



Performance Management and Staff Development Policy

Purpose

The School wishes to encourage a culture in which all staff know what is expected of them, how their work will be judged, how they are doing and that they have the support required to meet the requirements of their role.

Teachers and Therapists will take responsibility for improving their practice through appropriate professional development which will be linked to School improvement priorities as well as to their own ongoing development needs and priorities.

This policy sets out the framework for clear and consistent performance management and staff development within the context of the School's plan for improving educational provision and performance, and the standards expected of staff.

Introduction

Performance Management in this School will be a supportive and developmental process designed to ensure that all staff have the necessary skills and are given the support they need to carry out their role effectively. Effective education depends on having staff who know what they are doing and why, and are fully knowledgeable, skilled and developed to be able to carry out their work effectively.

The Performance Management Cycle

The Performance Management Cycle will run annually from September to July.

The Performance Management Cycle has two elements:

Performance appraisal is the process of agreeing targets, aims or actions and how their achievement can be evaluated, and then reviewing staff achievements and how they perform against specific targets, in the context of the School's goals and values.

Professional Development is the process of defining the types and levels of skills, knowledge and behaviour that staff require in carrying out their work, considering their current skill levels, and then putting development plans in place to close any gaps or shortfalls or increase skills.

Process: There will be two formal meetings held each year:

The first at the start of the academic year, no later than the end of the first half term, the purpose of which is to:

- Be clear on expectations by setting actions or targets for the coming year
- Consider the skills, knowledge and behavior staff need to carry out their work and achieve their targets

The second at the end of the academic year by 20th July at the latest to:

- Review performance and achievements during the past year

Where line management does not change from one academic year to the other, these two discussions can be held at the same time and should be before the end of the first half term in October. Around these formal meetings, performance and development should be discussed regularly.

Target Setting

Targets will be set during the first half term of each academic year, or as soon as practicable after. Targets should be specific, measurable, achievable, realistic and time-bound and appropriate to the individual's role and level of experience. The appraiser and appraisee will seek to agree the actions and targets but, if that is not possible, the appraiser will determine the objectives. Targets may be revised if circumstances change. Targets may include any areas to consider or concerns that were identified from the previous year, that may have held back an individual's performance.

Targets should take into account the School's code of conduct, improvement plan, any class objectives, behavioural objectives as well as objectives linked to the individual's role.

For teachers and therapists objectives will be linked to and contribute to the School's plans for improving the School's educational provision and performance and improving the education of pupils at the School. Additionally for teachers, the objectives set will outline the expected progress targets of the class.

For therapists and therapy assistants objectives, as much as practically possible, will be set in line with their banding as outlined by the agenda for change national profiles.

Professional Development

The second major part of the cycle is professional development. The purpose of this is to consider the skills, knowledge and behaviour required to support the individual in their role. This might include thinking about how the individual fits against the skills and knowledge required by their role, and agreeing the actions necessary to address any gaps. This may also include the individual following up on areas that they would like to know more about in relation to their work. Professional development is about much more than training and should include on the job learning, learning through others, participating in new opportunities, reading as well as training and education.

Reviewing performance

This should be an open, honest two way discussion. It should examine things the individual has enjoyed about their role, areas they feel confident in, areas where perhaps they are not feeling so sure. It is a discussion that both parties should be prepared for and have considered in advance.

Main Achievements

This should be a two way discussion examining and describing the individual's key achievements. This should be positive, personal and specific to the individual.

Areas to consider

This part of meeting should discuss any areas that might need more attention. Perhaps things the individual has not enjoyed so much or does not feel so confident in or areas the appraiser feels may benefit from some further consideration.

Feedback

Staff will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has come to light. Feedback will highlight particular areas of strength as well as any areas that need attention. Feedback should be specific, it should describe the actions and

behavior as well as the impact and importance. Feedback should be given to reinforce strong skills and behaviours as well as to build and improve these.

Concerns

Where there are concerns about any aspects of performance the appraiser will meet the appraisee formally to:

- give clear feedback about the nature and seriousness of the concerns;
- give the opportunity to comment and discuss the concerns;
- agree any support (eg coaching, mentoring, structured observations), that will be provided to help address those specific concerns;
- make clear how, and by when, the appraiser will review progress;
- explain the implications and process if no – or insufficient – improvement is made.

When progress is reviewed, if the appraiser is satisfied that the staff member has made, or is making, sufficient improvement, the performance management cycle will continue as normal, with any remaining issues continuing to be addressed through that process.

Appreciation

All discussions should end with an expression of thanks and appreciation to the individual for their hard work.

Observation (Teachers Only)

This School believes that observation of both classroom practice and the carrying out of other duties defined in the job description is important. Observation enables the SLT/Headteacher to assess teachers' performance in order to identify particular strengths as well as areas for development and to gain useful information which can inform School improvement more generally. All observations will be carried out in a supportive fashion.

In this School teachers' performance will be regularly observed but the amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the School. Classroom observation will be carried out by members of the senior leadership team. In addition to formal observation, the headteacher and members of the senior leadership team may "drop in" in order to evaluate the standards of teaching and to check that high standards of professional performance are established and maintained.

Teachers who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

Teachers Standards (Teachers Only)

When undertaking the annual assessment for teachers, each teacher will also be considered against the 'Teachers' Standards' (2014). (See Appendix 4)

Therapy Standards (Qualified Therapists Only)

When undertaking the annual assessment for therapists, each therapist will also be considered against the 'Standards of conduct, performance and ethics' HCPC 2008.

Speech and Language Therapists will also be considered against the Royal College of Speech and Language Therapists 'Communicating Quality' 3.

Occupational Therapists will also be considered against the College of Occupational Therapy 'Code of Ethics and Professional Conduct' 2010.

Appointing appraisers

The Director will appraise the Management Team. The Director and the Head Teacher together will appraise the Senior Leadership Team. The Head Teacher will appraise all Teachers. Special Needs Assistants will have their targets set and be appraised by their class teacher. The Head of Therapy will appraise all therapists.

Fixed Term Contracts

Teachers who are employed on a fixed term contract of less than one year will have their performance managed in accordance with the principles underpinning this policy. The length of the period will be determined by the duration of their contract.

Role Specific Variations

Due to the different professional standards, there are some variations to the process which are outlined in the following appendices. The principals of this policy are consistent to all roles at Papillon House School and a few tips on each stage of the process are outlined in appendix 1.

Alex Labbett Business Manager

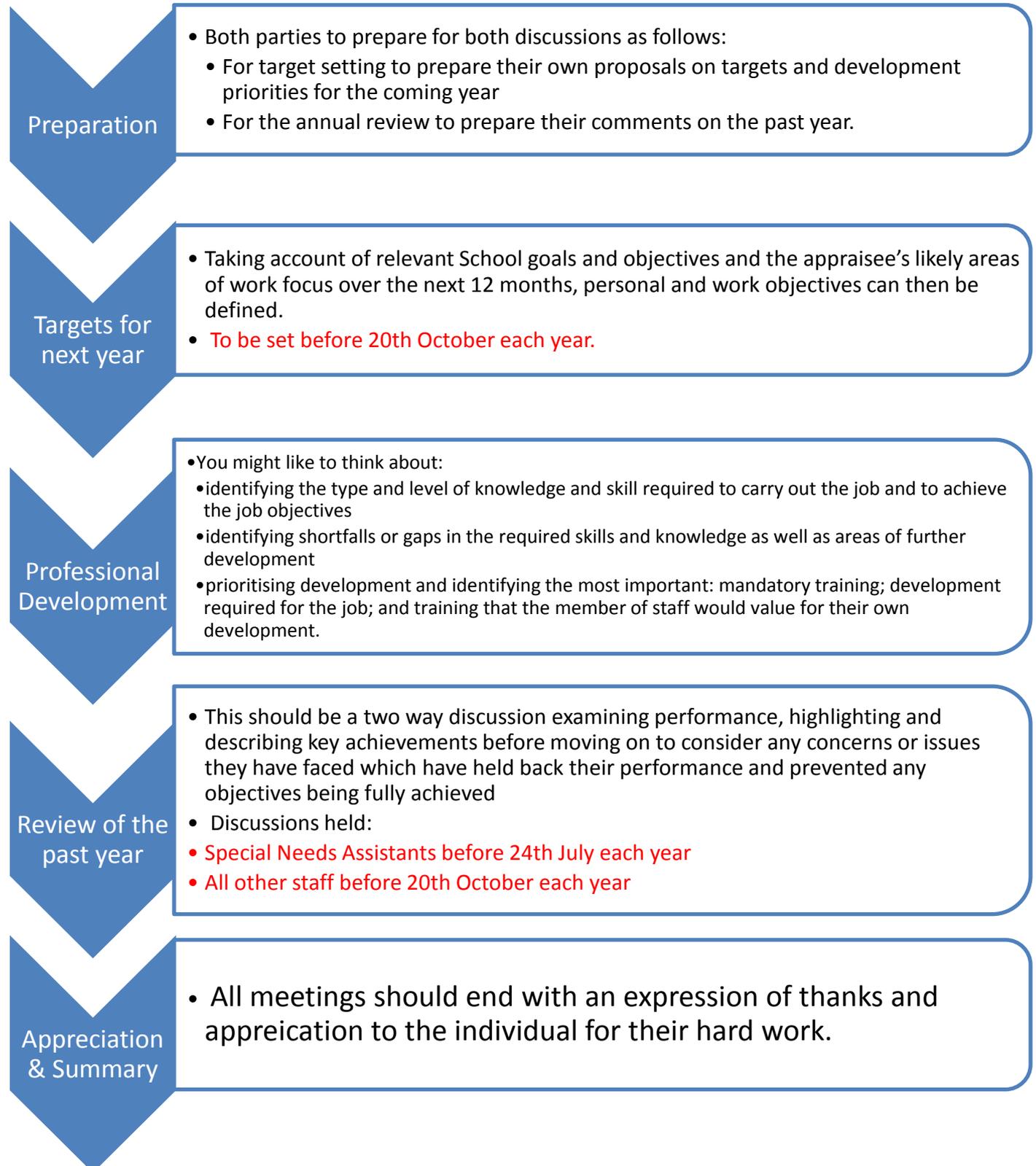
Reviewed March 2016: complete policy review & roll out to all staff

Reviewed September 2017: minor changes to forms accompanying the policy

To be reviewed March 2018

Appendix 1 – Formal Meetings Format

The formal meetings will cover the following 5 areas:



Although two formal meetings will be held annually, performance and development priorities must be reviewed and addressed on a regular basis throughout the year in one to one meetings which will take place ideally once per term.

Appendix 2 – Appraisal Form

Name:
Date Targets Set:

Appraisers Name:

Targets to be set by end of first half of each Autumn Term

Targets – Date of Discussion:

(this section is about giving clarity to the individual about what is expected and required of them, you can think of them as agreed actions). You can consider the school aims, the class aims, as well as any behavioural aspects. Try to make targets clear by making them specific, measurable, achievable, realistic and with a timescale).

Development *(what support or action is needed to help this individual in their role or to develop their skills).*

Appraisal discussion to be held by end of each Summer Term

Main Achievements *(this section should be positive, personal and specific to the individual).* **Date:**

Areas to Consider *(this section should consider areas that might need more attention).*

Signed Appraisee:
Date:

Signed Appraiser:
Date:

Appendix 3 - Teachers & Therapy Appraisal Form

Name:
Date:

Appraisers Name:

Section A: Targets (Objectives) **Section A should be completed following target setting discussion by the end of the first half of each Autumn Term**

(this section is about giving clarity to the individual about what is expected and required of them. You should consider the school aims, the class/team aims, as well as any behavioural aspects. Targets should be specific, measurable, achievable, realistic and with a timescale).

Targets (Objectives)	Measure of achievement/Expected Outcome	Timescale

Development *(what support or action is needed to help this individual in their role or to develop their skills).*

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Section B should be completed following the appraisal discussion by the end of the summer term

Section B: Main Achievements and achievements against targets

(Discuss the outcomes and main achievements - this section should be positive, personal and specific to the individual)

Targets over the last year (copied from page one)	Briefly describe how well the objective has been achieved, referring to actual examples and actions where possible. If the objective has not been achieved, why?

Main Achievements – general comments	

Areas to Consider *(this section should consider areas that might need more attention).*

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Signed Appraiser:
Date:

Signed Appraisee:
Date:

