



Continuing Professional Development (CDP) and Appraisal Policy

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The Emscote School believe that the training and development of all our staff is fundamental to nurture the skills, talents and attitudes of each individual for the benefit of all staff.

Responsibilities

The first responsibility for an individual's development lies with themselves. At school, we expect all of our staff to take some responsibility and demonstrate initiative for identifying their own training development needs and to ask for help wherever appropriate in meeting these needs. Staff are encouraged to access websites to be proactive in seeking the courses which will best support their performance management objectives; to read widely or be involved in research or engage in professional forums to improve their professional knowledge and skills .

Those who manage/supervise other members of staff also have a responsibility to consider the training and development of the people that they lead and manage. Our goal is to have a team of motivated, well-trained and confident staff.

The Principal will produce and update this policy. She will keep a record of all staff development activity, make all staff aware of training opportunities.

Induction

All staff will have a meeting with the Principal, or a member of the senior leadership team (SLT) and receive a copy of the relevant staff handbook prior to commencing their employment at the school.

Every employee will receive a job description that will be reviewed annually as part of performance management arrangements..

Identifying Training Needs

At Whole School Level

We will identify major training/development needs each year through various methods, including self-evaluation, quality assurance, individual and school assessment of competence, advice from local authority about priorities for professional development, as well as monitoring and evaluation of curriculum, practice and research into educational initiatives.

At Individual Level

All staff will be involved in their own performance management review – also known as appraisal. Meetings with the assistant vice principal will include review of achievements and the identification of possible training and development needs – this is known as a supervision. Training and support needs will be passed on to the Principal and SLT to be considered and actioned

Where possible when new responsibilities are undertaken, there will be a shadowing handover with the previous post-holder for more effective succession planning and continuity of service.

Priorities for Support

For any courses/experiences where there is a cost in terms of funding or time out of school the request will be considered. An agreement will also be put in place to ensure completion of the course/qualification in a timely manner, as well as financial implication should the staff member decide to leave the organisation outside of the designated time frame.

Training and Development

Training and development refers to activities beyond the attendance of courses. It covers the full range of support available through mentoring, co-coaching, specialist coaching, shadowing, piloting special projects, visiting/liasing with colleagues in other schools, personal reading of literature and being released to attend, plan or deliver any developmental activity. Annually staff will attend Safeguarding, Health & Safety, Fire Awareness and Prevent as well as other training which may be a part of the training calendar through the year in line with the single central record.

Accreditation towards further professional qualifications is also fully supported and development is encouraged through opportunities to lead the 'transference of learning' and 'take innovation to scale' in twilight staff training. Visiting speakers are used discerningly and appropriately with close evaluation of their impact and issues raised.

Paid Training

The school can support staff with paid training under the following stipulations:

- It is relevant to the business' needs and business plan.
- It is relevant to the staff member's current role, or future development.
- The budget allows for the payment of such a course.

It is important for staff to note the following;

"The Company has a policy of encouraging its employees to undertake training in order to further their career and/or development within the organisation along with maintaining existing qualifications where appropriate. This will include assisting with costs of the training. However, in the event of termination of employment, for whatever reason, the organisation will seek reimbursement of the costs in line with the Training Agreement. Further details are available separately.

This clause does not apply to individuals taken on as apprentices for as long as the apprenticeship continues. It will begin to apply as appropriate should your employment continue once the apprenticeship has concluded."

(Employee Handbook)

Training Agreement – Appendix 1

Evaluation and Impact

The SLT will meet regularly to evaluate the effectiveness of the training and development activities. After attending a course, if appropriate, staff should feedback in person to the Principal and SLT with relevant information and developments that can be actioned. This assists us in meeting best value principles as we consider our future priorities for school improvement through the cascading of training to other colleagues. This may be done through whole staff INSET or through team brief, supervision and appraisal

Impact of staff development will be reviewed and reported in team meetings with the Trustees and sometimes in the Student Council with regard to ensuring the needs of our pupils are being met.

Appraisals

Introduction

Revised appraisal arrangements come into force with effect from 1 September 2012. They are set out in the Education (School Teachers' Appraisal) (England) Regulations 2012 (the Appraisal Regulations) which replace the Education (School Teacher Performance Management) (England) Regulations 2006 (the 2006 Regulations).

The Appraisal Regulations set out the principles that apply to teachers in all maintained schools and unattached teachers employed by a local authority, in each case where they are employed for one term or more. They retain the key elements of the 2006 Regulations but allow schools more freedom to design arrangements to suit their own individual circumstances. They provide the minimum national framework within which schools should operate and say nothing, or very little, on many subjects on which the 2006 Regulations made detailed provision. If they wish, schools may include in their own policies details that are no longer covered by the Appraisal Regulations.

Policy for appraising teacher performance

Purpose

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the Principal, and for supporting their development within the context of the school's plan for improving educational provision and performance, and the standards expected of its staff. It also sets out the arrangements that will apply when staff fall below the levels of competence that are expected of them.

Application of the policy

The policy covers appraisal, and it applies to the Principal and to all teachers employed by the school, except those on contracts of less than one term,

those undergoing induction and those who are subject to formal disciplinary procedures.

Appraisal

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

The appraisal period

The appraisal period will run for twelve months from 1st September to 31st August.

Staff who are employed on a fixed term contract of less than one year will have their performance managed in accordance with the principles underpinning this policy. The length of the period will be determined by the duration of their contract. This will be known as supervision.

Setting objectives

Objectives for each staff member / SLT will be set before or as soon as practicable after, the start of each appraisal period. The objectives set for each teacher, will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the teacher's role and level of experience. The appraiser and staff member will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change. If the teacher considers them unacceptable there is a right of appeal to the Principal whose decision is final.

The objectives set for each teacher will, if achieved, contribute to the school's plans for improving the school's educational provision and performance and improving the education of pupils at that school. The Principal will quality assure all objectives against the school improvement plan.

The board of trustees will set the appraisal for the principal.

Reviewing performance

1. Observation

The Emscote School believes that observation of classroom practice and other responsibilities are important both as a way of assessing staff's performance in order to identify any particular strengths and areas for development they may have and of gaining useful information which can inform school improvement more generally. All observation will be carried out in a supportive fashion. In this staff's performance will be regularly observed but the amount and type of classroom observation will depend on the individual circumstances of the staff member and the overall needs of the school.

Classroom observation will be carried out by members of the senior leadership team (SLT). In addition to formal observation, the Principal or other leaders with responsibility for teaching standards may "drop in" in order to evaluate the standards of teaching and to check that high standards of professional performance are be

established and maintained. The length and frequency of “drop in” observations will vary depending on specific circumstances and will accord with the school’s observation protocols. Scrutiny of work, analysis of data and discussions with students to evaluate provision and its impact will also inform decisions made about teaching and learning quality

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

2. Development and support

Appraisal is a supportive, developmental process which will be used to inform continuing professional learning. The school wishes to encourage a culture in which all staff take responsibility for improving their teaching skills through appropriate professional development.

3. Feedback

Staff will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has come to light. Feedback will highlight particular areas of strength as well as any areas that require further improvement. When progress is reviewed, if the appraiser is satisfied that the staff member has made, or is making, sufficient improvement, the appraiser will recommend to the Principal that the appraisal process will continue as normal, with any remaining issues continuing to be addressed through that process. The final decision to accept the recommendation rests with the Principal.

4. Staff Experiencing Difficulty

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

- give clear feedback to staff about the nature and seriousness of the concerns;
- give staff the opportunity to comment and discuss the concerns;
- agree any support (e.g. coaching, mentoring, structured observations), that will be provided to help address those specific concerns;
- make clear how, and by when, the appraiser will review progress.

It may be appropriate to revise objectives, and it will be necessary to allow sufficient time for improvement.

The amount of time will be defined by the school and will reflect the seriousness of the concerns;

- explain the implications and process if no – or insufficient – improvement is made.

In all cases the appraiser will inform the Principal of the situation prior to the meeting.

5. Transition to capability

If the Principal is not satisfied with progress, the staff member will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the disciplinary procedure, and will be invited to a formal capability meeting. The Principal's decision is final. The capability procedures will be conducted according to the school's disciplinary and investigation procedures.

9 Things to consider for a successful appraisal

1. Self-reflect/review yourself regularly

Make regular notes throughout the year and review yourself against any performance objectives/criteria discussed and agreed at your appraisal meeting and relevant standards/job description. Keep any observations or communication where you have been praised for a job well done. Update your professional learning record regularly. Where areas for improvement have been identified keep notes on what you have done, when and the difference it has made. You'll be better prepared when it comes to appraisal time.

2. Remember that appraisals are a two-way process

Together, you and your appraiser should be clear about the objectives and the evidence that will be used to assess you against them and standards. It's important to differentiate your appraisal meeting from your regular informal catch-ups. Strengths and areas to work on should be clearly addressed by both parties.

3. Take the initiative

Prepare notes on your performance and suggest how it can be improved. Reflect on your job description and your last appraisal. List the areas that you've found tough and how you've overcome them – then list the areas you've excelled in.

4. Consider what resources you might need

Think about how you see your future career developing and what your goals and aspirations are. Then think about what you may need to help you further develop your role and become more effective. If you are working towards the post threshold standards make sure you have sufficient evidence to show you have met the standards. This can be discussed as part of your appraisal.

5. Be completely open

All aspects of your work should be discussed, both positive and negative – and from both your own and your appraiser's perspective. Focusing on your weaknesses is as important as your strengths; it's the best way you can expect to develop in your role.

6. Set the tone and be positive

Once in the meeting, provide a summary of how you view your performance since your last appraisal. Be positive but be willing to discuss any areas that have not gone as well as you would have liked – this is a professional development process too. It needs to be an honest and reflective process.

7. If aspects of your practise are challenged be professional and prepared to listen

Be professional. Discuss anything that you disagree with positively and calmly. Ask your line manager to provide evidence of where you may be lacking.

8. Take control

When the appraisal is over, read it through before signing it and make sure you receive a copy. The appraisal shouldn't stop when the door closes. Leave the meeting with a clear set of actionable steps: it's your career – it's up to you to take control of it. Remember too that your actions impact on pupils and the quality of their learning so it is important that this is right.

9. Remain positive

Remember that appraisals are part of an on-going relationship. Line managers want staff to be successful. Successful, reflective and effective staff ensure successful outcomes for students and the school.

Monitoring;

SLT will monitor staff supervisions and Appraisals. The appraisers views and appraises views will be sought about the effectiveness of the system. Principal may monitor aspects of the process as an observer and provide reports on outcome.

Appendix 1

TRAINING AGREEMENT

The Emscote School

In consideration of the training which I will be receiving from (include name of training provider) I agree to remain employed by The Emscote School for a minimum period of one year after completion of the training.

If I leave my employment at any time, for any reason, including dismissal, once the training has been agreed and paid for by my employer, I undertake to refund my employer 100% of the cost £ (pre-estimate of cost of training, this includes leaving before commencement of the training if it has been paid for and during the training taking place).

This training will end on (date) and if I leave my employment at any time, for any reason, including dismissal, before the end of (above date plus one year) I undertake to refund to my employer £ (pre-estimate of cost of training) or a proportion based on the following scale:

Less than 3 months after completion of training	100%
3 months but less than 6 months after completion of training	75%
6 months but less than 9 months after completion of training	50%
9 months but less than 12 months after completion of training	25%

In the event of my failure to pay I agree that my employer has the right as an express term of my Contract of Employment to deduct any outstanding amount due under this agreement from my salary or any other payments due to me on the termination of my employment in accordance with the legislation currently in force.

I am also aware that funding can be withdrawn and I would have to repay the full amount received, save for exceptional circumstances discussed and agreed with my Line Manager, if I:

- fail to take the relevant examinations;

- do not make satisfactory progress in my studies e.g. failure to attend lectures; non-completion of coursework;
- discontinue the course before completion.

SIGNATURE:

Employee

NAME:

Print

DATE:
