**GTCS registration number\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- | --- | --- | --- |
| Teacher’s Name |  | Teacher’s Establishment |  | Reviewer’s Name |  |

Planning Phase

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Targets/Areas of Development | Links to:  GTCS Professional Standards (e.g. 2.1.5) indicating whether it is a  Personal (P),  School Improvement (I) and/ or  Service Plan (S) target | Professional Learning Activities | Summarise Intended Impact  and who it relates to, for example:  Self (S),  Colleagues (C) and /or  Young people’s learning and progress (Y) | Timescale (if  appropriate) | Support, resources & staff development required |
| 1) |  |  |  |  |  |
| 2) |  |  |  |  |  |
| 3) |  |  |  |  |  |

It is the reviewee’s responsibility to decide how many targets/areas of development to take on.

Evaluation Phase

|  |  |  |  |
| --- | --- | --- | --- |
| Targets | Reflection | Evidence of Impact | Any further development required |
| 1) |  |  |  |
| 2) |  |  |  |
| 3) |  |  |  |

For reflection and evidence of impact teachers may wish to print information from their MyGTCS online profile

It is the reviewee’s responsibility to type or write up the PLP after the meeting and ensure that a copy has been passed to the reviewer

Signature of Reviewee:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature of Reviewer:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_