



STAFF DEVELOPMENT

Frank Wise School is committed to providing the best education possible for all our pupils and conditions which provide the best possible professional fulfilment for all of our staff. We believe in the importance of developing staff skills and appreciate the enormous benefits to our pupils in having motivated and highly skilled teachers and support staff committed to whole school values, attitudes and beliefs. The Assistant Headteacher is responsible for in-service training and staff development throughout the school.

INDUCTION

All staff are entitled to a full programme of induction training covering essential skills and knowledge for working at Frank Wise School. The school induction programme, which is usually offered in the Autumn term, covers the following areas -

Before the first term	During the first term
<p>Copies will be given of the following documents -</p> <ul style="list-style-type: none"> - Staff Handbook - Induction Information - CPD Folder <p>Opportunity to go through where appropriate -</p> <ul style="list-style-type: none"> - Values and Aims of the School - All the school's resources - School filing system - Home-School Diaries - Transport Arrangements - School Policies including absence, behaviour management and working with other professionals - Disability Awareness - Emergency Procedures (H&S) - 	<p>Training sessions covering the following areas -</p> <ul style="list-style-type: none"> - Curriculum Framework - Individual Programmes - Recording System - Group Work - Language Skills - Manual Handling - Positioning - Behaviour Management - Principles of Physical Intervention - I.C.T. - Early Reading Skills - Appraisal process <p>We also aim to offer a series of after school workshops on the following -</p> <ul style="list-style-type: none"> - Sign Language & AC - Feeding Skills

We are committed to providing continuing support to all staff and needs will be addressed as they arise. Specifically all teaching staff and classroom support officers will be trained in the county endorsed Team-Teach program. This will happen at the earliest date available after employment.

APPRAISAL

INTRODUCTION AND PURPOSE : This policy sets out the framework for a clear and consistent assessment of the overall performance of staff and for supporting their development needs within the context of the school's development plans and their own professional needs. Where teachers are eligible for pay progression, the assessment of performance throughout the cycle against the performance criteria specified in the statement will be the basis on which the recommendation is made by the reviewer. This policy should be read in conjunction with the school's pay policy which provides details of the arrangements relating to teachers' pay in accordance with the School Teachers' Pay and Conditions Document.

APPLICATION OF THE POLICY : At Frank Wise School, appraisal is seen as an essential professional activity for all staff, and integral both to their work and to that of their team leaders. Therefore, the policy applies to all teachers and support staff employed by the school except teachers on contracts of less than one term, those undergoing initial teacher induction (ie NQTs) and those who are the subject of capability procedures.

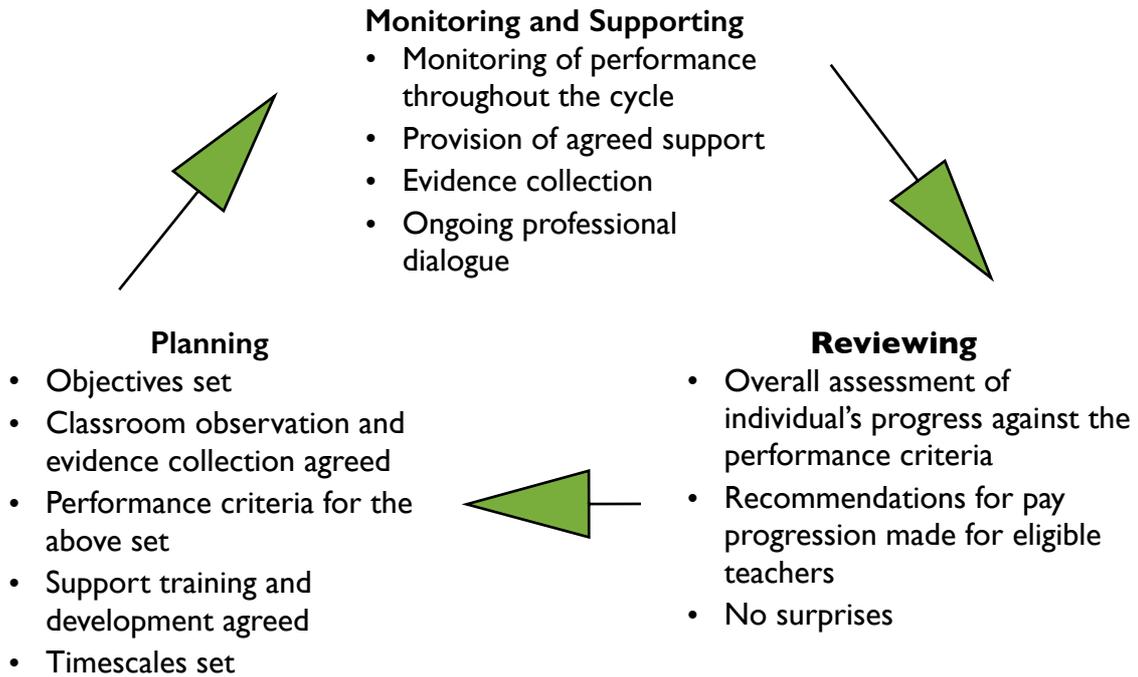
LINKS TO S.E.F. AND DEVELOPMENT PLAN : To comply with the requirement to show how the arrangements for appraisal link with those for school improvement, school self-evaluation and school development planning and to minimise workload and bureaucracy the appraisal process will be the main source of information as appropriate for school self-evaluation and the wider school improvement process. Similarly, the school improvement and development plans and the school's self evaluation form are key documents for the appraisal process. All reviewers are expected to explore the alignment of reviewees' objectives with the school's priorities and plans. The objectives should also reflect reviewees' professional aspirations.

CONSISTENCY OF TREATMENT AND FAIRNESS : The Governing Body is committed to ensuring consistency of treatment and fairness in the operation of appraisal. To ensure this the following provisions are made in relation to moderation, quality assurance and objective setting. The Headteacher will delegate the reviewer role for some or all staff for whom he is not the line manager. In these circumstances the Assistant Headteacher, responsible for Professional Development, will moderate all the planning statements to check that the plans recorded in the statements of staff at the school:

- are consistent between those who have similar experience and similar levels of responsibility.
- comply with the school's performance management policy, the regulations and the requirements of equality legislation.

The Governing Body will nominate two governors who will not be involved in the Headteacher's appraisal or any appeal regarding the Headteacher's appraisal to ensure that the Headteacher's planning statement is consistent with the school's improvement priorities and complies with the school's performance management policy and the Regulations.

THE APPRAISAL CYCLE



OBJECTIVE SETTING : The objectives set will be rigorous, challenging, achievable, time-bound, fair and equitable in relation to staff with similar roles/responsibilities and experience, and will have regard to what can reasonably be expected of any staff in that position given the desirability of the reviewee being able to achieve a satisfactory balance between the time required to discharge their professional duties and the time required to pursue their personal interests outside work. They shall also take account of the staff member's professional aspirations and any relevant pay progression criteria. They should be such that, if they are achieved, they will contribute to improving the progress of pupils at the school. The reviewer and reviewee will seek to agree the objectives but where a joint determination cannot be made the reviewer will make the determination. In this school all staff, including the Headteacher, will not necessarily all have the same number of objectives but may also have a whole school or team objective, as appropriate. Though appraisal is an assessment of overall performance of staff including the Headteacher, objectives cannot cover the full range of a member of staff's roles and responsibilities. Therefore, objectives will focus on the priorities for an individual for the cycle.

REVIEWING PROGRESS : Mid-way through the appraisal cycle, the reviewer and the reviewee will meet to discuss progress made against the targets set. Further action will be agreed where necessary. At the end of the cycle, assessment of performance against an objective will be on the basis of the performance criteria set at the beginning of the cycle. Good progress towards the achievement of a challenging objective, even if the performance criteria have not been met in full, will be assessed favourably. The appraisal cycle is annual, but on occasions it may be appropriate to set objectives that will cover a period over more than one cycle. In such cases, the basis on which the progress being made towards meeting the performance criteria for the objective will be assessed at the end of the first cycle and will be recorded in the planning and review statement at the beginning of the cycle.

APPEALS : At specified points in the appraisal process all staff have a right of appeal against any of the entries in their planning and review statements. Where a reviewee wishes to appeal on the

basis of more than one entry this would constitute one appeal hearing. Details of the appeals process are covered in the school's pay policy.

CONFIDENTIALITY : The whole appraisal process and the statements generated under it, in particular, will be treated with strict confidentiality at all times. Only the member of the Senior Leadership Team overseeing Continuing Professional Development and the reviewee's line manager or, where s/he has more than one, each of her/his line managers will be provided with access to the reviewee's plan recorded in her/his statement, upon request, where this is necessary to enable the line manager to discharge her/his line management responsibilities. Reviewees will be told who has requested and has been granted access.

TRAINING AND SUPPORT : The school's CPD programme will be informed by the training and development needs identified in the training section of the reviewees' planning and review statements. The governing body will ensure in the budget planning that, as far as possible, appropriate resources are made available in the school budget for any training and support agreed for reviewees.

An account of the training and development needs of teachers in general, including the instances where it did not prove possible to provide any agreed CPD, will form a part of the Headteacher's annual report to the governing body about the operation of the performance management in the school.

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 CPD identified is essential for a reviewee to meet their objectives; and (b) the extent to which the training and support will help the school to achieve its priorities. The school's priorities will have precedence. Staff should not be held accountable for failing to make good progress towards meeting their performance criteria where the support recorded in the planning statement has not been provided.

APPOINTMENT OF REVIEWERS FOR THE HEAD TEACHER

Appointment of Governors : In this school the Governing Body is the reviewer for the Headteacher and to discharge this responsibility on its behalf may appoint 2 or 3 governors. Where a Headteacher is of the opinion that any of the governors appointed by the governing body under this regulation is unsuitable for professional reasons, he may submit a written request to the governing body for that governor to be replaced, stating those reasons.

Appointment of School Improvement Partner or External Adviser : The local authority has appointed a School Improvement Partner for the school, who will provide the Governing Body with advice and support in relation to the management and review of the performance of the Headteacher.

APPOINTMENT OF REVIEWERS FOR ALL OTHER STAFF : In the case where the Headteacher is not the member of staff's line manager, the Headteacher may delegate the duties imposed upon the reviewer, in their entirety, to the member of staff's line manager. In this school the Headteacher has decided that the Headteacher will be the reviewer for those staff he directly line manages and will delegate the role of reviewer, in its entirety, to the relevant line managers for some or all other members of staff. The maximum number of reviews that any line manager will be expected to undertake per cycle is seven (see appendix 3).

Where a member of staff has more than one line manager the Headteacher will determine which line manager will be best placed to manage and review the staff's performance.

Where a member of staff is of the opinion that the person to whom the Headteacher has delegated the reviewer's duties is unsuitable for professional reasons, s/he may submit a written request to the Headteacher for that reviewer to be replaced, stating those reasons.

Where it becomes apparent that the reviewer will be absent for the majority of the cycle or is unsuitable for professional reasons the Headteacher may perform the duties himself or delegate them in their entirety to another member of staff. Where this member of staff is not the reviewee's line manager the member of staff will have an equivalent or higher status in the staffing structure as the member of staff's line manager.

A appraisal cycle will not begin again in the event of the reviewer being changed.

All line managers to whom the Headteacher has delegated the role of reviewer will receive appropriate preparation for that role.

THE APPRAISAL CYCLE : The performance of all staff must be reviewed on an annual basis. Appraisal planning and reviews must be completed for all teachers by 31st October and for the Headteacher by 31st December. The appraisal cycle in this school, therefore, will run from October to October for teachers, from December to December for the Headteacher and from April to April for support staff. 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 the provisions of this policy. The length of the cycle will be determined by the duration of their contract. Where a member of staff starts their employment at the school part-way through a cycle, the Headteacher or, in the case where the teacher is the Headteacher, the governing body shall determine the length of the first cycle for that member of staff, with a view to bringing his / her cycle into line with the cycle for other staff at the school as soon as possible. Where a member of staff transfers to a new post within the school part-way through a cycle, the Headteacher or, in the case where the member of staff is the Headteacher, the governing body shall determine whether the cycle shall begin again and whether to change the reviewer.

RETENTION OF STATEMENTS : Appraisal planning and review statements will be retained for a minimum period of 6 years.

MONITORING AND EVALUATION : The governing body will monitor the operation and outcomes of appraisal arrangements. The Headteacher will provide the governing body with a written report on the operation of the school's appraisal policy annually. The report will not contain any information which would enable any individual to be identified. The report will include:

- the operation of the appraisal policy.
- the effectiveness of the school's appraisal procedures.
- staff training and development needs.

The Governing Body is committed to ensuring that the appraisal process is fair and non-discriminatory. 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 under any of the categories below:

Race	Disability	Sexual orientation	Age
Religion and belief	Part-time contracts	Trade union membership	Sex

REVIEW OF THE POLICY : The Governing Body will review the appraisal policy every school year at its March/April meeting. The Governing Body will take account of the Headteacher's report in its review of the appraisal policy. The policy will be revised as required to introduce any changes in regulation and statutory guidance to ensure that it is always up to date. The Governing Body will seek to agree any revisions to the policy with the recognised trade unions having regard

to the results of the consultation with all teachers. To ensure staff are fully conversant with the appraisal arrangements, all new staff who join the school will be briefed on them as part of their introduction to the school.

ACCESS TO DOCUMENTATION : Copies of the school development plan and SEF can be obtained from the school office.

CLASSROOM OBSERVATION PROTOCOL : All classroom observations will be undertaken in accordance with the appraisal regulations, and the classroom observation protocol that is appended to this policy in Appendix 2.

SPECIFIC TRAINING AND DEVELOPMENT

The school is fully committed to providing all staff with quality in-service training opportunities. Specifically this will be done through :

- **Annual Inset Programme:** A yearly inset plan linked to the School's Development Plan is produced together with termly programmes of school based inset activities. This is for all staff.
- **Termly Reviews:** Regular opportunities are afforded to teachers to talk with the Headteacher and Subject Leaders about individual teaching programmes and classroom management issues. Although this is intentionally an informal arrangement, it does give every teacher at least one occasion every term to talk through professional issues and identify any possible areas for future training. Of course this does not preclude any teacher seeking advice at any other time but it is a structured entitlement to help every teacher's professional development.
- **Professional Observations:** Professional consistency and development within the school is also aided by giving every teacher regular opportunities to observe other lessons and colleagues teaching. By disseminating good practice at all levels throughout the school we find this an invaluable tool for staff training. The observations are structured, either looking at particular classroom procedures or curricular content throughout every class, or may be focussed on broader issues involving shadowing pupils or other staff. Overall, the aim is to augment staff development and at the same time review and consolidate effective whole-school curricular delivery.
- **Monthly Staff Meeting:** Some time is put aside during our monthly staff meetings to briefly examine certain staff development and training issues which affect both teachers and support staff.
- **Curriculum Workshops:** Another aspect of our staff development policy is participation in the school's weekly curriculum workshops. Although primarily designed for teachers, other staff are very welcome to join at anytime. By focusing on developing curricular ideas and sharing specific skills, resources and expertise we find this an excellent vehicle for staff training and development.

MONITORING AND EVALUATING PROFESSIONAL DEVELOPMENT

Record of Individual Professional Training: In our endeavours to offer comprehensive CPD for all staff we recognise the importance of every member of staff keeping a written record of their professional training both in and out of school. Consequently, all staff are responsible for maintaining such a record and Professional Development Portfolios are provided for this purpose. These portfolios can also be used for assisting staff performance management.

Inset & Training Evaluation Form: Prior to a member of staff undertaking any external course or training activity they will be required to fill in Part A of the FWS Inset Evaluation Form (Appendix 4). This also acts as a trigger for approval by the Assistant Headteacher responsible for Continuing Professional Development.

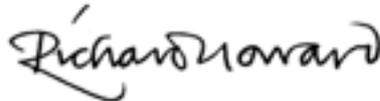
Then on completion of the training an evaluation of its effectiveness must also be made by completing Part B. This forms part of monitoring and evaluating in-service training activities throughout the school.

- Appendix 1 : FWS Appraisal Individual Plan (Statement)
- Appendix 2 : FWS Lesson Observation Protocol and Observation Record Sheet
- Appendix 3 : Team Leaders and staff they performance manage
- Appendix 4 : Frank Wise School Inset & Training Evaluation Form

Reviewed by: Lara Hughes

Date: October 2016

Approved by Governors:



Date: 10th October 2016

APPENDIX I



Appraisal

Name : xx	Job Title : xx
Review Carried Out By : xx	Date of Review : xx
Main Responsibilities : * xx	
Progress made against targets since last review : 1. xx	
Additional areas of achievement since last review : Based on the evidence available and the review of that evidence, it is clear that meets / exceeds the expectations of the Teacher Standards Document.	

Post Holder's Self Review

Which aspects of your work do you feel especially pleased with and why?

- xx

Which aspects of your job have not gone as well as you would have hoped and why?

- xx

Targets for the coming year :

1. Contribution to whole school
2. Development in role
3. Personal development that has relevance to school

Evidence required :

1. xx

Pay Recommendation :

On the basis of the evidence regarding targets and performance throughout the year, it is recommended that xxx progresses by one point on the pay scale.

Statement agreed by

Post Holder :
Date : xx

Reviewer :

APPENDIX 2

CLASSROOM OBSERVATION PROTOCOL

INTRODUCTION

The Governing Body is committed to ensuring that classroom observation is developmental and supportive and that those involved in the process will:

- carry out the role with professionalism, integrity and courtesy
- evaluate objectively
- report accurately and fairly
- respect the confidentiality of the information gained

Information gathered during any lesson observations may be used, as appropriate, for a variety of purposes including to inform school self-evaluation and school improvement strategies in accordance with the school's commitment to streamlining data collection and minimising bureaucracy and workload burdens on staff.

All Headteachers have a duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained. Heads have a right to drop in to classes to inform their monitoring of the quality of learning.

LESSON OBSERVATIONS FOR APPRAISALS

The total period for classroom observation arranged for any teacher will not exceed three hours per appraisal cycle having regard to the individual circumstances of the teacher. However, there is no requirement to use all of the three hours. The arrangements for classroom observation will be included in the planning and review statement and will include the amount of observation, specify its primary purpose, any particular aspects of the teacher's performance which will be assessed, the duration of the observation, when during the appraisal cycle the observation will take place and who will conduct the observation.

Where evidence emerges about the reviewee's teaching performance which gives rise to concern during the cycle classroom observations may be arranged in addition to those recorded at the beginning of the cycle subject to a revision meeting being held in accordance with the Regulations.

CODE OF PRACTICE FOR LESSON OBSERVATIONS AT FRANK WISE

- Observations will only be undertaken by persons with QTS.
- Those being observed will be notified in advance and the duration will be known beforehand.
- The focus of observation will be clear. A copy of the lesson plan will be available.
- The observer will not take part in the lesson, and will not intervene unless a child is at risk. (This is dependent on the focus of the observation and participation may have been agreed.)
- Feedback will take place promptly and will be constructive and supportive in nature.
- Verbal feedback will be given within 24 hours and written feedback within 5 days. It will take the form of professional dialogue between colleagues. Notes will be shared with the teacher using the FWS Lesson Observation Form. No additional notes will be kept.
- Any professional development needs which arise from the monitoring process will be addressed as soon as possible.
- The process must be manageable and not require additional preparation by the class teacher.
- Classroom observations are a high priority in improving standards and will not be postponed unless it is wholly unavoidable.

APPRAISAL TEAM LEADERS

2016 - 17

Autumn Term: *SLT Reviewing Teaching staff*

Sean	Heid	Lara	Matt
Heidi	Claire	Charlie	Kerry
Lara	Sian	Anthony	Clare
Matt	Esther	Beth	Helen (NQT Process)
Dean	Paul	Natalie	
Yvette	Leah		
Sam			

Spring Term *Teachers and SLT Reviewing CSO's and other support staff*

AN	Kerry	Vikki				
1fg	Clare	Rosie	Leah			
1fg	Yvette	Penny				
2fg	Sam	Jo	Imogen	Amy M		
3fg	Natalie	Raf	Aimee	George	Vanessa	
4fg	Claire	Sarah	Josh			
4fg	Sian	Claudia				
5fg	Beth	Elspeth	Ayshia	Tim	Rukhsana	
6fg	Helen	Leanne	Alison	Liza	Bernadette	
7fg	Paul	Kim	Kayliegh	Lisa	Sorrell	
8fg	Charlie	Sally	Amy C	Emily		
9fg	Leah	Shaz	Andrea	Noveen		
10fg	Esther	Steve	Connie	Katie		
GC	Anthony	Tina C	Kelly	Paul	Aaron	
GC	Dean	Amanda	Tina P	lafra	Kerry	Lindsey
	Sean	Heather				
	Heidi	Natalie	Tom			
	Lara	Anita	Jo			
	Matt	Chris				
	Heather	Vicky				
	Anita	Cathryn				
	Jo	Tom	Claudia	Bekkie	Jemma	



IN - SERVICE TRAINING EVALUATION FORM

Name:

Title of Training:

Training Provider:

Date/s of Training:

Training Objectives:

Is this part of the School Development Plan?

PART A: To be completed BEFORE you undertake the training

In this box, list three reasons why participating in this training activity might benefit you and the way you work:

In this box, list three ways in which undertaking this training might benefit Frank Wise School:

Approved by Date:

PART B overleaf

PART B: To be completed AFTER you have undertaken the training

How well did the training meet the objectives stated in Part A?

In this box, list three things that you have learned that will directly inform your daily practice.

In this box, list three ways in which what you have learned could be shared to the benefit of the whole school.

Would you recommend that other members of school staff undertake this training if it were run again? If so, why / why not?

Signed: **Date:**