



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*)

February 2020  
Spring 2022

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 all are involved in a continuous process of improvement and enrichment. The school is committed to fostering a positive climate for continuous learning. 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 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 (Teaching & Learning) with the assistance of Lead Practitioners.

All those involved at Owen's will 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, particularly across the key areas identified in the appropriate Standards Frameworks.

## 2. Identifying CPD Needs

1. The Deputy Head (Teaching & Learning) will be responsible for identifying the school's CPD needs and those of the school community that 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.
2. CPD issues will be addressed at Governing Body meetings and be included as part of the Headteacher's report. The Deputy Head (Teaching & Learning) will attend appropriate Governing Body meetings and, at least annually, present a report on the provision and impact of CPD.
3. Requests for accessing CPD should be addressed to the Deputy Head (Teaching & Learning) who will decide on the most effective means.
4. The Deputy Head (Teaching & Learning) will be responsible for communicating relevant opportunities to appropriate staff.
5. The Deputy Head (Teaching & 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
  - Newly Qualified Teachers
  - Other 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 Specialists Leaders of Education 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, appropriate training and other professional development opportunities offered by the school.

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

### **3. CPD Provision**

1. The school will support a wide range of CPD approaches. These include:
  - 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 board, Teaching Tips, the Teaching and Learning Newsletter and peer observation up-to date ideas / resources through the Teaching and Learning Forum
  - the expertise of the Specialist Leaders of Education team to promote good learning and teaching
  - attendance at an appropriate course or conference and in particular, appropriate courses, shadowing and training programmes run by our Teaching Alliance.
  - 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).

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

1. Following professional development opportunities, the participant will complete a feedback form for the Deputy Head - Teaching & Learning indicating how they will disseminate the information / training to other staff.
2. The Deputy Head - Teaching & 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 and / or informal discussion with colleagues about improved practice.
3. Annually the Deputy Head - Teaching & 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.

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 new statutory regulations for teacher appraisal.

### **1. Purpose**

This policy sets out the framework for a clear and consistent assessment of the overall performance of all staff, including the Headteacher, and for supporting their development within the context of the school’s plan for improving educational provision and performance, and the 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 the Headteacher, all teachers and all non-teaching staff employed by the school, except those on contracts of less than one term, those undergoing induction (ie NQTs) and those who are subject to a formal capability process.

Appraisal in this school will be a supportive and developmental process designed to ensure that all teachers have the skills and support they need to carry out their role effectively. It will help to ensure that teachers are able to continue to improve their professional practice and to develop.

### **2. The appraisal period**

The appraisal period for teachers will run for twelve months from 1 September to 31 August, for non-teaching staff the period will run for twelve months from 1 April to 31 March.

Staff 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.

### **3. Appointing appraisers**

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

In this school the task of appraising the Headteacher, including the setting of objectives, will be delegated to a sub-group consisting of two/three members of the Governing Body.

The Headteacher will decide who will appraise other staff members. This will be either:

- The Headteacher
- A member of the senior leadership team
- The teacher with a clear line management overview of a teacher's work

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.

#### **4. Setting objectives**

The Headteacher's objectives will be set by the Governing Body after consultation with the external adviser.

Objectives for each staff member will be set before, or as soon as practicable after, the start of each appraisal period. In some circumstances it may be possible to set objectives for the upcoming year in the same meeting that objectives are reviewed from the previous year.

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 staff member 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 for each staff member will, if achieved, contribute to the school's plans for improving the school's educational provision and performance and improving the education of pupils at that school. This will be ensured by quality assuring all objectives against the school improvement plan.

Some roles, such as teachers, have national standards which form a core expectation of the standards that staff 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 a 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, against any other professional standards relevant to their performance.

Under normal circumstances staff will have a reasonable number of objectives that is relative to the role that they undertake in the school. This will usually be between 3 and 6

objectives. However, staff who are found not to be meeting standards at the appropriate level may be given as many additional objectives as are required to ensure that the most appropriate support can be provided. Those with leadership and management responsibilities are likely to be given more objectives relative to colleagues that do not.

## **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 teachers' performance in order to identify any particular strengths and areas for development they may have and of gaining useful information which can inform school improvement more generally. All observation 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.

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 those with QTS. Where non-teaching staff are delivering lessons, for cover or supervision purposes for example, lesson observations may be necessary to assess objectives where relevant.

In addition to formal observation, Headteachers or other leaders with responsibility for teaching standards may "drop in" in order to evaluate the standards of teaching and to check that high standards of professional performance are established and maintained. The length and frequency of "drop in" observations will vary depending on specific circumstances

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

The amount of observation that takes place will not normally exceed 3 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.

Additional formal observation may be deemed necessary in circumstances where concerns arise where 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 a staff member.

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 and wider school reviews and learning walks will not result in formal outcomes being given. These are not documented for individual staff and do not form part of a measure against a staff member's annual appraisal. Anything identified as an issue outside of formal observation will be revisited in accordance with this policy and 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. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual teachers.

## **5.3. 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 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 teacher's performance the appraiser will meet the teacher formally to:

- give clear feedback to the teacher about the nature and seriousness of the concerns;
- give the teacher 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;
- explain the implications and process if no, or insufficient, improvement is made.

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

## **6. Transition to capability**

If the appraiser is not satisfied with progress, the teacher 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 will be invited to a formal capability meeting. The capability procedures will be conducted in accordance with the schools' capability procedure.

## **7. Annual assessment**

Each 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 to 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 staff's overall performance.

The staff member will receive as soon as practicable following the end of each appraisal period - and have the opportunity to comment in writing on - a written appraisal report. In this school, 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 schools' 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 for 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 schools' Pay Policy.

## **8. 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).

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.

## **9. 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 teachers. 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 or appropriate colleague will also review pay recommendations that have been made.

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.

## **10. Definitions**

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

## **11. Delegation**

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

## **12. Monitoring and Evaluation**

The Governing Body and Headteacher will monitor the operation and effectiveness of the school's appraisal arrangements. Exceptionally, the Governing Body may have access to performance management review in full in case teachers wish to appeal.

## **13. 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.