



Launceston College

A Multi Academy Trust

PERFORMANCE DEVELOPMENT POLICY

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Review by: DW

Launceston College MAT Performance Development and Appraisal Policy

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a. Intent and rationale for Performance Development

The Performance Development process will seek to support teachers to develop their skills and deepen their expertise. It will seek to be part of a supportive, developmental culture which aspires to the highest standards.

The Performance Development process should provide individual teachers with opportunities to recognise their successes. It should support teachers to reflect on the challenges and complexities of the craft of teaching. It should provide purposeful opportunities for them to reflect on how to support students to learn more effectively. It should not contribute negatively to stress or workload by focusing on quantitative measures outside the control of individual teachers or seeking a large burden of evidence. The Performance Development policy applies to all teaching staff, including the Principal. The intention of Performance Development at Launceston College MAT is to:

- Foreground the development of teacher expertise
- Support the development, improvement and consolidation of the skills required for highly effective teaching, grounded in the Teachers' Standards.
- Respect professionalism and encourage reflective, collaborative team practice
- Identify opportunities for the provision of training
- Set out and defend reasonable expectations for staff workload
- Give teachers the opportunity to 'improve' not 'prove.'

The Performance Development policy is informed by guidance in the Education (School Teachers' Appraisal) Regulations (2012) and the School Teachers' Pay and Conditions document (2018). It is informed by advice and guidance on best practice from the main national Teachers' Unions.

b. Appraisal

We have high expectations for the quality of teaching and learning in the MAT, and believe that teachers' performance should be appraised. Appraisal, and therefore recommendation for pay progression, should be fair and transparent, and based on teacher performance. However, 'teacher performance' should not be based solely on narrow quantitative metrics. We recognise, as Ofsted do, that the impact of teachers' work on students may not be fully evident until 'later in life.'

Appraisal will be based on successfully meeting the Teachers' Standards.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665522/Teachers_standard_information.pdf

It will be assumed that teachers employed by Launceston College MAT are meeting the Teachers' Standards, unless there are substantial and sustained indications that this may not be the case.

Launceston College MAT wants to ensure that teachers are given the professional autonomy to reflect on, consolidate and develop their expertise, without excessive intrusion or fear of judgement.

c. The Performance Development and Appraisal Cycle

Performance Development will typically follow an annual cycle. In September or October, a meeting will take place where progress towards the previous year's goals is discussed. A planning meeting will also be undertaken to set goals and identify support needed for the year ahead. These processes will typically take place in the same meeting.

There will be a 'Mid-Year Review' opportunity for the teacher to receive feedback on progress, and for any serious concerns to be raised about progress towards goals or about meeting the Teachers' Standards. Teachers may also receive informal, formative feedback from colleagues during the course of the teaching and learning CPD cycle. Please refer to the Continuing Professional Development Policy.

During the course of the Performance Development Cycle, an appraisal will be made. If there are concerns about serious teacher underperformance, these will be raised clearly and sensitively, where possible allowing reasonable time to set up support and work on improvements.

The MAT policy follows the guidance on the appointment of appraisers, and the setting of targets, including any disputes or appeals processes, set out in the Education School Teachers' Appraisal Regulations (2012). The detail of this can be found here:

<http://www.legislation.gov.uk/ukxi/2012/115/contents/made>

d. Setting goals

Research by David Berliner and others suggests that expertise is often highly context specific, and teacher development targets should recognise this by being specific and highly focused on developing effective teaching skills. There is no glib, blanket expectation of 'continuous growth and improvement,' but rather an intention that teachers should have the space to really reflect on their practice, and identify specific areas to develop. We want teachers to be honest about the complexities of teaching practice. In the busy lives of teachers, 'less is more' can be a helpful principle to Performance Development. To reflect this, teachers will be asked to set 'goals' rather than 'targets' which imply a binary outcome.

We want to encourage teacher development through the provision of training and support, and facilitate career progression. We will encourage the setting of up to three targets based on:

- the implementation of good classroom practice
- contribution to school curriculum, either in subject areas or more broadly
- building positive professional relationships with students
- engaging in wider professional development.

e. Guidance on goal setting

Goals seem to work to develop organisational performance – they can:

- direct teachers to desired behaviours

- energise and improve effort
- increase persistence
- lead to the discovery of task relevant knowledge and strategies, indirectly contributing to performance

Goals should be distinguished between task completion (eg. setting up a rota system for after-school clubs), and more complex tasks. Undertaking complex tasks may involve: managing a range of factors which could be subject to change, the interpretation and analysis of data, the application of creative solutions, or responding to unpredictable factors. Many tasks related to teaching are 'complex.' Research suggests that quantitative 'met/not met' targets are appropriate in task completion type goals, and that it is more effective to have a 'working towards', 'implementation', 'learning and behaviour' focused goal for complex tasks. Complex tasks should not be measured only through quantitative 'outcome' measures.

f. Recommendation for Pay Progression

It will be assumed that successful completion of the Performance Development and Appraisal cycle will lead to a recommendation for pay progression where appropriate, and where the teacher has not reached the top of their respective pay range.

Teachers will be informed verbally and in writing if there have been sustained and substantial concerns about their performance not meeting the Teacher Standards, or if there are serious concerns about their work towards achieving their Performance Development targets. Being subject to a support package should not necessarily affect a teacher's eligibility for pay progression. The Whole School Pay Policy outlines pay progression in more detail.

g. Extra Support

If performance falls below the expected level laid out by the Teacher Standards, or if a teacher requests extra support, there will be a package of support provided, individually tailored to the teacher. This will be genuinely supportive in intent, and will not be used as a proxy for pre-capability or capability proceedings.

The intent of a support package will be to facilitate the teacher to resume performance which meets the Teacher Standards. There will be at least two periods of support where a mentor is identified, targets will be shared and agreed, and reasonable level of observation and feedback will be provided. At the end of each period, there will be a review meeting, informing the teacher about the progress they have made, and if the support should come to an end. Please refer to the Teaching and Learning Support Plan Policy.

In the rare instance that insufficient progress is made after these periods of intensive support, capability proceedings may be invoked. Please refer to the Capability Policy.