps but also creating a culture that encourages them to stay and grow within our trust.

Professional growth within our trust has several purposes:

- To build and enhance expertise, and secure continuous growth and improvement, guided by **aspiration** for excellence, **wisdom** in applying knowledge, and **compassion** in supporting others on their journey.
- To challenge thinking and promote reflection on strengths, successes and areas for further growth, encouraging **aspiration** toward personal and collective potential, **wisdom** in self-awareness, and **compassion** in fostering a safe and respectful environment for growth.
- To promote mastery of our six principles of teaching and four principles of learning, with **aspiration** to uphold the highest standards, **wisdom** in pedagogical practice, and **compassion** in meeting the diverse needs of learners.
- To recognise and promote a culture of professionalism, rooted in **aspiration** for integrity and excellence, **wisdom** in ethical decision-making, and **compassion** in building inclusive and respectful professional relationships.

Professional development is key to high standards, and it is a shared commitment for all staff in our schools. It requires a desire and willingness to continually improve with a shared commitment for staff to support one another to develop so that our pupils benefit from the highest quality of learning and teaching. Our professional growth process requires a commitment from all staff to actively engage in order to seek further growth. Our professional growth process is 'done by' not 'done to' our staff.

Historically, performance management procedures have varied across different staff groups. However, we are committed to establishing a unified approach that enables all staff to strive for excellence—ultimately enhancing outcomes for the children in our schools.

Principles for our Performance Management model

1. A focus on professional growth designed to facilitate feedback that supports future performance
2. Dialogue, challenge and reflection are embedded features. Goal setting should be realistically aspirational; slightly outside an individual's comfort zone and designed to support individual and organisation growth
3. Learning from each other- teams are a place where dialogue can occur to support learning. Teams can be from within the home school or across our trust schools. Line managers need to understand their role in supporting learning and development
4. A valued experience – employees see the process as worthwhile and enables growth
5. Regular, multi perspective dialogue is a feature through a coaching approach
6. Impactful and making a difference- individual impact is seen in terms of their aspirations, well-being and making a difference to school priorities; organisational impact related to our Trust ambitions
7. Strengths based approach- team and individual strengths are recognised and rewarded. A focus on Even Better Ifs (EBIs) rather than areas for improvement
8. A simple to understand process and not onerous to complete
9. Contribution to team goals considered – a recognition of individuals contribution to team goals to develop a sense of pride. Recognising good communication and collaboration as important.
10. Development orientated – a focus on high quality CPD and training.

Attributes expected from our colleagues

- Engagement with team, school and trust aims
- Working in line with our trust values and 'The Fioretti Way'.
- Evidence of self- development
- Meeting deadlines
- Contributing to team goals
- Evidence of closing personal/ professional skills gaps
- Demonstrating ability to embed new learning
- Demonstrating ability to improve one's own practice
- Demonstrating interpersonal/ communication skills
- Evidence of adapting new ways of working for self / team/ school improvement
- Reflectiveness- demonstrating a willingness to reflect on one's own practice
- Acting on feedback

Main components of Professional Growth

1. Developing a professional Growth plan -Self- Reflection and goal setting including coaching conversation
2. Professional development activity, reviewing progress and future planning including coaching conversation
3. Mid Term Review
4. Reflections, feedback and sharing - Self -reflection and reviewer feedback including conversation
5. Final Review

Effective Professional Reflection

Effective professional development starts by gauging clarity on what we hope to achieve and what staff already know and do. Therefore, the professional growth process involves effective **reflection**. At Fioretti, professional standards guide all aspects of school life. These include frameworks developed internally (see appendices), which serve as benchmarks for reflection, review, and evaluation. They support all staff in identifying areas for growth and in maintaining the high level of competence expected throughout their careers.

The Professional Growth process ensures that our practices focus on solutions and finding answers within our colleagues rather than having imposed, often superficial, targets which all too often become forgotten. We also need to ensure that we help our staff build on their strengths as well as identifying their development points. The Professional Growth process is committed to developing a professional culture which drives quality assurance from within; an enabling process rather than an imposed top down process.

Evaluating Your Progress: Professional Growth for All Staff

The Professional Growth process fosters a culture where all staff take personal responsibility for improving their practice through meaningful professional development, action research, and the sharing of effective strategies. This growth is aligned with our Trust and school ambitions, key priorities, and the ongoing development needs of individual staff members. If relevant, some staff will be grouped to work together on areas of professional growth.

Expectations for All Staff

- Engage fully in the Professional Growth process.
- Reflect on their strengths, successes, and areas for further development.
- Use structured reflection tools to assess current performance and identify next steps for improvement.
- Establish a clear focus for professional growth, supported by a coach or line manager, and detailed in a Professional Growth Plan.
- Participate in a coaching conversation at the start of the Autumn term, using models such as GROW to help define and refine their development focus.
- Sustain this focus over time through learning, experimentation, reflection, feedback, and collaboration.
- Integrate professional growth into everyday work practices, rather than limiting it to formal meetings or reviews.
- Regularly reflect on progress and adapt practices accordingly.
- Share progress with their coach or line manager during a midpoint review in February.
- Present their sustained development work to colleagues in June, contributing to a culture of reflection, accountability, and shared learning.
- Engage with whole-school, Trust-wide, and team-specific professional growth priorities.

Additional Notes

- Staff in leadership roles or those aspiring to leadership positions will have goals aligned with the Leadership Competency Framework and/or Leadership Standards.
- The process is designed to be inclusive, developmental, and impactful for all roles across the school.

Professional Growth Plan (PGP)

The Professional Growth Plan supports all staff in identifying and developing the knowledge and skills needed to meet the learning and wellbeing needs of our pupils.

Each staff member—whether teaching or non-teaching—is encouraged to take ownership of their professional development by creating a personalised plan that reflects on current practice and sets clear goals for improvement. These goals should align with their role, school priorities, and the needs of the pupils or area they support.

The PGP is a live document, revisited regularly, and focused on sustained, purposeful learning rather than one-off training. It promotes inquiry, experimentation, and collaboration, with staff supported through coaching, resources, and time to develop their chosen focus.

For teaching staff, this may involve refining classroom practice; for support staff, it may include team-based goals or role-specific development. Newly qualified teachers (ECTs) follow a separate induction programme and are not required to complete a PGP.

We value autonomy and trust our staff to choose meaningful areas for growth. When individuals set and monitor their own goals, they are more likely to grow professionally and positively impact pupil outcomes.

Professional Support

All staff are encouraged to engage in ongoing professional development through a range of supportive opportunities, including dialogue, regular coaching, mentoring, feedback, and access to online resources. Staff are expected to collaborate with colleagues and seek input from those with relevant expertise to reflect on and improve their practice.

Professional support is designed to be developmental, with staff both receiving and offering constructive feedback. This process helps build adaptive expertise and fosters a culture of continuous growth across the school.

Feedback

Timely, focused feedback is essential for professional growth. Feedback should relate directly to agreed development areas and be followed by a structured conversation to identify next steps. These discussions should be respectful, challenging, and goal-oriented, ensuring feedback leads to meaningful action.

Addressing underperformance:

The Trust is committed to fostering a culture of continuous improvement for all staff. Conversations about development should be seen as constructive and forward-looking, not as criticism. High-performing professionals regularly seek feedback and coaching to refine their practice.

Where performance concerns arise, leaders are expected to be transparent and supportive. It's important to clarify whether feedback is addressing underperformance or enhancing existing good practice. All concerns and support processes are outlined in the Trust's *Capability Policy*, which must be followed.

To ensure fairness and consistency, underperformance is clearly defined in the policy. Initial concerns should be addressed through the supportive measures as set out in this policy:

- Coaching and mentoring
- Access to CPD and online resources
- Structured feedback and drop-ins
- Tailored support for ECTs and staff needing additional help

Drop-ins

Drop-ins are not graded and are not used as sole indicators of performance. Instead, they serve two key purposes:

- To support the development of the person being observed.
- To enable learning from others' practice.

Drop-ins and other forms of professional support will be scheduled collaboratively, with the focus determined by the staff member. All staff will receive feedback on their professional growth areas throughout the year to support continuous improvement.

Support will be tailored to individual needs, with Early Career Teachers (ECTs) and those requiring additional help receiving more frequent input. Staff may also request further support at any time.

Curriculum leads may use drop-ins to evaluate curriculum implementation. All professional support will be delivered in a constructive and developmental manner, typically by a designated colleague such as a line manager.

Upper Pay Range (UPR) for Teaching Staff

The Upper Pay Range is available to qualified teachers who have demonstrated sustained excellence. Progression to UPR—often called 'crossing the threshold'—requires teachers to show that:

- They are highly competent in all Teachers' Standards, with deep knowledge of teaching, learning, and behaviour strategies.
- They actively engage in professional growth, showing strong understanding of curriculum, assessment, and pedagogy within their subject or Key Stage.
- Their contribution to the school is substantial and sustained—meaning they meet the Teachers' Standards and make a wider impact (refer to the Career Stage Expectations document), sustained over at least two years.
- They support the development of others by sharing best practice, mentoring, coaching, and collaborating beyond their own classroom.

Applying for UPR

Teachers apply by indicating their intention on Part 1 of the Professional Growth Form at the start of the year. No portfolio of evidence is required. As this is a voluntary process, teachers should inform their headteacher early to ensure appropriate support.

At the end of the process, teachers complete the CPT Application for the Upper Pay Range form. Applications are reviewed and authorised by the CEO in collaboration with the Headteacher.

Application Steps:

1. Declare Intent – Mark your intention to apply on Part 1 of your Professional Growth Form.
2. No Portfolio Needed – Evidence is gathered through the professional growth process.
3. Inform Headteacher at start of year – Early notification ensures support throughout.

Professional Growth Timeline-2025-2026	Completed by
Developing a Professional Growth Plan – Self Reflection including setting objectives and producing a growth plan – Conversation 1	October half term
Professional Growth Coach Leads moderate Growth Plans	End of November
Mid-term review of progress against objectives – Conversation 2	25 February 2026
Professional Growth Coach Leads moderate mid-term reviews <i>*Note any concerns about staff performance should be shared with the individual and Headteacher at least by this date</i>	End of February 2026
Final Review - Reflections, feedback and sharing – self-reflection and reviewer feedback - Conversation 3	30 June 2026
Professional growth tracker spreadsheet template distributed	Week commencing 07 July
Professional Growth Coach Leads moderate final review and complete the Professional Growth Tracker for their allocated staff	Week commencing 14 July
COO to undertake spot sampling of Professional Growth Forms to check compliance of process	Week commencing 14 July
Headteacher peer review of professional process supported by the COO to take place within primary <i>*teaching staff only</i>	Week commencing 15 July
Pay Committee meets to finalise recommendations <i>*teaching staff only</i>	September 2026
HR and Finance Team process for payroll <i>*teaching staff only</i>	October 2026
Any national pay uplifts will be awarded in line with STPCD and will be backdated to September <i>*teaching staff only</i>	November 2026
Annual pay statements produced and shared <i>*teaching staff only</i>	December 2026

4. Submit CPT Form – Complete the application form at the end of the process.

5. Review & Decision – CEO and Headteacher jointly authorise progression.

Maintaining UPR Standards

Teachers on the UPR must continue to meet the required standards. Schools will provide support to ensure they maintain a substantial and sustained contribution to the school and colleagues' development.

Progression with UPR

Progression within the UPR is automatic, provided teachers continue to meet the Teachers' Standards, engage in professional growth, and make a wider contribution to the school—guided by the Career Stage Expectations.

New staff joining throughout the year

Appropriate support and guidance about the professional growth process should be in place at school level for staff joining throughout the school year. Part 1 reflection and goal setting should take place with goals reflecting career stage expectations alongside time left within the academic year to ensure that targets are fair and achievable within the timescale.

The Fioretti Trust - Professional growth

Support /Admin Professional Growth Moderation Timeline 2025/26	
Professional Growth Coach Leads moderate reflections and feedback	30 November 2025
COO to undertake spot sampling of Support / Admin Professional Growth Forms to check compliance of process	Week commencing 04 Dec
Any national pay uplifts will be awarded in line with NJC and will be actioned as soon as possible and backdated to April	ASAP
Annual pay statements produced and shared	December 2025



Professional Growth: *Establishing a challenging focus*

Every year, each member of staff is required to engage in a cycle of professional growth by focusing on one or more specific areas to enhance their expertise. This focus is sustained over time and includes frequent opportunities for learning; experimentation and practice, reflection and evaluation, honest frequent feedback and solutions-focused coaching. This should be carefully chosen and a discussion using the **GROW model** is used to help ascertain this challenging professional growth focus. Invite your colleague to choose the area of focus as this creates a greater sense of autonomy in this development process.

GOAL**Establish the starting point.**

1. What do you see as your skills and own development needs? Think about your own reflections on your current practice as well as feedback you may have had from colleagues.
2. **For teaching staff:** What are the learning needs of the class/group/child you would like to focus on? What do you feel that you could develop further to enable all pupils to make even better progress? When exploring your goals, encourage your colleague to build a detailed vision of future success.
3. What specifically do you want to achieve? What difference will it make to you? What do you want to change? How will your goals support whole school/subject/pastoral priorities and ambitions?
4. What's the real challenge for you here? How challenging are these goals? What will you need to consider to make these goals realistic and achievable? Where will your support come from?
5. Imagine you are successful. How will you know you have been successful? What specifically would be happening when you are successful? What's the ideal outcome? What's 10/10 look like? What are the benefits for you and what are the benefits for your students? How will it feel like to achieve this goal?

REALITY**Establish what is working already, and any strengths and successes that can be built on.**

1. Where are you on a scale of 0 – 10, where 10 is your ideal? What have you tried so far? What's working already? What have you tried that hasn't worked?
2. How confident are you of achieving this goal?
3. What might get in the way of you achieving this goal? How will you overcome any barriers?

OPTIONS**Generate possibilities and options to achieve the goal as this creates greater autonomy.**

1. What are your options for achieving these goals?
2. What else could you do? And what else?
3. What approaches do others take in similar circumstances?
4. Who could you ask to get a different perspective?

WAY FORWARD?**Establish the focus and how to get started.**

1. What do you intend to achieve?
2. What knowledge and skills do you require to achieve this goal?
3. Who might support you? How can I help?
4. What are your first steps?
5. How will you monitor your progress, evaluate impact and identify area for further development? When will we revisit and review this?
6. How will you share your successes and challenges?
7. Confirm and summarise your goal (By... I am... so that...)

Details of the Professional Growth process

Overview

At Fioretti Trust, we believe that professional growth is a shared journey—one that is developmental, reflective, and rooted in our values of aspiration, wisdom, and compassion. This appendix outlines how the professional growth process will be implemented across our schools to ensure consistency, clarity, and impact.

The Professional Growth Process is a structured, developmental cycle designed to support all staff in their continuous improvement. It is built around reflection, coaching, goal setting, and feedback, and applies to all roles across the Trust.

Implementation Stages

1. Self-Reflection and Goal Setting (September–October)

- All staff complete a structured self-reflection using relevant professional standards.
- A coaching conversation (Conversation 1) is held to agree on a meaningful development focus.
- Staff create their Professional Growth Plan (PGP), using the template in Appendix C, this is a live document that captures:
 - Development goals
 - Actions to achieve them
 - Success criteria
 - Timeline for completion

2. Moderation and support (November)

Coach Leads will review and moderate submitted PGPs by the end of November to ensure they are:

- Aligned with role-specific expectations and school priorities
- Realistically aspirational and developmentally focused
- Framed in a way that support autonomy and ownership

Staff are supported through coaching, mentoring, and access to high-quality CPD. Drop-ins and feedback are used to celebrate strengths and support growth – not to judge performance.

3. Mid-Term Review: Sustaining momentum (February)

Staff and coaches meet for Conversation 2 to review progress and to:

- Reflect on learning and impact
- Adjust goals if needed
- Celebrate success and identify next steps

Any concerns about performance must be shared transparently with the individual and Headteacher by this point, ensuring a culture of openness and no surprises.

4. Final Review and Sharing (June–July)

By the end of June, staff complete a final reflection and engage in Conversation 3 with their coach. This includes:

- Evaluating progress against goals
- Sharing learning with colleagues
- Contributing to a culture of collective growth and accountability

Coach Leads complete the Professional Growth Tracker and submit it for moderation. Spot sampling by the COO ensures consistency and quality across the Trust.

5. Quality Assurance and Pay progression (July)

- Headteacher peer reviews (primary phase) take place in July and are supported by the COO.

- Feedback informs future improvements to the process.

Pay Progression (Teaching Staff Only)

- Pay committee meets in July to review progression
- UPS applications are made through the PGP and reviewed by the CEO and Headteacher.
- HR and Finance teams process pay outcomes for September (STPCD) or April (NJC).

Pay progression is based on sustained engagement with the process , meeting professional standards and making a wider contribution to the school.

Supporting New Starters

Staff joining mid-year will receive tailored support. Reflection and goal setting are adapted to ensure fairness and achievability within the remaining academic year.

A culture of growth

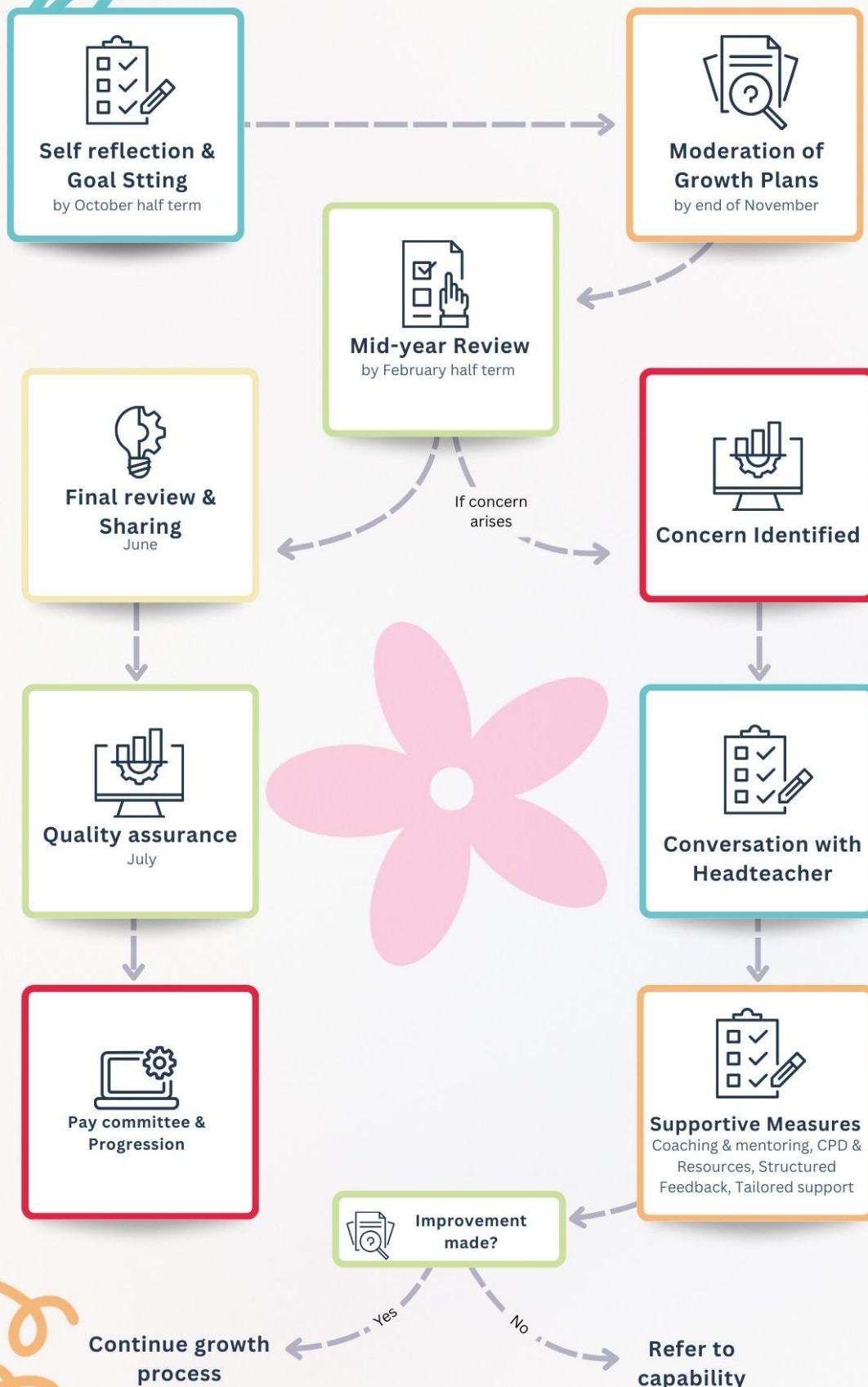
This process is not a one-off event – it is embedded in everyday practice. Staff are encouraged to:

- Reflect regularly
- Seek feedback
- Collaborate with colleagues
- Take ownership of their development

Professional growth is **done by**, not, **done to**. It is a commitment to growing great people – every day.



Professional Growth



APPENDIX C

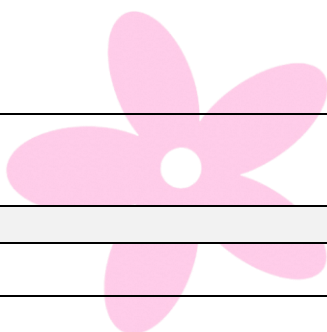
Professional Growth Plan

Employee name:		
Job title:		
Coach Lead:		
Cycle Dates:	From:	To:
Date of initial conversation		

Reflect on your strengths, success, and areas for growth. Use relevant professional standards to guide your reflection.	
What are your current strengths:	
What areas would you like to develop further?	
How does your current practice align with school and Trust priorities?	

Objective 1 - Culture	
Objective 1	To engage positively with the introduction of 'The Fioretti Way' staff culture charter by learning about its principles, modelling its values in daily practice, and contributing to a collaborative and supportive professional environment.
Success What does success look like?	<ul style="list-style-type: none"> • Can Demonstrate understanding of the key principles of <i>The Fioretti Way</i> through professional conversations or reflections. • Actively models behaviours aligned with <i>The Fioretti Way</i> (e.g. respect, collaboration, integrity). • Participates in team activities or initiatives that promote a positive staff culture. • Receives positive feedback from colleagues or leaders regarding contribution to school culture. • Reflects on own practice and identifies ways to further embed the charter values.
Actions How will you achieve this objective? What actions need to be taken?	<ul style="list-style-type: none"> • Read and reflect on the charter document and discuss with colleagues. • Identify and implement 2–3 practical ways to model the charter values in daily work. • Share examples of positive practice in team meetings or informal discussions. • Keep a short reflective journal or log of how the charter is influencing your work
Support What support and/or training is needed?	<ul style="list-style-type: none"> • Attend induction or CPD sessions introducing The Fioretti Way.

Mid-year review (February)	
Progress What have you completed to date in working towards this objective?	
Adjustments Are any adjustments for this objective needed:	
Final reflection and feedback (June)	
Final reflection on your objective (to be completed prior to meeting)	
Impact on practice (to be completed prior to meeting)	
Feedback from line manager	



Objective 2 – Professional Growth	
Objective 2	
Success What does success look like?	
Actions How will you achieve this objective? What actions need to be taken?	
Support What support and/or training is needed?	
Mid-year review (February)	
Progress What have you completed to date in working towards this objective?	

Adjustments Are any adjustments for this objective needed:	
Final reflection and feedback (June)	
Final reflection on your objective (to be completed prior to meeting)	
Impact on practice (to be completed prior to meeting)	
Feedback from line manager	

Objective 3 – Professional Growth	
Objective 3	
Success What does success look like?	
Actions How will you achieve this objective? What actions need to be taken?	
Support What support and/or training is needed?	
Mid-year review (February)	
Progress What have you completed to date in working towards this objective?	
Adjustments Are any adjustments for this objective needed:	
Final reflection and feedback (June)	

Final reflection on your objective (to be completed prior to meeting)	
Impact on practice (to be completed prior to meeting)	
Feedback from line manager	

Signed by employee:

Signed by coach:

Date:

Rag rate the professional standards below, removing any role areas that aren't applicable (i.e Leadership/):



Professional Standards-Teaching

The Teachers' Standards define the minimum level of practice expected of teachers from the point of achieving qualified teacher status (QTS). Consequently, the Teachers' Standards set out several expectations about professional growth.

Teachers should:

- Keep their knowledge and skills as teachers up-to-date and be self-critical and reflective;
- Demonstrate knowledge and understanding of how pupils learn (four principles of learning) and how this has an impact on their teaching, using the six principles of teaching to further improve or share expertise;
- Have a secure knowledge of the relevant subject(s) and curriculum areas;
- Reflect systematically on the effectiveness of their teaching;
- Know and understand how to assess the relevant subject and curriculum areas.

PART ONE: TEACHING A teacher must:	Current reality		
1 Set high expectations which inspire, motivate and challenge pupils	R	A	G
1a. Establish a safe and stimulating environment for pupils, rooted in mutual respect			
1b. Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions			
1c. Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils			
PART ONE: TEACHING A teacher must:	Current reality		
2 Promote good progress and outcomes by pupils	R	A	G
2a. Be accountable for pupils attainment, progress and outcomes			
2b. Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these			
2c. Guide pupils to reflect on the progress they have made and their emerging needs			
2d. Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching			
2e. Encourage pupils to take a responsible and conscientious attitude to their own work and study			
PART ONE: TEACHING A teacher must:	Current reality		
3 Demonstrate good subject and curriculum knowledge	R	A	G
3a. Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings			
3b. Demonstrate a critical understanding of the developments in the subject and curriculum areas, and promote the value of scholarship			
3c. Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject			
3d. If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics			
3e. If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies			
PART ONE: TEACHING A teacher must:	Current reality		
4 Plan and teach well-structured lessons	R	A	G
4a. Impart knowledge and develop understanding through effective use of lesson time			
4b. Promote a love of learning and children's intellectual curiosity			
4c. Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired			
4d. Reflect systematically on the effectiveness of lessons and approaches to teaching			
4e. Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)			
PART ONE: TEACHING A teacher must:	Current reality		
5 Adapt teaching to respond to the strengths and needs of all pupils	R	A	G
5a. Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively			

5b. Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these			
5c. Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development			
5d. Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them			
PART ONE: TEACHING A teacher must:	Current reality		
6 Make accurate and productive use of assessment	R	A	G
6a. Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements			
6b. Make use of formative and summative assessment to secure pupils' progress			
6c. Use relevant data to monitor progress, set targets, and plan subsequent lessons			
6d. Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback			
PART ONE: TEACHING A teacher must:	Current reality		
7 Manage behaviour effectively to ensure a good and safe learning environment	R	A	G
7a. Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy			
7b. Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly			
7c. Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them			
7d. Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary			
PART ONE: TEACHING A teacher must:	Current reality		
8 Fulfil wider professional responsibilities	R	A	G
8a. Make a positive contribution to the wider life and ethos of the school			
8b. Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support			
8c. Deploy support colleagues effectively			
8d. Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.			
PART ONE: TEACHING A teacher must:	Current reality		
1 Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:	R	A	G
1.1. Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position			
1.2. Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions			
1.3. Showing tolerance of and respect for the rights of others			
1.4. Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs			
1.5. Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law			
2. Teachers must have proper and professional regard for ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality			
3. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities			

Leadership

These Fioretti Trust Leadership Standards have been co-constructed by headteachers across the trust, reflecting a shared vision of excellence in leadership. They are designed to be used alongside The Fioretti Way, a framework that supports leaders in becoming the very best they can be. Together, these tools provide a clear, values-driven approach to leadership that empowers individuals to lead with purpose, integrity, and impact.

	Current reality		
1. Communication and collaboration	R	A	G
• Ensure that all communications with staff, parents, and stakeholders are clear, transparent, and timely.			
• Foster an environment where all voices are heard by actively listening to feedback and concerns from staff, children, and parents.			
• Implement regular feedback mechanisms (e.g., surveys, forums) to gauge the effectiveness of communication			
• Develop and maintain strong, collaborative relationships with all staff members, fostering a sense of teamwork and shared responsibility.			
• Establish professional learning communities within the school to promote shared learning and professional development.			
• Facilitate regular meetings for staff to share best practises, resources, and strategies for improvement.			
2. Accountability and responsibility	R	A	G
• Ethical leadership involves guiding a school community with integrity, fairness, and respect. Leaders must model ethical behaviour and decision-making in all aspects of school life.			
• Leaders should act consistently with their values and principles, ensuring transparency and integrity in their actions.			
• Leaders should make decisions impartially, considering the needs of all stakeholders, including children, staff, and parents			
• Leaders should acknowledge the dignity of every individual within the school community.			
• Address conflicts promptly and constructively, promoting a culture of respect and understanding.			
3. Vision and strategic direction	R	A	G
• Leaders articulate and promote a clear vision and strategic direction that aligns with the schools.			
• Develop and communicate the shared vision for school improvement.			
• Regularly review and adapt the based on feedback and change of needs			
• Contribute to the school's strategic planning process, ensuring alignment with educational priorities and community needs.			
• Monitor and evaluate the effectiveness of strategic initiatives and make necessary adjustments.			
4. Culture	R	A	G
• Leaders demonstrate effective leadership and management practices that foster a positive culture and high expectations for all.			
• Leaders lead by example, modelling high standards of professionalism and integrity.			
• Leaders create and maintain a culture of respect, collaboration, and inclusivity.			
• Leaders implement effective performance management processes that support staff development.			
• Leaders provide constructive feedback and support to help leaders improve.			
• Leaders actively use and model the "Fioretti Way".			
• Leaders understand and support our Christian vision and ethos.			
• Leaders are ambassadors for the Fioretti Trust.			
5. Teaching and learning	R	A	G
• Leaders prioritise high-quality teaching and learning, ensuring that all children receive an excellent education.			
• Leaders monitor and evaluate the quality of teaching and learning across the school.			

• Leaders support staff in implementing evidence-based instructional practises.			
• Leaders foster a culture of continuous improvement in teaching and learning.			
• Leaders support and guide teachers in implementing effective teaching strategies and pedagogical approaches.			
• Leaders foster a culture of continuous improvement in teaching and learning across the school.			
6. Pupil outcomes	R	A	G
• Leaders are committed to improving student outcomes and ensuring that all children, including those from disadvantaged backgrounds, achieve their potential.			
• Leaders establish effective assessment practises to monitor and evaluate pupil progress.			
• Leaders use data to inform teaching practises and interventions, ensuring that all children make progress.			
• Leaders set ambitious targets for student progress and achievement.			
• Leaders use data effectively to identify areas for improvement and celebrate successes.			
• Leaders implement targeted interventions for vulnerable groups, including those with SEND and PP.			
7. Curriculum and assessment	R	A	G
• Leaders ensure that the curriculum is broad, balanced, and meets the needs of all children, including those with SEND and from disadvantaged backgrounds.			
8. Behaviour	R	A	G
• Leaders create and maintain a culture of high expectations for behaviour across the school.			
• Leaders ensure all staff are following the behaviour policy			
• Leaders provide comprehensive training for all staff on the school's behaviour policy, including strategies for managing behaviour effectively.			
• Leaders consider ongoing support and professional development opportunities related to behaviour management and pupil wellbeing.			
9. Additional and special education needs and disabilities	R	A	G
• Ensure all hold ambitious expectations for all pupils with additional and special educational needs and disabilities			
• Establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively.			
• Leaders ensure the school works effectively in partnership with parents, carers and professionals			
10. Professional development	R	A	G
• Leaders prioritise the professional development of staff, ensuring that they have the skills and knowledge to excel.			
• Leaders identify and address the professional development needs of staff.			
• Leaders provide opportunities for collaborative learning and peer observation.			
• Leaders encourage a culture of reflective practice and lifelong learning.			
• Leaders offer tailored professional development based on performance review outcomes, focusing on areas needing improvement.			
• Leaders identify staff development needs and facilitate relevant professional development opportunities.			
• Leaders encourage collaboration and sharing of best practises among staff.			
• Leaders conduct regular classroom drop ins and provide constructive feedback to teachers.			
• Leaders promote a culture of reflective practice where teachers are encouraged to learn from each other.			
11. Organisational management	R	A	G
• Leaders effectively manage physical, human, and financial resources to support teaching and learning.			
• Leaders promote a safe and healthy environment for all children and staff.			
• Leaders ensure compliance with health and safety regulations and school policies.			
12. Working in partnership	R	A	G
• Leaders foster positive relationships with parents, caregivers, and the wider community.			

<ul style="list-style-type: none"> Leaders communicate regularly about school initiatives, achievements, and areas for improvement. 			
13. Ethical conduct	R	A	G
<ul style="list-style-type: none"> Leaders are expected to act with integrity, honesty and fairness. 			
<ul style="list-style-type: none"> Leaders ensure that communication practises are inclusive and considerate of the diverse backgrounds of children and families. 			
<ul style="list-style-type: none"> Leaders celebrate cultural diversity through school events and curriculum integration, promoting global citizenship among children. 			
<ul style="list-style-type: none"> Leaders model respect for all cultures and perspectives within the school community. 			
14. Community engagement	R	A	G
<ul style="list-style-type: none"> Leaders actively engage with the school community and foster strong partnerships with parents and external stakeholders 			
<ul style="list-style-type: none"> Leaders communicate regularly and effectively with parents about their child's progress and school initiatives. 			
<ul style="list-style-type: none"> Leaders involve parents and community members in school events and decision-making processes. 			
<ul style="list-style-type: none"> Leaders build partnerships with local organisations to enhance educational opportunities. 			
<ul style="list-style-type: none"> Leaders build partnerships with local organisations and stakeholders to enhance educational opportunities for children. 			
<ul style="list-style-type: none"> Leaders encourage community involvement in school activities and initiatives. 			
15. Safeguarding and well-being	R	A	G
<ul style="list-style-type: none"> Leaders ensure that safeguarding and the well-being of all children are paramount in all school activities. 			
<ul style="list-style-type: none"> Leaders implement and monitor effective safeguarding policies and procedures. 			
<ul style="list-style-type: none"> Leaders foster a safe and supportive environment where children feel valued and respected. 			
<ul style="list-style-type: none"> Leaders promote the mental health and well-being of pupils and staff. 			

Higher Level Teaching Assistants (HLTAs)

These standards for Higher Level Teaching Assistants (HLTAs) working in schools are designed to support and develop professionals who play a vital role in the classroom. They provide a clear framework that recognises the expertise and responsibilities of HLTAs, helping to ensure consistency, quality, and progression in their practice. By outlining expectations around teaching, learning, and pupil support, the standards empower HLTAs to contribute effectively to educational outcomes while also encouraging ongoing professional growth and collaboration within school teams.

	Current reality		
1. Professional attributes	R	A	G
• Have high expectations of children and young people with a commitment to helping them fulfil their potential			
• Establish fair, respectful, trusting, supportive and constructive relationships with children and young people			
• Demonstrate the positive values, attitudes and behaviour they expect from children and young people			
• Demonstrate a commitment to collaborative and cooperative working with colleagues			
• Improve their own knowledge and practice including responding to advice and feedback.			
2. Professional knowledge and understanding	R	A	G
• Understand the key factors that affect children and young people's learning and progress			
• Know how to contribute to effective personalised provision by taking practical account of diversity			
• Have sufficient understanding of their area(s) of expertise to support the development, learning and progress of children and young people			
• Know how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support			
• Understand the objectives, content and intended outcomes for the learning activities in which they are involved			
3. Planning and Expectations	R	A	G
• Use their area(s) of expertise to contribute to the planning and preparation of learning activities			
• Use their area(s) of expertise to plan their role in learning			
• Devise clearly structured activities that interest and motivate learners and advance their learning			
• Plan how they will support the inclusion of the children and young people in the learning activities			
• Contribute to the selection and preparation of resources suitable for children and young people's interests and abilities			
4. Monitoring and Assessment	R	A	G
• Monitor learners' responses to activities and modify the approach accordingly			
• Monitor learners' progress in order to provide focused support and feedback			
• Support the evaluation of learners' progress using a range of assessment techniques			
5. Teaching and Learning	R	A	G
• Use effective strategies to promote positive behaviour			
• Recognise and respond appropriately to situations that challenge equality of opportunity			
• Advance learning when working with individuals			
• Advance learning when working with small groups			
• Advance learning when working with whole classes without the presence of the assigned teacher			
• Organise and manage learning activities in ways which keep learners safe			

Teaching Assistants

The standards established for teaching assistants in schools are intended to enhance and support their essential contributions within the classroom environment. These guidelines offer a structured approach that acknowledges the valuable skills and responsibilities teaching assistants bring to the educational setting. By clarifying roles and expectations related to student learning and classroom support, the standards help teaching assistants grow professionally and work more effectively as part of the wider school team.

	Current reality		
1. Professional Conduct and Ethos	R	A	G
• Demonstrate integrity, honesty, and respect in all interactions with pupils, staff, and the wider school community.			
• Uphold the values and vision of the MAT and contribute positively to the school culture.			
• Maintain confidentiality and adhere to safeguarding policies at all times.			
2. Support for Teaching and Learning	R	A	G
• Work collaboratively with teachers to support high-quality teaching and learning.			
• Adapt support to meet the diverse needs of pupils, including those with SEND, EAL, or additional needs.			
• Use a range of strategies to promote engagement, independence, and resilience in learners.			
3. Pupil Development and Well-being	R	A	G
• Build positive, nurturing relationships with pupils to support their emotional, social, and academic development.			
• Promote positive behaviour and model high expectations consistently.			
• Be proactive in identifying and reporting concerns about pupil wellbeing or progress.			
4. Collaboration and Communication	R	A	G
• Communicate effectively and professionally with colleagues, parents, and external agencies.			
• Participate actively in team meetings, planning sessions, and school events.			
• Share insights and observations to inform teaching and pupil support strategies.			
5. Professional Growth and Development	R	A	G
• Engage in regular professional development activities, including MAT-wide training and school-based CPD.			
• Take responsibility for personal learning by setting goals and reflecting on practice.			
• Stay informed about current educational research, policy, and best practice relevant to the TA role.			
6. Reading with Children	R	A	G
• Promote a love of reading by engaging pupils in regular, purposeful reading activities.			
• Use a range of texts to support fluency, comprehension, vocabulary development, and reading for pleasure.			
• Provide targeted support to help children develop decoding skills, confidence, and a positive reading identity.			
• Record and monitor reading progress, and communicate effectively with teachers about pupil needs and achievements.			
7. Use of IT and resources	R	A	G
• Use digital tools and learning technologies effectively to support teaching and learning.			
• Prepare and adapt resources to meet lesson objectives and pupil needs.			
• Support pupils in developing digital literacy and safe online behaviours.			
8. Contribution to Whole School Improvement	R	A	G
• Contribute to whole-school initiatives, enrichment activities, and improvement planning.			

<ul style="list-style-type: none"> Reflect on feedback and performance reviews to improve effectiveness. Demonstrate flexibility and a willingness to take on new challenges or responsibilities. 			
9. SEND	R	A	G
<ul style="list-style-type: none"> Ensure all learning activities are accessible and adapted to meet the diverse needs of pupils with SEND, using differentiated strategies and resources to support engagement and progress. 			
<ul style="list-style-type: none"> Work closely with teachers, SENCOs, and external specialists to implement Individual Education Plans (IEPs), monitor pupil progress, and contribute to reviews and planning meetings 			
<ul style="list-style-type: none"> Build trust and rapport with pupils by providing consistent emotional and academic support, encouraging independence, and promoting self-esteem in a safe and respectful learning environment. 			



Standards for Pastoral Leaders and workers

These standards for pastoral leaders are designed as a framework for professional growth, offering clear guidance and support in their vital work with children, families, and the wider community. They aim to nurture reflective practice, strengthen leadership capacity, and ensure that pastoral care remains a cornerstone of inclusive, compassionate, and effective educational environments.

	Current reality		
1. Child-Centered Approach	R	A	G
• Prioritise the safety, well-being, and holistic development of every child.			
• Actively listen to pupils and advocate for their needs			
• Promote inclusion, equity, and respect for diversity			
2. Safeguarding and Welfare	R	A	G
• Ensure full compliance with safeguarding policies and procedures			
• Maintain up-to-date training in child protection and early help strategies			
• Respond promptly and appropriately to concerns or disclosures			
3. Positive Relationships and Behaviour	R	A	G
• Model and promote respectful, empathetic, and supportive relationships			
• Implement consistent behaviour policies that focus on restorative practices			
• Support pupils in developing emotional regulation and social skills			
4. Mental Health and Emotional Wellbeing	R	A	G
• Identify early signs of emotional distress or mental health needs			
• Provide or coordinate access to appropriate interventions and support			
• Foster a school culture that reduces stigma and promotes resilience			
5. Mental Health and Emotional Wellbeing	R	A	G
• Build strong, trusting relationships with families and carers			
• Communicate regularly and sensitively with parents about pupil well-being			
• Collaborate with external agencies and community services when needed			
6. Attendance and Pupil Engagement	R	A	G
• Monitor attendance and punctuality, identifying patterns of concern			
• Work with families to overcome barriers to regular attendance			
• Encourage pupil engagement through inclusive and supportive practices			
7. Leadership and Collaboration	R	A	G
• Lead by example with integrity, compassion, and professionalism			
• Work collaboratively with teaching staff, SENCOs, and senior leaders			
• Contribute to whole-school strategies for inclusion and well-being			
8. Professional Development and Reflection	R	A	G
• Engage in continuous professional learning related to pastoral care			
• Reflect on practice and seek feedback to improve effectiveness			
• Stay informed about current research and best practices in child development and safeguarding			

Office and Administrative staff

Professional standards are vital for school business managers and office managers, as they ensure efficient operations, clear communication, and a respectful working environment. These standards—covering areas such as confidentiality, integrity, and accountability—support the smooth running of the school and help build trust among staff, students, and families. Upholding professionalism in these roles contributes directly to the success and reputation of the school.

	Current reality		
1. Professional Conduct	R	A	G
• Demonstrate integrity, honesty, and confidentiality in all interactions.			
• Maintain a professional appearance and demeanor at all times.			
• Uphold the school's values and act as a positive ambassador for the institution.			
2. Communication	R	A	G
• Communicate clearly, respectfully, and promptly with staff, students, parents, and external stakeholders			
• Use appropriate language and tone in all forms of communication, including emails and phone calls			
• Ensure confidentiality and discretion when handling sensitive information.			
3. Efficiency and Organisation	R	A	G
• Manage time effectively and prioritise tasks to meet deadlines			
• Maintain accurate records and filing systems (digital and physical).			
• Use school systems and software proficiently to support administrative functions.			
4. Teamwork and Collaboration	R	A	G
• Work cooperatively with colleagues across departments.			
• Support teaching staff and leadership teams with administrative needs.			
• Participate in team meetings and contribute to a positive working culture.			
5. Customer Service	R	A	G
• Provide a welcoming and helpful front-line service to students, parents, and visitors.			
• Handle enquiries and concerns with patience, empathy, and professionalism.			
• Follow up on requests and ensure issues are resolved or escalated appropriately.			
6. Compliance and Safeguarding	R	A	G
• Adhere to all school policies, including safeguarding, data protection (GDPR), and health and safety.			
• Report concerns or incidents in line with school procedures.			
• Keep up to date with mandatory training and policy updates.			
7. Financial and Resource Management (for Business Managers and Finance Staff)	R	A	G
• Ensure accurate financial record-keeping and reporting.			
• Manage budgets responsibly and in line with school financial procedures.			
• Oversee procurement, contracts, and resource allocation efficiently.			
8. Continuous Improvement	R	A	G
• Seek opportunities for professional development and training.			
• Reflect on performance and seek feedback to improve.			
• Embrace change and contribute to school improvement initiatives.			
9. Technology and Data Handling	R	A	G
• Use school information systems (e.g., MIS, finance software) accurately and securely.			
• Ensure data is entered, stored, and shared in compliance with regulations.			
• Support digital transformation and innovation in administrative processes.			
10. Leadership and Initiative (for Business Managers and Senior Admin Staff)	R	A	G
• Provide clear direction and support to administrative teams.			
• Lead by example and foster a culture of accountability and excellence.			
• Identify areas for improvement and implement solutions proactively.			

Site Managers, Caretakers and Cleaners

At the heart of every successful school is a dedicated team working tirelessly behind the scenes to ensure a safe, clean, and welcoming environment for students, staff, and visitors. Site Managers, Caretakers, and Cleaners play an essential role in maintaining the daily operations of the school, often going above and beyond to support the wellbeing of the entire school community. Their commitment not only ensures that our facilities are well-maintained and secure, but also fosters a positive atmosphere where learning can thrive.

	Current reality		
1. General Conduct and Professionalism	R	A	G
• Demonstrate integrity, reliability, and a commitment to the values of the MAT.			
• Maintain confidentiality and respect for pupils, staff, and visitors.			
• Uphold the principles of safeguarding and child protection at all times.			
2. Health, Safety, and Compliance	R	A	G
• Ensure all school premises are safe, secure, and compliant with health and safety regulations.			
• Conduct and document regular risk assessments and safety checks.			
• Follow safe working practices as outlined in the school's code of practice			
• Report hazards, incidents, and near misses promptly and accurately.			
3. Site Management Responsibilities	R	A	G
• Oversee the maintenance, cleanliness, and security of the school buildings and grounds.			
• Manage access to the premises, including unlocking/locking and monitoring visitor entry.			
• Plan and supervise site use for events, contractors, and school activities.			
• Maintain accurate records of maintenance, inspections, and contractor work.			
4. Cleaning Standards	R	A	G
• Ensure all areas of the school are clean, hygienic, and presentable.			
• Use appropriate cleaning products and equipment safely and effectively.			
• Follow infection control procedures, especially in high-risk areas (e.g., toilets, kitchens).			
• Work to a cleaning schedule that meets the needs of the school and complies with MAT policies.			
5. Team Leadership and Collaboration	R	A	G
• Site managers and caretakers should lead by example and support cleaning staff effectively.			
• Promote teamwork, respect, and clear communication among site staff.			
• Participate in staff meetings, training sessions, and professional development opportunities.			
6. Skills and Qualifications Possess or be willing to obtain relevant qualifications such as:	R	A	G
• Level 2 Certificate in Property, Caretaking and Facilities Services			
• Level 2 Certificate in Cleaning and Support Services			
• Level 3 Certificate in Facilities Management (for supervisory roles)			
• Maintain up-to-date knowledge of statutory duties, including fire safety, COSHH, and manual handling.			
7. Financial and Resource Management	R	A	G
• Use resources efficiently and responsibly, avoiding waste and unnecessary expenditure.			
• Support procurement processes by liaising with suppliers and contractors.			
• Ensure compliance with MAT financial policies and procedures			
8. Communication and Reporting	R	A	G
• Communicate effectively with school leadership, staff, and external contractors.			
• Provide timely updates on site issues, maintenance needs, and cleaning schedules.			
• Use digital tools or logs to record tasks, inspections, and incidents where applicable.			
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Headteacher standards

Headteachers play a pivotal role in shaping the culture, vision, and success of a school. As the lead professionals, they set the strategic direction, inspire staff and students, and ensure that high standards of teaching, learning, and wellbeing are consistently upheld. Their leadership not only drives academic achievement but also fosters a safe, inclusive, and aspirational environment where every member of the school community can thrive.

	Current reality		
1. School culture	R	A	G
• Establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community			
• Create a culture where pupils experience a positive and enriching school life			
• Uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life			
• Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment			
• Ensure a culture of high staff professionalism			
2. Teaching	R	A	G
• Establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn			
• Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains			
• Ensure effective use is made of formative assessment			
3. Curriculum and assessment	R	A	G
• Ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught			
• Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities			
• Ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading			
• Ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum			
4. Behaviour	R	A	G
• Establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils			
• Ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy			
• Implement consistent, fair and respectful approaches to managing behaviour			
• Ensure that adults within the school model and teach the behaviour of a good citizen			
5. Additional and special educational needs and disabilities	R	A	G
• Ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities			
• Establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively			
• Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate			
• ensure the school fulfils its statutory duties with regard to the SEND code of practice			
6. Professional development	R	A	G
• Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs			
• Prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development			

<ul style="list-style-type: none"> ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning 			
7. Organisational management	R	A	G
<ul style="list-style-type: none"> ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care 			
<ul style="list-style-type: none"> prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds 			
<ul style="list-style-type: none"> ensure staff are deployed and managed well with due attention paid to workload 			
<ul style="list-style-type: none"> establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently 			
<ul style="list-style-type: none"> ensure rigorous approaches to identifying, managing and mitigating risk 			
8. Continuous school improvement	R	A	G
<ul style="list-style-type: none"> make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement 			
<ul style="list-style-type: none"> develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context 			
<ul style="list-style-type: none"> ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time 			
9. Working in partnership	R	A	G
<ul style="list-style-type: none"> forge constructive relationships beyond the school, working in partnership with parents, carers and the local community 			
<ul style="list-style-type: none"> commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support 			
<ul style="list-style-type: none"> establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils 			
10. Governance and accountability	R	A	G
<ul style="list-style-type: none"> Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility 			
<ul style="list-style-type: none"> Establish and sustain professional working relationship with those responsible for governance 			
<ul style="list-style-type: none"> Ensure that staff know and understand their professional responsibilities and are held to account 			
<ul style="list-style-type: none"> Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties 			

Catering and kitchen staff

A well-run school kitchen is essential to the daily life of a primary school, providing children with nutritious meals in a safe and welcoming environment. Catering and kitchen staff play a vital role in supporting pupils' health and wellbeing, ensuring that food is prepared and served to the highest standards of hygiene and care. Their commitment goes beyond the kitchen—fostering a positive dining experience, modelling respectful interactions, and contributing to the inclusive, values-driven culture of the school. Through their daily work, they help create a space where children feel nourished, supported, and ready to learn.

	Current reality		
1. General Conduct and Professionalism	R	A	G
• Demonstrate integrity, reliability, and respect in all interactions with pupils, staff and visitors.			
• Uphold the			
• Maintain confidentiality and respect for pupils, staff, and visitors.			
• Uphold the principles of safeguarding and child protection at all times.			
2. Health, Safety, and Hygiene	R	A	G
• Follow all food safety regulations and hygiene standards (e.g. HACCP, Food Standards Agency guidance).			
• Ensure kitchen and dining areas are clean, safe, and well-maintained.			
• Wear appropriate PPE and follow infection control procedures.			
3. Safeguarding & Child welfare	R	A	G
• Be aware of and follow the school's safeguarding policies.			
• Report any concerns about pupil welfare to the designated safeguarding lead.			
• Maintain appropriate boundaries and interactions with children.			
4. Nutrition & meal provision	R	A	G
• Prepare and serve meals that meet nutritional standards and cater to diverse dietary needs.			
• Be knowledgeable about common allergens and dietary requirements			
• Remain vigilant to ensure children with specific allergies are safely catered for			
• Follow procedures for allergen management and communication			
• Support healthy eating initiatives and promote positive attitudes toward food.			
• Ensure portion control and presentation are age-appropriate and appealing.			
5. Teamwork and Collaboration	R	A	G
• Work cooperatively with colleagues in the kitchen and wider school team.			
• Communicate effectively and respectfully with staff and pupils.			
• Participate in team meetings and contribute to a positive working environment.			
6. Service			
• Provide a welcoming and friendly service to pupils and staff			
• Respond to queries or concerns with professionalism			
7. Skills and Qualifications Possess or be willing to obtain relevant qualifications such as:	R	A	G
• Level 2 Certificate in Food hygiene safety			
• Level 2 Certificate in First aid			
• Allergen awareness training			
• Demonstrate practical skills in food preparation, hygiene and service			
8. Compliance and record keeping	R	A	G
• Maintain records of food temperatures, cleaning schedules and stock levels			
• Participate in audits and inspections as required			
• Comply with school policies including GDPR and health & safety			
9. Communication and Reporting	R	A	G
• Communicate effectively with school leadership, staff, and external contractors.			