



Dame Alice Owen's School
The Dame Alice Owen Foundation - 1613

STAFF DEVELOPMENT AND APPRAISAL POLICY

(consisting of CPD Provision and Professional Development Review)

Agreed by the
Governing Body Resources Committee
To be reviewed
(*reviewed every 2 years*)

Autumn 2025
Autumn 2027

To be monitored by the SLT and the Governing Body Resources Committee

Part I - CPD Provision

1. Principles, Values and Entitlements

Dame Alice Owen's School is a vibrant learning community where everyone is engaged in a continuous journey of growth and enrichment. The school is dedicated to fostering a positive culture of lifelong learning, ensuring that all staff have access to high-quality, evidence-based professional development that supports their ongoing growth. Continuing Professional Development (CPD) is central to the school's mission to motivate and develop its community, operating at multiple levels – individual, team, whole-school, and across wider networks. Our aim is to promote collaboration, stimulate discussion around pedagogy and teaching and learning, and encourage a culture of research and reflection among colleagues.

The school believes that effective staff should take ownership of, and give a high priority to, professional development. It believes that a coherent and progressive opportunity to develop professionally and personally both improves standards and raises morale through personal and professional fulfilment and assists recruitment and retention. At Owen's, staff development is led by the Deputy Head (Pupil Progress) with the assistance of the Teaching and Learning Team.

All staff at Owen's have an entitlement to high-quality induction and continuing support and development. All staff will have opportunities to discuss their professional needs through their professional development review and other professional dialogues. The school's CPD provision will allow staff to develop skills and competencies progressively allowing them to

build on and reinforce skills relevant to their roles. For teaching staff, this will include the key areas identified in the Teachers' Standards.

2. Identifying CPD Needs

The Deputy Head (Pupil Progress) will be responsible for identifying the school's CPD needs and responding to the identified needs of individuals to support and improve teaching and learning. Such needs will be identified largely through existing mechanisms such as Professional Development Reviews, School Self-Evaluation, the School Improvement Plan, national and local priorities, new evidence-based research outcomes, internal and external monitoring and feedback and through informal and formal discussions with individuals and teams with particular input from the Assistant Head (Standards).

CPD issues and strategy will be addressed at Governing Body meetings and be included as part of the Headteacher's report. The Deputy Head (Pupil Progress) will attend appropriate Governing Body meetings and, at least annually, present a report on the provision and impact of CPD.

Requests for accessing CPD should be addressed to the Deputy Head (Pupil Progress) who will decide on the most effective means.

The Deputy Head (Pupil Progress) will be responsible for communicating relevant opportunities to appropriate staff.

The Deputy Head (Pupil Progress) will be responsible for ensuring that appropriate opportunities are provided for the following groups of the school community:

- Teachers
- Cover Supervisors
- Students on Initial Teacher Training (ITT)
- Early Career Teachers (ECTs)
- Staff new to the school or role
- Middle Leaders / Subject Leaders
- Senior Leaders
- Support staff

As part of their role, Line Managers, Heads of Department and Pastoral Directors will be responsible for encouraging and supporting the professional development of their staff. Equally it is the responsibility of individual staff to further themselves through professional dialogues, engagement with the school's CPD programme, appropriate training and other professional development opportunities open to them personally as well as those offered or facilitated by the school.

CPD for Governors is the remit of the Chair of Governors in consultation with the Headteacher.

3. CPD Provision

The school will support a wide range of CPD approaches. These include but are not limited to:

- initial training for new staff as well as provision of line managers, mentors and buddies, as required
- in-school training using the expertise available within the school (e.g. collaborative teaching, professional conversations, staff briefing, the bulletin and other communications, peer observation, peer professional learning groups, and CPD feedback and discussion forums, classroom observation, peer evaluation, focus groups, modelling)
- coaching, mentoring and shadowing opportunities
- attendance at an appropriate course or conference and in particular, appropriate courses and training programmes run through the Teaching School Hub
- school visits nationally to observe or participate in good and successful practice
- postgraduate professional development and other qualifications from higher educational institutions as well as other forms of professional recognition and qualifications such as NVQs, NPQs and other nationally recognised training programmes
- relevant resources such as educational journals and publications, training videos and e-learning
- external partnerships (e.g. informal and formal partnerships with other institutions)

4. Evaluating Impact and Disseminating Good Practice

Following professional development opportunities, the participant will update their CPD record, which is overseen by the Deputy Head (Pupil Progress), reflecting on their learning and indicating how they will disseminate the information / training to other staff.

The Deputy Head (Pupil Progress) will be responsible for monitoring and evaluating the impact of CPD at Owen's.

Part II – Appraisal / Professional Development Review

‘The single most important factor in ensuring a good education for every child is that they have a good teacher.’ *Consultation on changes to PM arrangements, May 2011*

1. Purpose

Professional Development Review recognises and values teachers’ strengths and supports them in developing their expertise so that they can be even more effective. As such, it is at the very heart of school improvement. All teachers need regular feedback on their professional practice and some will, at times, need support to develop areas of weakness.

The purpose of Professional Development Review is to review staff performance, identify areas that are going well and areas that could be developed, to discuss CPD and progress made in this regard and to identify ways that the school can help the member of staff develop further. Reference will be made to the Teacher Standards as a baseline. From this discussion, CPD needs, through reflection on how to improve further, will become apparent and members of staff and their appraiser will be able to agree steps to bring about improvement going forward. This policy and its accompanying procedures seek to ensure that teachers at the school feel the annual appraisal made of them is fair and consistent and that they are properly supported in their professional development. It complies fully with statutory regulations for teacher appraisal.

This policy sets out the framework for a clear and consistent assessment of the overall performance of all staff, including senior leaders, and for supporting their development within the context of the school’s plan for improving educational provision and other goals, along with the performance and standards expected.

This policy applies to all staff employed by the school, except those on contracts of less than one term, those undergoing induction (i.e. ECTs) and those who are subject to a formal capability process. The appraisal process is intended to be supportive and developmental, designed to ensure that all staff have the skills and support they need to carry out their role effectively, and to continue to improve in their personal and professional practice.

2. The appraisal period

The appraisal period for all staff will run for twelve months from 1 September to 31 August. Staff who are employed on a fixed term contract of less than 12 months will have their performance managed in accordance with the principles underpinning this policy.

3. Appointing the appraisers

The Headteacher will ensure that each member of staff is assigned a suitable person who will lead their appraisal and Professional Development Review; this will usually be in line with normal reporting structures unless otherwise directed.

Teaching staff will only be appraised or formally observed by an individual holding Qualified Teacher Status (QTS). Support staff will be appraised by a member of staff with knowledge of the appraisee's work.

The Headteacher will be appraised by a subcommittee of the Governing Body, supported by a suitably skilled and/or experienced external adviser who has been appointed by the Governing Body for that purpose.

4. Setting objectives

Each member of teaching staff shall set an objective for the year concerning their area of focus for their CPD, this should be agreed with their appraiser. The Headteacher's objectives will be set by the Governing Body after consultation with the external adviser. The appraiser and appraisee will seek to agree the objective but, if that is not possible, then they should consult with the Deputy Head (Pupil Progress). Ultimately, the appraiser will determine the objective, and the teacher may record their comments in writing as an appendix to the appraisal statement. The objective may be revised if circumstances change. Some roles will also have national standards which form a core expectation of the standards that those fulfilling those roles will consistently meet. These standards will be considered as part of the review process and must be deemed to have been met for any performance cycle to be successful.

Certain roles may involve additional areas for development in the year in line with their TLR / position.

In the case of teachers, they will be assessed against the Teachers' Standards, against any other sets of standards issued by the Secretary of State, and against any other professional standards relevant to their performance.

5. Reviewing and assessing performance

Each member of staff's performance will be formally assessed in respect of each appraisal period. (In assessing the performance of the Headteacher, the Governing Body recognises that it must consult the external adviser.) There will be two formal assessment points, a mid-year review and an end of year review, to review the member of staff's performance and development; however, teachers will benefit from regular and ongoing dialogue with their appraiser throughout the appraisal cycle to support their development, performance and wellbeing.

The appraiser will use a range of evidence for the discussions although a key part will be input and reflection by the appraisee. Evidence used in the discussion may come from:

- all forms of lesson or task observations, learning walks and book looks
- feedback from CPD conversations
- exam results
- student surveys
- observation / reflection of leadership and management activities where appropriate

- other feedback obtained during the cycle relevant to the employee's overall performance.

For teaching staff, there will be a set of questions to guide the conversation in each meeting provided by the Deputy Head (Pupil Progress).

As soon as practicable, following the end of each appraisal period, the staff member will receive, and have the opportunity to comment, in writing, on a written appraisal report. At Owen's, teachers will receive their written appraisal review with sufficient time for any pay progression reviews to be made by 15 October; this therefore should follow the timeline set out each year for this process.

The appraisal report will include:

- a reflection on the extent to which the staff member has met the relevant standards (for teachers, the Teachers' Standards)
- a summary of the mid year and end of year reviews where progress of pupils and progress towards the CPD objective are discussed
- a summary of the staff member's performance of their role and responsibilities
- a summary of the areas of professional development opportunities the staff member would like and identification of any action that should be taken to address them
- a summary of any workload or wellbeing issues and strategies discussed to improve any issues raised

The assessment of performance and of professional development needs will help inform the CPD planning process for the following appraisal period.

5.1. Observation

This school believes that observation of classroom, leadership and work practice and other responsibilities is important, as a way of assessing staff performance to identify strengths and areas for development, as a way of gaining useful information which can inform school improvement more generally and for the observers to also develop.

All observations will be carried out in a supportive fashion. Classroom observation will be carried out by those with a recognised professional QTS qualification. Where support staff are delivering lessons, for cover or supervision purposes for example, lesson observations may be necessary.

Leaders may, as a matter of course, observe practice whilst walking around the site and visiting classrooms as part of their regular routine.

Teachers (including the Headteacher) who have responsibilities outside the classroom should reasonably also expect to have their performance of those responsibilities observed and assessed.

The amount of observation that takes place will not normally exceed 2 hours of observation in a particular appraisal cycle. Two 20-30-minute formal observations will usually take place each year; these will usually be with prior notification and ideally by two different members of staff, one of which may be the appraiser. The observer shall write up their observations on the Lesson Observation pro forma. The observer shall also meet with the member of staff as soon as reasonably practicable, after the observation to discuss the lesson including discussing the strengths but also any areas they observed which should be discussed further to facilitate improvement. The Lesson Observation form shall then be shared with the member of staff and then with the member of staff's appraiser and Head of Department (where this is not the same person).

Additional formal observation may be deemed necessary in circumstances where concerns arise. This would usually be explained at the time concerns are raised with an employee. Observations as part of departmental reviews will be written up as above and may be used in the staff member's annual appraisal.

Informal drop in observations, developmental observations, wider school reviews and learning walks will not usually be fed back on or written up as above where there are no concerns but they may be used as part of the mid year and end of year discussions.

6. Transition to capability

There should be early and ongoing dialogue with members of staff that have emerging performance issues. Prompt support should be put in place to ensure members of staff have the appropriate guidance and opportunity to improve in the relevant areas. This dialogue and support may be from the appraiser, the Head of Department, a member of SLT or any other appropriate member of staff.

Except in the most serious cases of persistent failures to meet job expectations and/or teaching standards, resulting in negative consequences on the pupils and organisation, staff should not ordinarily be placed in capability procedures without first undergoing a period of informal support through a performance improvement plan (PIP).

It should be made clear to the member of staff that they are receiving informal support due to performance concerns. At the heart of informal support should be the principle that all staff are expected to achieve satisfactory performance if the support offered is followed. The member of staff may only require focused informal support in a particular area that is aligned with their professional development needs. This support should have clear, achievable objectives and timelines. The line manager/appraiser should work with the member of staff in a collaborative manner to establish objectives and timelines, taking into account the member of staff's circumstances.

The consequences of not meeting the required improvements should be communicated to the member of staff and confirmed in writing. Informal support should be provided for a reasonable period to allow for performance improvement; the duration should be determined based on the specific circumstances, with appropriate support in place to facilitate improvement. The appraiser or other appropriate member of staff should meet

with the member of staff regularly to assess progress and ensure the agreed-upon support is being provided. When progress is reviewed after the defined period, if the appraiser is satisfied that the member of staff has made, or is making, sufficient improvement, the appraisal process will continue as normal, with any remaining issues continuing to be addressed through that process. If the member of staff has not made sufficient improvement, then they should be moved into capability procedures and notified in writing that the appraisal system will no longer apply and that their performance will be managed under the capability procedure, and the employee will be invited to a formal capability meeting. The capability procedures will be conducted in accordance with the schools' [capability procedure](#). The formal appraisal process will be suspended if formal capability is commenced.

7. Confidentiality

The appraisal processes will be treated with confidentiality. Access to the written appraisal report will normally be limited to the appraisee, the appraiser, those with line management responsibility of the appraisee, the Headteacher and the nominated member of the Senior Leadership Team (currently the Deputy Head, Pupil Progress).

However, the desire for confidentiality does not override the need for the Headteacher and Governing Body to quality-assure the operation and effectiveness of the appraisal system.

8. Consistency of treatment and fairness

The Governing Body is committed to ensuring consistency of treatment and fairness. It will abide by all relevant equality legislation, including the duty to make reasonable adjustments for disabled employees. The Governing Body is aware of the guidance on the Equality Act issued by the Department for Education. The Headteacher or appropriate colleague might review all objectives and written appraisal records personally, in order to check consistency of approach and expectation between different appraisers.

The Headteacher will be responsible for reporting regularly to the Governing Body on any relevant issues, including those of underperformance, arising from the annual review cycle and on any action required to address those issues. The report will enable governors to receive an overall general report of the process but will not include specific details relating to individual members of staff.

9. Definitions

Unless indicated otherwise, all references to “teacher” include the Headteacher.

10. Delegation

Normal rules apply in respect of the delegation of functions by governing bodies, headteachers and local authorities.

11. Monitoring and evaluation

The Governing Body and Headteacher will monitor the operation and effectiveness of the appraisal arrangements. This will include, but will not be limited to, monitoring of pay progression against protected characteristics (where known) as well as by pay range, full and part time, and contract type.

12. Retention

The Governing Body and Headteacher will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.