

<b>Contents:</b>		<b>Page</b>
1.	Introduction	1
2.	Roles and Responsibilities	1
3.	Principles	2
4.	Setting Goals	2
5.	Professional Review Scheme Meetings	3
6.	Regular Communication	4
7.	Policy Status and Review	4
8.	Appendix 1: Observation of Teaching and Learning	6
<b>1.</b>	<b>Introduction</b>	
1.1	The Trust is committed to delivering excellence for its pupils and their families, employees and the local communities it serves. It seeks to deliver against this commitment by ensuring there is a highly knowledgeable, skilled and competent workforce.	
1.2	The ability to deliver excellence is enhanced by effective performance management practices; including the Professional Review Scheme (PRS). This is designed to maximise potential by supporting and developing all employees across the Trust.	
1.3	The PRS forms part of the Trust's improvement planning and performance management processes; it provides a means for aligning individual performance and development with academy/department improvement plans and the strategic priorities of the Trust.	
1.4	The PRS is not linked to pay or promotion.	
1.5	This policy applies to all employees within the Trust who have successfully completed their probation period, or NQT induction year, as appropriate. The performance and development of Executive Team members is subject to review by the Board of Trustees.	
<b>2.</b>	<b>Roles and Responsibilities</b>	
2.1	Principals and Heads of Professional Services are responsible for ensuring that all employees within their academy / department participate in the PRS. They will identify Reviewers (line managers) who will have delegated responsibility for conducting PRS meetings. Delegation will reflect local management structures. Reviewers will have line management responsibility, and in the case of teachers will be qualified teachers. The Executive Team will carry out PRS meetings with their direct reports.	
2.2	Principals and Heads of Professional Services are also responsible for collating, recording and monitoring PRS records, and identifying common themes and /or development requirements to support future planning.	

- 2.3 Line managers are responsible for managing the performance of their employees and supporting their professional development. This normally includes conducting PRS meetings in line with the principles and procedures outlined in this policy. Where the reviewer is not the line manager, the reviewer and line manager will collaborate to ensure the effectiveness of the PRS.
- 2.4 Employees are responsible for taking ownership of their performance and development. This includes fully engaging with the PRS.
- 2.5 HR is responsible for developing and overseeing and reporting on the implementation of this policy, including providing training and guidance for reviewers and employees. They are also responsible for working with Principals and Heads of Professional Service to support the planning and implementation of CPD activities.

### **3. Principles**

- 3.1 The PRS is one component of the Trust's performance management processes. These collectively strive to enhance the performance of employees in the context of the academy/department and Trust.
- 3.2 The PRS is designed to be supportive and developmental. It seeks to ensure employees have the necessary feedback and support they need to conduct their role effectively and to develop their performance.
- 3.3 The emphasis of the PRS is on an effective professional performance and development discussion. This should enhance performance and facilitate the personal, professional and career development of employees. It also provides an opportunity to seek to support and improve workplace wellbeing.
- 3.4 PRS is a cyclical process. There will be a minimum of two PRS meetings per year in accordance with the timescale stated in section 5.1.
- 3.5 The PRS is not a means for dealing with performance or conduct concerns that arise during probation, misconduct situations or capability procedures, for which other policy and procedures exist.
- 3.6 There may be circumstances where the PRS timescale or arrangements will need to be amended whilst other formal processes are complete. This includes:
- Long term sickness absence
  - Other long-term absence (e.g. parental leave, sabbatical, external secondments).
  - Disciplinary
  - Grievance where this involves issues between the reviewer and reviewee
  - Capability
  - Restructure

In these circumstances advice should be sought from HR.

- 3.7 Each PRS should be recorded using the Trust's online system.
- 3.8 The PRS is mandatory for all employees. However, the procedure may be adapted for employees who work an average of 10 hours per week or less or are on a short-term appointment. This is to reflect the role and contextual variables.
- 3.9 If an employee is dissatisfied with the contents of their PRS record, they should first discuss the matter with the reviewer. Where they are unable to resolve the matter, they may refer this to the Principal/Head of Professional Services to review and respond. If appropriate, the employee may contact the HR department for advice and guidance.
- 3.10 All documentation relating to the employee's performance will be treated confidentially and used, retained and disposed of in accordance with data protection legislation.

#### **4. Setting Goals**

- 4.1 Individual goals will align with the Academy/Department Improvement Plan and, where applicable other relevant plans, which in turn derives from the Trust's vision, values and key strategic priorities.
- 4.2 Goals must be meaningful and relevant; and agreed with the individual. In situations where the reviewer and reviewee are unable to agree goals, advice should be sought from HR.
- 4.3 An employee will typically have three goals which may be short (up to 3 months), mid (up to 6 months) or long term (up to 1 year).
- 4.4 A minimum of one goal should align with the employees professional, personal and/or career development needs, subject to relevance and appropriateness.
- 4.5 Goals are agile. They may be reviewed and revised during PRS meetings to reflect changes to circumstances, context or priorities. Where goals are achieved or closed during the academic year, new goals will be agreed.

#### **5. Professional Review Scheme Meetings**

- 5.1 PRS meetings will take place twice per year, normally in line with the following timescales:

- PRS Meeting 1: 1<sup>st</sup> September to October half term
- PRS Meeting 2: 1<sup>st</sup> January to Easter break 31<sup>st</sup> July

Additional PRS meetings may take place at the mutual agreement between the employee and their reviewer (e.g. following a change in roles or responsibilities).

- 5.2 PRS meetings will be held in an appropriate environment, and for sufficient duration that allows full and constructive dialogue. Normally the PRS meeting will last between 30 and 60 minutes.
- 5.3 A PRS meeting will be a full and reflective discussion which includes:
  - Discussion re workplace wellbeing and further support / improvements
  - Performance review in relation to:
    - Progress and/or achievement of goals
    - Challenges/barriers overcome or where support required to overcome
    - Demonstration of professional standards/Trust values
    - Role and responsibilities
    - Wider contribution towards the Academy/Department and/or Trust objectives
  - Reference to other sources of information:
    - Observation of teaching (see Appendix 1) / work activities as appropriate
    - Documentary evidence
    - Stakeholder feedback
  - Professional, personal and career development
    - Areas for development and required support/development
    - Sharing of knowledge/skills/experience
  - Review of goals, including:
    - Relevance
    - Agreeing new/amended goals, as appropriate
- 5.4 The employee will receive a record of the PRS meeting within 10 working days.

## 6. Regular Communication

6.1 The PRS is underpinned by a culture of continuous support and development. Alongside and complementary to PRS, managers must ensure there is regular communication regarding an employee's performance. This will include:

- Being accessible and approachable to employees
- Seeking to support and improve workplace wellbeing
- Providing specific, non-judgemental and timely feedback
- Providing developmental support, including on-the-job training, coaching and mentoring as appropriate
- Give praise and recognition for accomplishments

This list is not exhaustive.

## 7. Policy Status and Review

Written by	Head of People
Owner	Head of People
Status	Approved
Equality Impact Assessment	Initial Impact Assessment    Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Full Impact Assessment        Yes <input type="checkbox"/> N/A <input checked="" type="checkbox"/>
Consultation date	7 May 2020
Approval date	8 July 2020 – Board of Trustees
Review date	July 2023
Comments	

## Observation of Teaching and Learning

- 1.1 The Trust believes that observation of classroom practice and other responsibilities is important both as a way of assessing teachers' performance in order to identify any particular strengths and areas for development they may have, and of gaining useful information which can inform the Trust's improvement more generally. All observation will be carried out in a supportive fashion.
- 1.2 Teachers' performance will be regularly observed but the amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the Trust. Classroom observation will be carried out by teachers with QTS. In addition to formal observation
- 1.3 Principals, or other senior leaders with responsibility for teaching standards, may "drop in" in order to evaluate the standards of teaching and to check that high standards of professional performance are established and maintained. The length and frequency of "drop in" observations will vary depending on specific circumstances.
- 1.4 Principals, or other senior leaders with responsibility for teaching standards, may also undertake periodic 'learning walks'. Learning walks are a whole school improvement activity and as such, whilst teachers may be provided with individual feedback, this will not form part of the PRS discussion.
- 1.5 Teachers (including the Principals) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.