



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

## **STAFF DEVELOPMENT POLICY (consisting of CPD Provision and Performance Management)**

Agreed by the  
Governing Body Personnel & Remuneration Committee  
To be reviewed  
(*reviewed every 2 years*)

March 2024  
Spring 2026

To be monitored by the SLT and the Governing Body Personnel & Remuneration Committee

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### **Part I - CPD Provision**

#### **1. Principles, Values and Entitlements**

Dame Alice Owen's School is a learning community where, with the aim to "Never stop Learning", all are involved in a continuous process of improvement and enrichment. The school is committed to fostering a positive climate for continuous learning where all staff have access to quality, evidence-based professional learning that develops them. Continuing Professional Development is the means by which the school is able to motivate and develop its community. It does so at a variety of levels - individual, team, whole school and through wider networks.

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 Assistant Head (Teaching and Learning) with the assistance of Lead Practitioners and 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 performance management 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 appropriate Standards Frameworks.

## 2. Identifying CPD Needs

The Assistant Head (Teaching & Learning) will be responsible for identifying the school's CPD needs and those of the school community to support and improve teaching and learning. Such needs will be identified largely through existing mechanisms such as Performance Management, School Self-Evaluation, the School Improvement Plan, national and local priorities, internal and external monitoring and feedback and through informal and formal discussions with individuals and teams. The outcomes of the needs analysis will be a CPD action plan which forms part of the School Improvement Plan.

CPD issues will be addressed at Governing Body meetings and be included as part of the Headteacher's report. The Assistant Head (Teaching & Learning) 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 Assistant Head (Teaching & Learning) who will decide on the most effective means.

The Assistant Head (Teaching and Learning) will be responsible for communicating relevant opportunities to appropriate staff.

The Assistant Head (Teaching and Learning) will be responsible for ensuring that appropriate opportunities are provided for the following groups of the school community:

- Student Teachers
- Cover Supervisors
- Schools Direct Training Programme
- ECT Teachers
- Staff new to the school or role
- Lead Practitioners
- Middle Leaders / Subject Leaders
- Senior Leaders
- Support staff

As part of their role, Line Managers, Heads of Department, Heads of Key Stages and Lead Practitioners 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 Head.

### **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
- in-school training using the expertise available within the school (eg collaborative teaching, planning and assessment, working within a team, classroom observation, peer evaluation, focus groups, modelling, contributing to a training programme)
- coaching and mentoring job enrichment/enlargement (eg a higher level of responsibility, developmental roles, acting roles, co-opted roles, shadowing, leading meetings)
- on-going dialogue and development of Teaching and Learning via briefing, the Teaching and Learning Newsletter, peer observation, peer professional learning groups, and CPD feedback and discussion forums
- the expertise of the Teaching and Learning team to promote good learning and teaching
- attendance at an appropriate course or conference and in particular, appropriate courses, shadowing and training programmes run through the Teaching School Hub.
- school visits nationally and internationally 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, Higher Level Teaching Assistants and other nationally recognised training programmes
- research opportunities; distance learning (eg relevant resources such as educational journals and publications, training videos, e-learning, reflection); and external partnerships (eg informal and formal partnerships with other institutions)
- membership of professional organisations (eg subject associations, the Chartered College of Teaching, the National College of Teaching)

### **4. Evaluating Impact and Disseminating Good Practice**

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

The Assistant Head (Teaching and Learning) will be responsible for monitoring and evaluating the impact of CPD at Owen's. This will be undertaken at a variety of levels including immediate evaluation by participants, longer term follow up for a sample of CPD undertaken, formal departmental and extra-departmental CPD feedback sessions, and / or informal discussion with colleagues about improved practice.

Annually the Assistant Head (Teaching and Learning) will provide a report to the Governing Body on the benefits of the CPD undertaken and future needs.

## **Part II - Performance Management**

‘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*

Performance management 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.

### **1. Purpose**

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. It also sets out the arrangements that will apply when staff fall below the levels of competence that are expected of them.

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 a supportive and developmental process, 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 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.

The Headteacher will assign line managers who will appraise other employees; this will usually be in line with normal reporting structures unless otherwise directed.

Teaching staff will not be appraised or formally observed by anyone other than an individual holding Qualified Teacher Status (QTS). Support staff may be appraised by a member of the teaching staff, as outlined above.

#### 4. Setting objectives

It is important that the appraisal scheme focuses upon some clear objectives so that the effort it demands from both appraisers and appraisees can be directed towards specific outcomes. The benefits of appraisal in terms of improved communication and enhanced performance for all, will be achieved via the continuous commitment of all those involved.

The Headteacher's objectives will be set by the Governing Body after consultation with the external adviser. Objectives for each appraisee will be set before, or as soon as practicable after, the start of each appraisal period. Some objectives may be set so that they run over a period of longer than a year. In which case, discussion will also cover the expected progress to be seen within the appraisal period.

The objectives set for each teacher will be linked to the relevant standards, will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the teacher's role and level of experience.

The appraiser and appraisee will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives, and the teacher may record their comments in writing as an appendix to the appraisal statement. Objectives may be revised if circumstances change. The objectives set will, if achieved, contribute to the school's plans for improving the school's educational provision and performance and improving the education of students. This will be ensured by quality assuring all objectives against the school improvement plan.

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.

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.

Under normal circumstances appraisees will have a reasonable number of objectives which are relative to the role that they undertake. This will usually be between 3 and 6 objectives.

Some colleagues may be set one or more short term objectives that are possible to complete within a short time period, such as within a term. This may result in more objectives being set, but with the expectation that not all objectives will apply to the entire year.

Staff who are found not to be meeting standards at the appropriate level may be given short term focused objectives to help structure areas of development as part of a performance improvement plan (PIP) to ensure that the most appropriate support can be provided. Guidance on this can be found in our capability policy.

Good objectives and success criteria are key to the process. The objectives will be:

- **pupil progress objective** addressing a key group of pupils or area of the course which may well be an attainment priority identified by the School Improvement Plan, you do not need to aim to achieve a specific % of pupils to meet their targets;
- **professional development objective** addressing a key development priority identified by you and your reviewer in the audit against teacher standards;
- **leadership and management objective** (if you are paid leadership responsibilities - TLR) addressing a key development priority identified by consideration of your

impact on relevant school improvement priorities and/or one that also helps develop other members of staff.

- If you do not have a TLR you can either include another objective from the Teachers' Standards or a potential leadership development objective; if you are on the Upper Pay Scale this must involve the development of other members of staff.

## **5. Reviewing performance**

### **5.1. Observation**

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

All observations will be carried out in a supportive fashion. For support staff, work scrutiny will be carried out by those with knowledge of the staff member's work as far as reasonably practicable, this may be a line manager or nominated other.

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 to assess objectives where relevant. Leaders may, as a matter of course, observe practice whilst walking around the site and visiting classrooms as part of their regular routine, although this activity will not form part of the individual's appraisal process. 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 formal observation in a particular appraisal cycle. Formal observation will usually be with prior notification, most likely agreed as part of objective setting. Two 20-30-minute observations will usually form the basis of the appraisal process, ideally by two different members of staff, one of which should be the appraiser.

Additional formal observation may be deemed necessary in circumstances where concerns arise such that it is felt appropriate to facilitate and monitor the effectiveness of management support. This would usually be explained at the time concerns are raised with an employee.

Formal observations as part of departmental reviews may be used in the staff member's annual appraisal.

Formal observation outlined above excludes school reviews, Ofsted visits, learning walks with a specific focus e.g., pupil premium provision. The areas excluded cover circumstances where it is a whole school or department focus rather than an individual focus.

Informal drop in observations, wider school reviews and learning walks will not result in formal outcomes being given. These are not documented for an individual employee and do not form part of a measure against an employee's annual appraisal. Anything identified as an issue outside of formal observation will be revisited in accordance with this policy and / or the capability policy as appropriate.

## 5.2. Development and support

Appraisal is a supportive process which will be used to inform continuing professional development. The school wishes to encourage a culture in which all staff take responsibility for improving their teaching/skills through appropriate professional development. It is intended to provide clear direction towards personal objectives and school improvement priorities, so that everyone can achieve their potential, gain maximum job satisfaction, and contribute towards the success of the School.

We wish to encourage a culture in which all employees take responsibility for improving their learning and skills through appropriate professional development. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual colleagues.

Discussions on such needs should focus upon genuinely assisting the appraisee in acquiring the relevant skills, knowledge, and behaviours (competencies) for them to perform well in their current role. Opportunities for advancement or alternative work may also be appropriate. This may be a focus that needs to look ahead for several years.

Employees will receive constructive verbal and written feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has come to light.

## 6. Feedback

Feedback will include a face to face discussion with the staff member and will highlight particular areas of strength as well as any areas that need attention and will determine any appropriate action required. Written feedback shall also be provided. Where there are concerns about any aspects of the employee's performance the appraiser will meet the teacher formally to:

- give clear feedback about the nature and seriousness of the concerns.
- give the employee the opportunity to comment and discuss the concerns.
- agree any support (e.g., 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, ensuring adequate time to demonstrate improvement is given.
- explain the implications and process if no, or insufficient, improvement is made.

When progress is reviewed, if the appraiser is satisfied that the employee 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.

## 7. Transition to capability

If the appraiser is not satisfied with progress, the employee will be 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.

## **8. Annual Assessment**

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. This assessment is the end point of the annual appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year by means of:

- professional dialogue
- lesson or task observations
- planning and work scrutiny
- termly meeting with appraiser
- mid-cycle review meeting with appraiser
- observation / scrutiny of leadership and management activities where appropriate
- other feedback obtained during the cycle relevant to the employee's overall performance.

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 31 October; this therefore should follow the timeline set out each year for this process.

The appraisal report will include:

- details of the staff member's objectives for the appraisal period in question
- an assessment of the staff member's performance of their role and responsibilities against their objectives and the relevant standards
- an assessment of the staff member's professional development needs and identification of any action that should be taken to address them
- a recommendation on pay where that is relevant and in keeping with the Pay Policy, and relevant terms and conditions of employment.

The assessment of performance and of professional development needs will inform the planning process for the following appraisal period. Recommendations on pay will be referred to the Headteacher before being submitted to the Governing Body for consideration. Where appraisees and appraisers cannot reach agreement as to appraisal review outcomes, the matter will be referred to the Headteacher (or to the member of senior staff with delegated responsibility for the process), who will meet with the appraisee, consider all available evidence, and inform the appraisee of their decision. Disputes concerning pay arising from the appraisal process will be dealt with through the appeal process set out in the [Pay Policy](#).

## **9. 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 Stephen Fry).



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.

#### **10. 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 Board 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 or appropriate colleague will also review pay recommendations that have been made.

The Headteacher will be responsible for reporting regularly to the Governing Board 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.

#### **11. Definitions**

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

#### **12. Delegation**

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

#### **13. 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.

#### **14. 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.