

Performance Review and Staff Development Policy

1. INTRODUCTION

- 1.1 The Board of Governors of St. Cecilia's College is committed to the development of its staff as individuals and as teams through constructive feedback and agreed identification of their development needs.
- 1.2 The school is also committed to providing appropriate and effective personal development to ensure job satisfaction, enhanced professional expertise and career development opportunities.
- 1.3 This performance review and staff development policy applies to all staff except those in their induction year and in EPD and is fully in accord with the requirements of the PRSD scheme and guidance from the employing authority.
- 1.4 It sets out the approach to implementing performance review in the school and is linked to current activities and policies related to school development planning, school improvement and staff development.
- 1.5 The policy sets out a framework for staff to agree and review priorities within the context of the school strategic plan and their own personal, professional and career development needs.

2. MISSION / VALUES / AIMS

St Cecilia's College is a catholic, child-centred school. We aspire to recognise and value the uniqueness of each member of our school community. We endeavour to provide a caring, learning environment, which is inclusive, that will enable our pupils to play an active and responsible role in society and is designed so that all may experience and achieve success.

VALUES

- **Catholic** – As a Catholic school, we respect and care for each individual and value the partnership and contribution made by pupils, parents, staff, Board of Governors and the wider community.
- **Child Centred** – We put the child at the heart of everything we do.
- **Continuous Development** - We value the highest quality education and strive for excellence through continuous development in all areas.

AIMS

- To develop the spiritual life of the College by fostering and living out the Catholic ethos.
- To provide an education which will enable our pupils to develop academically, spiritually, physically, socially and emotionally and prepare them to become confident, responsible citizens.

- To provide a broad and balanced curriculum to stimulate and help each individual pupil achieve their full potential.
- To ensure that all pupils feel respected, cared for, valued and appreciated for their unique worth.
- To challenge, encourage and support all in our school community to aspire, endeavour and achieve.

3. APPOINTMENT OF REVIEWERS

3.1 Teachers (including Vice-principal(s))

The reviewers will be designated by the principal. Wherever possible the reviewer will have management and /or curricular responsibility for the teacher. Where this is not possible, the designation of the reviewer will be in consultation with the teacher. The principal in consultation with the teacher may appoint a new reviewer in place of an existing reviewer at any time. The review process will continue as if there had been no change of reviewer. For the vice-principal(s) the reviewer will normally be the principal. The principal in the deployment of reviewers will be mindful of the workload on each reviewer and consequently a reviewer will normally not be responsible for more than 4 or 5 reviewees.

3.2 Principal

The principal will be reviewed by two governors designated by the Board of Governors. The principal's reviewers will be advised by an external adviser designated by the Board of Governors, in consultation with the employing authority.

3.3 Support Staff

The reviewers will be designated by the Principal. Wherever possible the reviewer will have management responsibility for the reviewee. Where this is not possible, the designation of the reviewer will be in consultation with the reviewee. The principal, in consultation with the member of staff may appoint a new reviewer in place of an existing reviewer at any time.

4 THE PERFORMANCE REVIEW CYCLE

4.1 The review process for the principal and staff will have three stages.

Stage 1 – Planning and Preparation

- (i) Teacher reviewees will discuss and agree with their reviewers, three personal/shared objectives derived from the School Development Plan and these will cover the areas of professional practice, pupil and curriculum development and their personal and professional development.
- (ii) Principal reviewees will discuss and agree three personal/shared objectives derived from the areas of leadership and management, pupil and curriculum development and his/her personal and professional development. Principal

objectives will reflect the priorities identified within the School Development Plan and reflect the key areas of headship in the National Standards for Headteachers (Northern Ireland version) and any advice or guidance issued by the employing authority or the Advisory and Co-ordinating Group.

- (iii) Support Staff reviewees will discuss and agree with their reviewers, two personal/shared objectives derived from the School Development Plan and these will cover the areas of professional practice and their personal and professional development.
- (iii) The reviewer(s) will record the objectives that will apply for the review period in the agreed planning record. Objectives will normally be jointly agreed. However, if there are any differences of opinion about the objectives, the reviewer(s) will set them but the reviewee may add comments to the written record.

Stage 2 – Monitoring Progress

- (i) The designated governors will meet with the external reviewer in June, to carry out Principal's PRSD and agree new objectives for incoming year.
- (ii) The reviewer of a teacher will undertake classroom observation on one occasion. It is reasonable to set a maximum of one hour of observation for all aspects of review.
- (iii) Classroom observations will reflect the teacher's objectives and the objectives of the operational plan. The lessons to be observed and the timeframe should normally be jointly agreed in consultation with the teacher. However, in exceptional circumstances where agreement cannot be reached the reviewer(s) will decide the lessons to be observed.
- (iv) In the case of teachers with management responsibilities outside the classroom, where these are reflected in one of the objectives, one period of classroom observation, after consultation with the teacher, may be replaced with a period of task observation at the discretion of the reviewer.
- (v) Where information, written or oral, is to be sought from other people, the agreed Code of Practice on the Collection of Information will be adhered to.

Stage 3- Reviewing Performance and Staff Development

- (i) There will be an annual review meeting between the reviewee and the reviewer(s). The reviewer(s) will use the recorded objectives as a focus to establish the teacher's/principal's/support staff's performance and development, including a clear assessment of whether each of the objectives has been met. The review will identify any development needs and include an action plan; the proposed action plan should be consistent with and inform the school's professional and staff development plan and be within the resources available.
- (ii) A written review statement on the current annual review will be prepared by the reviewer recording the main points made and the conclusions reached. Identified development needs shall be recorded in a separate annex that will form part of the review statement. If it is not possible to complete the statement at the review meeting, it must be prepared within 10 working days of the

meeting. The teacher will be provided with a copy and within 10 working days of first having access to it, may add comments in writing.

- (iii) The teacher/staff member and the principal will be given a copy of the review statement. Those responsible for making decisions regarding pay progression will be provided with access to it as necessary. A copy of the principal's review statement will be given to the Chair of Governors and, in exceptional circumstances on request, to the employing authority.
- (iv) To ensure confidentiality the principal will keep all review statements in a secure file.
- (v) The training and development needs identified in the review statement will be given by the principal to the person(s) responsible for training and development in the school. This will include, where appropriate, WELB Curriculum Advisory and Support Service, the Regional Training Unit and Higher Education Institutes or other bodies that provide training and development in the school.
- (vi) It is anticipated that perceived problems or concerns will be addressed informally between the reviewee and reviewer(s). In the event it is not possible to resolve these matters through informal means, staff and principals have the right of recourse to the grievance procedure as per Section 7 of the PRSD scheme. Any complaint will be on the basis of procedure and process.

5. LINK TO OTHER PROCEDURES

- 5.1 Information from review statements will be used to promote the personal and professional development of all staff. Relevant information from review statements will be taken into account in making decisions and advising those responsible for taking decisions or making recommendations about performance or pay progression. The performance review and staff development process may occasionally identify issues of concern about a teacher's performance. In situations where this arises, a programme of support and development will be provided and the performance review process will cease. In cases where the unsatisfactory teacher's procedure is invoked there will be no pay progression. To preserve confidentiality and to avoid proliferation of copies of the review statements, they will be tabled at the relevant meeting for reference and collected at its conclusion.

5.2 Induction/EPD

The final meeting of the induction/EPD period may be used to agree objectives and professional development opportunities as the first stage of the teacher's subsequent review cycle.

5.3 Threshold Assessment

Movement to UPS 1, 2 and 3, will be managed through and informed by the operation of the PRSD scheme and on the basis of two consecutive successful performance reviews.

5.4 Upper Pay Scale

Information from two review statements will form part of the body of evidence to determine progression for post-threshold teachers. Teachers will be considered for progression provided two years have elapsed from their placement on a lower point of the scale. The procedures set out in the school salary policy and the PRSD scheme will apply to teachers in the leadership group

6. EQUALITY OF OPPORTUNITY

The Governors are committed to implementing performance review on the basis of fairness, openness and equality of opportunity. The Governors will use the performance review and staff development scheme to encourage all the teachers to fulfil their professional potential. The Governors will operate the review process in accord with Section 8 of the PRSD scheme.

7. TIMING OF THE REVIEW PROCESS

- Staff agree the annual School Action Plan: May/June
- Review objectives / Agree new objectives with Leadership Team and HODs: August
- Select Reviewers: June
- Classroom observations – term 2

8. REVIEW OF THIS POLICY

The Board of Governors and principal, in consultation with the staff, will update and amend this policy as required to ensure that it is effective and complies with the PRSD scheme and any changes that may from time to time be introduced.

**This policy was reviewed by the Leadership Team: January 2017
Due to be Reviewed: January 2019**

CODE OF PRACTICE ON THE COLLECTION OF INFORMATION

1 INTRODUCTION

- 1.1 This Code of Practice covers the collection of information for teacher/support staff and principal review other than through classroom observation.

2 GENERAL PRINCIPLES

- 2.1 Trust and confidence on both sides are essential for successful review.
- 2.2 Information collection for the purpose of the review of a teacher or principal is designed to assist dialogue in the review discussion.
- 2.3 The information to be collected and the method of collection shall be on the basis of consultation between the reviewer and reviewee.
- 2.4 Information that does not relate to the professional performance of a teacher or principal shall not be sought or accepted.
- 2.5 Reviewees are expected to co-operate fully with any reasonable request for appropriate information.
- 2.6 Review documents shall only be used for information at the review discussion.
- 2.7 The reviewer(s) shall agree with the reviewee at the planning meeting the information that would be appropriate to collect for the purpose of completing the review.

3 TEACHER REVIEW

- 3.1 The teacher's reviewer must be familiar with relevant policies.
- 3.2 The reviewer will also need a range of background information relevant to the reviewee's wider professional responsibilities e.g. the school's statements of aims and objectives, pastoral arrangements, equal opportunities policies and departmental policies.
- 3.3 The reviewer should be provided with a copy of the teacher's job description.

4 PRINCIPAL REVIEW

- 4.1 The principal's reviewers must be familiar with current policies and requirements with regard to curriculum, special needs, equal opportunities, staffing and cover, disciplinary and grievance procedures and other such matters relating to school management.
- 4.2 They will also need a wide range of background information about the school and its context which could include:

- curriculum policies;
- general organisation and deployment of staff;
- links with home, outside bodies and other schools;
- the pattern of meetings with staff and with parents;
- school activities and routines including assessment and recording systems, examination results, calendar of events;
- staff review and development arrangements and arrangements for induction/ EPD;
- financial and management systems.

4.3 The reviewers should be provided with a copy of the Principal's job description.

5 SUPPORT STAFF REVIEW

5.1 The reviewer (usually the line-manager) must be familiar with relevant policies/procedures.

5.2 The reviewer will also need a range of background information relevant to the reviewee's wider professional responsibilities e.g. the School Development and Action Plans.

5.3 The reviewer should be provided with a copy of the reviewee's job description.