



PERFORMANCE MANAGEMENT

Introduction

From 1 September 2007 the regulations of the statutory national performance management system in schools changed. This policy is to support the implementation of the revised performance management arrangements set out in The Education (School Teacher Performance Management) (England) Regulations 2006. Its framework consists of setting objectives and reviewing individual pupil progress, with the aim of developing teachers' professional skills and careers. As a school we are committed to developing all staff, improving teaching and raising standards of achievement for all pupils. The performance management system covers all teachers except those on contracts of less than one term, newly qualified teachers and graduate teachers employed under the Graduate Teacher scheme and anyone else undergoing induction and those who are subject to capability procedures. The headteacher decides appropriate performance management for these staff consistent with this policy. Our performance management arrangements are built upon fairness and equal opportunity.

Scope of the Policy

The revised regulations apply for pay progression purposes from 1 September 2008.

The regulations require that each governing body shall establish a written policy which Regulation 9 states it shall:

- (a) state what results the policy is intended to achieve and how these will be measured;
- (b) show how the school's arrangements for school teacher performance management link with those for school improvement, school self-evaluation and school development planning;
- (c) show how the school will seek to achieve consistency of treatment and fairness between those teachers with similar experience or levels of responsibility;
- (d) set out the timing of the cycle;
- (e) include a classroom observation protocol;
- (f) provide performance management training to be made available as the need arises;
- (g) state the arrangements for monitoring and evaluating the policy;
- (h) specify any ancillary or supplementary procedures necessary for the operation of the performance management of teachers at the school in accordance with these Regulations; and
- (i) set out the procedures for moderation.

The Regulations require that the Governing Body establishes a written policy setting out how the performance of teachers and the headteacher is to be reviewed, having sought to agree the policy with the recognized trade unions and having regard to the results of the consultation with all teachers.

The performance management policy applies only to teachers and headteachers. The performance management policy must be read in conjunction with the Regulations. The RIG guidance provides further support.

The Governing Body of Cumberland School Specialist Sports and Applied Learning College adopted this performance management policy on June 14th 2007.

Purpose

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers and the headteacher and for supporting their development needs within the context of the school's Whole School Development Plan (WSDP) and their own professional needs. Where teachers are eligible for pay progression, the assessment of overall performance throughout the cycle against the performance criteria specified in the statement will be the basis on which the recommendation is made.

This policy should be read in conjunction with the school's pay policy which provides details of the arrangements relating to teachers' pay in accordance with the current School Teachers' Pay and Conditions Document and the Education (School Teacher Performance Management) (England) Regulations 2007.

The development of more effective arrangements for performance management has been taken forward as part of the development of the new professionalism for teachers described by the Rewards and Incentives Group (RIG) in 2005. This new professionalism includes;

- a culture where teachers and headteachers feel confident and empowered to participate fully in performance management;
- the acknowledgement of teachers' and headteachers' professional responsibility to be engaged in effective, sustained and relevant professional development of others;
- the creation of a contractual entitlement for teachers to effective, sustained and relevant professional development as part of a wider review of teachers' professional duties.

Aims of the Policy

This policy sets out the purposes of performance management in the school and the procedures and protocols to support it. Performance management, through this policy, is intended to:

- Increase the institutional capacity for learning by building on the professional and personal capacity of the individual.
- Ensure that external requirements are met in a way that contributes to the learning of individuals and the needs of the school as a whole.
- Demonstrate that professional learning is best improved by working collaboratively with supportive colleagues who are also engaged in continuous development.
- Raise the standard of achievement and improve the progress made by pupils.
- Obtain evidence to inform the strategic planning of improvement in the school.
- Have regard to work life balance by improving the working environment.
- Enable career and pay progression.

Outcomes

The outcomes expected from effective implementation of this policy are:

- Clear roles, responsibilities and job descriptions.
- Consistency of treatment and fairness between those teachers with similar experience or levels of responsibility.

- Achievement of school's planned outcomes.
- Accepted criteria for evidence.
- Transparent, consistent system.
- Trained, credible staff able to make judgments.
- Common understanding of the process.
- Translation of institutional objectives into those personal and specific for the individual.
- Consistent application of the scheme over time.
- Monitoring and evaluation of the efficiency and effectiveness of the policy.
- Achievement of required standards by all teachers.

Measuring Outcomes

Outcomes will be measured by:

- The development of appropriate outcome indicators, for example,
 - Results achieved.
 - Teacher satisfaction survey.
 - Trained observer ratings.
- The development of data collection procedures, for example,
 - Quantitative targets achieved.
 - Numerical indicators.
- Data analysis.
- Regular reports of the findings.

Links to School Improvement, School Self Evaluation and School Development Planning

Our school improvement model is based on developing the school's capacity to continually improve. Cumberland is a reflective and learning organization – everyone is engaged in understanding and developing good practice. Performance Management should support staff in developing their personal capacity to improve school performance and individual pupil progress. The role of performance management in the school's monitoring and evaluation structure is found on page 78 of the WSDP. The WSDP and Self Evaluation Form (SEF) are key documents for the Performance Management Process. All reviewers are expected to ensure the alignment of reviewee's objectives with the school's priorities and plans.

Achieving Consistency of Treatment and Fairness between Those Teachers with Similar Experience or Levels of Responsibility

The Governing Body is committed to ensuring consistency of treatment and fairness in the operation of performance management.

Anti-discrimination

Performance management at this school will comply with all the requirements of anti-discrimination legislation, which now includes discrimination on grounds of gender, race, disability, age, sexual orientation and religious or philosophic belief, together with protection against discrimination on grounds of trade union membership and activity.

In addition, as part of the governing body's commitment to equality in the application of performance management arrangements, the school governing body will receive a report on the outcomes of the overall performance management cycle after the ending of the first cycle in autumn 2008 and after each further cycle. The governing body will require an investigation of any evidence which suggests inequalities in the application of performance management or consequent decisions on the allocation of professional development provision or pay determination. The governing body is committed to achieving equality through robust systems and procedures with effective monitoring and evaluation.

Consistency and fairness has further been achieved by consultation and collegiate working. This policy is the result of extensive consultation within the school, intended to:

- Establish common understanding of aims, values and outcomes.
- Develop agreed procedures and systems.
- Widen the range of professional interest by contributing to individual ownership and team/group focus.
- Make the quality of provision a collegial matter.

Appeals

Teachers and headteachers have a right of appeal against any of the entries in their planning and review statements at specified points in the performance management process. These points are as follows:

- The signed planning statement at the beginning of the cycle.
- The signed planning statement revised after moderation by the headteacher.
- An addendum made during the cycle to the original statement.
- The signed review of performance statement, including the pay recommendation.

Where an appeal is lodged on multiple entries they will all be determined at the same appeal hearing.

The school's grievance procedure will be used to consider any such appeals.

The Performance Management Cycle

The performance of teachers must be reviewed on an annual basis. Performance planning and reviews must be completed for all teachers by 31 October and for headteachers by 31 December. The performance management cycle in this school will run from September 2010 to July 2011.

Teachers, who are employed on a fixed term contract of less than one year, will have their performance managed in accordance with the principles underpinning the provisions of this policy. The length of the cycle will be determined by the duration of their contract.

For teachers who start their employment at the school part-way through the school's performance management cycle, the headteacher will make appropriate arrangements for their performance to be managed during the remainder of the academic year.

For teachers already employed at the school who transfer to a new post within the school part-way through a cycle, the headteacher will determine whether to begin the performance management cycle again and whether to change the reviewer, depending on the extent to which the teacher's responsibilities and job description have changed.

Classroom Observation Protocol

All classroom observations will be undertaken in accordance with the performance management regulations and the classroom observation protocol that is appendix 1. of this policy.

Performance Management Training and Support

Training for performance management is part of the core entitlement of professional development for all teachers. The governing body is committed to providing the performance management training necessary for all teachers. This includes:

- Contributions to the policy through consultations.
- Familiarisation with agreed procedures.
- Specific training in mentoring / coaching.
- Exemplification of standards.
- Opportunities for action and collaborative research.
- Supplementary support following review.
- Training for relevant governors.

To ensure teachers are fully conversant with the performance management arrangements, all new teachers who join the school will be briefed on them as part of their introduction to the school.

All line managers to whom the headteacher has delegated the role of reviewer will receive appropriate support for that role.

The governing body is committed to providing the professional development necessary to meet the objectives agreed in teachers' performance management plans.

Monitoring and Evaluation

Reporting Arrangements

The headteacher will provide the governing body with a written report on the operation of the school's performance management policy annually. The report will not contain any information which would enable any individual to be identified.

The report will include:

- The operation of the performance management policy.
- The effectiveness of the school's performance management procedures.

- The teachers' training and development needs.

Review of the Policy

The Governing Body will review the performance management policy every school year in the summer term. The Governing Body will take account of the headteacher's report in its review of the performance management policy.

The policy will be revised as required to introduce any changes in regulation, associated guidance and statutory guidance to ensure that it is always up to date.

The Governing Body will seek to agree any revisions to the policy with the recognized trade unions having regard to the results of the consultation with all teachers.

Procedures and Protocols

The ancillary and supplementary procedures necessary for the operation of this policy in accordance with these Regulations are shown in the appendices. These are as follows:

1. Classroom Observation and Feedback Protocol.
2. Appointing Reviewers.
3. Performance Objectives.
4. Planning and Review Statement.

Moderation

The headteacher moderates a sample of planning statements to check that the plans recorded in the statements of teachers at the school:

- Are consistent between those who have similar experience and similar levels of responsibility;
- Comply with the school's performance management policy, the regulations and the requirements of equality legislation.

The Governing Body will review the process of moderation and quality assurance when the performance policy is reviewed.

Access Retention and Confidentiality

Access to documentation

The WSDP is published on the school's website. The SEF is available from the Headteacher. All senior and middle managers have a copy to share with their teams. All relevant documents identified in this policy and the attached appendices will be provided for reviewers and reviewees.

Retention of Statements

Performance management planning and review statements will be retained for a minimum period of 6 years.

Confidentiality

The whole performance management process and the statements generated under it, in particular, will be treated with strict confidentiality at all times. Only the reviewee's line manager or, where s/he has more than one, each of her/his line managers, will be provided with access to the reviewee's plan recorded in his/her statement, upon request, where this is necessary to enable the line manager to discharge her/his line management duties. Reviewees will be told who has requested and has been granted access.

Classroom Observation and Feedback Protocol

The key regulation points specified in the reviewee's statement will be:

- The primary purpose of the observation
- Particular aspects of teaching performance to be assessed
- Any other aspect of teaching performance may be taken into account and assessed
- Total period of observation for performance management should not exceed 3 hours
- If there is a concern about performance, observations may be arranged in addition to those in three hour limit, following a revision meeting
- A written report of the observation must be provided within 5 days
- Observation must be conducted by a qualified teacher

Introduction

Classroom observation is an important tool in the performance management process. All assessments must be rooted in evidence. The most valuable and informative evidence is that which is obtained first hand. Observations are intended to be part of a non-threatening process which is intended to enhance teacher performance, support teachers' professional development and improved pupil achievement.

Observations should be proportionate and multipurpose. While lesson observations undertaken for performance management are used for other purposes the confidentiality protocol agreed within the policy must be followed.

In this school there will be no more than two hours of formal lesson observation for the purpose of performance management. These should take place in the first half of the Autumn term to inform reviews and objective setting and in the Spring term to inform mid year milestone reviews.

Arranging Observations

1. A definite day and time is set for the observation with staff. Reviewer and reviewee agree the maximum length of the observation. These arrangements should be made five working days in advance.
2. The purpose of the observation should be clear and shared with staff:- e.g. observing classroom management, level of standards of pupil's attainment and/or progress, progress in a particular subject.
3. Reviewer and reviewee agree how the feedback will occur: (within 1265 hours) – e.g. end of the lesson, after school, non contact time.
4. Reviewer defines role in the classroom before the observation: - e.g. to observe and ask questions of the pupils. Their role is not to help teach a small group nor to judge pupils' final work.
5. Reviewer asks reviewee to make it clear to pupils the reviewer is coming to the lesson.

During Observations

- The reviewer identifies a suitable place from which to observe the teacher and to record observations and impressions.

- The reviewer should not interact with pupils immediately. They should set the tone of the type of observation they are engaged in at the beginning.
- The reviewer should use the checklist and aide memoirs in this appendix to observe.
- The reviewer should watch how the teacher works with pupils as groups and individually.
- The reviewer should record what they do briefly and add an evaluative comment e.g. useful interaction with pupils, good questioning, lack of clear instructions, failed to successfully address inappropriate behaviour.
- The reviewer should, when interacting with pupils, judge their understanding of teaching, appropriateness of task for pupils, question and interact with pupils to check their understanding or whether they are being stretched.
- The reviewer should thank the teacher and pupils before leaving the classroom, giving positive feedback if possible. Proper feedback should be left to a set time.

Feeding back from Classroom Observations

1. The reviewer should set a convenient time and place for the feedback.
2. The reviewer should redefine the purpose of the observation and the feedback
3. The reviewer should ask the teacher's opinion of how the lesson went first before giving their view and asking for comment.
4. The reviewer should list all the things that went well e.g. good teaching, response and attainment.
5. The reviewer should say the most important things that need improving and concentrate on those. Limit the improvements to 3 – 5.
6. The reviewer and reviewee agree upon ways in which improvements can be made and how support can be given. The reviewer should ensure that the improvements needed are made quite clear and linked to planned professional development.
7. The reviewer sets and agrees targets for improvement. A time is then set for the next observation in order to ascertain progress.
8. The written record of the observation should be made available within five working days of the observation. The teacher observed may add a written comment if they wish.

EVIDENCE FORM

Date:	Teacher:	Support Teacher:
Class:	Subject:	Observer:
Lesson Time:	No. Present:	No. on Roll:
Context:		
Evaluation:		
Points for feedback:		
Judgment on the quality of all pupils learning and their progress		<input type="text"/>
Judgment on the quality of teaching and the use of assessment to support learning		<input type="text"/>
1 = Outstanding 4 = Inadequate		
Particular evaluations related to safety, health, enjoyment, contribution to the community, economic well-being		

Developing Observation Skills

- **Use the observation time to gather as much evidence as possible**

-Watch and listen to input by the teacher, other adults or from resources such as video, noting pupils' responses. Is there evidence of the appropriateness of this?

-Interact with pupils to assess what their experience of the lesson (and previous lessons) is/has been over time – ask questions, listen to conversations, get them to explain what they are doing and how this will contribute to their achieving success as learners in the activity/lesson, ascertain how they know if their work is good enough and how they find out how to improve it.

- Focus on the task in hand, eg *by resisting the temptation to join in with the teaching, or to support individuals or groups.*

- **Assess (and record) the impact of the teaching on the learners**

-Note how effectively and consistently the teachers' expectations are communicated.

Are they high enough? Do they reflect/support school expectations/policies? Do they match the subject expectations? Identify any inconsistencies and try to evidence why these happen, eg:

- *Some (more able) pupils are unchallenged by the work...* Is this because of the teacher's lack of subject knowledge, or because differentiation is inadequate, or ...?
- *A group of pupils become embroiled in an argument over shared resources...* Is inexperience or lack of confidence the reason why the teacher does not intervene earlier or are there other factors such as too slow pace?

-Don't feel you have to 'tell the story' of the lesson events, rather identify what the teacher does and what the impact is on the pupils' learning.

- Use joining phrases like:... the result is... as a consequence this leads to... therefore... so ... is effective because ... etc

-Divide the evidence box in two vertically and write about teacher input on the left, linking this to pupil outcome on the right, eg

Teaching	Learning
Targeted questioning is well used to recap previous work	Pupils are able to place this new learning in the context of what they already know
Explanation of ... is concise and clear	This lively group are moved on quickly to a discussion activity which engages their thinking fully
A partner task, in which one person must ... while the other ..., is successfully introduced	Pupils begin to work independently, with additional support/challenge from their teacher as appropriate

Don't forget to look for evidence of the impact of teaching over time, for example by questioning pupils about what they have been learning, by looking at their books, by gleaning what you can from established routines or clearly followed procedures and the extent to which these support good or better learning.

- **Compare your writing (evidence) with the criteria**

- Firstly, be clear about the criteria against which you are judging what you see. Use the criteria to make judgements about the **impact** of the teaching on learning and outcomes in terms of progress in the lesson – noting any individuals or groups who can't/don't access the same progress as others.
- On balance, what judgement does your **evidence** lead you to in terms of the criteria? Ensure that your record of evidence reflects this judgement.

Guidance on where to pitch judgement on the quality of teaching and the use of Assessment to support learning when observing a lesson

Outstanding (1)	The pupils acquire knowledge, develop understanding and learn and practise skills exceptionally well. Pupils demonstrate excellent concentration and are rarely off task, even in extended periods without direction from an adult. They have developed resilience when tackling challenging activities in a range of subjects. Their keenness and commitment to succeed in all aspects of school life and ability to grasp opportunities to extend and improve their learning are exceptional. Progress is at least good in each key stage, key subjects and for different groups and is exemplary in some.
Good (2)	The pupils acquire knowledge, develop understanding and learn and practise skills well. The pupils are keen to do well, apply themselves diligently in lessons and work at a good pace. They seek to produce their best work and are usually interested and enthusiastic about their learning in a range of subjects. A very large majority of groups of pupils make at least good progress and some may make outstanding progress, with nothing that is inadequate.
Satisfactory (3)	The extent to which pupils acquire knowledge, develop understanding and learn and practise skills is at least satisfactory. Most pupils work effectively in a range of subjects when provided with appropriate tasks and guidance but lack confidence in improving the quality of their work. They generally work steadily and occasionally show high levels of enthusiasm and interest. The pupils make the progress expected given their starting points and some, although not the majority, may make good progress. Progress is inadequate in no major respect (for example, a key stage or particular groups of pupils), and may be good in some respects.
Inadequate (4)	<ul style="list-style-type: none"> ■ The extent to which pupils acquire knowledge, develop understanding and learn and practise skills is inadequate OR ■ Too many pupils fail to work effectively unless closely directed by an adult and give up easily. Pupils do not enjoy the activities provided, which is reflected in poor completion of tasks across a range of subjects OR ■ Pupils, or particular groups of pupils, make too little progress in one or more key stages.

Quality of teaching and the use of assessment

Outstanding (1)	Teaching is at least good and much is outstanding, with the result that the pupils are making exceptional progress. It is highly effective in inspiring pupils and ensuring that they learn extremely well. Excellent subject knowledge is applied consistently to challenge and inspire pupils. Resources, including new technology, make a marked contribution to the quality of learning, as does the precisely targeted support provided by other adults. Teachers and other adults are acutely aware of their pupils' capabilities and of their prior learning and understanding, and plan very effectively to build on these. Marking and dialogue between teachers, other adults and pupils are consistently of a very high quality. Pupils understand in detail how to improve their work and are consistently supported in doing so. Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with striking impact on the quality of learning.
Good (2)	The teaching is consistently effective in ensuring that pupils are motivated and engaged. The great majority of teaching is securing good progress and learning. Teachers generally have strong subject knowledge which enthuses and challenges most pupils and contributes to their good progress. Good and imaginative use is made of resources, including new technology to enhance learning. Other adults' support is well focused and makes a significant contribution to the quality of learning. As a result of good assessment procedures, teachers and other adults plan well to meet the needs of all pupils. Pupils are provided with detailed feedback, both orally and through marking. They know how well they have done and can discuss what they need to do to sustain good progress. Teachers listen to, observe and question groups of pupils during lessons in order to reshape tasks and explanations to improve learning.
Satisfactory (3)	Teaching may be good in some respects and there are no endemic inadequacies. Pupils show interest in their work and are making progress that is broadly in line with their capabilities. Teachers' subject knowledge is secure. Adequate use is made of a range of resources, including new technology, to support learning. Support provided by other adults is effectively deployed. Teaching ensures that pupils are generally engaged by their work and little time is wasted. Regular and accurate assessment informs planning, which generally meets the needs of all groups of pupils. Pupils are informed about their progress and how to improve through marking and dialogue with adults. Teachers monitor pupils' work during lessons, pick up general misconceptions and adjust their plans accordingly to support learning.
Inadequate (4)	<ul style="list-style-type: none"> ■ Expectations are inappropriate. Too many lessons are barely satisfactory or are inadequate and teaching fails to promote the pupils' learning, progress or enjoyment. ■ Assessment takes too little account of the pupils' prior learning or their understanding of tasks and is not used effectively to help them improve.

SELF EVALUATION BY REVIEWEE

This proforma is an aide memoir for the Reviewee prior to their meeting with the Reviewer

NAME:

JOB TITLE:

DATE CURRENT JOB STARTED:

1.
 - a. During the past year which parts of the job have you felt particularly pleased with and which have given you the greatest satisfaction?
 - b. Identify how / where you have had your greatest impact on the pupils.
2. Is your job description up to date? Are there any aspects which need amending and updating?
3. Which aspects of your job have been particularly challenging? Is there anything additional that could be done to support you there?
4. How do you see your work in the light of the Whole School Development Plan?
5. What aspects of your professional development and classroom management do you wish to develop this year?
6. Would you like to discuss your career? Would you like to take on other responsibilities?
7. How could the school help your continuing professional development?
8. What lesson(s) would you like observed and what aspects of your work do you think would benefit from this process?

PROMPTS FOR THE REVIEWER WRITING THE EVALUATION

Record evidence and judgments on teaching along with their impact on learning. Comment on teaching and learning of different groups of pupils.

Teaching:

- Subject knowledge;
- ability to teach literacy and numeracy;
- planning, sharing of objectives;
- challenge and inspiring pupils;
- uses methods to suit all pupils;
- manages pupils' behaviour;
- has high expectations of learning;
- good use to time;
- deploys support staff well; uses assessment findings well;
- homework is used well to reinforce and extend work in lesson.

Learning:

- Pupils acquire new knowledge, skills and increase their understanding; improve literacy and numeracy skills;
- understand what they are doing; show interest and concentration;
- behave well; think for themselves;
- apply intellectual, creative, physical effort;
- know how well they are doing and how to improve;
- relative rates of learning of different groups of pupils.

Standards:

- Give judgments and evidence of what pupils know, understand and can do.
- Give NC levels (or range) and likely GCSE or A level grades. Link with impact of teaching. Proportions of pupils attaining expected level.
- Say whether the level of attainment of the class is above average, average or below average.
- Comment on standards of literacy, numeracy and ICT (where evidence allows).
- Comment on the progress made by pupils and whether their achievements are good enough.

APPOINTING REVIEWERS

Key regulation points

- The headteacher shall be the reviewer for all teachers in the school.
- In the case where the headteacher is not the teacher's line manager, the head teacher may delegate the duties imposed upon the reviewer, in their entirety, to the teacher's line manager.
- Where the teacher has more than one line manager, the headteacher may delegate the duties imposed upon the reviewer, in their entirety, to the line manager whom he considers would be best placed to manage and review the teacher's performance.
- Where the headteacher delegates the reviewer's duties to a teacher who is not the teacher's line manager, the teacher to whom she delegates those duties must have an equivalent or higher status in the staffing structure than the teacher's line manager.

Account is taken of the workload of the reviewer, with regard to both performance management and other responsibilities.

The headteacher delegates the duties of the reviewer according to the following criteria:

For classroom teachers on a main scale -

- Senior teacher managing relevant year groups
- Senior teacher leading relevant curriculum subjects

For teachers on upper pay spine

- Teacher senior in status (leadership or higher on upper pay spine) that best knows the teacher's work

For leadership teachers

- Teacher senior in status or equivalent on leadership scale

For support teachers (e.g. SEN, EAL)

- Relevant senior teachers

For part time teachers

- Relevant senior teacher

Reviewers will be advised of the pay status of their reviewees in order to consider eligibility for pay progression.

Reviewer List

Reviewer	Reviewer	Reviewer	Reviewer	Reviewer	Reviewer	Reviewer

Reviewer	Reviewer	Reviewer	Reviewer	Reviewer	Reviewer	Reviewer

This list will show who the Reviewers are and who they are reviewing

N.B

AST: Advanced Skills Teacher
 FT: Fast Track Teacher
 NQT: Newly Qualified Teacher
 GT: Graduate Teacher
 NT: Non Teacher

TA: Teaching Assistant
 OGT: Overseas Graduate Teacher
 LM: Learning Mentor
 NB: NQTs, Graduate Teachers and Overseas Graduate Teachers are not under statutory regulations during their first year

SETTING PERFORMANCE OBJECTIVES

The objectives set will be rigorous and challenging, but achievable, time bound, fair and equitable to teachers with similar roles/responsibilities and experience **and will have regard to what can reasonably be expected of any teacher in that position given the desirability for the reviewee to be able to achieve a satisfactory balance between the time required to discharge his/her professional duties and the time required to pursue his/her personal interests outside work. The reviewer should take account of the teacher's professional aspirations. They should be such that, if they are achieved, they will contribute to improving the progress of pupils at the school.** Objectives will be recorded on the 'Performance Management Proforma'.

The reviewer and reviewee will seek to agree the objectives but **where a joint determination cannot be made the reviewer will make the determination.**

Teachers and the headteacher will generally have not more than 3 objectives per cycle of which the majority may reflect whole school/team objectives. **Most objectives might be jointly agreed, for example where the teacher's career aspirations require them.** An example would be a teacher seeking NPQH.

Though performance management is an assessment of overall performance of teachers and the head teacher's objectives it cannot cover the full range of a teacher's roles/responsibilities. Objectives will, therefore, focus on the priorities for an individual for the cycle. At the review stage it will be assumed that those aspects of a teacher's roles/responsibilities not covered by the objectives or any amendment to the statement which may have been necessary in accordance with the provisions of the regulations have been carried out satisfactorily.

At the review stage at the end of the cycle assessment of performance against an objective will be on the basis of the performance criteria set at the beginning of the cycle.

Good progress towards the achievement of a challenging objective, even if the performance criteria have not been met in full, will be recognised.

The performance management cycle is annual, but on occasions it may be appropriate to set objectives over more than one cycle. In such cases, the basis on which the progress being made towards the performance criteria for the objective will be assessed at the end of the first cycle will be recorded in the planning and review statement at the beginning of the cycle.

Proforma: Performance Plan Academic Year 2011/12 Name Of Reviewee

Objectives	Implementation strategies and Appropriate Dates	Success criteria	Evidence of impact
<p>Objective 1</p> <p>Pupil Progress</p>			
<p>Review of progress towards Objective 1 (for use in mid year milestone review meetings to provide evidence towards Review Statement)</p>			

Performance Plan Academic Year 2011/12 Name of Reviewee

Objectives	Implementation Strategies and appropriate Dates	Success criteria	Evidence of impact
Objective 2: Pupil progress			
Review of progress towards Objective 2 (for use in mid year milestone review meetings to provide evidence towards Review Statement			

Performance Plan Academic Year 2011/12 Name of Reviewee

Objectives	Implementation Strategies and appropriate Dates	Success criteria	Evidence of impact
Objective 3: Professional Practice/Responsibilities			
Review of progress towards Objective 3 (for use in mid year milestone review meetings to provide evidence towards Review Statement)			
Focus of lesson observations (agreed at the planning meeting)			

Statement agreed by _____ (Reviewee) on _____ (date)

and _____ (Reviewer) on _____ (date)

(One copy to Alison Rudge for personnel file)

Performance Plan Academic Year 2011/12 Name of Reviewee

Agreed Continuing Professional Development (to be photocopied and one copy passed to Marie Healy)

CPD Activity	WSDP Priority

PLANNING AND REVIEW STATEMENT 2011 - 2012

Proforma: Review Statement

Name _____

Job Title _____

Review Statement

An overall assessment of performance should be made for the previous academic year against the appropriate standards for teachers. This should include achievement of objectives (summarising relevant information), classroom observation evidence, other evidence, support, timescales and training. The Reviewer should make a recommendation for pay progression (where applicable).

Statement agreed by: (signature and date)

Reviewee _____ Date _____

Reviewer _____ Date _____

Reviewee Comments:

Reviewee _____ Date _____

OTHER EVIDENCE

Possible Evidence	Agreed	Comment
Progress towards pupil targets <ul style="list-style-type: none"> • Documentation 		
<ul style="list-style-type: none"> • Data 		
<ul style="list-style-type: none"> • Reports from line managers 		
Reports back from INSET		
Contributions to professional development of others		
Research beyond the school		
Pupil work		
Short term planning		
Medium term planning		
Assessment data		
Marking and recording		
Liaison/working with other adults		
Relationships with parents and the community		

Reviewee..... Date.....

Reviewer..... Date.....

AGENDA FOR PLANNING AND REVIEW MEETING

The Planning Meeting:

- The reviewee's objectives
- The arrangements for observing the reviewee's performance in the classroom where appropriate
- Any other evidence
- The performance criteria
- The support that will be offered
- The timescales for the achievement of the objectives and within which support will be provided, where these differ from the length of the cycle of the reviewee
- The reviewee's training and development needs and actions which will be taken to address them

These should be determined in the context of:

- The reviewee's job description
- The relevant pay progression criteria, if applicable
- Any relevant whole school or team objectives specified in the School Improvement Plan
- What can be reasonably expected of any teacher in that position given the desirability of the reviewee being able to achieve a satisfactory balance between the time required to discharge his professional duties and the time required to pursue his personal interests outside work
- The reviewee's professional aspirations
- The relevant professional standards

The reviewee's objectives shall be such that, if they are achieved, they will contribute to improving the progress of pupils at the school.

The review meeting:

- The review meeting shall be combined with the planning meeting for the next cycle, wherever practicable.
- The review meeting will review the performance throughout the cycle against the performance criteria specified in the statement.

Changes to the Threshold Process (Round 10)

From 1 September 2009, Round 10 assessment against the post-threshold standards in England will be based solely on the outcomes of a teacher's last two performance reviews. The statutory basis for this can be found in annex 4 of the School Teachers Pay and conditions. Teachers who enter their M6 year on the 1st September 2009 have until 31 October 2010 to apply for assessment if successful they will be paid from 1 September 2010. The change in the timescale for threshold applications from a deadline of the 31st August to 31st October is in order to align it with the deadline for Performance Management Reviews with effect from Round 10. This is because PM Reviews do not have to be completed until 31 October but Threshold Applications currently have to be submitted by the 31st August. A teacher moving into their M6 year will have the opportunity to use the performance review from that year in their threshold application. It is still in order to base an application on evidence from M4 and M5 PM cycles.

It is therefore essential that teachers currently on M4, M5 or M6 and who intend to apply for threshold in the 2010–2011 school year and their Reviewers, ensure, through professional dialogue (e.g. at the planning and review meeting) that the performance management criteria will provide the basis to enable an assessment to be made as to whether the Post Threshold standards have been met throughout the preceding two years to ensure that teachers are ready to apply for threshold in Round 10. It is therefore advisable that this is checked and if change is required reviewers and reviewees may need to use mid cycle meetings to ensure teachers are ready to apply for assessment in Round 10 if they choose to do so.

Teachers will no longer need to provide separate evidence in support of a threshold application. However, in keeping with the elective nature of threshold, eligible teachers will still need to make an application to indicate formally their wish to be assessed.

Prior to carrying out the assessment against the post-threshold teacher standards, the assessor must be satisfied that the applicant meets the core standards,

Annex 4 of the STPCD 2008 removes the provision (set out in paragraph 19.3.2. of the STPCD 2007) that allows for backdating salary awards (to 1 September in the school year in which the teacher made the application) in some circumstances. From Round 10 onwards a successful Threshold application will result in the teacher moving to point U1 of the pay scale for post threshold teachers with effect from 1 September in the following school year.

Teachers may make an application in any round, so long as they meet the eligibility criteria for that round at the time they apply. Only one application can be made in any round. Teachers who apply in round 10 and are successful will move to U1 from September 2010, there will be no circumstances where backdating will apply. This includes any teacher eligible in previous rounds that were either unsuccessful or who chose not to apply.

Post-Threshold Standards

1) Professional Attributes

Frameworks

P1. Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

2) Professional Knowledge and Understanding

Teaching and learning

P2. Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.

Assessment and monitoring

P3. Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.

P4. Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.

Subjects and Curriculum

P5. Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.

Health and well-being

P6. Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.

3) Professional Skills

Planning

P7. Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.

Teaching

P8. Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.

Team working and collaboration

P9. Promote collaboration and work effectively as a team member.

P10. Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

Application of Upper Pay Scale Progression Criteria – Clarification

To achieve progression, the School Teachers' Pay and Conditions Document (STPCD) requires that the achievements of post-threshold teachers and their contribution to school(s) should have been substantial and sustained. To be fair and transparent, judgments are rooted in evidence. Progression on UPS is based on two successful consecutive performance management reviews, other than under the exceptional circumstances as set out in the STPCD.

To ensure that the achievements and contribution have been substantial and sustained, the performance review will need to assess that the teacher has continued to meet post-threshold standards and grown professionally by developing their teaching expertise post threshold.

U3 teachers play a critical role in the life of the school. They provide a role model for teaching and learning, make a distinctive contribution to the raising of pupil standards and contribute effectively to the work of the wider team. They take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning.

CLT Eligibility Policy

Gaining CLT status is intended to be straightforward. It should fit in with day to day work, performance management and professional development. There are 3 stages:

1. Registering
2. Gathering evidence towards meeting the standards
3. Submitting evidence for CLT

When a member of staff joins the teaching staff of Cumberland School they will be registered for CLT if they have not previously registered elsewhere.

To gain CLT eligibility a member of staff must:-

1. Have completed the two years minimum CLT registration period.
2. Have taught in London Schools for four years.
3. Be on the upper, AST, excellent teacher or leadership pay scales.
4. Have met the 12 CLT Standards

Pedagogy and pupil learning

1. Create and manage a classroom environment to ensure a secure and supportive achievement culture and behaviour strategy to meet the needs of London's diverse and mobile pupil population.
2. Apply a wide range of teaching and learning strategies to reduce individual barriers to learning and to meet the variety of pupil needs in London.
3. Develop and implement inclusive practices in a range of learning settings appropriate to the diversity of pupils in London and the complexity of their personal learning, including support for Special Educational Needs, to raise pupils' achievements.
4. Progress partnerships within and beyond the classroom with support staff, teachers, other professionals, agencies and community resources to promote pupils' achievements, learning, development and well-being.
5. Analyse and use relevant data to inform and promote the highest possible aspirations for pupils and to target expectations and actions to raise pupil achievements.

Subject, specialism and/or phase knowledge

6. Demonstrate ongoing development and application of subject, specialism and/or phase knowledge and expertise, drawing on opportunities and resources in London to enrich the learning experience.

7. Identify and use the knowledge and experiences that pupils, their families and other communities bring from outside the school to enrich curriculum development and teaching practices.

Whole-school issues

8. Contribute to the development and application of whole school policies and activities, to extend opportunities for pupil and school achievements in London.
9. Promote and apply shared professional learning and other forms of support and development for teachers to learn and work together, taking account of teacher mobility, to strengthen collective knowledge and expertise across teachers in London

Diversity, communities and cultures

10. Build on, extend and apply knowledge of the range of communities, cultures and sub-cultures in London, to inform and promote individual pupils' learning.
11. Promote and implement policies and practices that encourage mutual tolerance and respect for diversity, challenge discrimination and widen pupils' understanding of their contribution to society.
12. Demonstrate a capacity to deal constructively and sensitively with conflicting community and cultural values in classrooms and schools.
13. Have completed and shared a professional reflection

The Professional Reflection

The CLT Professional Reflection should fit in with and capitalise on teachers' day to day work, interests and school improvement projects. There are many possible topics for the CLT professional reflection, such as:

- Completing a school, departmental or Year SEF
- Developing a policy relating to one of the CLT standings
- Reviewing how well a policy is working in practice
- Investigating how to aid the learning of a specific pupil or group of pupils
- Enhancing primary-secondary transfer
- Evaluating the usefulness of different forms of home learning
- Investigating how to integrate new arrivals
- Evaluating the impact of professional development for early career teachers (NQTs, EPDs)
- Finding out about different cultural groups in the community
- Evaluating the impact of a teaching strategy in order to improve it
- Developing strategies to address pupil absence and lateness
- Evaluating the impact of how pupils are organised
- Mapping provision for pupils with special needs across the school
- Reporting to governors about an aspect of the CLT standards
- Evaluating provision for gifted and talented pupils
- Investigating how to make best use of support staff
- Improving breaktime behaviour

- Analysing test results and addressing issues that arise
- Assessing the effectiveness of behaviour management policies and practices
- Developing strategies to manage the effects of pupil mobility – (ESL, other)
- Promoting curriculum enrichment and creativity – (Study Support, other)
- Investigating how best to support new teachers – (NQT programme)
- Developing strategies to contain bullying and evaluating their success

The Professional Reflection should show an innovative or creative approach, critically analysing a situation and proposing solutions or actions which help to make a difference.

Headteachers are ultimately responsible for deciding who gets CLT status.

The Performance Management Team Leader will also have a part to play by

- Observing the teacher
- Reviewing their performance as a normal part of the Performance Management cycle
- Confirming that evidence submitted meets the CLT standards

Moving through Threshold will normally be the trigger for CLT assessment. A colleague can be assessed for eligibility at the same time.

Headteachers who want to gain CLT status themselves should submit their evidence to the Governing Body. As with other decisions concerning a Headteacher Governing Bodies should seek professional advice from, for instance, a SIP, LA advisor or a College of Teachers Assessor.

People whose evidence does not meet the standards may submit their evidence within the school's Performance Management structure in the future.

The Headteacher will sign the forms of successful applicants and ensure they are sent to the College of Teachers. This will trigger the certificate awarding fellowship of the College of Teacher Status. It will be sent to staff at the school address. Staff will also receive a one off payment of £1000 from the school which is subject to tax and national insurance but is not pensionable.