



## **PERFORMANCE MANAGEMENT POLICY**

### **Introduction.**

The school policy for Performance Management was developed and agreed by the whole staff and has the full agreement of the Governing Body. The policy was approved and ratified by the Governing Body during the Summer Term 2007.

### **Aims**

Through this policy we aim to:

Ensure this policy applies to the head teacher and to all teachers employed by the school (authority) except:

- i. teachers on contracts of less than one term;
- ii. those undergoing induction; or
- iii. those who are the subject of capability procedures.

The first performance management planning statements under the revised arrangements will be completed by 31 October 2007 for teachers and 31 December 2007 for head teachers.

Key Elements:

- Performance management is the process for assessing the overall performance of a teacher / Head teacher, in the context of the individual's job description and any relevant pay progression criteria, and making plans for the individual's future development in the context of the School's Improvement Plan.
- Professional Standards provide the backdrop to discussions about performance and future development. The standards define the professional attributes, knowledge, understanding and skills for teachers at each career stage.
- Professional development opportunities support achieving objectives and furthering career progression.

### **Purpose**

This policy sets out the framework for the application of the performance management of teachers and the head teacher in respect of the objectives agreed between reviewers and reviewees. The policy supports the development of teachers and the head teacher within the context of the school's improvement plan and the identified professional needs of teachers and the head teacher.

Where teachers are eligible for pay progression, the assessment of their performance, against the agreed objectives and criteria, will be the basis on which the recommendation is made by the reviewer.

The governing body has agreed the pay policy of the school and has considered the implications of the Performance Management policy with respect to the arrangements relating to teachers' pay in accordance with the School Teachers' Pay and Conditions Document.

## **Links to School Improvement Plan**

The School Self-Evaluation Form and the School Improvement Plan

All reviewers are expected to explore the alignment of reviewees' objectives with the school's priorities, school self evaluation and School Improvement Plan. Equally, reviewers will seek to agree objectives with reviewees, which reflect the professional aspirations and needs of the reviewees, taking into account the School Improvement Plan.

## **Consistency of Treatment and Fairness**

The governing body is committed to ensuring consistency of treatment and fairness in the operation of performance management.

This school's performance management policy is designed to:

- improve teacher morale and motivation;
- lead to an entitlement to professional development according to identified needs;
- be seen by staff as enabling;
- encourage the development of confident and professional judgements amongst teachers;
- increase teachers' participation in decision-making and developing a sense of control over their own work;
- identify the resources and facilities needed to support teachers;
- be manageable and not introduce bureaucratic burdens; and
- have regard to the necessity of achieving a work/life balance for all teachers in respect of all aspects of the performance management process.

The governing body believes, therefore, that its policy will create:

- an atmosphere of trust between teachers, reviewers and the head teacher; and
- a proper opportunity for teachers for professional discussion with their reviewers about their work and their professional development.

## **The Role of the Governing Body**

The regulations require that the Governing Body shall ensure that the performance of teachers and the Head teacher is managed and reviewed in accordance with the regulations and the school's performance management policy.

The governing body will nominate the Chair of the Governing Body, who will not be involved in the head teacher's performance management or any appeal regarding the head teacher's performance management to ensure that the head teacher's planning statement is consistent with the school's improvement priorities and complies with the school's performance management policy and the Regulations.

The Governing Body will review the quality assurance processes when the performance policy is reviewed within the Pupils and Personnel sub-committee.

## **The Role of the Head teacher in quality Assurance**

The head teacher has decided that s/he will be the reviewer for all teachers;

The head teacher has the option in the future to delegate the reviewer role to the Phase Managers who are in the leadership group, with teaching and learning responsibility payments. This change would only take

place after further consultation with staff prior to the change.

The head teacher will moderate all the planning statements to check that the plans are recorded and the statements of the teachers at the school:

- are consistent between those who have similar experience and similar levels of responsibility;
- comply with the school's performance management policy, the regulations and the requirements of equality legislation.

### **The Role of the Teacher**

To play an active role in their own performance management and professional development including taking action as agreed at review meetings.

Contribute to reviewee annual planning and assessment where appropriate

### **Performance Management of the Head teacher**

The governing body has decided not to quality assure the planning statement.

The governing body will review the quality assurance processes when the performance management policy is reviewed.

### **Objective Setting**

The objectives set will be rigorous, challenging, achievable, fair and equitable in relation to teachers with similar roles/responsibilities and experience. In setting the objectives, the reviewers will have regard to what can reasonably be expected of teachers in the context of their roles, responsibilities and experience. The reviewer will take into account the desirability of the reviewee being able to achieve a satisfactory balance between the time required to discharge his or her professional duties and the time required to pursue his or her personal interests outside work, consistent with the school's strategy for achieving a work/life balance for all staff.

The objectives will take into account the professional aspirations of each reviewee and, where relevant, pay progression criteria. They should be such that, if they are achieved, they will contribute to improving the progress of pupils at the school.

The reviewer and reviewee will seek to agree the objectives. The school governing body notes the requirement in the performance management regulations that, where a joint determination cannot be made, the reviewer will make the determination.

All teachers, including the Head teacher, will have a whole school objective.

In this school, all teachers, including the head teacher, will have no more than three objectives. For instance: teachers on Main Point scale and UPS will have two objectives; Line managers and the Head teacher will have a Leadership and Management objective, making three.

### **Reviewing Progress**

At the end of the performance management cycle, assessment of performance against objectives will take place. Good progress towards the achievement of an objective which the reviewer and reviewee recognise

as challenging will be assessed favourably.

For teachers applying to cross the threshold to the upper pay scale and who are being considered for movement on the upper pay scale, a satisfactory review statement will be taken as evidence of sustained and substantial achievement and contribution.

On occasions it may be appropriate to set objectives which cover a period of more than one performance management cycle. In such cases, the basis on which progress is made towards meeting the objective will be assessed at the end of the first cycle and will be recorded in the planning and review statement at the beginning of the next cycle.

## **Appeals**

Teachers and the Head teacher have a right of appeal against any of the entries in the planning and review statements. Details of the appeals process are available from the head teacher or from the school governing body. The head teacher will notify any teacher who has not been recommended for pay progression of the date when the governing body meets to consider pay recommendations. Such a notification will take place at least four weeks in advance of the meeting, thus enabling the teacher to make a representation to the head teacher before the final decision of the governing body.

## **Confidentiality and Professional Relationships**

The performance management process and the statements generated under it will be treated with strict confidentiality at all times. Only the reviewee's line manager or, where s/he has more than one, each of her/his line managers will be provided with access to the reviewee's plan recorded in her/his statement. This will be done upon request and only where this is necessary to enable the line manager to discharge her/his line management responsibilities. Reviewees will be consulted on requests for access to statements in the context of this policy.

The process of gathering evidence for performance review will not compromise normal professional relationships between teachers. The governing body recognises that the reviewer will consult with and seek to secure the agreement of the reviewee before seeking information from other colleagues about the work of the reviewee.

## **Training and Support**

The development and implementation of the school's CPD programme will be informed by the training and development needs identified in the training annex of reviewees' planning and review statements.

The governing body will provide, in its budget planning, for appropriate resources to be made available in the school budget for such training and support as is agreed for reviewees from the appropriate school Standards Fund Grants.

With regard to the provision of CPD in the case of competing demands on the school budget, a decision on relative priority will be taken with regard to the extent to which:

- the CPD identified is essential for a reviewee to meet their objectives;
- the extent to which the training and support will help the school to achieve its priorities. The school's priorities will have precedence.

An account of the training and development needs of teachers in the school, including the instances where it did not prove possible to provide any agreed CPD, will form a part of the head teacher's annual report to the

Pupils and Personnel sub-committee of the governing body about the operation of the performance management policy in the school.

The governing body will provide:

- the performance management training necessary for all teachers; and
- the professional development provision necessary to meet the professional development objectives agreed in teachers' performance management plans.

The governing body will make a reasonable and equitable allocation of performance management training.

It is the policy of the governing body to make sure that all reasonable steps are taken to enable all teachers to receive sufficient professional development on an equitable basis as identified in their performance management objectives. It is the policy of the governing body that teachers' requests for participation in professional development outside school, but within the school day, will not be refused.

The governing body recognises that, while the school's professional development priorities are important, the reviewee's own professional priorities may also have equal importance.

Professional development for classroom observation will be available as appropriate.

### **Appointment of Governor Reviewers for the Head teacher**

In this school, the governing body is the reviewer for the head teacher, and to discharge this responsibility on its behalf, may appoint two or three governors.

Where a head teacher is of the opinion that any of the governors appointed by the governing body under this Regulation is unsuitable for professional reasons, s/he may submit a request to the governing body for that governor to be replaced, stating his or her reasons.

### **Appointment of School Improvement Partner or External Adviser**

A School Improvement Partner has not been allocated to the school and the governing body will appoint an external adviser to provide advice and support in relation to the management and review of the performance of the head teacher.

The governing body will seek the replacement of any School Improvement Partner or external adviser whom it considers not to be providing appropriate advice and support to the head teacher and/or the governing body or where it considers the School Improvement Partner or external adviser is not keeping confidential to the head teacher and the governing body the head teacher's review statement.

### **Appointment of Reviewers for Teachers**

In any case in which the head teacher is not the teacher's line manager, the head teacher may reserve the right to delegate the duties of a reviewer to the teacher's Phase manager.

The governing body recognises that requiring reviewers to make pay recommendations could mean that reviewers are expected to take on additional responsibilities. As far as reasonably possible, the head teacher, will conduct reviews of teachers on the upper pay scale.

The governing body recognises that teachers on the main pay scale can expect increments annually without a performance review pay recommendation (from M1 – M6). The school governing body recognises that Phase Leaders with teaching and learning responsibility payments could in the future conduct reviews for

teachers on the main pay scale. Please note this change of reviewer would only be after consultation with staff. Where a teacher has more than one Phase manager (*such as a job share*) the head teacher will determine which line manager will be best placed to manage and review the teacher's performance.

All Phase managers to whom the head teacher has delegated the role of reviewer will receive appropriate preparation for that role prior to the cycle commencing.

In this school, the head teacher will be the reviewer for all teachers.

Where it becomes apparent that the reviewer will be absent for the majority of the cycle or is unsuitable for professional reasons, the Deputy Head teacher may perform the duties himself/herself or delegate them to a Phase Manager.

A performance management cycle will not begin again for a reviewee in the event of the reviewer being changed.

### **The Performance Management Cycle**

The performance of teachers must be reviewed on an annual basis. Performance planning and reviews must be completed for all teachers by 31 October and, for the head teacher, by 31 December at the end of any cycle.

The performance management cycle in this school, therefore, will run from September for teachers and from November for the head teacher.

Teachers who are employed on fixed term contracts for less than one year, will have their performance managed in accordance with the principles underpinning the provisions of this policy. The length of cycle will be determined by the duration of their contact.

Where a teacher starts his or her employment at the school part-way through a cycle, the head teacher shall determine the length of the first cycle for that teacher, with a view to bringing his or her cycle into line with the cycle for other teachers of the school as soon as possible. The governing body will perform the same role for a head teacher who starts his or her employment at the school part-way through a cycle.

The expectation is that, in these circumstances, the performance review cycle will continue for teachers and the head teacher.

Where a teacher transfers to a new post within the school part-way through a cycle, the head teacher shall determine whether the cycle shall begin again and whether to change the reviewer. The governing body will perform the same role for a head teacher who has been appointed part-way through a cycle and who was previously a teacher at the school.

### **The Timing and Preparation for Planning and Review Meetings**

Planning and review meetings will be scheduled as far in advance as possible. There will be at least five working days' notice prior to any planning meetings. For teachers in part-time employment, notice of planning and review meetings should be reasonable and conform to the intention of the policy with respect to teachers in full-time employment. Planning and review meetings will take place within the timetabled school day. Lunch breaks and PPA time will not be used for this purpose. However, directed time Subject Leader development allocations may be.

## **Performance Management and Capability Procedures**

If serious weaknesses are identified in a teacher or head teacher's performance, performance management should cease and the school's capability procedure be substituted. At the initial stage of the capability procedure the teacher and their representative should be provided with the evidence from the performance management process which has prompted its implementation.

## **Retention of Statements**

Performance management planning and review statements will be retained for a minimum period of six years. All aspects of the performance review process will remain confidential between the reviewer, the reviewee, the head teacher and, where relevant, members of the governing body.

## **Monitoring and Evaluation**

The head teacher will provide the governing body with a report on the operation of the school's performance management policy annually. The report will not contain any information which would enable any individual to be identified. The report will include:

- the operation of the performance management policy;
- the effectiveness of the school's performance management procedures; and
- the training and development needs of the teachers in the school.

The governing body is committed to ensuring that the performance management process is fair and non-discriminatory. Accordingly, the governing body will conduct an audit of the outcomes of each performance management cycle after the ending of the first cycle, in Spring 2009 and after each further cycle. It is committed to investigating any evidence which suggests inequalities in the application of performance management or consequent decisions on the allocation of professional development provision or pay determination.

The head teacher's report will include data and a commentary on any actual or potential discrimination in, at least, the following areas:

- Race
- Gender
- Sexual Orientation
- Disability
- Religion and Beliefs
- Age
- Part-time Status
- Trade Union Membership

The head teacher will report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination to the Pupils and Personnel sub-committee of the Governing Body.

## **Review of the Policy**

The governing body will revisit the policy annually and review the performance management policy in depth every four years, as part of the schools 'Policy Compilations and reviews cycle'. The governing body will take account of the head teacher's report in its review of the performance management policy.

The Governing Body will seek to agree any revisions to the policy with the recognised trade unions having

regard to the results of the consultation with all teachers.

All new teachers to the school will be briefed on the school's performance management arrangements as part of their introduction to the school.

## **Classroom Observation Protocol**

The governing body is committed to ensuring that classroom observation is developmental and supportive and that those involved in the process will:

- carry out the role with professionalism, integrity and courtesy;
- evaluate objectively;
- report accurately and fairly; and
- respect the confidentiality of the information gained.

Classroom observation for the statutory purposes of performance management and evaluating the standards of teaching and learning will not exceed a total of three hours for each reviewee within each performance management cycle. The governing body recognises that classroom observation within this maximum limit can fulfill both statutory purposes.

Classroom observation for the purposes of performance management will be limited to an observation of a maximum of 60 minutes in length per performance management cycle, subject to the reviewee choosing to request a further observation within a three hour maximum.

The maximum number of times each teacher experiences classroom observation for the purposes of performance management and the evaluation of standards of teaching and learning will be three per performance management cycle.

There is no requirement to use all of the three hours. The amount of observation for each teacher will reflect and be proportionate to the needs of the individual.

There will be a reasonable amount of time between classroom observations, irrespective of the purpose of those observations.

The arrangements for classroom observation will be included in the planning and review statement and will:

- include the amount of observation;
- specify its primary purpose;
- specify any particular aspects of the teacher's performance which will be assessed;
- specify the duration of the observation;
- specify when the observation will take place; and
- specify who will conduct the observation.

In keeping with the school governing body's commitment to supportive and developmental classroom observation, those being observed will be notified of their observation conducted for the purposes of performance management or for the evaluation standards of teaching and learning (or for both purposes) at least five working days in advance.

Classroom observation will be undertaken solely by persons with qualified teacher status. In addition, in the school, classroom observation will only be undertaken by those who have the appropriate professional skills, who will be able to undertake observation and who can provide constructive oral and written feedback and support to reviewees.

Oral feedback from classroom observation for the purposes of performance management will be given as soon as possible after the observation. Sufficient time will be allocated within the school day to enable

participants in classroom observations to discuss and agree the arrangements for the observations.

Written feedback will be provided within five working days of the observation taking place. The reviewer will be given sufficient time within the school day to put in written form the conclusions agreed with the reviewee on the outcomes of the classroom observation.

The written record of feedback will include the date on which the observation took place, the lesson observed and the length of the observation. The reviewee will be able to append written comments to the feedback document.

Teachers will have access to all written accounts of the observations after their lessons.

Visits to classrooms by head teachers or senior staff in order to support teachers or talk to pupils are separate from this classroom observation protocol.

The purpose of visits by head teachers and senior staff to classrooms should be made clear before they occur.

The governing body recognises, for the purpose of this Performance Management protocol, that unannounced 'drop-ins' to fulfill the statutory duties of evaluating performance management objectives will not take place. However, 'the Head teacher has a duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained. Head teachers have a right to drop in to inform their monitoring of the quality of learning.' (RIG)

### **Racial Equality & Equal Opportunities Statement**

All children have equal access and inclusive rights to the curriculum regardless of their age, gender, race, religion, belief, disability or ability. We plan work that is differentiated for the performance of all groups and individuals. Ambleside Primary School is committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential. Policies are available on each of these that expand on this further.

All staff have equal access and inclusive rights to their work regardless of their age, gender, sexual orientation, race, religion, belief, disability or ability. Ambleside Primary School is committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential. Policies are available on each of these that expand on this further.

### **Reference Documentation used:**

NUT Model Performance Management Policy for Schools

RIG Model Performance Management Policy for Schools

Ethnical Training & Consultancy Model Performance Management Policy

The following Trade Unions have been consulted on the Performance Management Policy as agreed with Nottingham City Local Authority:

ATL

ASCL

NASUWT

NUT

NAHT

### **Review**

This policy will be looked at and revisited on an annual basis. A full in depth review will occur in the Spring term 2011, as this policy is on 'Cycle A' of the four year cycle.

## **Appendix**

Appendix 1 – Classroom Observation Protocol

Appendix 2 – Performance Criteria for different groups of teachers

Appendix 3 – Potential Sources of Evidence which could be selected to use

Appendix 4 – Planning Purposeful CPD Opportunities

Appendix 5 – Performance Management Objective Setting Master

Appendix 6 – Performance Management Review Statement Master

### ***Appendix 1 – Classroom Observation Protocol***

*The Governing Body is committed to ensuring that classroom observation is developmental and supportive and that those involved in the process will:*

- *carry out the role with professionalism, integrity and courtesy;*
- *evaluate objectively;*
- *report accurately and fairly; and*
- *respect the confidentiality of the information gained.*

*The total period for classroom observation arranged for any teacher will not exceed three hours per cycle having regard to the individual circumstances of the teacher.*

*The arrangements for classroom observation will be included in the plan in the planning and review statement and will include the amount of observation, specify its primary purpose, any particular aspects of the teacher's performance which will be assessed, the duration of the observation, when during the performance management cycle the observation will take place and who will conduct the observation.*

*A copy of the lesson plan and seating plan will be made available to the observer prior to the observation.*

*The observer will not take part in the lesson, and will not intervene unless a child's health and safety is at risk. This is dependent on the focus of the observation and participation may have been agreed.*

*Any professional development needs which arise from the monitoring process will be addressed as soon as possible.*

*The process must be manageable and should not require additional preparation by the class teacher.*

*Teachers will be invited to make constructive suggestions about ways in which the process can be improved.*

*Classroom observations are a high priority in improving standards and will not be postponed unless it is wholly unavoidable.*

*The proforma for undertaking observation will be agreed between reviewer and reviewee before the observation. Observations focussing on the quality of teaching must use the standard lesson observation pro-forma set out in the CPD policy.*

*Where evidence emerges about the reviewee's teaching performance which gives rise to concern during the cycle classroom observations may be arranged in addition to those recorded at the beginning of the cycle subject to a revision meeting being held in accordance with the Regulations.*

*Information gathered during the observation will be used, as appropriate, for a variety of purposes including to inform school self-evaluation and school improvement strategies in accordance with the school's commitment to streamlining data collection and minimising bureaucracy and workload burdens on staff.*

*In keeping with the commitment to supportive and developmental classroom observation those being observed will be notified in advance.*

*Classroom observations will only be undertaken by persons with QTS. In addition, in this school classroom observation will only be undertaken by those who have had adequate preparation and the appropriate professional skills to undertake observation and to provide constructive oral and written feedback and support, in the context of professional dialogue between colleagues.*

*Oral feedback will be given as soon as possible after the observation and no later than the end of the following working day. It will be given during directed time in a suitable, private environment.*

*Written feedback will be provided within five working days of the observation taking place. If issues emerged from an observation that were not part of the focus of the observation as recorded in the planning and review statement these should also be covered in the written feedback and the appropriate action taken in accordance with the regulations and guidance.*

*The written record of feedback also includes the date on which the observation took place, the lesson observed and the length of the observation. The teacher has the right to append written comments on the feedback document. No written notes in addition to the written feedback will be kept.*

*The head teacher has a duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained. The performance management arrangements are integral to fulfilling this duty but the Head teacher has the right to drop in to inform their monitoring of the quality of learning.*

*Drop-ins by the Head teacher and the following designated members of the leadership team (Deputy Head teacher, Phase & Aspect Managers) are outside the performance management arrangements and will only inform the performance management process where evidence arises which merits the revision of the performance management planning statement, in accordance with the provisions of the regulations.*

## **Appendix 2 – Performance Criteria for different groups of teachers**

*The performance criteria for pre threshold teachers are:*

- *Targets set for individual pupils contribute adequately to overall school targets (PST I14).*
- *Classes have teacher assessments in line with or better than the target grades for the class (SEF 3).*
- *Teaching methods are imaginative and lead to a high level of interest from most learners (SEF5a).*
- *Has a secure understanding of key concepts of the subject and how aspects of the subject relate to each other, and make appropriate use of subject specific vocabulary (SEF5a) (PSTI16).*

*The performance criteria for post threshold teachers are:*

- *Demonstrate that, as a result of their teaching, their pupils achieve well relative to the pupils' prior attainment, making progress as good as or better than similar pupils nationally.*
- *Demonstrates consistent and effective monitoring of progress to give clear and constructive feedback (PSTI30).*
- *Has a well developed understanding of key concepts of the subject and how aspects of the subject relate to each other and how learning progresses within them. (SEF5a) (PSTP5).*
- *Has an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise the learning experience to provide opportunities for all learners to achieve their potential (SEF5a) (PST P2).*

*The performance criteria for Leadership Group are:*

- *The leadership of the school has a clear sense of direction and is successfully focused on raising standards and promoting the personal development and well-being of learners. It has created a common sense of purpose among staff.*
- *Leaders have a good understanding of the school's strengths and weaknesses, and have a good track record of making improvements, including dealing with any issues from the last inspection.*
- *The inclusion of all learners is central to the Leader's vision and they are effective in pursuing this and dismantling barriers to engagement.*

## **Appendix 3 – Potential Sources of Evidence which could be selected to use**

### ***Potential Sources of Evidence for Performance Management Review***

*Only persons who have a direct professional knowledge of the reviewee may provide evidence.*

#### ***Planning and organising learning***

- *Classroom plans/seating arrangements*
- *Groupings based on assessment information*
- *Termly or weekly lesson plans showing links to assessment information*
- *Termly or weekly plans with reference to school/departmental targets/priorities*
- *Teaching log or notes*
- *Schemes of work contributed to/reviewed*
- *Homework schedule*
- *Action plans*
- *IEPs*
- *Work plan for classroom assistant/learning support*
- *Record of resources for learning*
- *Monitoring report from curriculum leader*
- *Monitoring/evaluation report from senior manager*
- *Witness statement from peer/line manager*

#### ***Quality of teaching and pupils learning***

- *Samples of pupils work*
- *Comments on pupils work*
- *Lesson observation feedback record*
- *Examples of differentiated activities/work sheets*
- *OFSTED feedback*
- *Feedback from pupils*
- *Feedback from parents*
- *Information about joint action with SENCO to meet pupil's needs*

## **Assessment**

- *Samples of marked pupil's work*
- *Group and individual targets and objectives*
- *Written feedback to pupils/pupils reports*
- *Marking records*
- *Records of assessments against school assessment framework*

## **Pupil Attainment**

- *Analysis of baseline information from the beginning of the year*
- *Projected attainments/targets*
- *Progress records/report*
- *Analysis of teacher assessments*
- *End of module assessments*
- *Analysis of school based test results*
- *Analysis of external testing*
- *IEPs*
- *Pupil feedback*
- *Records of events, displays, awards*

## **Professional Development and Professional Effectiveness**

- *Record of action taken as a result of a professional development activity*
- *The use of different strategies/improved approaches to teaching and learning (observation records or witness statements)*
- *Notes of presentations to colleagues/parents/governors*
- *Classroom research and development projects*
- *Research and development work from elsewhere in the school*
- *Contributions to the work of the 'team' (KS or departmental)*
- *Contributions/review of policy*
- *Contributions to/review of SOW*
- *Contribution to the implementation of the SIP*
- *A bid or proposal that has been written*
- *Notes of presentations on behalf of the school*
- *Training and development record*

## **Wider contribution to the school**

- *Clubs that are run*
- *Organisation of day or residential trips*
- *Team meeting notes*
- *Annual review record*

- *Representing the school*
- *Feedback from colleagues/pupils/parents*
- *Monitoring/evaluation records of the SIP*

## **Appendix 4 – Planning Purposeful CPD Opportunities**

### **Pre-Threshold Teacher**

#### **Planned CPD Opportunities within the School**

*Opportunities to:*

- *Induction*
- *Be observed and receive developmental feedback*
- *Have an agreed allocation of time to research and develop a particular aspect of teaching/learning*
- *Take on a significant responsibility and be mentored/coached in relation to this*
- *Access a named professional mentor to support the process of building up a professional portfolio*
- *Have responsibility for an area of the curriculum*
- *Be trained by the schools SENCO and G and T co-ordinator, in relevant aspects relating to the provision for pupils with special educational needs*
- *Be trained in the effective use of ICT to track pupil progress*
- *Have an input into the development of the relevant subject handbook and schemes of work*
- *Be tutored, mentored or coached by a peer*
- *Receive coaching by a colleague with particular expertise*
- *Work as part of a task group*
- *Organise and run departmental/key stage or staff meetings*
- *Analyse pupil's work with other colleagues*
- *Sit as an observer on committees or working groups*
- *Organise events, visits and trips*
- *Take part in paired observations, collaborating in a 'critical friendship'*
- *Take part in team teaching*
- *Support/induct new staff, students, volunteers*

#### **Planned CPD Opportunities Provided by links with other Schools**

*Opportunities to:*

- *Observe Advanced Skills Teachers teaching the appropriate subject and to teach with an AST*
- *Be supported by subject specialists and receive developmental feedback*
- *Meet with other teachers involved in research and development activities*

- *Visit and/or teach in other schools to gather effective practice ideas*

### ***CPD Opportunities available beyond the School***

*Opportunities to:*

- *Access training, which focuses on:*
  - *generic aspect of effective teaching and learning (linked to Threshold Standards), or*
  - *subject specific curriculum issues (linked to Threshold)*
- *Receive coaching support from a subject specialist*
- *Access a bank of lesson plans developed by subject specialists and ASTs*
- *Participate in the DfES Early Professional Development (EPD) Programme*
- *Become a member of a subject specific professional body*
- *Access CPD websites for training opportunities*



# Ambleside Primary School

Minver Crescent ~ Aspley ~ Nottingham ~ NG8 5PN

## Performance Management Teacher Objective & Plan of Action Statement 2007.

Teacher's Name:

Reviewer's Name:



Date of Objective Setting:

**Objectives Agreed**

**Pupil Progress Objective:**

**Action Steps**

- 1.
- 2.
- 3.
- 4.
- 5.

**Monitoring Strategy to assess progress**

**Evidence that the teacher will present by the end of the cycle to assess impact of the action steps on the objective**

Performance Criteria against which the evidence will be assessed by the reviewer.

**Professional Development Objective:**

**Action Steps**

- 1.**
- 2.**
- 3.**
- 4.**
- 5.**

**Monitoring Strategy to assess progress**

**Evidence that the teacher will present by the end of the cycle to assess impact of the action steps on the objective**

Performance Criteria against which the evidence will be assessed by the reviewer.

**Leadership and Management Objective (Leadership Group)**

**Action Steps**

- 1.
- 2.
- 3.
- 4.
- 5.

**Monitoring Strategy to assess progress**

**Evidence that the teacher will present by the end of the cycle to assess impact of the action steps on the objective**

Performance Criteria against which the evidence will be assessed by the reviewer.

**Classroom Monitoring Arrangements:**

Classroom observation of a **core** subject lesson will take place on \_\_\_\_\_ at \_\_\_\_\_

**Statement Agreed by:**

Teacher	Reviewer
Date     September 2007	Date     September 2007



Appendix 6 – Performance Management Review Statement Master



# Ambleside Primary School

Minver Crescent ~ Aspley ~ Nottingham ~ NG8 5PN

## Performance Management Teacher Review Statement 2007.

Teacher's Name:
Reviewer's Name:



## ***Performance Management Review Statement***

**Objective:**

**Action Steps**

**Monitoring**

**Evidence of impact**

**Performance Criteria**

**Judgement**

**Training and Professional Development that has occurred:**

**Review statement agreed by:**

**Teacher:**

**Team Leader:**