



The John Fisher School

Professional Development & Appraisal Policy for Teaching Staff Members

Responsible: Governors' Resources Committee

Next Review Date: September 2021

Nurturing young Catholic gentlemen
Aspiring for Academic, Cultural & Sporting Excellence

Purpose of Professional Development

This procedure sets out how The John Fisher School will support teachers in reflecting on their professional practice which in turn will enrich the educational experience of our students.

At the heart of the professional development system is staff and student wellbeing, with guidance, support, and reflection as key threads.

The aim of professional development is to allow teachers to set themselves targets, in discussion with their line manager, which will help develop their own skillset, knowledge and pedagogy, as well as support the whole school priorities.

Application of the Professional Development and Appraisal Policy

This policy applies to the Headteacher and to all qualified teachers employed at The John Fisher School except those on contracts of less than one term and those undergoing induction (*i.e.* NQTs) or teachers on capability procedures

Professional Development and Appraisal in this school will be a supportive and developmental process designed to ensure that all teachers have the skills and support they need to carry out their role effectively. It will help to ensure that teachers are able to continue to improve their professional practice and to develop as teachers.

The Professional Development Cycle

The cycle period will run for twelve months.

Teachers who are employed on a fixed term contract of less than one year will have their professional development appraisal in accordance with the principles underpinning this policy. The length of the period will be determined by the duration of their contract.

Where a teacher starts their employment at the school part-way through a cycle, the Headteacher or, in the case where the employee is the Headteacher, the Governing Body, shall determine the length of the first cycle for that teacher, with a view to bringing his/her cycle into line with the cycle for other teachers as soon as possible.

Where a teacher transfers to a new post within the school part-way through a cycle, the Headteacher or, in the case where the employee is the Headteacher, the Governing Body, shall determine whether the cycle shall begin.

Appointing Appraisers

All appraisers of teachers, other than those appraising Headteachers, will be teachers and will be suitably trained.

Headteacher

The Headteacher will be appraised by members of the Governing Body, supported by a suitably skilled and/or experienced external adviser who has been appointed by the Governing Body for that purpose.

The task of appraising the Headteacher, including the setting of objectives, will be delegated to a sub-group consisting of normally 2-3 members of the Governing Body.

Where a Headteacher is of the opinion that any of the Governors appointed by the Governing Body is unsuitable to act as his/her appraiser, s/he may submit a written request for that Governor to be replaced, stating the reasons for the request.

Teachers

The choice of appraiser is a decision for the Headteacher. Where teachers have an objection to the Headteacher's choice, their concerns will be carefully considered and, where possible, an alternative appraiser will be offered. All appraisers appointed by the Headteacher will be qualified teachers and will have current or recent teaching experience.

Where it becomes apparent that the appraiser appointed by the Headteacher will be absent for the majority of the appraisal cycle, the Headteacher may perform those duties him/herself or delegate those duties to another teacher for the duration of that absence.

If the Headteacher appoints an appraiser who is not the teacher's line manager, the appraiser to whom she/he delegates those duties will have an appropriate position in the staffing structure, together with the necessary background knowledge, skills and training to undertake the role.

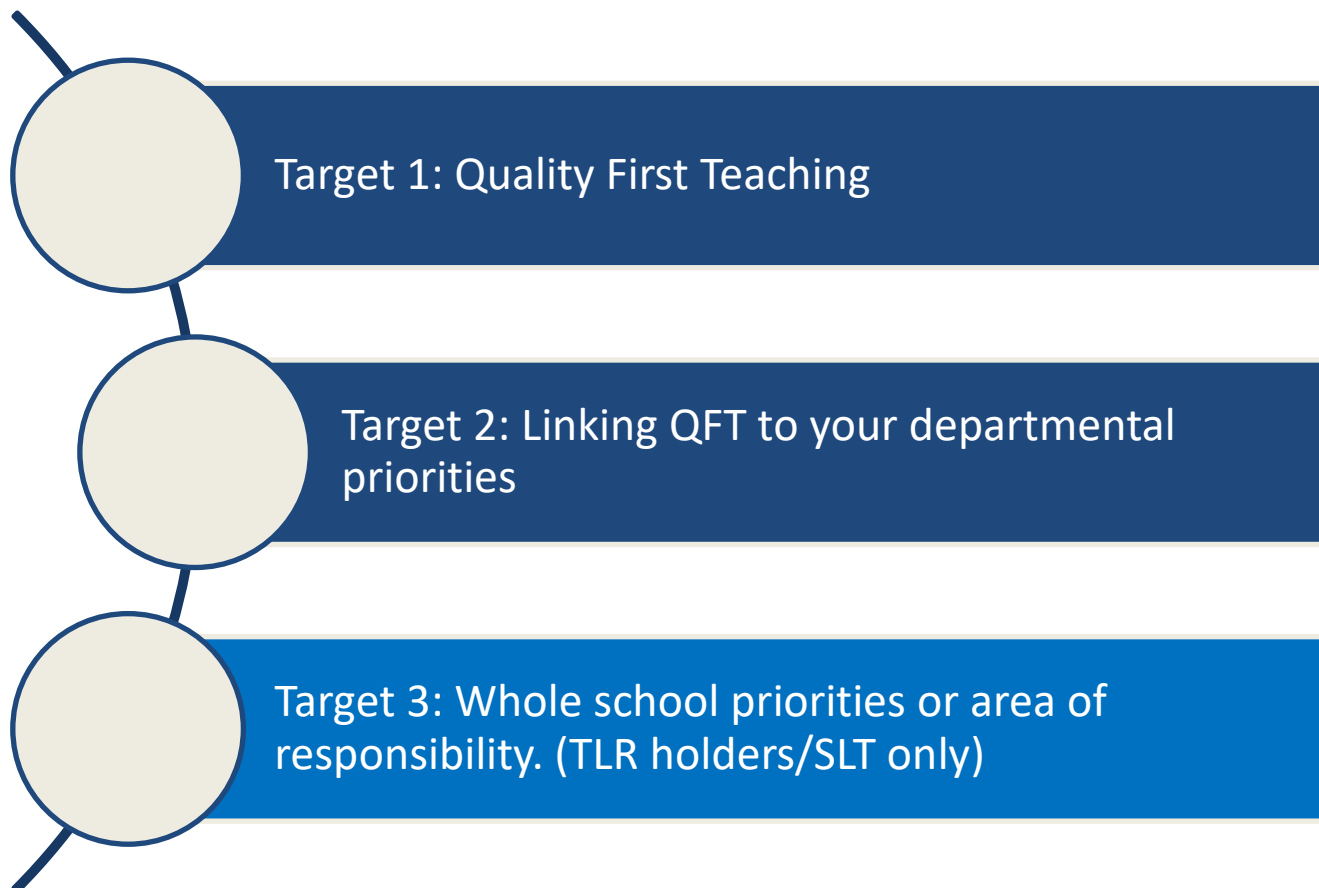
Where a teacher is experiencing difficulties and the Headteacher is not the appraiser, the Headteacher may undertake the role of appraiser. See also section on Teachers Experiencing Difficulties.

Target Setting

Setting meaningful objectives is vital if staff are to grow and develop. It is going to support student achievement, staff professional development and inform pay progression decisions.

- All teaching staff will have two targets, with those holding a TLR or SLT position, having a third target. (Part time staff will have two targets)
- There are no targets linked to student outcomes, classes, or progress.
- The focus is on Teaching and Learning and professional growth of staff.
- Targets are to be launched, signed off by SL's and LM's and submitted to the Headteacher's PA by 20th October 2020.
- Targets will be reviewed in February/March 2021 in directed time, and support/guidance given where needed.
- Final review and discussions will be undertaken in July 2021.

The targets will be divided up as follows:



SMART Targets:

Specific means that objectives are clearly defined and well understood by the teacher and appraiser – they identify the expected work/behaviour and achievement/outcome in precise terms to help consider whether the objective has been achieved.

Measurable means that staff can decide whether the objective has been achieved by reference to the appropriate evidence.

Achievable (or attainable) means that the objectives are realistic and linked to factors within the teacher's control – they may be stretching targets (although the degree of challenge should be recognised when progress is assessed) but should not be impossible to achieve or be outside staff control. This should also take into account what a part-time or temporary teacher can achieve compared to a full-time equivalent.

Relevant means that the objectives are linked to the **whole school** or **department development** priorities – but also that they are linked to the teachers own professional development.

Time-limited (or time-bound) means that the objectives have a clear timetable for progress and achievement, with interim milestones where appropriate, to help assess how staff are progressing towards them.

Target 1: Quality First Teaching

Six core principles of quality first teaching- **challenge, explanation, modelling, practice, questioning and feedback**-these can inspire an ethos of excellence and growth, not only in individual classrooms but across the whole school too. This should be an integral part of our approach at school, focusing on applying the six principles as part of professional practice. The practical strategies should enable us to use CPD time (pathways and coaching) to review our approach to each one of the principles and look to share the best approaches in departments/ across the school to implement the different strategies. This will enable us to encourage a more robust and consistent approach to teaching and learning.

- ✓ Teachers identify one of the six core principles which they want to focus and develop.
- ✓ Set themselves (with guidance from LMs) a thought provoking/ research-based question.
- ✓ CPD pathways will focus on the six core principles with staff allocated to the pathway which links to their target.
- ✓ Coaching triads arranged according to chosen principle.

Example:

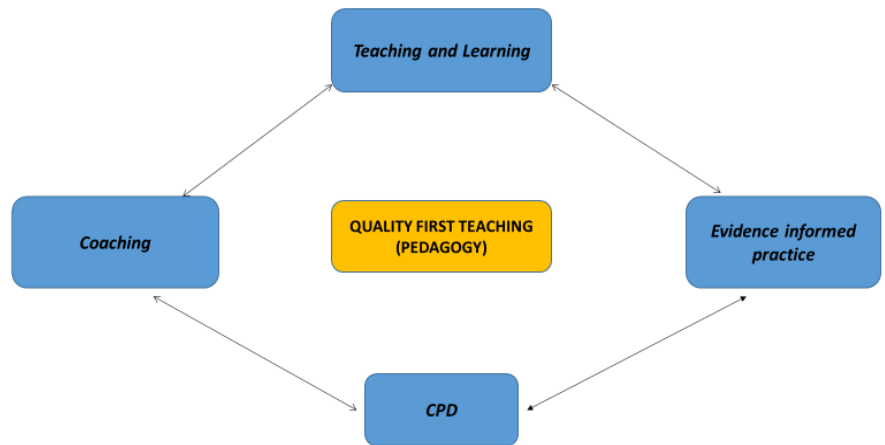
1 The teacher identifies **Feedback** as an area of development he would like to explore further.

2 Research based question/ target: Based on evidence informed practice, how can I ensure that verbal feedback has a greater impact than written feedback with my exam classes? Which strategies will I implement to demonstrate the value of verbal feedback and how will I evaluate its impact?

3 CPD pathway – Feedback

4 Coaching triad –with other staff with the same feedback focus.

5 Evidence of completion of target: self-evaluation start/end of year, learning visits, professional growth journal, pathways, LM meetings, research conducted



Target 2: Professional Growth

The focus of target 2 should now link teacher development to the needs of their department or area. At the end of the year, middle leaders complete a subject review, reflecting on the progress made within the year and setting targets for the year to come. The focus here is on the implementation of the principle from target 1.

These targets should be shared with all staff within the department and subject leaders should keep a log of these so they can be referred to in meetings throughout the year.

Example:

1. The teacher has identified Feedback as his area for development. (Target 1)

2. The Economics department have three targets for the next academic year which have come from the exam review meeting in September.

1.Target the 7+ students with increased stretch and challenge within their homework and in class activities.

2 Increase the wider knowledge of all students to include examples from a variety of sources and media to help develop their A03 skills.

3 Develop a wider network of guest speakers and online resources which help student recall and long-term memory.

3. The teacher focusses on using feedback to add stretch and challenge to all students, with a particular focus on the MAPs and those working on the 7+ level.

4. Evidence at the end of the year, could include feedback given on half termly assessments, student voice highlighting verbal feedback and its increased stretch and challenge or SOW which have enhanced opportunities for direct verbal feedback.

Target 3: Leadership and Management Target

Target 3 is for those who hold a TLR or who are on the Senior Leadership Team.

This target will be unique to the individual and their area of responsibility. However, it should link to the whole school priorities.

Example:

The teacher has chosen to focus on the implantation of the whole school wellbeing strategy in partnership with Worth It and Optimus Education. Working with the Well-being and Mental Health Co-ordinators, the link Governor and staff.

For those who oversee a department, Year Group or subject area (e.g. PSHE) your target will link that area to the whole school priorities above.

Example:

Teacher B will focus on improving the literacy levels of all students by using the whole school literacy strategy to focus on SPAG, link words and commend terms in assessments. This will result in SOW and whole subject assessment feedback having a strong focus on this area. In class, verbal feedback will support students in their literacy and oracy, with additional guidance given on reading materials.

Timeline

1st September – initial discussions begin with middle and senior leaders identifying areas of strength and development within departments. Coaching triads (1 per half-term) and CPD pathways (fortnightly) groups arranged according to area of development. Self-Evaluation 1 completed.

31st October – Targets designed in consultation with SLT

11th December – Subject Leader/SLT review of progress towards targets during Term 1
Survey Monkey

12th February – Mid year (Interim) review of targets.

26th March – Subject Leader/SLT review of progress towards targets during Term 2
Survey Monkey

4th June – Staff can provide any evidence to support their successful completion of targets.
Subject Leader/SLT review of progress towards targets during Term 3
Survey Monkey

18th June – Self-Evaluation 2 completed

9th July – Completion/Non-completion of targets

Evidence sources:

- o Departmental meetings and action points (Half-termly)
- o Line management meetings and action points (Fortnightly)
- o Coaching sessions and learning visits (Half-termly)
- o Self-reflection journals (Half-termly)
- o Research being incorporated into lessons (Daily)
- o SPD training days (across the calendar)
- o Termly SL/SLT reviews (Termly)
- o Termly Survey Monkey (Termly)
- o Submission of 'Research Portfolio'
- o Self-Evaluation 1 and 2

Evidencing professional development

The collection of evidence is not needed, nor is submission of a portfolio. The targets should entwine and be part of the day to day role as a teacher. Throughout the year, discussions with line managers will allow time to continue reflection on professional development in the chosen areas and staff will be able to discuss their successes and areas for further development. During the February reviews, staff will be able to share successes and also seek guidance and support if they feel it is needed.

By triangulating the targets with our whole school focus on QFT, staff will be supported through the coaching triads and CPD pathways. By undertaking a reflection journal, researching, and discussing a chosen core principle, staff will be directly evidencing their own personal development and growth.

Staff may choose to collect evidence for their own professional development and to share with colleagues in celebration. These may include:

- Professional growth reflection journal.
- Assessment examples.
- Line manager meeting minutes.
- Student voice survey results.
- Schemes of work
- Curriculum Maps

Pay Progression

Where teachers are eligible for pay progression, the recommendation made by the appraiser will be based on the progress of the staff member against the agreed objectives. The decision made by the relevant decision-making body will be based on the statutory criteria and guidance set out in the STPCD and the relevant teacher standards.

The Governing Body has agreed the Pay Policy of the school and has considered the implications of this policy with respect to the arrangements relating to teachers' pay in accordance with the School Teachers' Pay and Conditions Document. The Governing Body will ensure that decisions on pay progression are made by 31 December for the Headteacher and by 31 October for other teachers.

Development and Support

Appraisal is a supportive process which will be used to inform continuing professional development. The school wishes to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development, through peer observation for example. Appraisal will be linked as previously stated to school improvement priorities and to the on-going professional development needs and priorities of individual teachers.

The school's CPD programme will be informed by the training and development needs identified as part of the appraisal process. With regard to the provision of CPD in the case of competing demands on the school budget, a decision on relative priority will be taken with regard to the extent to which:

- a) the training and support will help the school to achieve its priorities; and
- b) the CPD identified is essential for an appraisee to meet their objectives.

Account will be taken in a review meeting of where it has not been possible for teachers to fully meet their criteria because the support recorded in the planning statement has not been provided.

Each teacher's progress toward their targets will be formally assessed in respect of each appraisal period. In assessing the progress of the Headteacher in meeting his/her targets, the Governing Body must consult the external adviser.

The teacher will receive, as soon as practicable following the end of each appraisal period, a written summation. This will include:

- details of the teacher's objectives for the appraisal period in question
- an assessment of the teacher's progress against their objectives, and against the relevant standards
- an assessment of the teacher's training and development needs and identification of any action that should be taken to address them
- a recommendation on pay where that is relevant (N.B. – pay recommendations need to be made by 31 December for the Headteacher and by 31 October for other teachers)
- a space for the teacher's own comments
- a space with reference to how the individual can support their own wellbeing

A review meeting will take place to discuss the content of the summation and any further action required to inform objective setting for the next cycle.

Progress toward objectives and training and development needs will inform the planning process for the following appraisal period.

Teachers Experiencing Difficulties

When dealing with a teacher experiencing difficulties, the objective is to provide support and guidance through the appraisal process in such a way that the teacher improves and the problem is, therefore, resolved.

Where it is apparent that a teacher's personal circumstances are leading to difficulties at school, support will be offered as soon as possible, without waiting for the formal annual assessment.

If an appraiser identifies through the appraisal process, or via other sources of information, for example parental complaints, that the difficulties experienced by a teacher are such that, if not rectified, it could lead to capability procedures the appraiser, the Headteacher, or a member of the leadership team, will, as part of the process meet the teacher to:

- give clear written feedback to the teacher about the nature and seriousness of the concerns
- give the teacher the opportunity to comment on and discuss the concerns
- give the teacher at least 5 working days' notice that a meeting will be held to discuss targets for improvement alongside a programme of support, and inform the teacher that he/she has the right to be assisted by a representative of an independent professional association or work place colleague, and at any future meetings where capability will be discussed
- in consultation with the teacher at the above meeting, an action plan with support will be established (for example coaching, training, in-class support, mentoring, structured observations, visits to other classes or schools or discussions with advisory teachers), that will help address those specific concerns
- make clear how progress will be monitored and when it will be reviewed
- explain the implications and process if no – or insufficient – improvement is made

The teacher's progress will continue to be monitored as part of the appraisal process and a reasonable time given for the teacher to improve. This will depend upon the circumstances with appropriate support as agreed in the Action Plan, in order that the aim of recovering and improving can be achieved. During this monitoring period the teacher will be given regular feedback on progress and arrangements will be made to modify the support programme if appropriate.

If sufficient progress is made such that the teacher is meeting the teachers' standards at a level that indicates there is no longer a possibility of capability procedures being invoked, the teacher should be informed of this at a formal meeting with the appraiser or Headteacher. Following this meeting the professional development and appraisal process will continue as normal.

If no, or insufficient, improvement has been made over this period, the teacher will be invited to a transition meeting to determine whether formal capability proceedings need to be commenced or the appraisal process

remains in place. The teacher may be assisted by a representative from their professional association or work colleague and will have at least 5 working days' notice of the meeting.

Appeals

The Headteacher and teachers have a right of appeal against any of the entries in the written professional development and appraisal documentation. Details of the appeals process are available from the Headteacher or from the school Governing Body. Where the Headteacher has not been recommended for pay progression s/he will be informed by the appropriate Governor. The Headteacher will notify any teacher who has not been recommended for pay progression of the date when the Governing Body meets to consider pay recommendations, following which the teacher (and Headteacher when s/he has not been recommended for pay progression) may exercise the right of appeal, assisted by a companion who may be a colleague or a representative from a professional association.

General Principles underlying this Policy

ACAS Code of Practice on Disciplinary and Grievance Procedures

The conduct of the formal capability stage will be undertaken in accordance with the provisions of the ACAS Code of Practice.

Consistency of Treatment and Fairness

The Governing Body is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.

Sickness

If long term sickness absence appears to have been triggered by the commencement of monitoring or a formal capability procedure, the case will be dealt with in accordance with the school's absence policy and will normally be referred to the occupational health service to assess the member of staff's health and fitness for continued employment and the appropriateness or otherwise of continuing with monitoring or formal procedures. In some cases, it may be appropriate for formal procedures to continue during a period of sickness absence. However, the views of the occupational health physician will always be taken into account before a decision is reached.

Grievances

Where a member of staff raises a grievance during the appraisal or capability process, the appraisal or capability process may be temporarily suspended in order to deal with the grievance. Where the grievance and appraisal or capability cases are related it may be appropriate to deal with both issues concurrently.

Confidentiality and Professional Relationships

The Professional Development and Appraisal Policy and capability processes will be treated with confidentiality. Only the line manager or, where s/he had more than one, each of her/his line managers will be provided with access to the teacher's plan recorded in her/his statements. This will be done upon request and only where this is necessary to enable the line manager to discharge her/his line management responsibilities. Teachers will be consulted on requests for access to statements in the context of this policy.

The process of gathering evidence for review will not compromise normal professional relationships between teachers. The Governing Body recognises that the reviewer will consult with, and seek to secure the agreement of, the reviewee before seeking information from other colleagues about the work of the reviewee.

However, the desire for confidentiality does not override the need for the Headteacher and Governing Body to quality assure the operation and effectiveness of the professional development and appraisal system. The Headteacher might, for example, review all teachers' objectives and written appraisal records personally to check consistency of approach and expectation between different appraisers.

Monitoring and Evaluation

The Governing Body and Headteacher will monitor the operation and effectiveness of the school's professional development and appraisal arrangements.

The Headteacher will report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination.

Retention

The Governing Body and Headteacher will ensure that all written professional development and appraisal records are retained in a secure place for six years and then destroyed.

Appendix 1: Target Setting

Your Professional Development Target Setting 2020/21

1	Target 1: Quality First Teaching This should be specific to your own practice but be taken from the 6 strands shared by JEV. This can be a target or research-based question staff wish to answer.
2	Target 2: Professional Growth Linked to the departmental priorities (taken from the end of year exam review) and/or linked to the coaching focus.
3	Target 3: Leadership and Management This target should be linked to Leadership responsibility (TLR) or linked to the whole school priorities.

b) How will I/we know you are developing? What does success look like in these areas?

1	<p>Target 1: Quality First Teaching This should be specific to the staff members practice but be taken from the 6 strands shared by JEV. This can be a target or research-based question staff wish to answer.</p>
2	<p>Target 2: Professional Growth Linked to departmental priorities (taken from the end of year exam review) and/or linked to the staff members coaching focus.</p>
3	<p>Target 3: Leadership and Management This target should be linked to Leadership responsibility (TLR) or linked to the whole school priorities.</p>

Personal development plan

To help develop all the staff at The John Fisher School, please work through this section with your line manager:

Do you know how to apply for CPD? If no, then please show the CPD form i: Z Drive/Professional development/ 2020/21/Professional development proforma 2020/21

What areas of your teaching would you like development sessions in? (This could be in after school sessions, online courses, or external providers)

What would you like to develop in the next 2-3 years?

Agreement

	Signature	Print name	Date
Job holder	<input type="text"/>	<input type="text"/>	<input type="text"/>
Reviewer	<input type="text"/>	<input type="text"/>	<input type="text"/>
Headteacher-SLT	<input type="text"/>	<input type="text"/>	<input type="text"/>

Tracking Progress

How well am I progressing in my professional development?

- To be completed by February/March 2021 (Date TBC)
- What is going well? What needs attention? Has anything changed? Do I need help or support?

Target 1

Target 2

Target 3

Agreement

	Signature	Print name	Date
Job holder	<input type="text"/>	<input type="text"/>	<input type="text"/>
Reviewer	<input type="text"/>	<input type="text"/>	<input type="text"/>

Agreed review date:

No later than 30/09/20

Reflection of the Year

What has gone well in your professional development?

- To be completed by **July 17th 2021**
- What have been your achievements?

Target 1
Target 2
Target 3

What do I want to continue to improve? Where do I need further support and guidance?

- Any outcomes not fully developed?
- What was under the job holder's direct control? What was not?
- What factors influenced your progress this year?

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	Signature	Print name	Date
Job holder	<input type="text"/>	<input type="text"/>	<input type="text"/>
Reviewer	<input type="text"/>	<input type="text"/>	<input type="text"/>

Appendix 2: Mental Health and Wellbeing

The John Fisher School is committed to supporting your wellbeing. To make sure we can support you, please answer the questions below. All information is treated in the strictest of confidence.

Work life balance scale: How would you rate your work life balance (on average) last year?

Very poor work/life balance								Very good work/life balance	
1	2	3	4	5	6	7	8	9	10

What are the key contributing factors (negative) which have impacted your work-life balance in the past? (By answering this, we can look to support and remove where possible)

Do you know who the staff in school are who are trained in Mental Health First Aid?

Do you know where to go for support within the school if needed?

Do you know external sources of support if needed?



WORKPLACE OPTIONS

YOUR EMPLOYEE ASSISTANCE PROGRAMME

FREEPHONE: 0800 243 458
E-MAIL: assistance@workplaceoptions.com
WEBSITE: www.workplaceoptions.com
OUTSIDE THE UK: +44 (0)20 8987 6550
SMS (FOR CALL BACK): +44 (0)7909 341229
MINICOM: +44 (0)20 8987 6574