Clerking Development Plan Guidance

Following the completion of your Self-evaluation you should have a good idea of your strengths and areas for improvement. Complete the Clerking Development Plan using the template provided in the resources area. During your first mentoring session your mentor will discuss this with you and support you in making this robust and effective. An example of a completed Clerking Development Plan is also available to assist you.

Include a brief description of where you see your strengths and areas for improvement. Remember that the results of the Self-evaluation are a guide to enable you to identify your key priorities and that there are circumstances specific to you that will help determine which areas you feel that you need to address first.

Your mentor will ask how you gathered the views of the Governors that you work with, to check whether this was carried out with sufficient rigour, so that the areas for improvement will have impact.

Keep your plan sharply focused on a few key areas that you feel will both make a difference to the efficiency and effectiveness of the Boards you work with within the timescale of the development plan (normally an academic year). Don't try to improve too many areas at the same time. This is an ongoing process and small steps achieved are better than leaps that are not. Self-evaluation and development planning is a process that repeats each year, building upon strengths and achievements from previous cycles.

Setting Targets:

Ensure that you use the principle of **SMART** targets in your development planning. That is **Specific, Measurable, Attainable, Relevant** and **Timely.** The format of the development plan will support you in doing this.

- **Objectives** should outline the area that you wish to develop and link directly to the Clerking Competency Framework.
- **Activities** are the things you are going to do. Remember to include actions following training to embed learning and develop understanding. Training alone will not significantly develop your skills and understanding.
- **Success Criteria** should illustrate what success looks like – they describe your goals.
- **Monitoring Evidence** indicates where you will be able to measure or see the evidence of improvement. It is important to be able to demonstrate a difference from your efforts. This part of the plan helps to identify this in advance to give clarity to your aims.
- **Time Scale** gives a clear indication of when the process is due to be completed and reviewed.
- **Evaluation** should focus on the areas identified. Where further evidence of success is seen this can be added here.
- The **RAG** column gives an ongoing rating for interim and final review.

A date should be set for the final evaluation of the Development Plan, although the plan should be used and referred to continuously. Any evidence of impact can be added throughout the time frame and this will make the evaluation both quicker and easier.

As well as evaluating against each objective you should summarise the impact of the activities and development that you have gone through. This is split into 2 areas. The impact on your skills and knowledge as judged by you and the impact on the Boards you work with. You will need to seek the views of Headteachers and Chairs to support you in this. It is important to recognise improvements so that you can describe explicitly how you have developed over the programme and the impact this has had.