



Battledown Centre for Children & Families
A Specialist Early Years Centre

**PROFESSIONAL & PERSONAL
DEVELOPMENT
Policy**

This policy covers all aspects of school's work including Special School, Extended Services (inc Daycare) and Child Development Centre

May 2011

Part 1

INTRODUCTION

This document describes staff development practices and procedures. Its main purposes are:

- to make a public commitment to our belief in the idea of lifelong learning for everyone as the cornerstone of our efforts to make Battledown Centre for Children & Families an effective school.
- to ensure that everyone who works at the school is clear about their entitlements, obligations and the school's procedures regarding staff development.

'Staff development' in our school is taken to mean any process by which someone's skills and knowledge in working with or for our children are improved. Whilst we would hope that this will lead to a sense of personal fulfilment or improved promotion chances, the first priority is that the needs of the school should be met. We believe that all staff should accept personal responsibility for their own professional development.

We believe that the basic principles of developing people's skills apply equally to:

- Governors
- Support staff
- Teaching staff
- Senior Leadership Team (SLT)
- Senior Management Team (SMT)

Staff development can take many forms. It is any kind of consciously arranged activity designed to extend skills or broaden horizons. It is certainly **not** just to do with 'going on courses'. Typical examples include:

- Undertaking new/unfamiliar work
- Taking part in staff meetings
- Helping to produce policy documents or teaching materials
- Being trained to use new equipment or to learn new skills
- Working towards extra qualifications
- Updating professional/occupational knowledge through reading or courses
- Acting as trainer or mentor to other people
- 'Shadowing' the work of someone else (often to prepare you for that job)
- Watching and being watched by colleagues at work - both 'in-house' and in other situations.
- School self-evaluation
- School Improvement Planning

It will almost always be important to have an opportunity for reflecting upon, sharing or evaluating any such experience (see Form A & B & flow chart for training request process).

Induction

There is an Induction Programme for newly appointed staff, which in addition to information and practical help, offer the new employee a personal mentor ("buddy") who can be a point of reference and support. This would normally be an experienced member of staff carrying out a similar role. For further information on the Induction process please refer to the Induction Policy.

Your entitlements to Continuing Professional Development

All staff at Battledown Centre for Children & Families can expect:

- A proper induction
- Regular appraisal or work review
- A job description

- An organised programme of in-house training and professional discussion
- The active interest of the Headteacher and SMT in your professional development
- An annual opportunity for you to shape the school's development through the School Development and Improvement Review Meetings
- Regular opportunities for you to shape the school's development through the School Change Teams
- An equal voice in discussion
- Regular opportunities for training (in line with School Development and Improvement priorities)

Your Obligations in Terms of Continuing Professional Development

You will be expected to:

- Take an active part in any in-house Continuous Professional Development (CPD) activities whether your job is full or part-time
- Prepare for and then act on the outcomes of your work review.
- Seek out training opportunities on your own behalf
- Evaluate and put into practice any benefits of training, sharing with colleagues when appropriate
- Complete post-training evaluation questionnaires for the Continuous Professional Development (CPD) Co-ordinator
- Contribute to discussions, which will help identify whole school training needs.

The Role of Staff Continuous Professional Development (CPD) Co-ordinator

The principal responsibilities of the job are:

- To monitor staff development needs
- To ensure each new member of staff completes an audit of skills form (Form C)
- To discuss training needs which may have resulted from work review with individuals concerned and:
 - i) encourage the development of individual training plans
 - ii) identify common needs and formulate a whole school training plan
- To identify common training needs prior to the annual review of the school development and improvement plan.
- To inform the following year's Continuing Professional Development (CPD) programme of curriculum development meetings and training days.
- To discuss training needs following Staff Development and Performance Management interviews and ensure that they are kept fully informed and/or consulted, where appropriate.
- To ensure that all staff are aware of the training opportunities available to them.
- To ensure that all staff both prepare for, and evaluate, the impact of any training they undertake.
- To present an annual report to Governors in the Summer Term, evaluating the year's CPD activities and making outline proposals for the year to come.

Identifying Training Needs

Staff Development Interviews (SDIs) and Performance Management Interviews will be the main process for identifying individual training needs which we will try to meet in the following year's CPD programme - though whole-school needs and the SDIP priorities may have to take precedence. The confidentiality of appraisal outcomes will be respected.

Sometimes there are whole school needs which arise from external factors and which differ from any common thread, which might emerge from appraisal. Each year in the Autumn Term, the Staff Development Co-ordinator will meet with staff to identify individual and whole school training needs. The ideas coming from this meeting will form part of the SDIP for the following year.

The training and staff development year looks like this:

Summer Term	Autumn Term	Spring Term
<ul style="list-style-type: none"> • Publish new SDIP • SDIs for Support Staff • Plans initiated for Non pupil day training • Curriculum Development programme published for term 	<ul style="list-style-type: none"> • Dissemination of Support Staff training needs and action plans to CPD Tutor and Teachers • Teachers Review statements for Annual Performance Management to Headteacher • The CPD Tutor reports to Governors on previous year's CPD activities • New Performance Management objectives agreed for Teachers 	<ul style="list-style-type: none"> • SDIs for Support Staff • Governors and Headteacher consider draft budget • Review of SDIP with Staff and Governors

Of the 5 training days:

- A minimum of 1 training days during the Spring term. Review of SDIP and planning for next year, open to Governors.
- Four remaining days to be used flexibly for CPD. Dates will be fixed in advance and topics will be determined by the SDIP priorities fixed at the April review.

Personal Portfolios of Continuing Professional Development

Teaching and support staff are encouraged to keep a file, which may include:

- Current Job description
- Performance Management information
- Personal strengths
- Areas for development
- Professional Development log (can include)
 - Induction Checklist
 - Work shadowing
 - Course dates and evaluations
 - Coaching/being coached
 - Mentoring
 - Observing of/by colleagues
- Personal Planning
- Where do I want to go?
- Support I may need

This policy will be reviewed every 3 years.

FORM A (copy attached) must be filled in to request every course and the evaluation added once the course is completed.

FORM B (copy attached) must be filled in by new staff members as part of induction and updated annually.

Flow Chart (copy attached) Training request process

For more detailed information on Performance Management and Staff Development for support staff, please see the attached appendices.



TRAINING REQUEST/EVALUATION FORM

Name:	Date of request:
Course Title:	Booking no/ref:
Date of course: (1) (2)	Cost
Trainer/Provider:	
<i>(with email address/telephone no)</i>	

Please e-mail to Mary King-stokes WITH any relevant completed booking form.

Why are you interested in this training and how will it help you to be effective in your work, achieve your personal targets or support School Development?

EVALUATION SECTION - COMPLETE AFTER TRAINING RECEIVED

Key Learning Points

- 1.
- 2.
- 3.

Did the training meet the needs specified on the request form:- (YES) (NO)

If No, please state why?

Personal Action Points following training

Overall, how would you rate this training?

 1: Excellent 2: Good 3: Satisfactory 4: Poor

Would you be prepared to deliver an abbreviated session to staff? (yes) (no)

Please provide a short briefing for the staff file within 14 days of the training including key learning and action points.

Signed: **Date:**

(FORM B)
AN AUDIT OF SKILLS

Name: _____

Present Position: _____

Date: _____

You don't have to fill in this form - and you can leave anything blank.

The reason we would like the information is so that we can identify the range of skills, which might be hidden, amongst our talented staff!

1. What jobs have you had in the past 5 years?

2. What skills did you need to use in that period?

3. Please list all the training courses you have attended in the past 3 years.

4. Please indicate any qualification you have (e.g. NVQ, sports coaching; academic; City & Guilds relating to your job, etc.)

5. What achievements/skills/special interests do you have outside work? (e.g. leader of Brownies; woodturning; good hockey player; keen pianist, etc.)

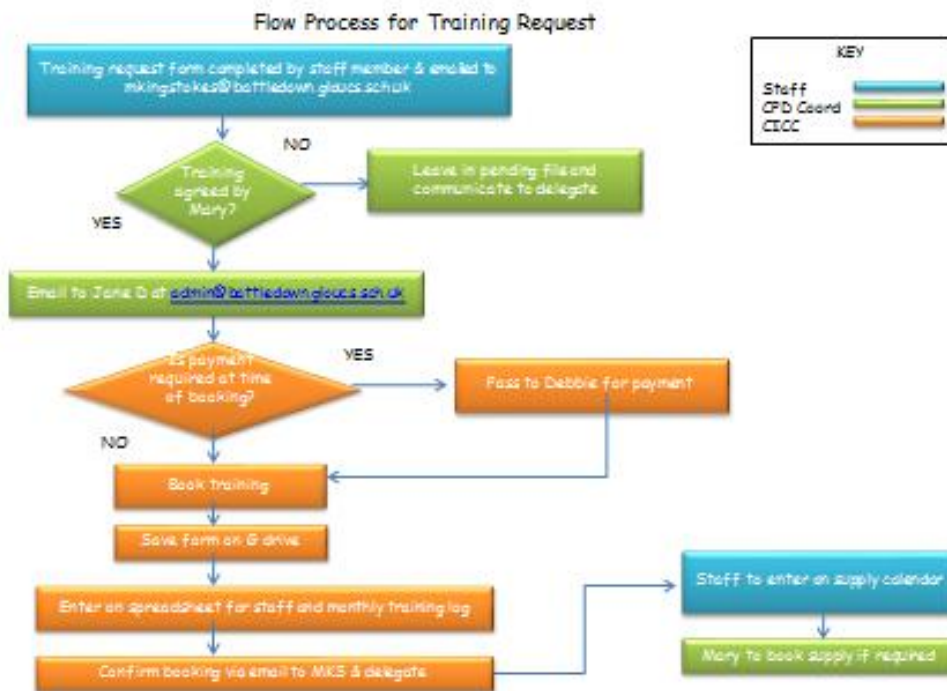
6. Are there any special activities you would like to offer the pupils here - either during or after

school?

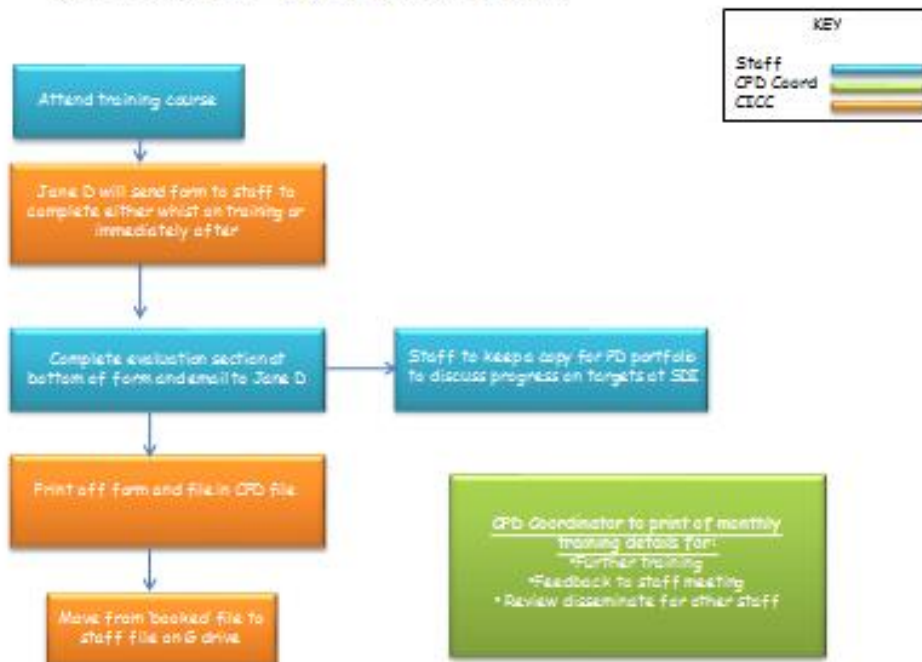
7. What additional skills/qualifications do you hope to acquire over the next year or two?

8. Do you think the school can help you achieve any of your ambitions? Any ideas about how?

Process for requesting training:



Flow Process after training has been attended



Part 2

PERFORMANCE MANAGEMENT

AT

**BATTLEDOWN CENTRE FOR CHILDREN &
FAMILIES**

May 2011

**(PLEASE NOTE THIS POLICY CONTAINS STATUTORY RESPONSIBILITIES
FOR TEACHERS ONLY)**

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Please note that bold text is used for parts of the policy required by DFE

1. Introduction

In this school we are committed to performance management to develop all staff and improve teaching and to raise standards of achievement for all children. Our Performance Management policy covers all teachers except those teachers on contracts of less than one year and those in their induction year to which NQT regulations apply. All teachers have been consulted in developing this policy. It sets a framework for all staff to agree and review priorities and objectives within the context of the school's improvement plan and their own professional needs.

2. Rationale

Performance management means a shared commitment to high performance. It helps to focus attention on more effective teaching and monitoring to raise the quality of teaching and to benefit pupils, teachers and the school. It means providing appropriate and effective personal training and development to ensure job satisfaction, a high level of expertise and progression of staff in their chosen profession.

We want to improve school performance by developing the effectiveness of teachers, both as individuals and as teams. The evidence is that standards rise when schools and individual teachers are clear about what they expect pupils to achieve. That is why performance management is important.

We will implement our performance management arrangements on the basis of:

- Fairness- We all need to be aware of the potential for unconscious discrimination and to avoid assumptions about individuals based on stereotypes;
- Equal Opportunity- All teachers should be encouraged and supported to achieve their potential through agreeing objectives, undertaking development and having their performance assessed.

3. Roles

Performance management is a shared responsibility. The Governing Body has a strategic role in agreeing the school's performance management policy, ensuring that performance of teachers at the school is regularly reviewed and for monitoring the Performance Management process. The Headteacher is responsible for implementing the school's performance management policy and ensuring that performance management reviews take place.

Performance management involves team leader and teachers working together to ensure that objectives are discussed and agreed; regular and objective feedback is given; adequate coaching, training and development is provided and performance review takes place. An External Adviser may provide advice to the Governing Body's representatives on the setting of performance objectives for the Head and support them in reviewing performance at the end of the review cycle.

4. Responsibility for Reviews

We have carefully considered the practical arrangements for performance management in the school. We have appointed three governors to carry out the Head's performance management review. The Head has decided who shall act as team leader for each teacher on the basis of responsibilities for learning in the school, a judgement about who has the best overview of the teacher's work and the ability to provide support to staff. In doing this, the Head has delegated responsibility to team leaders to ensure that each reviewer is responsible for a limited number of reviews. We have decided that we will limit the number of reviewees to two. The Head will take responsibility for the performance management of the Deputy Head teacher and Teaching and Learning Managers.

5. Timing of Reviews

The one-year performance management cycle links with our planning for school management and target setting. The Governing Body agrees objectives for the Head by the end of the Calendar year and for all other teachers by the end of the school year.

Our timetable is shown below:

a) Formal Reviews and Objectives Setting in the Autumn term

These will inform and support our school management policies for the current financial and academic year. They will be discussed and agreed by the teacher concerned and the appointed team leader at the planning meeting. The meeting will include the following

- Progress towards previous years objectives will be recorded
- New objectives will be set in discussion with teachers about future professional development activities
- A new individual plan will be completed for each teacher.

We will take account of professional development objectives in setting the school's overall priorities for staff development.

b) Spring and Summer terms

Reviews will follow our agreed monitoring process, which includes

- one classroom observation with feedback
- discussion and support throughout the period

The review process will inform our school management policies, the Education Development Plan and the School Improvement Plan for financial and academic years (especially the costs of the development/training discussed in reviews).

6. Performance Management Cycle

Performance Management is set in the context of school's plans for improvement, against the background of the local Gloucestershire Children's Partnership plan (GCP), national and local initiatives on improving teaching and any recent OFSTED report for the school.

Performance Management is an ongoing cycle, involving planning, monitoring and reviewing performance together.

Planning - This marks the beginning of a dynamic two-way process between a teacher and the team leader. Each teacher will discuss and agree objectives with their team leader and record these in an individual plan. Objectives should be clear, concise and measurable. They will be time-related, relevant to school planning, challenging and aspirational. They will be relevant and take account of the teacher's job description and their existing skill and knowledge base.

A minimum of 3 and no more than 5 objectives will be agreed. Key expectations and yardsticks will be identified.

Teacher objectives will cover pupil progress as well as ways of developing and improving teachers' professional practice. Leadership group staff and those with management allowances will have objectives relating to their additional responsibilities. **The Head's objectives will cover school leadership and management as well as pupil progress.**

We will observe the following principles in discussing objectives:

- the team leader will ensure that the teacher understands what his or her objectives involve, is in a position to achieve them, knows what he or she need to do to achieve them and understands when and how they will be reviewed;
- objectives focus on issues/matters over which a teacher has direct influence/control and take into account fully the wider socio-economic, cultural and other external influences on pupils;
- objectives for each teacher should relate to the objectives in the school improvement plan and any team plans as well as to personal professional needs.

The team leader should record the objectives, which will apply for the review period. These should be jointly agreed if possible. If there are any differences of opinion about the objectives the teacher may add comments to the written record of objectives. If the Head and the governing body representatives are unable to agree objectives, the governors appointed to review the performance of the Head should set and record the objectives. The Head may add comments to the written record of objectives.

Professional development opportunities are needed to support agreed objectives, to develop strengths and address areas for development or professional growth. The development page of the individual plan will be used to record action.

Monitoring Progress - The teacher and team leader will both take an active role in keeping progress under active review throughout the year using classroom observation and other relevant information. They will discuss any supportive action needed and keep development plans up-to-date.

The team leader should consult the teacher before seeking to obtain information, written or oral, relevant to the teacher's performance from other people.

Classroom observation is accepted good practice with a minimum of one observation each year required by Regulations. It is not a requirement to observe Headteachers with teaching responsibilities. In our school we have agreed to have one full lesson observation per year, supplemented by any fuller observation of whole or part lesson agreed useful for developmental purposes.

In planning observation, we will follow these principles:

- successful observation requires preparation and training, and a clear understanding on the part of the teacher and team leader of its purpose;
- the nature of the observation will depend on its purpose;
- it is important that the observer ensures that the lesson proceeds in as normal an atmosphere as possible;
- full, constructive and timely feedback offers an opportunity to discuss what went well, what might be done better or differently next time. When giving feedback, the team leader should take into account the range of activities carried out by the teacher and the time spent on each activity.

Please see Annex C for details of Code of Practice for teachers and team leaders.

Reviewing Performance: The annual review of the teacher's performance will use the recorded objectives as a focus to discuss his/her achievements and identify any development needs. It will be combined with agreeing objectives for the following performance management cycle.

The focus of the review is on how to raise performance and improve effectiveness. It will involve:

- Reviewing, discussing and confirming the teacher's essential tasks and objectives;
- Recognising strengths and achievements and taking account of factors outside the teacher's control;
- Confirming action agreed with the teacher at other reviews;
- Identifying areas for development and how these will be met;
- Recognising personal development needs; and
- Agreeing new clear objectives and completing an individual plan for the year ahead.

The team leader should evaluate the teacher's overall performance, including an assessment of the extent to which objectives have been met, and the teacher's contribution to the life of the school during the review period. It should take account of the stage the teacher is at in his or her career.

Within 10 days of the review meeting, the team leader will prepare a written review statement recording the main points made at the review and the conclusions reached, including any identified development needs and activities recorded in a separate annex (but forming part of) the review statement. Once written, the team leader will give the teacher a copy of the statement. The teacher may within 10 days of first having access to the statement, add to it comments in writing. Good practice shows that the review statement should be written as soon as possible after the review, whilst the facts are still fresh in the team leader's memory. See Annex B.

7. Links between pay, career stages and performance management.

Induction - the final review meeting of the induction period can be used to agree objectives and professional development opportunities as the first stage of the teacher's subsequent performance management cycle; (Circular No: 5/99 The Induction Period for Newly Qualified Teachers para. 58.)

- Up to the Threshold - teachers can expect an annual increment if they are performing satisfactorily. Double increments for exceptional performance would need to be justified by review outcomes.
- Threshold - teachers who want to move to the upper pay spine should fill out the application form provided by the DFE. Evidence from reviews will be used to inform applications by teachers and assessment by Heads.
- Performance Pay Points above the threshold, Advanced Skills Teachers and teachers in the leadership group - performance reviews will form part of the evidence which schools can use to make decisions about awarding performance pay points to eligible teachers.

It is important to recognise that performance management operates within the limits of the school's finite budget. The process is designed primarily to establish a proper opportunity for professional discussion about teachers' work and professional development. Information gathered in the process may help teachers collecting evidence for applying for threshold payment. It may also assist governors in reaching decisions about leadership pay. Further details are available in the Pay Policy.

8. Managing Weak Performance

The review meeting and review statement do not form part of any formal disciplinary or capability procedures. **However, relevant information from review statements may be taken into account by those who have access to them in making decisions and in advising those responsible for taking decisions, or making recommendations about performance, pay, promotion, dismissal or disciplinary matters.**

9. Confidentiality

The individual plan and the review statement are personal and confidential documents and will be kept securely in the Headteacher's office. Teachers will be asked at each review meeting whether a copy of their individual plan and Review Statement can be retained by the reviewer for ease of monitoring. The principles and provisions of the Data Protection Act 1998 should be followed at all times by those who have access to the documents.

10. Access to outcomes

There will only be two copies of the review statement - one held by the teacher and another held by the Head on a central file, to which the team leader or Governors responsible for making decisions regarding pay could request access. A copy of the Head's review statement should go to the Chair of Governors.

Information about performance reviews should be made available as listed below:

- the Head should ensure that individual training and development needs are reflected in the school improvement plan and the programme for professional development;
- the Head should ensure that training and development needs from the review statement are given to the person responsible for training and development at the school;
- the Head should report annually to the governing body on performance management in the school, including the effectiveness of the performance management procedures in the school, and the training and development needs of teachers; and
- the Director for Children's Services can request from the Chair of Governors a summary of the performance assessment section of the Head's review statement.

The Head should keep all review statements for at least three years.

11. Complaints

The Review

Within 10 days of receiving the review statement:

Teachers can record their dissatisfaction with aspects of the review on the review statement. Where these cannot be resolved with the team leader, they can raise their concerns with the Head. Where the Head is the team leader, the teacher can raise the issue with the Chair of Governors.

Headteachers can record their dissatisfaction with aspects of the review on the review statement. Where these cannot be resolved with the appointed governors, they can raise their concerns with the Chair of Governors. Where the Chair of Governors has been involved in the review process, the governing body should appoint one or more governors who have not participated in the Head's review to act as review officer. No governor who is a teacher or staff member can be involved in performance review.

The review officer (who could be the Head, the Chair of Governors or the governors appointed by the governing body) will investigate the complaint and take account of comments made by the jobholder. The review officer should conduct a review of the complaint within 10 working days of referral. S/he may decide that the review statement should remain unchanged or may add any observations of his/her own. The review officer may decide, with the agreement of the person responsible for carrying out the initial review, or in the Head's case all the appointed governors, to amend the review statement; or declare that the review statement is void and order a new review or part of the review to be repeated. Where a new review is ordered new governors will be appointed to carry out the review of the Headteacher. For teachers, the Headteacher will appoint a new team leader. Any new review or part review ordered should be conducted within a further 15 days.

12. Evaluation of the policy

The Head shall provide an annual report to the Governing Body on how effective the performance management procedures have been.

As a school committed to ensuring that individual teachers, teams and the school continues to improve, the Governing Body and the Head will check that effective and challenging objectives are set, that all reviews are completed on time and the assessment of performance is consistently applied in the school.

As part of our ongoing commitment the Governing Body and the Head will update and amend the documentation and the process as required, after consultation with all staff, to incorporate any major changes introduced either by the DFE or the school to ensure that the policy is up-to-date and effective in our school.

13. Professional Development & Training

For details of professional development and training please see "Professional & Personal Development at Battledown Centre for Children & Families".

ANNEX A

Name of Postholder: _____

Objectives (including examples of development, training and support and interim milestones, as appropriate)	Notes from in-year discussions	Notes from end-year discussions

ANNEX A (Continued)

Development and training to support achievement of objectives

Development and training (including target knowledge and skills and target dates)	How to be achieved	Date Completed

Teaching Staff form - Annex B



BATTLEDOWN CENTRE FOR CHILDREN AND FAMILIES
A Specialist Early Years Centre

Performance Review and Professional Development	Reviewee Name:
Date of Review Meeting:	Post Title:
Reviewer Name:	Review Period From: To:

Section 1: Review of the Completed Performance Management Cycle

Review of Performance Against Previous Objectives	
Objective 1:	Summary of tasks completed:
Evidence of impact / achievement:	
Reviewer's evaluation - extent to which criteria have been met:	

Objective 2:

Summary of tasks completed:

Evidence of impact / achievement:

Reviewer's evaluation - extent to which criteria have been met:

Objective 3:

Summary of tasks completed:

Evidence of impact / achievement:

Reviewer's evaluation - extent to which criteria have been met:

Review of other achievements including impact of continuous professional development (e.g. with reference to the relevant professional standards)

Reviewer's evaluation

Summary of evidence from classroom observation in the completed cycle

Reviewer's evaluation

Recommendation On Pay Progression (Where Appropriate)

The reviewee is eligible for consideration for pay progression for:
(delete as appropriate)

- Main scale progression (M1 to M6)*
- Threshold Assessment
- Upper Pay Spine progression
- Leadership Group Spine progression
- Advanced Skills teacher progression

* Progression from M1 to M6 is automatic unless performance has been unsatisfactory. The school policy may provide the possibility of the award of two incremental points for excellent performance. Reviewers should be aware of the position taken in the school policy on double increment.

Reviewer's pay progression recommendation, taking into account the relevant criteria within STPCD and the school Pay Policy:
(delete as appropriate)

Either:

- Based on the outcomes of the performance review above, pay progression on the relevant spine is **recommended**

Or

- Based on the outcomes of the performance review above, pay progression on the relevant spine is **not recommended**

Section 2: Planning For the Forthcoming Cycle

Objectives for the Forthcoming Year

'The reviewee's objectives shall be such that, if they are achieved, they will contribute to improving the progress of pupils at the school.'

Objective headline	Proposed strategies (tasks involved and support to be provided)	Success criteria (including timescales)	Monitoring arrangements

Arrangements For Classroom Observation

Classroom observations for the specific purpose of performance management will be completed in: (insert half term / month)

Key focus (or general statement, e.g. 'the focus of all observations will be the overall impact of teaching on learning; any further specific aspects for focus will be determined in the light of school improvement priorities at the relevant time'.

Staff member comments (to be completed after receipt of the draft review statement and/or receipt of the final review statement)

Signed (reviewee)

Signed (reviewer)

Date

Date

Training and Development Annex

Continuous Professional Development and Other Support Sought for the Forthcoming Year	
	Reviewer comment - rationale for CPD and outcomes sought

A copy of this Annex will be passed to the person who co-ordinates professional development in the school.



BATTLEDOWN CENTRE FOR CHILDREN AND FAMILIES
A Specialist Early Years Centre

Performance Review and Professional Development	Staff Name:
Date of Review Meeting:	Post Title:
Reviewer Name:	Review Period From: To:

Section 1: Review of the targets set last year

Targets - What were you asked to do?	Achievements - What did you do?	What helped and what got in the way?
Reviewer's evaluation		
Reviewer's evaluation		
Reviewer's evaluation		

Review of other achievements including impact of training

Reviewer's evaluation

Section 2: Planning for the coming year

Targets for the coming year

'The reviewee's targets shall be such that, if they are achieved, they will contribute to improving the progress and well-being of pupils at the school!'

Target headline - What will you do?	Strategies, tasks involved and support to be provided	Success criteria (including timescales)	Monitoring arrangements

How will you personally contribute to the school's Health & Safety aims next year?

--

Will your work role change over the next year? If so, how?

--

Employee's aspirations

--

Feedback from your Reviewer

--

Staff member comments (to be completed after receipt of the draft review statement and/or receipt of the final review statement)

--

Signed (reviewee)

Signed (reviewer)

Date

Date

REVIEWING OFFICER'S COMMENTS

Comments by the Headteacher/Deputy Headteacher
The Reviewer should provide the employee with a copy of these comments.

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Signature of the Headteacher/ Deputy Headteacher		Date
---	--	------

REVIEW - TO BE UNDERTAKEN IN TERM 5

Issues raised during review:

Employee's signature

Date

Reviewer's signature

Date

Training and Development Annex

Development, training and other support sought for the coming year	Priority Level - High/Medium/Low	Action to be taken and by whom

A copy of this Annex will be passed to Mary King-Stokes who co-ordinates professional development/training in the school.

ANNEX C

PERFORMANCE MANAGEMENT

Code of Practice for Team Leaders and Teachers

Planning Stage

Team leader

- Team leader to agree with teacher a mutually convenient time to meet within directed hours in a comfortable venue conducive to privacy and confidentiality
- Team leader to have all necessary documentation prepared including Job description, planning sheets and diary!
- Team Leader to have read all material connected with the planning meeting
- Team leader to have agreed objectives in place by conclusion of initial meeting together with an agreed plan for future communications and action

Job Holder

- Job holder to prepare for meeting by:-
 - familiarising herself with her job description
 - giving thought to possible areas for development
 - considering possible sources of information collection to support the process

Monitoring Stage

Team leader

- Team leader to actively and informally support the job holder as she makes progress towards agreed objectives
- Team leader to agree with the job holder the time and place suitable for:
 - Classroom observation
 - Information gathering
 - Feedback
- Team leader to arrange feedback to job holder as promptly as time allows but no later than two working days after observation
- Team leader to agree beforehand with job holder the criteria for observation which will relate directly to the objectives agreed

Jobholder

- Job holder to make available any documentation in support of the monitoring process a minimum of one day before observation or earlier if agreed
- Job holder to be familiar with criteria on which team leader's observation to be based

- Job holder to make herself available as previously agreed for feedback and entering into open discussion about teaching observed

Reviewing Performance

Team leader

- Team leader to agree with teacher mutually convenient time to meet within directed hours in a comfortable venue where privacy and confidentiality can be observed
- Team leader to have all necessary documentation prepared
- Team leader to produce a written statement within 10 working days of the review meeting
- Team leader to provide a review statement for the Head no later than 20 working days after the review meeting

Jobholder

- Job holder to prepare for the review meeting having reflected on feedback following observation by job holder and having reviewed personal objectives
- Job holder to respond within 10 working days of receiving the statement in event of disagreement

And finally...

- Job holders have the right to ask for a change of team leader should they so wish
- Team leaders unable to provide support agreed may be replaced by another team leader

Part 3

SUPPORT STAFF REVIEW PROCESS

AT

**BATTLEDOWN CENTRE FOR CHILDREN &
FAMILIES**

May 2011

**((PLEASE NOTE THIS POLICY OUTLIES OUR COMMITMENT TO ALL
STAFF EXCEPT TEACHERS))**

Terminology

While teachers benefit personally and professionally from the schools PERFORMANCE MANAGEMENT process, support staff have an opportunity annually to review their performance with a member of the Leadership Team.

The review is known as the STAFF DEVELOPMENT INTERVIEW (SDI).

Reviewer - Person leading and reporting outcomes from the SDI.

Reviewee - Support staff member being reviewed.

History

Support staff have been instrumental in agreeing, with the Leadership Team, a framework of questions, which guide discussion during the interview and lead to the drawing up of an action plan for the ensuing school year. Staff Development Interviews have taken place traditionally in the latter half of the summer term.

Developments

The process of review has evolved and become part of the personal and professional development at Battledown. The Headteacher manages the process with SMT.

The Interview

Arrangements for SDI's are made with the Leadership Team during the first half of the summer term. This is accompanied by the schedule of questions, which guide discussion. See Appendices

The reviewer writes a summary of the discussion held with the reviewee and notes areas for development, which have been agreed. The confidential report is given to the Reviewee and a copy kept for the personal file. Interviews include review of the Reviewee's current job descriptions.

Action Plan

Finally, the *Reviewee* will discuss with their *reviewer* the areas for development and training needs to aid monitoring and support by that person throughout the school year.

Training Needs

The next stage of the process involves a summary of training needs and action plans being shared with the *Reviewee's* line manager. This stage is completed by the end of September. The training needs of all Support Staff are reported back in non-attributable form to Governors annually

Conclusion

The aim of the review process is to confirm the value which is placed on the personal and professional development of every member of staff engaged in supporting the teaching and learning process at Battledown. This process will be continuously evaluated to ensure it meet the criteria.