

St. Joseph's Catholic School & Sixth Form Centre
Ysgol Gatholig San Joseff

Performance Management Policy 2024-2025



This policy follows the model recommended by the Diocese of Menevia.

This policy should be read in conjunction with and in response to the school's Teacher Pay policy.

Performance Management Policy agreed by Governors:

A handwritten signature in black ink, appearing to read 'P. Bellinger', is written over a light grey rectangular background.

Signed by Chair:

Date: 13/03/2024

Diocese of Menevia



PERFORMANCE MANAGEMENT POLICY

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- A. Template for Individual Performance Management Plan, PRD Record & Appraisal Statement from 2023-2024.

1. About this policy

This policy sets out the performance management arrangements for the head teacher and teachers of St. Joseph's Catholic School & SixthForm Centre. It has been agreed by the Governing Body, Diocese of Menevia, Head Teacher and Local Authority and follows consultation with all staff members and recognised trade unions. It describes the purpose, procedures, roles and responsibilities that will ensure that the school's performance management arrangements contribute to the professional development of its staff and to the achievement of wider development objectives for the school and its learners.

Arrangements for appraisal should ensure that teachers can be secure in the knowledge that their progress and commitment are acknowledged. Appraisal is a time to celebrate achievement wherever possible, as well as for discerning where there is scope for development. Challenge is at the heart of the Gospels. Christ challenged all whom he encountered, each according to their needs and readiness.

The Governing Body is committed to ensuring consistency of treatment and fairness in the operation of performance management as a Catholic school and our belief in the dignity of the individual. The performance framework offers opportunities to ensure justice for teachers and pupils alike. It has the potential for the expression of Christian qualities, such as honesty, self-knowledge, respect for others and their gifts, recognition of the needs and achievements of others, challenge of self and others, personal growth and openness.

The head teacher will provide the Governing Body with an annual written report on the operation and effectiveness of this policy including the training and development needs arising from the performance management process.

This policy has been produced with due regard to the current Appraisal Regulations and accompanying guidance published by the Welsh Government. These can be found at:

Regulations:

www.legislation.gov.uk/wsi/2011/2940/contents/made

Guidance:

www.wales.gov.uk/topics/educationandskills/publications/guidance/performance-man-for-teachers?lang=en

This policy does not apply to:

- newly qualified teachers undergoing their statutory period of induction who are exempted from performance management arrangements; or
- teachers employed for a fixed period of less than one school term

2. Principles underpinning performance management

The following principles will underpin our performance management arrangements:

- Trust, confidentiality and professional dialogue between appraiser and appraisee

- Consistency so that all staff are treated fairly
- Recognition of strengths and a commitment to share effective practice
- A commitment to provide constructive feedback on performance
- Rigorous and evidence based
- A shared commitment to meeting the school's improvement plan and appropriate national priorities

3. Professional standards

Teachers are required to meet the Practising Teacher Standards at the end of their induction period and must continue to meet them throughout their career. The head teacher is required to meet the Leadership Standards. Other practitioners may choose to use the Leadership Standards as a reference for their leadership development where this is identified as a priority for their professional development.

The professional standards should be considered as a whole to provide a backdrop to discussion and to help practitioners identify areas for further development.

The relevant professional standards can be found at:

www.wales.gov.uk/topics/educationandskills/publications/circulars/practitioners/?lang=en

4. Timing of the performance management cycle

The school's annual performance management cycle will run from Autumn Term to Autumn Term.

The appraisal cycle has been timed to link with the school's annual planning cycle.

5. Appointment of appraisers

The head teacher will appoint an appraiser for every teacher in the school.

The head teacher's appraisal will be carried out by a panel consisting of:

- at least two governors appointed by the governing body
- one or two representatives appointed by the local authority
- a Diocesan representative

The external adviser must be familiar with the particular needs of a Catholic voluntary aided school, for instance the development of the school's ethos.

6. The performance management plan

Performance management will be a continuous cycle throughout the year involving three stages of planning, monitoring performance (in January) and reviewing performance.

The appraiser(s) will meet with the teacher/head teacher at the start of the cycle to plan and prepare for the annual appraisal. This meeting may be combined with the review meeting held at the end of the previous cycle.

The meeting will seek to agree the following:

- objectives for the cycle and professional development activities to support achievement of the objectives
- the monitoring procedures including arrangements for observation of teaching on at least one occasion
- any sources of information and data relevant to the objectives – these should include an up to date Practice Review and Development (PRD) Record and data/information drawn from existing sources
- objectives should reflect the Catholic identity and mission of the school and the values it proclaims.

A template for the PRD Record is at Annex A (Section 3). A template for the recording the objectives is at Annex A (Section 1b)

In the case of the head teacher's performance plan only, the chair of the governing body will provide, on request, a copy of the head teacher's objectives to Estyn.

The arrangements for monitoring performance against the objectives, including the use of observation, will be decided during the planning meeting and recorded by the appraiser(s).

The appraisee and appraiser(s) will keep progress under review throughout the cycle including the use of informal discussion as well as the more formal arrangements specified in the planning meeting. The PRD Record will provide a focus for these discussions and needs to be kept up to date by the appraisee.

7. The review meeting

At the end of the performance management cycle a formal review meeting will be held where the appraiser and appraisee will discuss achievements, any areas for improvement and professional development activities. This meeting may be combined with the planning meeting for the next annual cycle.

The purpose of the review meeting will be to:

- assess the extent to which the appraisee has met their objectives
- determine whether there has been successful overall performance in confirming the appraisee continues to meet the relevant professional standards
- identify the need for additional support, training or development and how this will be met

8. The appraisal statement

Within 10 school days of the review meeting the appraiser(s) will provide the appraisee with a written statement of the main points made at the review meeting and the conclusions reached. Annexed to the statement will be a summary of professional development needs and an indication of how these might be met.

The appraiser will seek to agree the final wording of the appraisal statement with the appraisee.

The appraisee may, within 10 school days of receiving the final appraisal statement, add comments in writing. These comments will then form part of the statement.

Both the appraisal statement and the annex are confidential documents and must be kept in a secure place. The provisions of the Data Protection Act will be followed at all times.

9. Appeals

The appraisee may appeal against the appraisal statement within 10 school days of receiving the appraisal statement. An appeals officer or, in the case of the head teacher, an appeals panel will be appointed to conduct a review.

All appeals will be conducted in accordance with the current Appraisal Regulations and the associated Welsh Government guidance.

In summary, the appeal process will involve the following stages:

- Appraisee lodges appeal with the Governing Body
- Appeals officer/panel appointed
- Appeals officer/panel provided with copy of appraisal statement within 5 school days of receiving notice of appeal
- Appeal review will be carried out within 10 school days of receiving appraisal statement
- The appeals officer/panel must take into account any representations made by the appraisee
- The appeals officer/panel may then decide that:
 - the appraisal has been carried out satisfactorily;
 - with the agreement of the appraiser(s), amend the appraisal statement; or
 - order that a new appraisal be carried out
- The appeals officer/panel can not determine:
 - that new objectives can be set: or
 - that existing objectives be revised

10. Use of appraisal statements

10.1 Teachers

The appraiser must give a copy of the appraisal statement to the appraisee and to the head teacher. In turn, the headteacher will, on request, provide a copy to:

- the appraiser;
- an appeals officer; or
- any governors responsible for making decisions or giving advice on matters in relation to pay

Where the appraisee is eligible for pay progression under the School Teachers Pay and Conditions Document (STPCD) the appraiser will provide a recommendation on pay progression to the head teacher in line with provisions of the STPCD.

The head teacher will provide a copy of the annex to the appraisal statement detailing professional development needs to the person with whole-school responsibility for planning provision for training and development.

The appraisal statement will be kept by the head teacher in a safe and secure place until at least 3 years after the next appraisal statement has been finalised.

10.2 Head teacher

In the case of the head teacher's performance management the appraisers will give copies of the appraisal statement to the head teacher, the chair of the governing body and the chief education officer. Appraisers will also, on request, provide a copy to any governors responsible for making decisions or giving advice on matters in relation to pay.

The chair of the governing body will also provide, on request, a copy of the head teacher's appraisal statement to:

- any officer designated by the chief education officer responsible for the performance of head teachers; or
- any appeals officer

The chair of the governing body will provide a copy of the annex to the appraisal statement detailing professional development needs to the person with whole-school responsibility for planning provision for training and development.

The appraisal statement will be kept by the governing body in a safe and secure place until at least 3 years after the next appraisal statement has been finalised. The head teacher will also keep a copy of the appraisal statement for the same period of time.

Information from the head teacher's appraisal statement may be taken into account by the governing body (or its committees) in matters relating to the promotion, discipline or dismissal of the head teacher or in relation to any discretion over pay.

11. Managing under performance

Effective line management arrangements, including the effective use of the procedures outlined in this policy, will help prevent under-performance through early identification, support and intervention.

The performance management procedures set out in this policy, including the review meeting and appraisal statement, do not form part of any disciplinary, competency or capability procedures. However, information from the Appraisal Statement can be taken into account when making decisions about pay, promotion, dismissal, or disciplinary matters which may be triggered by other procedures.



St. Joseph's Catholic School & Sixth Form Centre

**Performance Management
2023-24**

**Individual Plan
&
Practice, Review & Development Record**

Name: FILL IN
Main responsibilities: FILL IN
Cycle (2023/2024)
Appraiser: FILL IN

Section 1: School Improvement Plan 2023-2024.....p2
Section 1: Planning.....p5
Section 2: Monitoring.....p7
Section 3: Practice, Review and Development Record.....p8
Section 4: Review.....p9

School priorities for 2023-24

Following on from our review of last year's School Improvement Plan (SIP) we have identified the following priorities for the current academic year. As one might expect, these roll forward much of the work of last year's priorities.

Focus	Lead	Estyn inspection area
1. Improve outcomes in KS4 and aspects of KS5 outcomes.	JF & JT (SIP 7)	1
2. Improve levels of attendance for all groups.	JF & SL	4
3. Significantly reduce exclusions both in terms of numbers of pupils and number of days.	JF & SS	2 & 4
4. Secure improvements in teaching and learning by maintaining momentum on curriculum development with a particular emphasis on establishing a shared understanding of learner progress .	SJ & RP	1, 3 and 5
5. Enable our young people to develop good, healthy relationships based on mutual respect and consideration by helping them to improve behaviour and attitudes throughout the school.	LD & SJ	2 & 4
6. Ensure the right kind of support for learners with additional needs by implementing the new ALN code of practice.	DE & JC	4
7. Establish more precise and effective support and intervention for learners (individuals and groups) by refining tracking and monitoring systems throughout the school.	JT & DE	1 & 4
8. Ensure our learners have a positive experience of spiritual and religious (individual and communal) reflection by continuing to strengthen the quality of collective worship in school.	JF & MPF	4

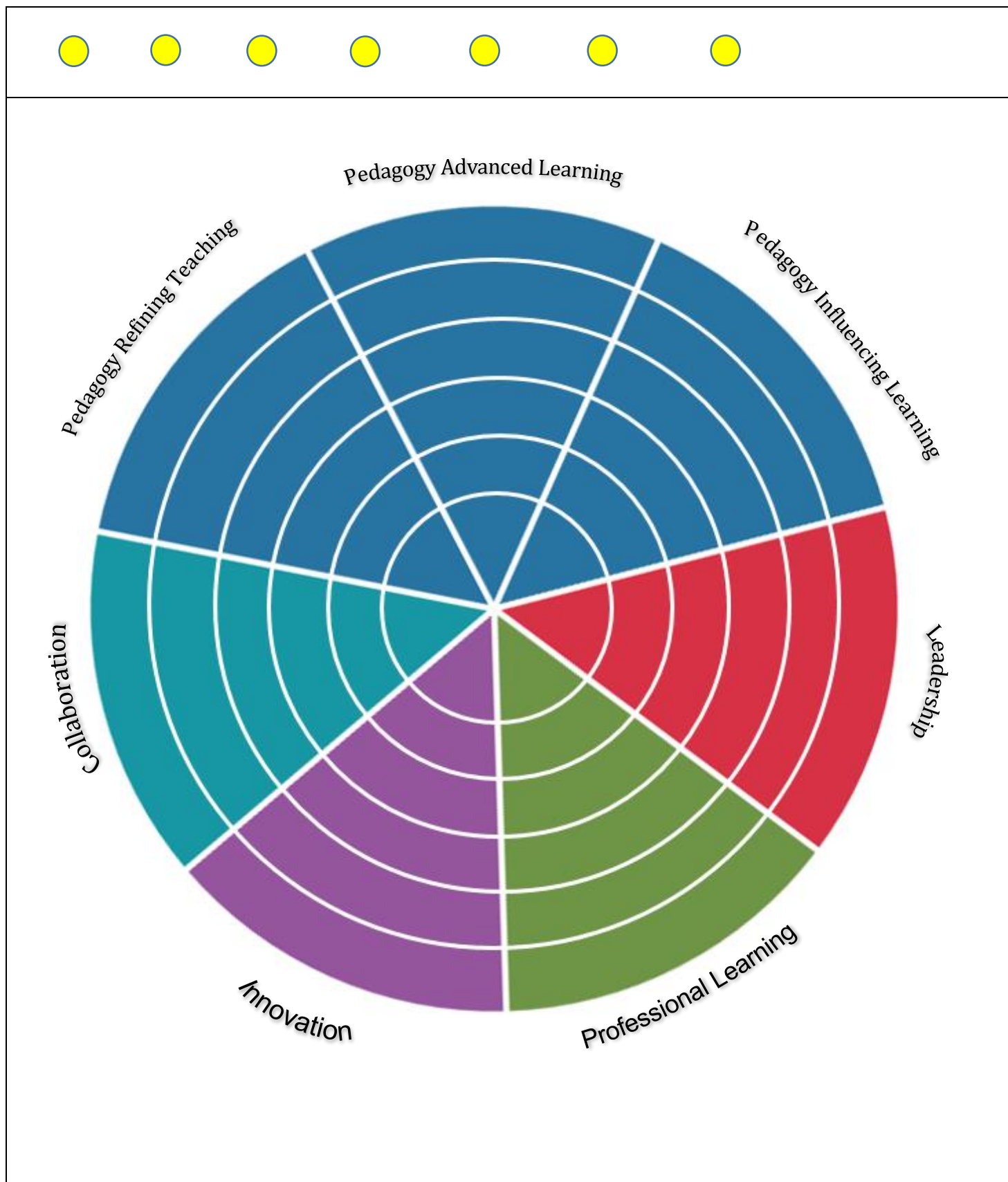
- Inspection area 1: Learning.
- Inspection area 2: Wellbeing and attitudes to learning.
- Inspection area 3: Teaching and learning experiences.
- Inspection area 4: Care, support and guidance.
- Inspection area 5: Leadership

		Elements	Sustained Highly effective practice
Pedagogy	Refining Teaching	Managing the learning environment	Learners articulate the way that their own organisational skills are developing to demonstrate they take growing responsibility for their own learning
		Assessment	Specialised assessment techniques are employed for identified learners, and there is a commitment to working with colleagues and other agencies to best meet identified needs
		Differentiation	Differentiation is highly sophisticated to the point where learners recognise why they need to be extended or supported and participate in the planning of learning experiences
		Recording & reporting	Analysis of data and evidence enables insight and decision about provision. Records and reports enable other interest groups to efficiently recognise issues and to act accordingly
		Involving parents in learning	Parents and carers are given strong support in helping their children develop in terms of the four purposes. Employers and other stakeholders are actively encouraged to support the four purposes and, in particular, the commitment to build authentic experience as a natural part of learning
	Advancing Learning	4 purposes for learners	The way that the four purposes have been embedded, developed and extended is clearly articulated, with the impact of pedagogy upon learning outcomes articulated to colleagues
		Exploiting subject disciplines in areas of learning	Planned learning exploits subject disciplines using real-life applications across the four purposes
		Blended learning experiences	A wide repertoire of teaching methods is skilfully employed and learners are able to bring discipline and organisation to their own efforts as they structure activity to bring the four purposes to life
		Real life, authentic contexts	Learners initiate, drive and reflect upon authentic experience which reinforces prior learning and provides context for further development across all four purposes
		Progression in learning	Learners and teachers can see, map and reflect upon learning to the extent that they are able to articulate next steps in a way which applies disciplined learning across the four purposes
	Influencing Learners	Cross-curricular themes	The use of cross-curricular themes is routinely employed and the range exploits complex learning which is made explicit through effective reflection on learning
		Challenge & expectations	Learners relish the opportunity to extend themselves and exploit previous skills whilst seeking to develop new ones
		Listening to learners	Processes are in place which expect learners to offer their views to inform all stages of learning
		Learners leading learning	Learners take an active role in managing their own learning agenda with self-initiated and self-determined activity helping them to set their own high expectations
		Sustained effort & resilience in learners	The teacher ensures that learners reflect upon the extent to which they have stretched themselves and been resilient in solving problems and challenges in their learning
Leadership	Reflection on learning	Evaluation of learning looks at all aspects; the products, quality, development of learning and the extent to which the four purposes are addressed within reflection on the learning exhibited. From this there is a natural focus on the future behaviours necessary to be extended as a learner	
	Learning outcomes and well-being	Learners are enabled to understand how their focus upon personal well-being and their commitment for appropriate medium, outcome and quality have impact in terms of usefulness for the purpose & audience	
	Taking responsibility for self	Personal professional responsibility includes the sustained development of highly effective practices across the professional standards	
	Exercising corporate responsibility	Colleagues are supported to meet the policies and principles required by the school with suggestions for improvements being offered and acted on	
Professional Learning	Leading colleagues, projects & programmes	Leadership is an integral part of teaching involving the support, guidance & demand necessary to achieve required outcomes. It takes account of the experience of other colleagues & encourages them to flourish	
	Supporting formal leadership roles	Perceptive and positive contributions are made where necessary to support the work of the school wherever it is needed using expertise and experience to fulfil the aims of the school	
	Wider reading and research findings	There is structured engagement in an action research community and evidence of practice informed by wider reading and research findings on a national and international scale	
	Professional networks and communities	The teacher takes an active role in the wider education community with contributions to journals, conferences or learning communities	
Innovation	Continuing professional learning	Continuing professional learning is driven by the teacher carefully framing professional growth within the context of the 4 purposes & a commitment to leading development for colleagues within + beyond the school	
	Welsh language skills	The teacher actively seeks opportunities to apply and extend their understanding and skills in the use of the Welsh language	
	Offering expertise	Expertise and experience is brought to bear by contributing professional skills to help other colleagues address new challenges	
Collaboration	Developing new techniques	Evidence-based, disciplined techniques are used effectively to meet challenges and take learning forward	
	Evaluating the impact of changes in practice	Evidence deriving from innovative practice is collected and shared with others both within and beyond the school community to contribute to growing understandings and other related developments elsewhere	
	Seeking advice & support	Proposed new approaches are clearly articulated to colleagues at all levels to elicit critical advice & support	
	Working with in-school colleagues	The teacher actively promotes and facilitates collaborative opportunities for staff both in routine aspects of learning organisation and in innovative approaches	
	Supporting and developing others	High levels of sustained professional practice embody support for emerging skills and qualities in others and benefit learners through active, purposeful and structured contributions to the development of teachers and other staff	

	Enabling improvement	Areas of concern are accurately identified and examined in own and others' practice. Support is sought and offered readily, and a plan enacted to secure improved performance
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Section 2 (Planning)

a. Self-analysis and Reflection (November 2023)



b. Individual Plan (November 2023)

<p>Objective 1</p> <p>Outcomes – SIP focus 1</p>	<p>Improve outcomes in KS4 and KS5 outcomes (SIP 1)</p>
<p>Professional learning activities to support development</p>	<p>a) Use data drop analysis to inform next steps and intervention</p> <p>b) Strong communication with parents/guardians</p> <p>c)</p> <p>d)</p>
<p>Success Criteria</p>	<p>This needs to be measurable</p>
<p>Objective 2</p> <p>Improving learner progress – SIP focus 5</p>	<p>Secure improvements in teaching and learning by maintaining momentum on curriculum development with a particular emphasis on establishing a shared understanding of learner progress (SIP 5)</p>
<p>Professional learning activities to support development</p>	<p>a) Take onboard training from toolbox / INSET sessions</p> <p>b) Lesson objectives to be created using Integral Skills / Core Skills.</p> <p>c)</p> <p>d)</p>
<p>Success Criteria</p>	<p>This needs to be measurable</p>
<p>Objective 3</p>	<p>This needs to relate to one of the other whole school priorities from 5 - 8</p> <p>or</p> <p>an aspect of professional learning (e.g. completion of a masters course etc).</p>
<p>Professional learning activities</p>	

to support development	
Success Criteria	This needs to be measurable

Objectives agreed:	Signed:	Date:
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Section 3 (Monitoring during the Year)

Interim meeting (March 2024)	
How is target 1 being met?	
How is target 2 being met?	
How is target 3 being met?	
Focus for lesson observation in term 2. (Needs to be related to objective 2)	
N/A	
Signed:	Date:

Section 4: Practice, Review and Development Record

An up-to-date record of:

- *your own assessment of performance against the agreed*
- *details of any professional development activities undertaken or other support*
- *provided and how this is contributing to achievement of the objectives*
- *details of any factors which you consider are affecting your performance against*
- *the recorded objectives*
- *any informal progress or review meetings*

Professional Learning for the academic year 2023-2024

Month	Professional learning
September	
October	
November	
December	
January	
February	
March	
April	
May	
June	
July	

Please add on additional training that you have had. e.g course, MA, time with a member of staff, reading/audio books, external training, internal training, online training etc.

Section 5: Final review meeting

a. Self-Reflection (July/September 2024)

Prior to the review meeting, you should consider, through the exercise of professional judgement, the areas for discussion in relation to the current cycle and in preparation for the next cycle.

You should consider performance against:

- *your own assessment of your performance against the objectives set at the start of the cycle*
- *the benefits of any professional development undertaken and details of any professional learning opportunities which you think would be beneficial*
- *any in-year reviews that have taken place*
- *any factors which you consider affect performance against the set objectives*
- *possible objectives for the next cycle*

b. Appraisal Statement against the objectives (July/September 2024)

Objective	Comments	Met Y/N
Objective 1		
Objective 2		
Objective 3		

Pay Eligibility: YES NO* N/A

Recommendation for pay progression (if applicable):

*If no, reasons should be provided in writing and the letter should include information about the process for appeal.

A copy of this statement must be sent to J. Felton

