



## **PERFORMANCE MANAGEMENT POLICY**

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# PERFORMANCE MANAGEMENT POLICY

## 1. Rationale

Bassaleg School is a “Learning School” for teaching staff, support staff and pupils where striving for excellence entails aiming for continuous improvement. The School believes that pupils will learn more effectively if members of staff are also considering how to become more effective practitioners. This involves all staff in identifying their development needs alongside those of the school and then being supported and monitored in their successful fulfilment. It is in this context that this Performance Management Policy needs to be read alongside the Staff Development Policy.

## 2. Introduction

The Performance Management Policy falls under the requirements of The School Government (Terms of Reference) (Amendment) (Wales) Regulations 2002 and The School Teacher Appraisal (Wales) Regulations 2002 as well as the Newport City Council’s Personal Development Plan Scheme for support staff. The Governing Body have created a policy which:

- Shows how performance management is to be practiced at Bassaleg, (see below)
- Is available for inspection at any reasonable time by staff at Bassaleg, (all staff have been issued with a copy and it also appears in the School Policies documentation which is widely available throughout the school. It is also on the school staff shared area.
- Is available for any person involved in the inspection of the operation.
- Is applicable to all staff within the school with the following exceptions; teachers employed at more than two schools, teachers in their NQT year and teachers in their early professional development years.
- Is applicable to all support staff.
- Is applicable to all part time employed staff.

The policy sets a framework for staff to agree and review priorities and objectives within the context of the school’s development plan and their own professional needs. We believe that this will help to maximise the contribution of the individual to the needs of the relevant team and Bassaleg School as a whole. With regard to teaching staff it will help to focus attention on more effective teaching and monitoring to raise the quality of teaching and to benefit pupils, teaching and the school. With regard to support staff it will help to develop individuals’ effectiveness in their role and their contribution to the smooth running of the school. Ultimately it will assist in our aim to develop all our staff and to help to raise standards of achievement for all our pupils.

## 3. Aims and Intentions

Performance Management is a system of annual performance review that involves professional dialogue about aims and achievements between staff and their team leaders and head teachers and their governing body.

Performance management will help Bassaleg School to improve firstly by supporting and improving the work of staff as individuals and in teams and secondly by improving the effectiveness of support offered to teachers and students. It sets a framework for staff and their team leaders to agree and review objectives and priorities in the context of the school’s development plan.

It focuses attention on all staff's professional development and on the most effective and efficient way of supporting teaching and learning.

Our performance management arrangements have been implemented on the basis of:

- **Fairness:** -we all need to be aware of the potential for unconscious discrimination and to avoid assumptions about individuals based on stereotypes; and
- **Equal Opportunity:** - all staff should be encouraged and supported to achieve their potential through agreeing objectives, undertaking professional development and having their performance reviewed.

#### 4. Roles and Responsibilities

Performance management is a shared responsibility.

The **Governing Body** has a strategic role in agreeing the schools' performance management policy, ensuring that performance of all staff at the school is regularly reviewed and for monitoring the Performance Management process.

The **Headteacher** is responsible for implementing the school's performance management policy and ensuring that performance management reviews take place.

The **Team Leaders** have a crucial role to play in this process. This is the generic term in this policy to identify the staff that are the reviewers. Due to the large nature of Bassaleg School they come from a number of tiers within the staff including Curriculum Leaders, Subject Leaders, staff with TLRs and staff with support responsibilities. They take on the role of the appraiser as outlined in the point below and (where necessary with the support of the appropriate Senior Staff, Curriculum Leader or Subject Leader) take on the responsibility to secure the appropriate development opportunities for the staff that they are working alongside.

Performance management involves both the **appraiser** and **appraisee** working together on ensuring that objectives are discussed and agreed; on the giving of regular and objective feedback; on ensuring provision of adequate coaching, training and development; and on a formal annual performance review.

An **external adviser** provided by the South East Wales Consortium will advise the Governing Body's representatives on the setting of performance objectives for the Headteacher and will support them in reviewing performance at the end of the appraisal cycle.

#### 5. Responsibility for Reviews

The Headteacher has decided who will act as appraisers and carry out the performance management review of each member of staff on the basis of a judgement about who has the best overview of each member of staff's work and the ability to provide suitable support to staff involved in the process. Team Leaders have been identified as having a crucial role as outlined in the section above. We have ensured that all areas of the school are adequately represented and that all the relevant tiers within the school are also incorporated. For purposes of both workload and related good practice, we undertake that no Team Leader will have to carry out the Performance Management process on any more than four colleagues in any given performance cycle.

The Headteacher has taken this into account, when deciding who to delegate the responsibility to, for acting as an appraiser and carrying out an individual member of staff's performance management review. In some cases the appraiser and reviewer will be the Headteacher.

## **6. Timetable for Performance Management Cycle**

Our performance management system will operate on a continuous one year cycle.

The Regulations specify that the Governing Body decides on the timing for the Headteacher's performance management cycle and the Headteacher decides on the timing of the performance management cycles and personal development plans for the support staff. These timings will apply to all staff apart from the exceptions outlined in Section 2 above, and for new staff to the school where their first cycle at the school can be less than one year. All our cycles will run on a yearly basis with planning that should flow naturally from the previous year's review.

The detailed timings and structure of the performance management cycle for teaching staff (Sections 7 – 15) and the personal development plan cycle for support staff (Sections 16 – 18) are outlined separately below.

## **7. Timetable for Performance Management Cycle – Teaching Staff**

We have set an annual performance management cycle for teaching staff within the school which links with target setting as well as the up-dating of Departmental Development Plans (DDPs) and the School Development Plan (SDP).

We will be using the following timetable:

### **1. Formal Reviews**

Objectives will be considered in formal performance reviews to be held at the end of the summer term during gained time or the start of the new academic year. The content of these reviews will be recorded on the Review Statement Form, (Annex A – page 22). Where appropriate, we will take into account Key Stage, GCSE and other outcomes in considering pupil progress, but we will also take into account qualitative results in relation to pupil progress. Bassaleg School recognises the time and workload implications that arise from our aim of having purposeful Review Meetings. This will be acknowledged by making available an appropriate amount of in-service training time during September, for what is a very constructive professional development process. The review process will inform our school's management policies, and the School Development Plan for the financial and academic years.

2. As part of the formal reviews outlined above we will set new objectives and discuss future professional development activities. These will be recorded on the Individual Plan (Annex A – page 15) ready for inclusion at the start of the next Performance Management cycle. The process outlined above continues annually thereafter based on an annual cycle starting in the autumn term. This process will set objectives that are targeted for completion by the end of each following Summer Term, i.e. the end of each academic year. As indicated above the review will be completed and fresh objectives set each subsequent year.

## 8. The Performance Management Cycle – Teaching Staff

Performance Management is firmly set in the wider context of Bassaleg School. The school is aiming to be a “Learning School” and consequently individual professional development needs and performance of our teachers must be considered alongside the prior attainment of our pupils, and our school’s plans for development. It is possible that if and where relevant, common objectives might be set across various tiers within the school. For example the adoption of various teaching and learning procedures or policies across a department or the whole school. This might arise from a DDP or the SDP. It must also be set against the background of the local education strategic plan within Newport, central and local initiatives on improving teaching and the action plan arising from the Estyn inspection report for the school.

Performance Management is not a single event that takes place once a year. It is a continuous cycle, involving self-analysis, planning, monitoring performance, self-evaluation and reviewing performance. The end of year review and planning meeting for the following year may take place at the same time if the teacher is happy that they have been able to prepare sufficiently for it. Our allocations of in-service time outlined in the previous section will easily facilitate this.

**Self Analysis** – Each teacher may use this process as a preparation for a discussion aimed at agreeing specific objectives for the coming year. The teacher should focus on both personal needs and on what will be needed to ensure that pupils make good progress. The school development plan will provide important background as will any departmental plans and information about the prior attainment of the pupils.

**Planning** – The Headteacher, each teacher will discuss and agree objectives with their appraiser (and in the case of the Headteacher, with the external adviser) and record these in an Individual Plan Form (Annex A, page 15). Objectives should be challenging but realistic and take account of a teacher’s job description and existing skills and knowledge base.

We require between a minimum of three and six objectives. Agreeing objectives does not mean itemising every activity, but identifying key expectations and yardsticks.

The range of objectives should match the nature of the job, including leadership or management areas as appropriate. Where someone has a wide range of managerial duties, at least one objective should focus on a specific area of this work.

**Teacher objectives will cover (i) ways of developing and improving the teacher’s professional practice and (ii) pupil progress.** Leadership group staff and those with TLRs will have objectives relating to their additional Leadership/Management responsibilities. **The Headteacher’s objectives will cover school leadership and management as well as pupil progress.**

We will apply the following principles in discussing objectives:

The appraiser(s) (and in the case of the Headteacher, with the external adviser) should ensure that the teacher;

- Understands what his/her objectives involve
- Is in a position to achieve them.
- Knows what he/she needs to do to achieve them.
- Understands when and how they will be monitored.
- Objectives are written clearly and concisely and are measurable.
- Objectives focus on issues/matters over which a teacher has direct influence/control and take into account fully the wider socio-economic, cultural and other external influences on pupils, and their prior attainment; and

- Objectives for each teacher should relate to the objectives in the school development plan and any departmental or team plans as well as to his/her own professional needs.

**The appraiser(s) should record the objectives that will apply for the review period. These should be jointly agreed if possible. If objectives cannot be jointly agreed, the appraiser(s) will have the final decision and will set and record the objectives. The Headteacher or teacher may add comments to the written statement of objectives.**

Professional development opportunities are needed to support agreed objectives, to develop strengths and address areas for development or professional growth. The development page of the individual plan will be used to record action. (See Annex A - page 16).

The “Development and Training Needs” page (Annex A – page 18) should be copied to the relevant Head of Department if he/she is not the Team Leader so that CPD needs are made known and acted upon.

### **Monitoring Progress**

The Headteacher or teacher and the appraiser(s) will keep progress under review throughout the year using as appropriate classroom observation (Annex A - pages 19 - 20) and other relevant information. They will discuss any supportive action needed and keep development plans up-to-date.

**At the planning meeting in addition to objectives being set, the Headteacher and each teacher will discuss and agree procedures with the appraiser(s) for monitoring the Headteacher’s or teacher’s performance against objectives. If procedures cannot be jointly agreed, the appraiser(s) will have the final decision and will set and record the procedures to be used.**

**The appraiser(s) should consult the Headteacher or teacher before seeking to obtain information, written or oral, relevant to the Headteacher or teacher’s performance from other people.**

**Classroom observation is accepted good practice. A minimum of one occasion of classroom observation each performance management cycle is required by Regulations. It is not a requirement to observe Headteachers with teaching responsibilities.** In Bassaleg we have agreed for standard one year performance management cycles to have up to two full lesson observations per cycle, supplemented by any observation of whole or part lessons which are agreed to be useful for developmental purposes. We have agreed that the scope of lessons observed wherever it is greater than one, will be well balanced to reflect the range of each teacher’s work.

In planning observation, we will follow these principles:

- Successful observation requires preparation and training, and a clear understanding on the part of the teacher and team leader of its purpose – we will ensure that teachers are informed in good time which lessons are to be observed;
- The nature of the observation will depend on its purpose;
- It is important that the observer ensures that the lesson proceeds in as normal an atmosphere as possible;

Full, constructive and timely feedback offers an opportunity to discuss what went well, what might be done better or differently next time. When giving feedback, the team leader should take into account the range of activities carried out by the teacher and the time spent on each activity. We will ensure that feedback is given as soon as possible after the observation has taken place.

We will use the standard proforma for observations as attached (Annex A – pages 19 - 20). The teacher and the team leader should keep copies.

## **Self Reflection**

The teacher may find this activity of Self Reflection helpful at the end of the appraisal cycle. It should cover:

- The teacher's own assessment of his or her performance against the objectives set at the start of the cycle.
- The benefits of any training undertaken or feedback given and particulars of any training which the teacher considers would be beneficial;
- Any factors, which the teacher considers, affected his or her performance against the set objectives.

An optional Self-Evaluation form is provided in Annex A – page 21 for this purpose.

## **Reviewing Performance**

**A review meeting must be held by the Headteacher or teacher and the appraiser(s) (and in the case of the Headteacher, the external adviser as well) at the end of each performance management cycle. This must review his/her achievements and identify any aspects in which further progress would be desirable; assess the extent to which the Headteacher or teacher has met the recorded objectives; and identify any development needs and ways of meeting these. At Bassaleg we will support this positive aspect of Staff Development by the annual use of in-service training time as well as gained time in the summer term.**

The annual review meeting can be combined with agreeing objectives for the following performance management cycle.

The focus of the review meeting is on how to raise performance, improve effectiveness and assist development. It will involve:

- **An optional consideration of the self reflection by the Headteacher or teacher of his/her own performance throughout the performance management cycle and any other information provided by the Headteacher or teacher.**
- Reviewing, discussing and confirming the teacher's essential tasks and objectives.
- Recognising strengths and achievements and taking account of factors. outside the teacher's control.
- Confirming action agreed with the teacher at previous reviews.
- Identifying areas for development and how these will be met.
- Recognising personal development needs; and (if agreed for this session)
- Agreeing new clear objectives and completing an individual development plan for the year ahead.

The appraiser(s)(and, in the case of the Headteacher, the external adviser as well) should evaluate the Headteacher or teacher's overall performance, including an assessment of the extent to which the objectives have been met, and the Headteacher or teacher's contribution to the life of the school during the review period. The evaluation should take account of the stage a teacher is at in his/her career.

**Within ten days of the review meeting the appraiser(s) will prepare a written review statement (See Annex A – page 22) recording the main points made at the review and the conclusions reached. The review statement must include where available The Headteacher or teacher’s self-evaluation form, with any identified development needs and activities (and ways of meeting these identified at the review) recorded in a separate annex to the review statement. The appraiser(s) will give the Headteacher or teacher a copy of the review statement within ten days of the review meeting. The Headteacher or teacher, may within ten days of having received the statement add to it comments in writing.**

Good practice shows that the statement should be written as soon as possible after the review, whilst the facts are still fresh in the memory.

## **9. Appeals**

Where issues cannot be resolved with the appraiser(s), the Headteacher or teacher can record their dissatisfaction with the review on the review statement. However, the Headteacher or teacher has the opportunity to appeal against his/her review statement if he or she is dissatisfied with aspects of his/her appraisal, and an appeals officer or officers will be appointed to conduct a review of the appraisal.

**An appeal against a review statement must be made within ten school days of receiving the statement and must be made in writing to the governing body. An appeals officer will then be appointed to conduct an appeals review. The governing body will provide the appeal officer or officers and any external adviser assisting the appeal officer or officers with a copy of the review statement and the statement of objectives within five school days of receiving the notice of appeal. The appeals officer will normally be the Chair of the Governing Body (for appeals by the Headteacher) or the Headteacher (for appeals by teachers) unless they have participated in the review appealed against. For appeals by Headteachers an external adviser who did not assist in relation to the appraisal must assist the appeals officer or officers.**

**For appeals by the Headteacher, where the Chair of Governors has been involved in the review process, the governing body will appoint one or two governors who have not participated in the initial review. No governor who is a teacher or staff member can be appointed as an appeals officer for the Headteacher. For appeals by teachers, where the Headteacher has been involved in the review process, the Vice Chairperson of the Governors will be the appeals officer. In this situation, an external adviser must assist him or her.**

**The appeal review will be carried out within ten school days of the appeal officer or officers receiving the review statement.**

**In conducting an appeal review the appeals officer or officers must take into account any representations made by the Headteacher or teacher. After due consideration, the appeals officer or officers may consider that the review has been carried out satisfactorily (and may make observations); may, with the agreement of the appraiser(s), amend the review statement; or may order that a new review be carried out.**

**The appeals officer or officers may not determine that new objectives should be set or that existing objectives should be revised.**

Any new review or part review ordered should be conducted within a further 15 school days. Where a new review or part review takes place new governors and a new external adviser are appointed for the Headteacher's review. For teachers, the Headteacher must appoint a new teacher to carry out the review; if there is no suitable teacher available to do this, the appeals officer must appoint a member of the governing body. However, no governor who is a teacher or staff member can be involved in performance review.

## **10. Confidentiality**

The Individual Plan and the review statement are personal and confidential documents and should be kept in a secure place. The principles and provisions of the Data Protection Act 1998 must be followed at all times by those who have access to the documents. Bassaleg School is committed to adhering to this Act.

## **11. Access to Outcomes**

There will only be two copies of the review statement - one held by the teacher and another held by the Headteacher on a central file, to which the team leader or governors responsible for making decisions regarding pay could request access. A copy of the Headteacher's review statement should additionally go to the Chair of Governors. The Headteacher should ensure that individual training and development needs are reflected in the School Development Plan and the programme for professional development. The commitment of Bassaleg School to this principle is outlined in the Staff Development Policy which as previously mentioned should be read in conjunction with this Performance Management Policy.

**Information about performance reviews should be available as listed below:**

- **The Headteacher should provide a copy of the Annex to the review statement (relating to training and development needs) to the person responsible for continuous professional development in the school.**
- **Any appeals officer must be provided with a copy of the appraisal statement and the statement of objectives for the performance management cycle.**
- **Where a new team leader is (or new governors to review the Headteacher) are appointed other than at the start of the performance management cycle, they must be provided with a copy of the current statement of objectives.**
- **On request to any governors responsible for advising about, or taking decisions in relation to, the promotion of school teachers or the use of any discretion in relation to pay; and**
- **The Local Education Authority can request from the Chair of Governors a summary of the performance assessment section of the Headteacher's review statement.**

**The Headteacher should keep review statements for at least three years. The Governing Body should keep the Headteacher's review statements for at least three years.**

## **12. Relationship between performance management and disciplinary or capability processes.**

Good performance management systems, with clear expectations and appropriate support, will go a long way towards identifying and handling weaknesses in performance. **The performance management procedures, including the review meeting and review statement, must not form part of any formal disciplinary or capability procedures.**

**However relevant information from review statements may be taken into account by those who have access to them in taking decisions, about the promotion, dismissal or discipline of teachers or the use of discretion in relation to pay.**

### **13. Relationship between performance management and other policies.**

The positive relationship between Performance Management and Staff Development is referred to in both sections 1 and 10 above and in the Staff Development Policy itself. Aspects of pay progression discussions by relevant bodies for all teachers should be based on information about a teacher's performance. Information from the performance review statement may be used to inform these.

- *Up to the Threshold* – teachers from Bassaleg School can expect an annual increment if they are performing satisfactorily. Double increments for exceptional performance would need to be justified and evidence from reviews can be used to support these decisions.
- *Threshold* – teachers in Bassaleg who want to move to the upper pay spine should fill out the application form provided by the Department for Education and Skills. Evidence from reviews as well as assessment by the Headteacher can be used to inform threshold applications from teachers.
- *Performance pay points above the threshold* – performance reviews will form part of the evidence which the school will use to make decisions about awarding performance pay points (UPS 1, UPS2, UPS 3) to eligible teachers.

For teachers in their third year, the final review meeting of the EPD period can be used to agree objectives and professional development opportunities as the first stage of the teacher's subsequent performance management cycle.

### **14. Standard Documents**

Copies of the following Standard Documents, which we will use for members of the teaching staff can be found attached in Annex A.

### **15. The Personal Development Plan Cycle – Support Staff**

Bassaleg School support Newport City Council's principle that the personal development cycle should be regarded as an opportunity to review past performance, agree future objectives and performance targets as well as discuss training and development requirements. Indeed Newport City Council's documentation with regard to the Personal Development Plan Cycle forms the basis of the following sections.

We have set the Personal Development Plan Cycle to coincide with the annual performance management cycle for teaching staff within the school which in so doing links with the up-dating of Departmental Development Plans and the School Development Plan.

**Personal Development Cycle** - Formal Personal Development Plan meetings will take place annually as noted above. However, the process of improving performance will inevitably involve regular discussions throughout the year. The formal review should not be the only occasion when performance and development is discussed.

**Confidentiality** - The agreed outcomes from the Personal Development Planning meetings will be recorded on the relevant documentation (**See Annex B**). The reviewee will retain a copy while the team leader will keep his/her copies in a secure central location. The Personal Development Plan documentation will be subject to the usual confidentiality requirements between the team leader and reviewee. However, training and development needs outcomes along with some other agreed actions would need to be incorporated into the relevant Bassaleg School/Newport City Council documentation.

**16. Personal Development Plan Meetings** – Prior to the meeting, the team leader should prepare by gathering together all of the relevant information. This might include:

- Job Description
- Job requirement form
- Documentation from the last formal review or where appropriate start up documents, which include agreed objectives, performance requirements and an action plan.
- Evidence of performance
- School Development Plan/Newport City Council Service Plan
- Other performance information
- Training and Development Plans.

Once the job description job requirement form and service plan have been assessed, the team leader should complete his/her copy of the Pre-Personal Development Plan Meeting Questionnaire (**Annex B – page 24**).

Prior to the meeting, the reviewee should also prepare by completing his/her own copy of the Pre-Personal Development Plan Meeting Questionnaire. (**Annex B – page 26**).

**The Pre-PDP Meeting Questionnaire** – The completion of this form will facilitate the process of agreeing the Action Plan at the end of the meeting. The key result areas and any previously agreed objectives and performance requirements should form the basis for relevant evidence of performance noted over the year. The aim of the questionnaire is to summarise evidence of performance gathered over the whole year. Nothing that is written on the form should come as a surprise to the reviewee or the team leader. Recent events should not overshadow any achievements made earlier in the cycle period. Statements should always be objective and constructive.

Statements on the form should be short, sharp and clear. The real value of the process of reviewing past performance is to provide a basis for determining future objectives, performance requirements and to agree any area for improvement.

**Personal Development Plan Meeting** – This meeting should also be used to explore individual training and development needs. The emphasis should be on forward planning and making joint commitments for the future.

**Setting Future Objectives and Performance Targets** – As future objectives and performance targets need to be jointly agreed in order to be effective, the team leader should initially pencil in ideas regarding his/her expectations in the space provided on the form, as a basis for discussion. Both parties will need to listen to the ideas of the other to reach agreement of future objectives, performance requirements and targets at the PDP meeting. The relevant section of the School Development Plan or Newport City Council's Service Plan should provide a focus for the main priorities to be achieved in the following year.

**Action Plan (See Annex B – page 29)** – The Action Plan sections of the PDP documentation must be ready for completion by the end of the PDP meeting.

**Preparations for the PDP Meeting** – An appropriate time and location for the meeting should be arranged. The reviewee should be notified of the meeting at least ten working days beforehand, and reminded of his/her contribution, i.e.

- Reviewing his/her previous performance
- Agreeing next year's objectives
- Planning what he/she could do in order to improve work performance.

A copy of the Pre-Personal Development Plan Meeting Questionnaire should be given to the reviewee for completion prior to the meeting (to be brought to the meeting). Each reviewee should have a copy of their job description and job requirement form and previous year's documentation (where applicable).

The format of the meeting should be explained to the reviewee. There should be a joint review of past performance based on evidence followed by the compilation of an agreed future Action Plan. The Action Plan should:

- Establish future objectives/performance requirements/targets.
- Identify any training and development needs, resource issues etc.
- Identify any support required from the team leader.
- Establish the commitment required from the reviewee, i.e. to attend training courses if arranged for them.

### **Completion of the Personal Development Plan Documentation**

The information prepared by both the team leader and the reviewee will form the basis for discussion, with the intention that the team leader completes the final documentation following the meeting.

### **Review**

The team leader should set the format for the meeting. The importance of joint contributions should be emphasised.

Discussions should be frank and free to range over relevant matters, although a general format should be followed.

The reviewee should feel able to provide a self-assessment of performance and provide relevant evidence of such.

Each key result area needs to be analysed, drawing on both the team leader's assessment and the reviewee's self-assessment.

The intention is to obtain consensus for what will be written on the final personal development plan document.

Ensure that recognition is given to good work as well as giving attention to areas where performance may need some improvement.

### **The Future**

The review of past performance provides a basis for determining where improvements in future performance could be achieved.

## **The Action Plan**

This section of the Personal Development Plan is the most important as it effectively establishes a contract between the team leader and reviewee. The “Pre-PDP Meeting Questionnaire” and following discussions will determine where future objectives and performance requirements/targets should be set. It is important that these reflect the overall job purpose, the School Development Plan and the Service Plans for the relevant Newport City Council Service Area.

The team leader needs to consider what he/she could do in order to help the reviewee improve performance or sustain a good performance. This could involve the identification of a training and/or development need or the changing of a work practice; it could involve providing developmental opportunities through short term secondment or coaching.

In addition, the Action Plan requires commitment from the team leader for example if the team leader agrees that the reviewee should attend a training course, an appropriate nomination needs to be made, and appropriate brief and debrief sessions need to be conducted before and after the event or programme. Clearly not all training and development needs require attendance at a course; the team leader and reviewee should be open to exploring a variety of approaches.

The Action Plan requires similar commitment from the reviewee – in recognising their responsibility for their own performance and in demonstrating their commitment to the goals of their department.

## **Completing the Documentation**

In accordance with good practice, it is preferable that brief notes are taken during the meeting, the official paperwork completed as soon as possible after the meeting and then given to the employee to sign.

**If there are points of difference that cannot be resolved, a note of these should be made and attached to the document. In circumstances where either party experiences serious dissatisfaction, the Personal Development Plan can be referred to the next tier of management for a discussion involving all three parties.**

## **Conclusion**

At the end of the meeting there should be a complete understanding of what is expected by each of the participants in the future. The key result areas should be reaffirmed or amended in the light of experience, and any actions needed to be taken should be clearly recorded.

## **17. After the Personal Development Plan Meeting**

Each reviewee should receive a final copy of the Personal Development Plan document to sign and keep for future reference. The team leader should file his/her copies in a secure place. The team leader should identify any training and development needs highlighted during the process and feed these requirements in to the section’s Development Plan. The Personal Development Plan should be referred to throughout the following year as a reference point for monitoring performance and assessing development and the team leader must ensure throughout this period that any action(s) he/she has committed to, take place at the appropriate stage during the review year.

## **18. Standard Documents**

Copies of the Standard Documents, which we will use for members of the support staff, can be found attached in Annex B.

## **19. Evaluation of the policy**

**The Headteacher shall provide an annual report to the Governing Body on the operation of performance management in Bassaleg School, including the effectiveness of the performance management procedures in the school, and the training and development needs of teachers and the Headteacher.**

**The Governing Body shall review this Performance Management Policy every school year and, if they consider it necessary, amend it. Before amending the Performance Management Policy, the Governing Body shall ensure that all teachers at the school are consulted.**

As a school committed to being a “Learning School”, and ensuring that individual teachers, teams and the school continues to improve the Governing Body and the Headteacher will check that effective, realistic and challenging objectives are set, that all reviews are completed on time and the assessment of performance is consistently applied in the school. We will evaluate the effectiveness of the policy in helping to improve standards of teaching and learning.

As part of an ongoing commitment the Governing Body and the Headteacher will update and amend the documentation and the process as required, after consultation with all staff, to ensure that the policy is up-to-date and effective in our school.



## Annex A: INDIVIDUAL PLAN

### INDIVIDUAL PLAN

#### Details

Name: \_\_\_\_\_

Job Title: \_\_\_\_\_

Initial agreement of objectives carried out by: \_\_\_\_\_

Date of initial meeting: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Period covered by review: \_\_\_\_ / \_\_\_\_ / \_\_\_\_ to \_\_\_\_ / \_\_\_\_ / \_\_\_\_



STATEMENT OF OBJECTIVES: Date: \_\_\_\_\_

Name of Postholder: \_\_\_\_\_

Objectives	Action required (including interim goals)	Development & Training (where required)	Success Criteria
.			

STATEMENT OF OBJECTIVES (contd)

Name of Postholder:

Notes from In-year discussions	Date of Review Statement Completion

Comments by Postholder: \_\_\_\_\_

Objectives agreed by:

Postholder: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Team Leader: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_



**Development and training needs identified in performance review statement**

Development and Training (including target knowledge and skills, and target dates)	How to be achieved	Date completed

Comments

Plan agreed by:

Post holder: \_\_\_\_\_ date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Team leader: \_\_\_\_\_ date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

A copy of this form needs to be given to the relevant HOD, if this is not the Team Leader.



## ANNEX B: Lesson Observation

### ***Lesson Observation: How to use this form***

*Observing teachers in the classroom is an important part of improving the effectiveness of teaching and learning. There are three stages: collecting evidence; drawing conclusions based on the evidence; and giving feedback.*

***Collecting Evidence:*** *Before the observations, the observer and teacher should be clear about the focus of the observation. This should be done through discussion before the lesson takes place.*

***Giving Feedback:*** *The teacher and observer should discuss the conclusions as soon as possible, with the observer giving full and constructive feedback. The teacher should be given the opportunity to record any comments.*

***Lesson Observations:*** *For 'Performance Management' are for professional development purposes and not quality control. The latter is dealt with on other occasions during the year as part of the 'Quality Control' policy. It is recognised however that the two purposes of lesson observation are not inseparable.*



**LESSON OBSERVATION FORM**

**Name of Teacher:** ..... **Class:** .....

**Name of Observer:** ..... **Date:** .....

**Agreed focus of the observation:**

.....  
.....  
.....

**Lesson objective(s):**

.....  
.....  
.....

**Notes from the observation highlighting the agreed focus:**

.....  
.....  
.....

**Strengths:**

.....  
.....

**Areas for development:**

.....  
.....

**Teacher's comments (optional)**

.....  
.....

**Signed (teacher):** ..... **Signed (observer):** .....



## Self Evaluation

The post holder's own assessment of performance, which may include achievement of individual objectives, a record of any training undertaken and its contribution to development and particulars of any factors considered to have affected performance during the performance review cycle.

Signed by post holder: \_\_\_\_\_ date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Noted by team leader: \_\_\_\_\_ date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_



## Review Statement

Name: \_\_\_\_\_ Job Title: \_\_\_\_\_

### Review Statement

Overall assessment of performance, including achievement of individual objectives  
(summarising relevant information)

Statement agreed by: (signature and Date)

Post holder: \_\_\_\_\_ date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Post holder comments:

Team leader: \_\_\_\_\_ date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Review officer comments (if applicable): \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_



**STATEMENT OF OBJECTIVES - In Year Discussion**

**Name of Postholder:** .....

<b>Notes from In-year discussions</b>	<b>Date of Review Statement Completion</b>

**Comments by Postholder:** .....

**Objectives agreed by Postholder:** ..... **Date:** .....

**Team Leader:** ..... **Date:** .....

## Annex B

### **Personal Development Plan Preparation Form – For managers to complete before the meeting** (copy can be attached to review document)

Name of Reviewee

Date of Review

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**1. What was the performance of the employee like this year?** (refer to objectives from your previous PDP or probation review and Job Description. How was performance against these?)

---

**2. What have they done well this year?** (Consider on two levels - e.g. attendance, timekeeping, contribution to the team. Secondly in terms of how they have performed in terms of expectations and demands of the job)

---

**3. What skills and strengths that they have displayed?** (Give examples where they have demonstrated those skills)

---

**4. What do you feel they need to work on?** (What are their areas for development?)

---

**5. What do you feel they have learned this year?** (this could be a new skill, new way of doing something. Have some suggestions ready. Think in terms of continuous improvement)

---

**6. What do you want them to achieve this PDP year?** (how can they support the team and the service to achieve what it has to?)

---

**7. What help do you think they need from you to achieve their goals?** (Eg training, equipment. How can you support them?)

---

**9. What do you feel their learning and development needs are this year?** (this could be courses – council or externally run; shadowing a colleague; coaching; on the job training; research eg reading/internet)

---

**10. What suggestions do they have for improving the way we work within the department? What could they do differently to improve there performance as a team?** (have some possible suggestions prepared)

**Personal Development Plan Preparation Form – For reviewees to complete before the meeting** (copy can be attached to review document)

**Name of Reviewee**  **Date of Review**

---

**1. How do you feel about your work performance this year?** (use your objectives from your previous PDP or probation review and Job Description. How have you performed against these?)

---

**2. What has gone well this year?** (What have you done personally e.g. attendance, timekeeping, teamwork. Think about the way you do your job; the work that you have done; your contribution to the team?)

---

**3. What has helped you do your job?** (What are your skills and strengths; what has been the impact of other people – who, what, how?)

**4. What do you feel you need to work on?** (specific experience or skills, things which may have prevented you doing what you want to do?)

**(ii) Is there anything you would have done differently? If so what and how?**

---

**5. What do you feel you have learned this year?** (this could be a new skill, new way of doing something)

---

**6. What do you want to achieve this year?** (how can you support the team and the service to achieve what it has to?)

---

**7. What help do you need to achieve your goals?** (Eg training, equipment)

---

**8. What do you feel your learning and development needs are for this year?** (this could be courses – council or externally run; shadowing a colleague; coaching; on the job training; research eg reading/internet)

---

**9. Do you have suggestions for how we can improve the way we work within the department? What could you do differently to improve our performance as a team?**

# NEWPORT CITY COUNCIL PERFORMANCE DEVELOPMENT PLAN REVIEW SUMMARY



Name	Post Title	Team
Reviewer	Date of Review	Next Review Date

## REVIEW OF OBJECTIVES SET LAST YEAR OR DURING PROBATION REVIEW

<b>General feedback</b>		
<b>Previous Goals / Objectives Set</b>	<b>Measure</b>	<b>Evidence of Success</b>

**OBJECTIVES FOR THE COMING YEAR**

<b>Objective(s)</b>	<b>What is to be achieved?</b> (Breakdown of objective)	<b>How will it be achieved?</b> Actions required to achieve objective?) Training needed, changing work practice, skills development etc	<b>Measure of Success</b> (How can we evidence objective has been met?) How will you know when objectives has been achieved	<b>By when/Timescale</b>

**Reviewer Comments**

Signed.....

Dated.....

**Reviewee Comments**

Signed.....

Dated.....