

This guidance is designed to assist schools, managers and reviewers in engendering effective performance management practice. It builds on guidance originally produced by colleagues from Leeds, Doncaster and Barnsley and has been updated to support changes in performance management arrangements from September 2012 and 2013.

It is important that colleagues with responsibility for reviewing others understand how to ensure a review meeting is productive and how to set SMART objectives. The starting point is to believe that effective performance management really does make a difference and that a constructive review meeting resulting in clear objectives being set will impact on performance and provision in school. Reviewers should receive appropriate training in carrying out their duties, and allocate time for all aspects of the appraisal process.

Remember, though, that there is a difference between performance management and performance review. The former is an on-going process whereas the latter is a once a year formal meeting (with one or two interim meetings to support). Performance review will only be successful if the reviewer takes performance management seriously and sees motivating and developing their staff as a continuous process.

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To be effective review meetings need to take place in a place that offers privacy and for a length of time that will allow meaningful discussion to occur. Review meetings shouldn't take place in lunch breaks or PPA time. Reviewers will want to be well prepared for the review meeting, and may find it helpful to:

For the review of the last cycle:

- Check the last planning and review statement, all the evidence which has been collected as part of the monitoring process, written feedback on agreed classroom observations, contributions from relevant internal and external contacts with direct professional knowledge of the reviewee.
- Check that all documents to which they will refer at the meeting have been shared with the reviewee, to assist their preparation for it.

In preparing for the next cycle:

- Consider the improvement objectives of the school and the relevant key stage or curriculum area(s) and how these may be relevant to planning with the reviewee. For example, the school may have agreed a shared development objective covering all teachers, including the head teacher.
- Ensure they are familiar with the professional standards against which the teacher will be assessed, and the relevant criteria for pay progression set out in the School's Pay Policy.
- Ensure they have consulted with relevant third parties with direct professional knowledge of the reviewee, about performance and possible objectives for the next review cycle.



| | Reviewee | Reviewer |
|---------------------------|--|--|
| Before the meeting | <ul style="list-style-type: none"> • Carry out a self-review reflecting on: <ul style="list-style-type: none"> - achievements - progress towards objectives - impact of training and development on performance • Think about possible future objectives and training and development needs (informed by relevant Standards) • Collate evidence as agreed at the planning meeting | <ul style="list-style-type: none"> • Consult the job description of the reviewee • Consult relevant Standards • Consult previous review records (where applicable) • Ensure a sound knowledge of the role and work of the reviewee • Gather and review appropriate evidence and ensure that all evidence has been shared with the reviewee prior to the meeting • Agree a mutually convenient time and place |
| During the meeting | <ul style="list-style-type: none"> • To discuss your work over the last review period • To discuss your progress towards your objectives • To identify any factors which have an impact on your effectiveness • To discuss and plan future objectives • Discuss and agree the support, training and development needed to meet objectives. • Discuss performance criteria which will be used to assess performance | <ul style="list-style-type: none"> • Understand the wider perspective of the priorities and developments in the school • Agree objectives and classroom observations • Agree performance criteria and other evidence which will be used to assess progress and overall performance • Agree provision of support. Professional learning and development activities over the PM cycle • Keep an accurate record of the discussion in order to complete relevant documentation • Agree a recommendation on pay to eligible teachers |
| After the meeting | <ul style="list-style-type: none"> • Develop skills and practice related to the objectives • Participate in interim discussions to review progress. • Ensure reviewers are made aware of any concerns at the time they arise about progress or provision of support or training | <ul style="list-style-type: none"> • Prepare and write the planning and review statement • Copy to reviewee within 10 days • Copy to Head within 15 days • Copy of training and development needs to CPD leader • Monitor and review progress towards the agreed objectives and support development of skills and practice • Ensure provision of planned support and development. |

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Key functions of the planning meeting

- To agree and set objectives.
- To agree classroom observations and any other evidence which will be taken into account, when assessing overall performance.
- Agree the performance criteria for each objective
- To determine the level of support that will be provided to enable the reviewee to meet the performance criteria.
- To agree the timescales for achieving the objectives
- To determine the reviewee's training and development needs and the actions that will be taken to address them.

Guidance

The objectives set will be appropriate and proportionate to the employee's role and level of experience, and will normally be no more than three.. Objectives, if achieved, should contribute to the school's plans for improving the school's educational provision & performance, and improving the education of pupils at the school. All objectives should be informed by the Teachers' Standards.

Objectives should be set in the context of:

- the relevant professional standards
- the reviewee's job description
- any pay progression criteria where the reviewee is eligible
- the need to achieve a satisfactory work life balance
- the relevant whole school / team priorities and objectives

Reviewers must:

- Have regard to the reviewee's **professional aspirations** when determining objectives.
- Identify the **support** that will be provided to the reviewee to help him/her meet the performance criteria.
- Identify the **development** needs and the actions required to address them (within schools Professional Learning Policy)

All objectives should be challenging and SMART:

- Specificis it clear exactly what you want to achieve?
- Measurable.....is it clear what results and impact it will have?
- Achievable.....are you able to meet the objective?
- Realistic.....have you identified the support you will need?
- Timeboundis there a clear date for completion?

MONITORING

Key functions of monitoring

- To check on overall performance against the job description and relevant professional standards.
- To check on progress against the agreed objectives
- To ensure that development and support opportunities necessary to meet the performance criteria is provided
- To discuss any issues arising during the year

Guidance

The reviewer may monitor the reviewee's performance through a range of different methods, for example:

- classroom observations (following an agreed protocol)
- scrutiny of planning
- task observations
- scrutiny of pupils' work
- discussions with the reviewee /discussions with colleagues.

Evidence from monitoring should always be shared with the reviewee during the year, so that there are 'no surprises' at the end of the cycle – the **ongoing professional dialogue**

Classroom observations (extent/pattern and focus)

Arrangements for classroom observations and the focus for each observation should be agreed during the planning meeting. There should always be a clear rationale and focus for any classroom observation, which should be supportive and developmental.

- does not include the Head Teacher monitoring the quality of T&L/Ofsted/LA
- feedback on lesson observations should be given verbally, no later than the end of the next school day, and in writing, normally within 5 working days
- PPA time should not be used for feedback

Where there are concerns about any aspects of the staff member's performance the appraiser will meet them to:

- give clear feedback about the nature and seriousness of the concerns;
- give the staff member the opportunity to comment and discuss the concerns;
- recommend appropriate CPD and 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 (*it may be appropriate to revise objectives, seriousness of the concerns*);
- explain the implications and process if no – or insufficient – improvement is made.

All staff will receive constructive feedback on their performance throughout the year and as soon as practicable after any 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, in accordance with the Lesson Observation Protocol.

Plans must be formally revised if :

- circumstances change/the reviewee's responsibilities change
- evidence emerges which gives rise to concern about the reviewees performance
- if the reviewee is absent for a long time and the statement is no longer relevant

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REVIEWING

Key functions of the review meeting

- To determine whether the objectives and performance criteria agreed in the planning statement have been met
- To discuss the impact of the support, training and development undertaken
- To identify areas of improved performance and celebrate successes
- To discuss and assess overall performance
- Make recommendations on pay to eligible teachers

Guidance

During the Review Meeting reference should be made to:

- the reviewee's job description
- assessment against the relevant Standards
- the record of the Planning Meeting
- any monitoring evidence gathered during the cycle

Before the Planning / Review Meeting the reviewee will be asked to reflect upon and review:

- achievements over the year including progress towards objectives
- any difficulties experienced or objectives not met
- impact of training and development undertaken

The reviewee may also bring any other relevant evidence to the meeting to evidence their performance over the year. e.g. pupil data, training and development record, lesson planning

Recommendations on Pay

Where teachers are eligible for pay progression, the appraiser will make a recommendation to the appropriate committee. This will be based on the assessment of their performance against the agreed objectives and relevant Standards, in accordance with the Schools Pay Policy.

Work based Development Activities

Work based development can be highly effective, often more so than external training courses. Below is a list of some appropriate work-based activities:

- Observing/shadowing colleagues or other good practitioners
- Visiting other schools / Secondment
- Being observed by a colleague and receiving feedback
- Rotation of roles / job swap
- Attending staff / departmental meetings or training
- Carrying out action-based research in the classroom / school
- Contributing to working party / action team /school change team
- Acting as a reviewer
- Acting up / deputising - Supervising other members of staff
- Team teaching / team working
- Reading or internet based research
- Qualification / course
- Leading a school based project
- Coaching and /or Mentoring other teachers or support staff
- Taking a key role in the provision of some extended service e.g. providing a programme of after school activities

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| <p>Current role Confirm the job description reflects the key responsibilities of the reviewee and is still relevant.</p> | <p>Possible questions</p> <ul style="list-style-type: none"> • Have your responsibilities changed in the last year? • Have you taken on new roles and responsibilities which are not covered in your current job description? • Which aspects of your work do you enjoy? |
| <p>Review and evaluation of the past year Review overall performance against job description and Standards for Teachers</p> <p>Review and evaluation of outcomes, successes and achievements of the last review period.</p> <p>Review:</p> <ul style="list-style-type: none"> • Whether objectives have been achieved and the impact this has had on pupil progress. • Whether support / learning and development has been effective and the impact this has had on practice. • Recommendation on pay to eligible teachers | <ul style="list-style-type: none"> • What have you achieved over the last year that you are particularly proud of? • To what extent have your objectives been achieved? • What skills, knowledge, strengths have helped you achieve your objectives? • How do you think this has benefited the pupils and the school? • What evidence is there to support these judgements? • Are there ways in which you could be using your skills and knowledge more effectively? • Has anything been difficult or disappointing for you this year? What caused these difficulties/disappointments? • How helpful was the support and professional learning you received? |
| <p>Planning for the year ahead Discuss possible areas for improvement and set objectives</p> | <ul style="list-style-type: none"> • What do you want to achieve in the next year? • Are there any aspects of your work you would like to improve or develop? |
| <p>Support and development Agree a development plan including relevant development activities.</p> | <ul style="list-style-type: none"> • What knowledge and skills do you need to gain? • How will this be useful to you in your work? • What support / professional learning would help you achieve your objectives? |

| Areas for discussion | Notes |
|--|--------------|
| <p>Current role Confirm the job description reflects the key responsibilities of the reviewee and is still relevant.</p> | |
| <p>Review and evaluation of the past year Review and evaluation of outcomes, successes and achievements of the last review period.</p> <p>Review overall performance against job description and Standards for Teachers</p> <p>Review:</p> <ul style="list-style-type: none"> • Whether objectives have been achieved and the impact this has had on pupil progress. • Whether support / learning and development has been effective and the impact on practice. • Recommendation on pay for eligible teachers | |
| <p>Planning for the year ahead Discuss possible areas for improvement and set objectives</p> | |
| <p>Support/training/development Agree a development plan including relevant development activities.</p> | |



| What do you feel your successes have been over the past year in relation to: | Notes |
|---|--------------|
| Pupil progress? <ul style="list-style-type: none">• pupil behaviour / attitude• pupil attendance• pupil contributions• pupil attainment | |
| Pedagogy and Curriculum? <ul style="list-style-type: none">• developed / improved resources• Increased personal knowledge and skills• Use of data and assessment procedures• Use of ICT skills• Contribution to wider curriculum | |
| Support for wider aspects of school life? <ul style="list-style-type: none">• More efficient systems introduced• Contributed to policy development• Member of a project group? | |
| Support for other staff/ team members? <ul style="list-style-type: none">• Shared new knowledge or skills• Built relationships• Mentored a colleagues• Joined a working party | |



| What learning or development opportunities have you experienced over the year? | Notes |
|---|--------------|
| <ul style="list-style-type: none">• Professional Learning courses/networks/events• shadowing colleagues,• T&L communities• peer reviews,• learning from observation,• reading / internet research | |
| How has this impacted on the way you work or what you have achieved in relation to: | |
| The pupils? <ul style="list-style-type: none">• pupil progress and attainment• pupil behaviour / attitude• pupil attendance• pupil contributions | |
| The curriculum? <ul style="list-style-type: none">• developed / improved resources• Increased personal knowledge• Use of assessment procedures• Use of ICT skills• Contribution to wider curriculum e.g. out of school clubs | |
| The school? <ul style="list-style-type: none">• More efficient systems introduced• Contributed to policy development• Member of a project group? | |
| The team? <ul style="list-style-type: none">• Shared new knowledge or skills• Built relationships• Mentored a colleague | |



| What areas do you feel you need to focus on in the coming year (and what support/professional learning do you need) in relation to: | |
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| Pupils? | |
| Curriculum? | |
| School? | |
| Team? | |
| Personal development? | |



| | Notes |
|---|--------------|
| <ul style="list-style-type: none">• How have you successfully used your skills/knowledge over the year? e.g.<ul style="list-style-type: none">- ICT or using new technology or materials- Developed a specific aspect of classroom practice- Led a school based project- Developed others | |
| <ul style="list-style-type: none">• What development opportunities have you undertaken?• Have you learned from anyone else or worked in collaboration with colleagues on a project?• How have you used this learning in your work?• What evidence have you got that it has made you more effective? e.g.<ul style="list-style-type: none">- observations / feedback- self confidence- working more efficiently | |
| <ul style="list-style-type: none">• Have you done anything else to contribute to the success of the school? e.g.<ul style="list-style-type: none">- served on a working party- mentored new staff- helped in out of school activities- supported the development of colleagues- helped with gaining of a school award | |
| <ul style="list-style-type: none">• What do you feel that you have contributed to your team? e.g.<ul style="list-style-type: none">- strengths and skills- knowledge, experience, attitudes | |

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| Name of Reviewee | |
| Name of Reviewer | |
| Date of review | |

The objectives set for each teacher 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.

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|---|---------------------------------|------------|----------------------|
| Rationale for Objective (link to School priorities) | | | |
| Objective (link to Teachers Standards) | | | |
| Performance Criteria | Support, Training & Development | Monitoring | Progress at year end |
| Rationale for Objective (link to School priorities) | | | |
| Objective (link to Teachers Standards) | | | |
| Performance Criteria | Support, Training & Development | Monitoring | Progress at year end |

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| Career aspirations |
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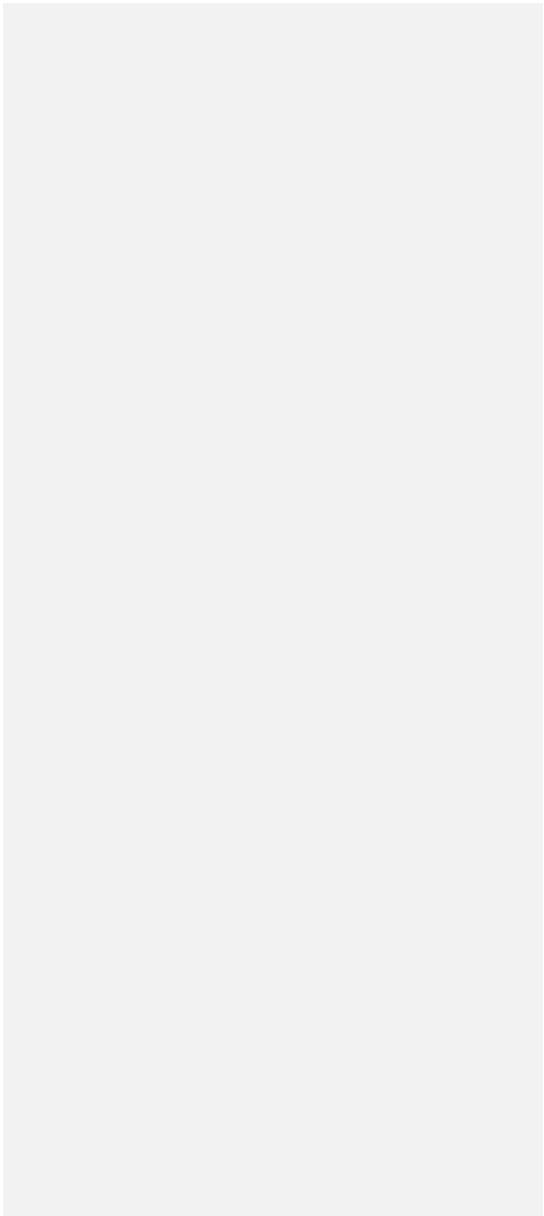
| Signed | Date |
|--------------------|-------------|
| Reviewer | |
| Reviewee | |
| Headteacher | |



Professional Learning and Development Plan

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| Reviewee | |
| Reviewer | |

| Date | Identified professional learning & development need | Intended outcome and timescale | Preferred development activity | Evaluation of impact |
|-------------|--|---------------------------------------|---------------------------------------|-----------------------------|
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