



Professional Development and Review Policy

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1. Introduction

- 1.1 The Raleigh Learning Trust is committed to providing high quality teaching and learning as part of our core purpose to raise aspirations and transform lives within our communities. We will achieve this by ensuring that our workforce provides an outstanding learning journey for children and young people.
- 1.2 The relationship we have with our employees is one of trust and respect and we work on the basis that we all come to work to do a good job and make a difference to the lives of the young people we serve.
- 1.3 Each employee will be given support to ensure that they have the skills they need to carry out their role, to help them to continually improve their practice and performance and develop to their full potential which will in turn help to improve outcomes for our young people.
- 1.4 The trust acknowledges that performance and impact will be maximised by encouraging a culture of self-reflection, open and honest dialogue, support and clear expectations.
- 1.5 Having an effective performance management process in place is one of the ways we can support our employees and deal with performance matters as they arise. This involves effective day-to-day supervision, quality assurance activities, carrying out performance reviews and providing development opportunities.
- 1.6 This policy has been developed to comply with current legislation including the Education (School Teachers' Appraisal) (England) Regulations 2012 (the Appraisal Regulations) and with reference to the School Teachers Pay and Conditions Document (STPCD)
- 1.7 This policy does not form part of any employee's contract of employment and may be amended at any time following consultation with the recognised trade unions.

2. Scope and purpose of this policy

- 2.1 The purpose of this policy is to set out the framework for open dialogue and self-reflection in order for each employee to be the best that they can be in their role. It is a two-way process and there needs to be commitment from both sides to be open about strengths and even better if's and to commit to working collaboratively to continually grow and develop for the benefit of our young people.
- 2.2 The trust regards the Department for Education Teachers' Standards as the baseline of expectations for the professional practice and conduct of teachers, from the point of qualification, with the assumption that all teachers are meeting such standards.
- 2.3 Relevant standards and job descriptions are available for those colleagues who support the delivery of teaching and learning as they are equally as valued as teaching staff.
- 2.4 This policy applies to all employees of the trust, including teachers, support staff and central staff, except those on contracts of less than one term, those undergoing

induction and those who are subject to the trust's Capability Policy. It does not apply to agency workers.

- 2.5 Employees within a probationary period are, in addition, subject to the trust's Probationary Policy.
- 2.6 Where an employee is not covered by this policy as set out in 2.4 above, then performance will be managed through regular supervision and feedback.

3. The review cycle

- 3.1 The review cycle will run for twelve months, from September to August, covering the academic year.
- 3.2 The review cycle will comprise the following elements:

	Process	Timescales	Confirmation and documentation
Stage 1	Meeting with reviewer to discuss and agree expectations and objectives	September	A copy will be provided to each employee and a copy held in a CPD personal file
Stage 2	Meeting with reviewer to review progress against expectations and objectives	February	Reviews will be checked by the Principal / CEO A copy will be provided to each employee and a copy held in a CPD personal file
Stage 3	Meeting with reviewer to review achievement against expectations and objectives	September	Reviews will be checked by the Principal / CEO A copy will be provided to each employee and a copy held in a CPD personal file

- 3.3 Teachers and support staff will have had their stage 3 review meeting and receive their written annual assessment by 31st October.
- 3.4 Principals will have had their stage 3 review meeting and received their written annual assessment by 31st December.
- 3.5 Employees who are employed on a fixed term contract of less than one year but more than one term will have their performance managed in accordance with the principles

underpinning this policy. The length of the period will be determined by the duration of their contract.

- 3.6 Where appraisees are not satisfied with their review process / cycle, they should seek to resolve the matter informally with the reviewer.
- 3.7 Appraisees have a formal right of appeal regarding their written annual assessment which should be made in writing to their reviewer or line manager within 10 days of receipt of their written annual assessment.

4. Appointing reviewers

- 4.1 The Principals will be reviewed by the Chief Executive Officer.
- 4.2 The Principals of the academies will decide who will review all other academy-based employees. Reviewers will normally be the employee's line manager; however, employees may make a request for an alternative reviewer to be considered.
- 4.3 The Chief Executive Officer will decide who will review central trust employees.
- 4.4 Appointed reviewers will be suitably qualified and trained to undertake reviews in accordance with this policy. Teachers will be reviewed by qualified teaching staff with QTS.
- 4.5 Employees will be notified of who their reviewer will be, before or as soon as practicable after the start of each review cycle and will be notified if this changes through the review cycle.
- 4.6 Reviewers will be assigned a maximum of 6 colleagues and will meet with them during the cycle in order to maintain open dialogue, reflect on performance and identify any support that may be helpful to them.

5. Agreeing expectations and setting objectives

- 5.1 Expectations based on relevant professional standards and job description content will be agreed and objectives for each employee will be determined during the stage 1 review meeting. Objectives will be based on setting high and aspirational targets that are Challenging, Specific, Measurable, Achievable, Realistic and Time-bound

SMART) and should be fair, reasonable and appropriate to the role and level of experience.

- 5.2 For teaching staff objectives, a minimum of 3 will be agreed, will focus on the performance of the teacher and include the following areas:
- (a) Individual impact of teaching and learning – progress linked and working towards
 - (b) Achievement of priorities within the PDR cycle / Academy / trust improvement linked to continuous professional development
 - (c) TLR / accountability holder impact (where applicable to role and responsibilities)
- 5.3 For support staff objectives, usually 3 will be agreed, will focus on the following areas:
- (a) Individual impact– progress linked and working towards
 - (b) Departmental / area of support impact– progress linked and working towards
 - (c) Academy / trust improvement linked to continuous professional development
- 5.5 The expectation is that all employees will continue to meet relevant professional standards as a minimum, for example, the teachers', HLTA and TA standards.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665522/Teachers_standard_information.pdf
<https://www.hlta.org.uk/node/104>
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239935/NOS-SUPPORT_for_supporting_teaching_learning.pdf
- 5.6 The Raleigh Learning Trust Pay Policy, confirms the STPCD expectations that UPS teachers: make a substantial and sustained contribution, the trust's expectations for UPS teachers include:
- (a) Consistently high-quality teaching
 - (b) Evidence of coaching and supporting colleagues to achieve improved student outcomes
 - (c) Acting as a role model for Teaching & Learning
 - (d) A commitment to personal development and CPD focused on improving outcomes for students
 - (e) Highly competent in all areas of the Teachers' Standards
 - (f) The contribution at this level must be substantial and sustained.

- 5.7 This expectation applies to those who are UPS teachers now and those who aspire to progress to this level and teachers will be supported through the review cycle and line management process to achieve these.
- 5.8 Agreed objectives will include those personal to the employee in their role, to the employee's department, the employee's contribution to departmental objectives and to the employee's professional development, where appropriate.
- 5.9 Objectives may be revised if circumstances change during the PDR cycle that may negatively influence the employee's ability to work towards and achieve objectives.
- 5.10 The Executive Team together with the Principals will be responsible for reviewing objectives set across the trust against the trust's priorities for development and improvement.
- 5.4 It is not the intention that the review process will cause excessive workload demands and the impact of this policy will be kept under review. Teachers' directed time should be used to prepare and attend meetings.

6. Reviewing performance (stages 2 and 3 of the review cycle)

Observation, learning walks, drop-ins and book scrutiny

- 6.1 The trust will not operate a rigid approach to formal observations and instead will encourage a culture of openness and collaboration. We will, however, ensure that formal observations do not exceed 3 hours per cycle. Our expectation is that Academy leaders will frequently call into lessons and review pupil learning and progress including classroom practice in order to form professional judgements on our approach. This approach will form part of the formal observation process. Work scrutiny will be used to assess progress over time and effectiveness of our marking and feedback policies and practice. The expectation is that employees will engage positively in sharing good practice and peer support, as appropriate.
- 6.2 Where the trust feels that specific observations will support practice, we will discuss this with the employee concerned as part of the review cycle.
- 6.3 Where appropriate to their role, employees will be observed in the performance of their role in a supportive manner and are encouraged to self-reflect and seek support for areas where their performance could be further enhanced. Feedback will be provided as soon as practicable after observation.

Feedback and informal support

- 6.4 In addition to being asked to self-reflect, employees will be provided with constructive feedback on their performance throughout the review cycle by their reviewer in accordance with stages 2 and 3 of the process. If it becomes clear that an employee is having difficulties at any point during the review cycle, they will be provided with additional support. The process will be both supportive and developmental.
- 6.5 Where there are concerns about any aspect of an employee's performance, the reviewer will raise these with the reviewee during a meeting to have a two-way discussion, to share evidence from both the reviewer's and reviewee's perspectives,

any reasons for diminished performance and agree what support will be put in place including any action the reviewer intends to take to improve the better-ifs.

6.6 The duration of the informal process will take account of individual circumstances and nature of the improvement required. This should not normally exceed 6 weeks.

6.7 The reviewer and/or manager will meet the employee to:

- give clear feedback about the nature of the concerns;
- give the opportunity to comment and discuss the concerns, including any extenuating circumstances that have led to the concerns being raised;
- agree any support that will be provided to help address those specific concerns;
- make clear how, and by when, progress will be reviewed. It may be appropriate to review and revise existing objectives/targets, and it will be necessary to allow sufficient time for improvement;
- explain the implications and process if insufficient improvement is made. This may include reference to the formal stages of the Capability procedure;
- agree a meaningful timeframe during which the improvement should be demonstrated.

6.8 Whilst there is no right to representation at this meeting, this may be offered as a good practice approach.

6.9 Notes of meetings should be taken and shared with the employee concerned.

6.10 When progress is reviewed following this meeting and the reviewer is satisfied that the employee has made sufficient improvement, the PDR cycle / process will be resumed.

6.11 When progress is reviewed following this meeting and the reviewer is not satisfied that the employee has made sufficient improvement, the reviewer / manager should consider whether to commence formal capability proceedings under the trust's Capability Policy.

7. Annual assessment

7.1 An annual assessment is the end point to the annual review cycle and will formally assess each employee's performance in respect of relevant standards and agreed objectives. The employee will receive a written review as soon as practicable afterwards and have the opportunity to comment on it in writing. The PDR report

will be a summary of performance during the year and set out what the employee's development needs are for the following year

- 7.2 The assessment of performance and of professional development needs from each individual review will inform the planning process for the following review cycle for the whole trust.

8. Monitoring and evaluation

- 8.1 During the review cycle, each employee has a responsibility for engaging in a dialogue and providing evidence of their progress throughout the year in order for them to identify any particular strengths or areas for further development / even better ifs, and this will be discussed at stage 2 and 3 review meetings. The reviewer will then record the discussion of this evidence and make an assessment in the review report.
- 8.2 In addition, a range of evidence should be available to the reviewer regarding performance against objectives set as part of the trust's quality assurance processes. Evidence will depend on the employee's role / responsibilities and may include but is not limited to:
- (a) lesson observations
 - (b) work scrutiny
 - (c) planning scrutiny
 - (d) learning walks or drop-in's
 - (e) an overview of tracking data of pupil's progress
 - (f) progress of individuals/groups
 - (g) Assessment of effectiveness in leadership responsibilities including TLR's
 - (h) Project management / delivery
 - (i) Assessment of effectiveness of team working / development
 - (j) Assessment of effectiveness of pupil management - dining room / playground
 - (k) Assessment of cleanliness of trust premises

9. Transition to Capability

- 9.1 Performance and general line management is an ongoing process. If the appraiser is not satisfied with progress, despite the support provided and detailed in paragraph 6, the employee will be notified in writing that this policy will no longer apply and that their performance will be managed under the capability procedure (see the trust's Capability Policy).

10. General principles underlying this policy

Confidentiality

- 10.1 The review cycle process will be treated confidentially. However, the desire for confidentiality does not override the need for the trust to quality-assure the operation

and effectiveness of the review system. The Principal, CEO and Trust Board will have access to PDR process documentation for this purpose.

Consistency of Treatment and Fairness

- 10.2 The trust is committed to ensuring consistency of treatment and fairness. It will abide by all relevant equality legislation, including the duty to make reasonable adjustments for disabled employees. The trust board is aware of the guidance on the Equality Act issued by the Department for Education.

Monitoring and Evaluation

- 10.3 The Chief Executive Officer will monitor the operation and effectiveness of the review cycle. In developing, applying and evaluating this policy the trust will monitor the impact on different groups of people with protected characteristics. This will ensure that what we do is done fairly.

Retention

- 10.4 Reviewers will ensure that all written review records are retained in a secure place. It is the appraiser's responsibility to ensure the HR contact within each academy has a copy of all relevant documents and that these are available in an employee's CPD file. All records will be kept no longer than is necessary in accordance with the Data Protection legislation.

11. Review of policy

- 11.1 This policy is reviewed as required with the recognised trade unions. We will monitor the application and outcomes of this policy to ensure it is working effectively.

Appendix 1: Professional Development and Review meeting template

This template can be used following stage 1, 2 and 3 review meetings to send a record to the employee

Planning – stage 1
Planning for the next Academy year:
New objectives
Objective 1:
Steps to achieve, evidence to assess progress, and timescales:
Objective 2:
Steps to achieve, evidence to assess progress, and timescales:
Objective 3:
Steps to achieve, evidence to assess progress, and timescales:

Objective 4:

Steps to achieve, evidence to assess progress, and timescales:

Expectations and standards

Expectations and standards to focus on:
(for example, with reference to specific expectations and elements of relevant standards)

Evidence to assess progress and timescales:

Continuing professional development requirements

Focus:

Action:

Support:

Timescales:
Impact:

Comments
Reviewer:
Reviewee:
Signatures
Reviewer:
Reviewee:
Date:

Date of next meeting:

Review Stage 2 / 3

Academy year:

Assessment against objectives:

Objective 1:

Fully achieved		Partly achieved		Not achieved	
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Comments:

Objective 2:

Fully achieved		Partly achieved		Not achieved	
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Comments:

Objective 3:

Fully achieved		Partly achieved		Not achieved	
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Comments:

Objective 4:

Fully achieved		Partly achieved		Not achieved	
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Comments

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Assessment of CPD and impact

CPD undertaken:

Comments regarding value / impact:

Assessment against expectations / standards
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Standards that apply (i.e. the Teachers' Standards and any other relevant standards):

Comments:

Recommendation for pay progression (where applicable)

Is pay progression being recommended?
(Recommendations are subject to the approval of Trust Board)

If so, what is the recommended new salary?

Reasons:

Reviewer signature:

Reviewee signature:

Date: