St Cyprian's Greek Orthodox Primary Academy

Performance Management Policy for Teachers & Support Staff

Revised: September 2015

Reviewed and ratified by Full Academy Trust:

Date: 23/09/2015

Signed: _____

Name: DR A.D. ANDREW

Position: Chair

Our Mission Statement:

'The aim of St Cyprian's Greek Orthodox Primary Academy is to provide its children with primary education of the highest quality in a supportive learning environment through the National Curriculum in the core subjects, enriched by the progressive teaching of the Greek language and Christian Orthodox religion.

The children will be equipped with the knowledge, skills and spirituality to enable them to achieve their full potential and prepare them for transition to secondary education and to contribute positively to the challenges of a diverse multicultural society.'

APPLICATION OF THE POLICY - TEACHERS

The policy applies to the head teacher and to all teachers employed by the Academy except teachers on contracts of less than one term, those undergoing induction (ie NQTs) and those who are the subject of capability procedures.

PURPOSE

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the Headteacher, and for supporting their development within the context of the school's improvement plan and the standards expected of teachers.

Performance management 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 PERFORMANCE MANAGEMENT CYCLE

The performance of teachers must be reviewed on an annual basis. Performance planning and reviews must be completed for all teachers by 31 October and for head teachers by 31 December.

The performance management cycle in this Academy, therefore, will run from 01/09/2007 to 31/08/2008 for teachers, and from 31/10/2007 to 1/11/2008 for the head teacher.

Teachers 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 teacher starts their employment at the Academy part-way through a cycle, the head teacher or, in the case where the teacher is the head teacher,

the Academy Trust shall determine the length of the first cycle for that teacher, with a view to bringing his cycle into line with the cycle for other teachers at the Academy as soon as possible.

Where a teacher transfers to a new post within the Academy part-way through a cycle, the head teacher or, in the case where the teacher is the head teacher, the Academy Trust shall determine whether the cycle shall begin again and whether to change the reviewer.

APPOINTING APPRAISERS

The Headteacher will be appraised by 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 Academy Trust is the reviewer for the Headteacher and to discharge this responsibility on its behalf appoints 3 Directors of which at least one will be a Foundation Governor. This is in line with the Terms of Reference of the Pay & Personnel Committee.

Where a Headteacher is of the opinion that any of the Directors appointed by the Academy Trust under this regulation is unsuitable for professional reasons, he/she may submit a written request to the Academy Trust for that Governor to be replaced, stating those reasons.

The Headteacher will decide who will undertake the performance management of other teachers.

SETTING OBJECTIVES

The Headteacher's objectives will be set by the Governing Body after consultation with the external advisor.

Objectives for each teacher will be set before or as soon as practicable after, the start of each appraisal period. The objectives set for each teacher, will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the teacher's role and level of experience. The appraiser and teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change.

The objectives set for each teacher will, of achieved, contribute to the school's plans for improving the school's educational provision and performance and improving the education of pupils at that school. This will be ensured by quality assuring all objectives against agreed whole school priorities.

Before, or as soon as practicable after, the start of each appraisal period, each teacher will be informed of the standards against which that teacher's performance in that appraisal period will be assessed. All teachers will be assessed against the Teacher's Standards and the performance descriptors

contained within the school's pay policy.

In St Cyprian's Primary Academy:
All teachers' including the Headteacher will have no more than 4 objectives
Teachers, including the Headteacher, will not necessarily all have the same number of objectives
All teachers, including the Headteacher, will have a whole Academy objective.

REVIEWING PERFORMANCE

Observation

At St Cyprian's Primary Academy, we believe 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 school improvement more generally. All observation will be carried out in a supportive fashion.

At St Cyprian's Primary Academy, 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 school. Classroom observation will be carried out by those with QTS. In addition to formal observation, Headteachers or other 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 these observations will vary depending on specific circumstances.

Teachers (including the Headteacher) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

Development and support

Performance management 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. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual teachers.

Feedback

Teachers will receive constructive feedback on their performance throughout the year as soon as practicable after observation has taken place or other evidence has come to light. Feedback will highlight particular areas of strength as well as any areas that need attention. Where there are concerns about any aspects of the teacher's performance the appraiser will meet the teacher formally to:

- Give clear feedback to the teacher about the nature and seriousness of the concerns;
- Give the teacher the opportunity to comment and discuss the

concerns;
- Agree any support (e.g. coaching, mentoring, structured observations), that will be provided to help address those specific concerns;
- Make clear how, and by when, the appraiser will review progress;
- Explain the implications and process if no-or insufficient- improvement is made.

When progress is reviewed, if the appraiser is satisfied that the teacher has made, or is making, sufficient improvement, the appraisal process will continue as normal, with any remaining issues continuing to be addressed through that process.

Transition to capability
If the appraiser is not satisfied with progress, the teacher will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the capability procedure, and will be invited to a formal capability meeting. The capability procedures will be conducted as outlined in the school's capability policy.

Annual Assessment
Each teacher's performance will be formally assessed at the end of each performance management cycle. However, performance and development priorities will continue to be reviewed and addressed on a regular basis throughout the year in interim meetings. In assessing the performance of the Headteacher, the Governing Body must consult the external adviser.

The teacher will receive as soon as practicable following the end of each performance management cycle- and have the opportunity to comment in writing on – a written appraisal report. The appraisal report will include:
- Details of the teacher's objectives for the appraisal period in question;
- An assessment of the teacher's performance of their role and responsibilities against their objectives and the relevant standards;
- An assessment of the teacher's professional development needs and identification of any action that should be taken to address them;
- A recommendation on pay where that is relevant (pay recommendations need to be made by 31 December for Head teachers and by 31 October for other teachers)

The assessment of performance and of professional development needs will inform the planning process for the following appraisal period.

Any recommendations on pay will be referred to the Headteacher before being referred on to the Governing Body.

CONFIDENTIALITY
The appraisal process will be treated with confidentiality. 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 appraisal system.

CONSISTENCY OF TREATMENT AND FAIRNESS
The Governing Body is committed to ensuring consistency of treatment and fairness. It will abide by all releveant equality legislation, including the duty to make reasonable adjustments for disabled teachers. The Governing Body is aware of the guidance on the Equality Act issued by the Department for Education.

MONITORING AND EVALUATION
The Governing Body and Headteacher will monitor the operation and effectiveness of the school's appraisal arrangements.

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

TRAINING AND SUPPORT

The Academy s CPD programme will be informed by the training and development needs identified in the training annex of the reviewees' planning and review statements.

The Academy Trust will ensure in the budget planning that, as far as possible, appropriate resources are made available in the Academy 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 head teacher's annual report to the Academy Trust about the operation of the performance management in the Academy .

With regard to the provision of CPD in the case of competing demands on the Academy 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 Academy to achieve its priorities. The Academy s priorities will have precedence. Teachers 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.

Where a teacher is of the opinion that the person to whom the head teacher has delegated the reviewer's duties is unsuitable for professional reasons, s/he may submit a written request to the head teacher 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 head teacher may perform the duties himself/herself or delegate them in their entirety to another teacher. Where this teacher is not the reviewee's line manager the teacher will have an equivalent or higher status in the staffing structure as the teacher's line manager.

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

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

MONITORING AND EVALUATION

The Academy Trust will monitor the operation and outcomes of performance management arrangements.

The head teacher will provide the Academy Trust with a written report on the operation of the Academy performance management 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 performance management policy;
the effectiveness of the Academy's performance management procedures;
teachers' training and development needs.

The Academy Trust is committed to ensuring that the performance management process is fair and non-discriminatory and the following monitoring data should be included in the head teacher's report because they represent the possible grounds for unlawful discrimination:

Race
Sex
Sexual orientation
Disability
Religion and belief
Age
Part-time contracts
Trade union membership.
The head teacher will also 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 above.

REVIEW OF THE POLICY

The Academy Trust will review the performance management policy every Academy year at its Spring Term Full Academy Trust meeting.

The Academy Trust will take account of the head teacher's report in its review of the performance management 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 Academy Trust 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 teachers are fully conversant with the performance management arrangements, all new teachers who join the Academy will be briefed on them as part of their introduction to the Academy .

ACCESS TO DOCUMENTATION

Copies of the Academy improvement and development plan and SEF are published on the Academy intranet and/or can be obtained from the Academy office.

CLASSROOM OBSERVATION PROTOCOL

All classroom observation will be undertaken in accordance with the performance management regulations, the associated guidance published by the Rewards and Incentives Group and the classroom observation protocol that is appended to this policy in Annex 1.

SUPPORT STAFF PERFORMANCE MANGEMENT

Performance management is a process not an outcome.

It is:

- A series of steps taken by the reviewee and their reviewer; this is centred around a formal interview
- A two way process, designed to allow all staff the opportunity to give and receive feedback
- A shared responsibility – high priority should be given to the process by both the reviewee and reviewer

Policy Statement

1. the Academy recognises the importance of an informed, competent and motivated workforce
2. it is committed to developing an environment which promotes innovation
3. effective performance management encourages the development of all staff so they contribute fully to the work of the Academy

What constitutes Good Practice?

1. Everyone values constructive feedback on their work
2. Everyone wants to know that their priorities are in line with those of the Academy
3. Performance management and review allows us all to take stock of "how things are going" and to agree how to plan work for the next 6-12 months
4. Effective performance management is driven by the reviewee's development and involvement
5. Practical measures for addressing developmental needs are essential in order to enable everyone to contribute to the delivery of the Academy improvement plan
6. Performance management discussions are essential in effective leadership and management of the Academy. They complement other discussions about work, providing a framework for them to become more effective. It does not replace them.
7. Full commitment to the successful implementation of the process should be in place from all staff.
8. The Headteacher will monitor to ensure consistency, resolve problems and provide an overview.

The Performance Management Process

Step 1: arrangements

1. Information about the performance management process needs to be shared between the reviewee and the reviewer. This will take place face to face

2. A date and a time will be agreed; this date will be at least 5 working days after the initial information sharing meeting. Both parties will need to prepare; this will probably take about 1 hour

Step 2: preparation

1. The first performance management interview will be an informal review of the past year's work. Following the first cycle, this will be a more formal review using an agreed performance management action plan.
2. the review will consider:
    i. Were targets met?
    ii. What other factors should be considered?
    iii. Do you have a copy of the job description?
    iv. Is this still accurate?
    v. Training and development undertaken in the previous year and the learning gained
    vi. Identification of good performance
    vii. Identification of any areas for development or improvement
    viii. Preparation of draft objectives and key tasks based upon the strategic objectives of the Academy improvement plan
    ix. Decisions on how success towards these objectives will be measured
    x. Consider development or training needs which may be required

Step 3: the Performance Management Meeting

1. for the first year of this policy being implemented, there will be a discussion between the reviewee and reviewer about their post, roles and responsibilities; the completed evaluation will help guide this discussion
2. The job description will be reviewed – if any alterations are made; it is likely that as a result of these amendments that the job should be re-evaluated a copy may be sent to HR and OD.
3. An agreement about objectives (up to 3) and key tasks for the following year will be agreed. These will be recorded by the reviewer; where training needs are identified this will also be recorded. This will become the performance action plan
4. Any developments should be considered in the light of the Academy's strategic development plan, and any Key Actions arising out of the Academy self-evaluation.

NB. For the subsequent years of this policy being implemented, the reviewee's performance action plan will be discussed alongside the completed evaluation.

Step 4 – After the Meeting

1. The performance action plan will be drafted and shared between the reviewee and reviewer.
2. the Reviewee will be given a copy of the draft to add any comments or amendments
3. both parties should sign the agreed record
4. Training needs identified as a result of the Performance Management Meeting will be discussed at a Leadership Meeting. Priorities will be aligned with the Academy's Key Actions as identified on the Strategic Development Plan. Resources for training and development will be shared equitably across all categories of Academy staff
5. the signed record will be stored in the individual's personnel file

Step 5 – Implementation

1. The performance action plan is the property of the reviewee. This should guide their actions, and training over the year.
2. Should amendments need to be made, this should be discussed between the reviewee and reviewer.

Incremental progression on the salary range for a post in this school is awarded on the basis of receiving an overall rating of excellent in staff annual assessment for the previous performance year; and having headroom to progress in their grade. If at the top of their grade and an overall rating of excellent or good is given, the Headteacher can award the following:

Good - 1 days leave or one off payment of £50
Excellent - 2 days leave or one off payment of £100

Training
Existing training programmes, either within the Academy, within the Catholic cluster, within the extended Academys cluster or within the Local Authority will be able to meet some of the needs of the training identified. If there is a need for particular training or development which has been identified across the Academy, it may be appropriate to take a whole Academy approach to address it.
Staff development is much wider than attendance on a course, and often it is most effective to use identified good practice within a Academy and to use that to develop more. This approach should be discussed with both reviewer and reviewee. Performance Management Action Plan

APPENDICES

1. Classroom Observation Protocol
2. Model Appraisal Statement
3. Performance management guidance for teachers
4. Planning and review template
5. Teacher's standards
6. Preparation for Performance Management Interview – Support Staff
7. Performance Management Objectives – Support Staff

Date of next review: September 2016

APPENDIX 1

CLASSROOM OBSERVATION PROTOCOL

The Academy Trust 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; and
respect the confidentiality of the information gained.

The total period for classroom observation arranged for any teacher will not exceed three hours per cycle having regard to the individual circumstances of the teacher. There is no requirement to use all of the three hours. The amount of observation for each teacher should reflect and be proportionate to the needs of the individual.

In this Academy 'proportionate to need' will be determined by a discussion between the reviewer and reviewee.
The arrangements for classroom observation will be included in the plan 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 performance management 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.
Information gathered during the observation will be used, as appropriate, for a variety of purposes including to inform Academy self-evaluation and Academy improvement strategies in accordance with the Academy s commitment to streamlining data collection and minimising bureaucracy and workload burdens on staff.

In keeping with the commitment to supportive and developmental classroom observation those being observed will be notified in advance.

Classroom observations will only be undertaken by persons with QTS. In addition, in this Academy classroom observation will only undertaken by those who have had adequate preparation and the appropriate professional skills to undertake observation and to provide constructive oral and written feedback and support, in the context of professional dialogue between colleagues.

Oral feedback will be given as soon as possible after the observation and no later than the end of the following working day. It will be given during directed time in a suitable, private environment.

Written feedback will be provided within five working days of the observation taking place. If issues emerged from an observation that were not part of the focus of the observation as recorded in the planning and review statement these should also be covered in the written feedback and the appropriate action taken in accordance with the regulations and guidance.

The written record of feedback also includes the date on which the observation took place, the lesson observed and the length of the observation. The teacher has the right to append written comments on the feedback document. No written notes in addition to the written feedback will be kept.

A head teacher has 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 inform their monitoring of the quality of learning.
Clearly the performance management arrangements are integral to fulfilling this duty and head teachers may consider the classroom observations they have agreed for performance management are sufficient and that drop in will not be needed.
In this Academy :

As this Academy is a large Academy , drop ins will be undertaken by the head teacher supported by the following appropriate and designated member(s) of the leadership team: Vasoula Baron

Drop ins will only inform the performance management process where evidence arises which merits the revision of the performance management planning statement, in accordance with the provisions of the regulations.

APPENDIX 2

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MODEL APPRAISAL STATEMENT

Name: **Appraiser:**

Overall assessment of performance for the performance management cycle just ended and recommendation for pay progression (where appraisee is eligible). The detailed assessments are attached as appendices.
Objectives for next cycle including any relevant whole school/ year/ team/faculty objectives:
Extent, pattern and focus of planned classroom observation:
Other evidence:
Support
Timescales for completion:

Signed (Appraisee) **Signed (Appraiser):**

Appraisee's Comments:

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Appendix A: Assessment against objectives

Objectives will be assessed on the basis of exceeded, met, partially met and not met

Objective	Evidence	Assessment

Total number of objectives

Number of objectives exceeded

Number of objectives met

Number of objectives partially met

Number of objectives not met

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Appendix B: Assessment against teacher standards

Each Teacher standard will be assessed on the basis of exceeded, met, partially met and not met, with 3 points awarded for exceeded, 2 points for met, 1 point for partially met and 0 points for not met

A teacher must:			
1 Set high expectations which inspire, motivate and challenge pupils			
	Evidence	**Assessment**	**Score**
▪ establish a safe and stimulating environment for pupils, rooted in mutual respect ▪ set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions ▪ demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils			
2 Promote good progress and outcomes by pupils			
	Evidence	**Assessment**	
▪ be accountable for attainment, progress and outcomes of the pupils ▪ plan teaching to build on pupils' capabilities and prior knowledge ▪ guide pupils to reflect on the progress they have made and their emerging needs ▪ demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching ▪ encourage pupils to take a responsible and conscientious attitude to their own work and study			

3	Demonstrate good subject and curriculum knowledge	
	Evidence	**Assessment**
▪ have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings ▪ demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship ▪ demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject ▪ if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics ▪ if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies		
4	**Plan and teach well structured lessons**	
	Evidence	**Assessment**
▪ impart knowledge and develop understanding through effective use of lesson time ▪ promote a love of learning and children's intellectual curiosity ▪ set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired ▪ reflect systematically on the effectiveness of lessons and approaches to teaching • contribute to the design and provision of an engaging curriculum within the relevant subject areas(s)		

5 Adapt teaching to respond to the strengths and needs of all pupils		
	Evidence	**Assessment**
▪ know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively ▪ have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these ▪ demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development ▪ have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them		
6 Make accurate and productive use of assessment		
	Evidence	**Assessment**
▪ know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements ▪ make use of formative and summative assessment to secure pupils' progress ▪ use relevant data to monitor progress, set targets, and plan subsequent lessons ▪ give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback		

7 Manage behaviour effectively to ensure a good and safe learning environment		
	Evidence	**Assessment**
▪ have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy ▪ have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly ▪ manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them ▪ maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary		

8 Fulfil wider professional responsibilities		
	Evidence	**Assessment**
▪ make a positive contribution to the wider life and ethos of the school ▪ develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support ▪ deploy support staff effectively ▪ take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues ▪ communicate effectively with parents with regard to pupils' achievements and well-being		

Overall score for teacher standards:

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Appendix C: Assessment of classroom observation

Full details of feedback on classroom observation will have been provided immediately after the observation took place.

Classroom observation will be assessed on the basis of outstanding, good, requires improvement and inadequate

Date of observation	Overall assessment

Appendix D: Pupil Progress

In the previous performance year, was pupil progress in line with national standards:

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Appendix E: Overall assessment for pay recommendation

(Details of the scheme for performance related pay are found in Appendix 4 of the school's pay policy)

Assessment element	Overall outcome
Objectives	
Teacher Standards	
Classroom observation	
Pupil Progress	

Overall Level

Pay Recommendation

Teachers on main pay range and unqualified teacher pay range

Teachers on upper pay range

Assessment in previous year

Leading Practitioner

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Training and Development Annex

A copy of this Annex should be sent to whoever in the school is responsible for planning the training and development of teachers

Training and Development needs:

Action to be taken

Appraiser signature .....

Appraisee signature.....

Appraisee comments

APPENDIX 3

PERFORMANCE MANAGEMENT TEACHING STAFF

Name: Year Group:
Class:
Curriculum Co-ordinator subject: P/M Leader:

	Notes from In-Year Discussions	End of Year Discussions
Objective 1 Teaching to be graded consistently at least Good / Outstanding **Success Criteria:** Pupil progress data will indicate at least progress in line with minimum expected amounts Pupils who are below age related expectations make rapid progress so that they become in line Lesson observation grades will be at least good / outstanding when observed Marking and pupil feedback will indicate progress is being made **CPD to support:** Feedback from lesson observations Observation of other teachers (lesson study and peer support) Pupil progress meetings – children to self-assess lessons		**Objective 1** Met Not Met Partially Met
Objective 2 To ensure that all of the children in class meet age related expectations for attainment 6 points progress 4 points, +, progress **Success Criteria:** Pupils who are below age related expectations make rapid progress so that they become in line Pupil progress data will indicate progress in line and above **CPD:** Pupil progress meetings – to address any children not meeting age-related targets Suitable targeted intervention put in place (from CT/TA/Additional Adults)		**Objective 2** Met Not Met Partially Met

Objective 3 (Personal target- may be linked to subject area) **Success Criteria:** **CPD:**		**Objective 3** Met Not Met Partially Met
Objective 4 To support the ethos of the school and the wider community **Success Criteria** To be able to explain what staff can offer to support the ethos e.g. after school clubs, lunch clubs, and to demonstrate how they are supporting the wider school community **CPD** SLT/Leadership/Governors		**Objective 4** Met Not Met Partially Met

Signed :_____ (Teacher) Date:_____

_____(PM Leader)

Review Date: _____

End of Year Date:_____

Next Steps:_____

APPENDIX 4

Preparation for Performance Management Interview – Support Staff:

Name:

Date of Performance Management Meeting:

Job Title:

Preparation for Performance Management Interview

I feel my greatest strengths are: _____

_____

_____

_____

_____

I am happiest in my work when: _____

_____

_____

_____

_____

The aspect of my work I have been most pleased with this year is: _____

_____

_____

_____

_____

My main aims for next year are: _____

_____

_____

_____

The area I need most help with is: _____

I would welcome more guidance about: _____

I feel the most relevant parts of my job description are: _____

I feel the least relevant parts of my job description are: _____

I hope to develop my experience and improve my skills in the next year by ... _____

APPENDIX 5

PERFORMANCE MANAGEMENT OBJECTIVES SUPPORT STAFF

Name of support staff: Name of Reviewer:

Objective 1	How will this be achieved?	Evidence/Success criteria	Date

Objective 2	How will this be achieved?	Evidence/Success criteria	Date

Objective 3	How will this be achieved?	Evidence/Success criteria	Date

Agreed: _____Signature Reviewee

_____Signature Reviewer

Date_____

SUPPORT STAFF PERFORMANCE MANAGEMENT

ST CYPRIAN'S GREEK ORTHODOX PRIMARY ACADEMY

Date:	Support staff name: Role:	Reviewer:

Review 2015-2016	Evidence	Met/Working towards/Not met

TRAINING AND DEVELOPMENT NEEDS 2015-2016

Training and development needs arising from performance management must be linked to School Development Plan

Training and development needs	Action to be taken

Signature of support staff:_____

Signature Reviewer: _____