

## **Fosse Way School Performance Management Policy**

### **Background and rationale**

Fosse Way School is committed to performance management as a means to develop all staff and thereby to raise standards of achievement for all children. This policy is consistent with statutory Performance Management for teachers (as at September 2007) but goes beyond it because it is inclusive of all staff in the school. All staff have been consulted through the school's management structures in developing this policy, which builds on existing effective practice in the school as recognised by our status as an Investor in people.

Performance Management is set in the context of our school's plans for development, against the background of the local education plan (EDP), national and local initiatives on improving teaching and any recent OFSTED report for the school.

Performance management sets a framework within which all staff can be supported in the management of their own development within the context of their current job, the school's development plan and their own professional aspirations. The key elements, for teachers, of that framework are reviewing performance, agreeing priorities and objectives, undertaking development activities and monitoring progress towards objectives. For support staff the focus is on development opportunities and their impact on the individuals work.

At Fosse Way School, performance management is seen as an essential professional activity for all staff, and integral *both to their work and to that of their team leaders*.

Performance management involves a shared commitment to high performance. It helps to focus attention on raising the quality of our work, both as individuals and as teams, to benefit pupils, staff and the school. It involves providing appropriate and effective personal training and development to ensure job satisfaction and leads to rising levels of expertise and progression of staff in their chosen profession.

This policy should be read in conjunction with School pay policies and guidelines.

### **Purposes**

The purposes of performance management at Fosse Way School are as follows. The school's performance management systems will be regularly evaluated against these purposes:

- To raise pupil achievement in its widest sense
- To add value to the educational community
- To ensure progression in the professional development of all staff
- To value the contribution of all staff to the success of the school

### **Guidelines**

#### **1.Roles**

In this policy document the term 'line manager' refers to the member of staff who has the best overview of an individual's work and the ability to provide support to that person. The line manager is the person who will carry out the review.

Performance management and staff development is a shared responsibility.

## **2.Review and development cycle**

Term 1	Professional development meetings for teachers take place Disputed outcomes resolved Process completed for all teaching staff
Term 2	Development meetings for support staff other than teaching assistants
Term 3	Development meetings for Teaching assistants
Term 4	Development meetings for Teaching assistants
Term 5	
Term 6	

The head should keep review statements for at least three years

## **PERFORMANCE MANAGEMENT POLICY - TEACHERS**

**The Governing Body of Fosse Way School adopted this performance management policy on 2<sup>nd</sup> October 2007.**

### **APPLICATION OF THE POLICY**

**The policy applies to the head teacher and to all teachers employed by the school 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 and the head teacher **and for supporting their development needs within the context of the school's improvement plan 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 teacher's pay in accordance with the School Teachers' Pay and Conditions Document.*

## **LINKS TO SCHOOL IMPROVEMENT, SCHOOL SELF EVALUATION AND SCHOOL DEVELOPMENT PLANNING**

*To comply with the requirement to show how **the arrangements for performance management link with those for school improvement, school self-evaluation and school development planning** and to minimise workload and bureaucracy the performance management 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 plan and the school's self evaluation form are key documents for the performance management 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 performance management.*

*To ensure this the following provisions are made in relation to moderation, quality assurance and objective setting.*

### **Quality assurance**

*The head teacher has determined that s/he will:*

*delegate the reviewer role for some or all teachers for whom s/he is not the line manager. In these circumstances the head teacher will:*

*moderate all the planning statements to check that the plans recorded in the statements of teachers 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:**

*choose not to quality assure the planning statement.*

*The Governing Body will review the quality assurance processes when the performance policy is reviewed.*

**OBJECTIVE SETTING**

*The objectives set will be rigorous, challenging, achievable, time-bound, fair and equitable in relation to teachers with similar roles/responsibilities and experience, **and will have regard to what can reasonably be expected of any teacher in that position given the desirability of the reviewee being able to achieve a satisfactory balance between the time required to discharge his professional duties and the time required to pursue his personal interests outside work, consistent with the school's strategy for bringing downward pressure on working hours. They shall also take account of the teacher'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 teachers, including the head teacher, will have no more than **3** objectives*

*teachers, including the head teacher, will not necessarily all have the same number of objectives*

*Though performance management is an assessment of overall performance of teachers and the head teacher, objectives cannot cover the full range of a teacher's roles/responsibilities. Objectives will, therefore, focus on the priorities for an individual for the cycle. At the review stage it will be assumed that those aspects of a teacher's roles/responsibilities not covered by the objectives or any amendment to the statement which may have been necessary in accordance with the provisions of the regulations have been carried out satisfactorily.*

*One would expect where any under performance has been identified this would feature as an objective.*

*We would generally expect that each teacher would have:*

*1 objective related to classroom teaching*

*1 objective related to their leadership role*

*1 objective related to their professional development*

## **Reviewing Progress**

*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 performance management 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 performance management process teachers and head teachers 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 performance management process and the statements generated under it, in particular, will be treated with strict confidentiality at all times. Only 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 annex 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 head teacher'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. 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.*

## **APPOINTMENT OF REVIEWERS FOR THE HEAD TEACHER**

### **Appointment of Governors**

*In this school:*

<p><b>The Governing Body is the reviewer for the head teacher and to discharge this responsibility on its behalf may appoint 2 or 3 governors.</b></p>
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**Where a head teacher is of the opinion that any of the governors appointed by the governing body under this regulation is unsuitable for professional reasons, s/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**

*A school improvement partner has not yet been allocated to this school and the Governing Body will appoint an external adviser to provide advice and support in relation to the management and review of the performance of the head teacher.*

#### **APPOINTMENT OF REVIEWERS FOR MEMBERS OF STAFF**

**In the case where the head teacher is not the member of staff's line manager, the head teacher may delegate the duties imposed upon the reviewer, in their entirety, to the member of staff's line manager. In this school the head teacher has decided that:**

*The head teacher will be the reviewer for those teachers s/he directly line manages and will delegate the role of reviewer, in its entirety, to the relevant line managers for some or all other staff.*

*The maximum number of reviews that any line manager will be expected to undertake per cycle is 6.*

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

**Where a member of staff 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.*

## **THE PERFORMANCE MANAGEMENT CYCLE**

**The performance of member of staff 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 school, therefore, will run from 1<sup>st</sup> Nov to 31<sup>st</sup> Oct for teachers, and from 1<sup>st</sup> Nov to 31<sup>st</sup> Oct 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 member of staff starts their employment at the school part-way through a cycle, the head teacher or, in the case where the teacher is the head teacher, the governing body 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 members of staff at the school as soon as possible.**

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

## **RETENTION OF STATEMENTS**

**Performance management 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 performance management arrangements.*

**The head teacher will provide the governing body with a written report on the operation of the school's 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 school's performance management procedures;**
- **teachers' training and development needs.**

*The Governing Body 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 Governing Body will review the performance management policy every school year *at its Term 6 Business Committee meeting.***

*The Governing Body 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 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 members of staff are fully conversant with the performance management arrangements, all new teachers who join the school will be briefed on them as part of their introduction to the school.*

## **ACCESS TO DOCUMENTATION**

*Copies of the school improvement and development plan and SEF are published on the school's intranet and/or can be obtained from the school 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.**

## **ANNEX 1 - CLASSROOM OBSERVATION PROTOCOL**

*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; 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 school 'proportionate to need' will be determined by the line manager in consultation with the Headteacher.*

**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 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.*

*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 school classroom observation will only be 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 school:*

*As this school is a large school, drop ins will be undertaken by the head teacher supported by member(s) of the leadership team*

*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.*

## Teacher's Record of Professional Development Interview

**Name:**

**Job title:**

**Date of review meeting:**

**Name of reviewer:**

### End of year comments

#### **Achievements and progress made towards objectives**

(Include comments on; how well groups taught by you progressed, how you rate your own teaching. Should include recommendation for pay progression (where reviewee is eligible))

#### **Completed training and impact of the training**

(Please ensure you refer specifically to impact, giving examples using data where ever possible)

#### **Extent, pattern and focus of planned classroom observation**

(For example the agreed time, length of observation and focus. Normally there will be one observation but a further observation may be agreed later in the year to follow through an aspect of development)

#### **Other evidence**

(This may take the form of presentations, students work, data, graphs, assessment information etc)

#### **Concerns**

(Or any other comments you wish to bring to the attention of the reviewer)

<b>Objective</b> These should be written as pupil outcomes wherever possible	<b>Links to SDP/SEF/Subject DP or SEF</b>
<b>1 Teaching</b>	
<b>2 Leadership</b>	<b>All students taught and for whom there is a subject/leadership responsibility have received meaningful and regular individual learning conversations related to their achievements and ‘targets’.</b>
<b>3 Professional</b>	

### **Development opportunities**

(This is an opportunity to identify aspects of practice the reviewee would like to develop, linked to the SDP, SEF or subject development plan.)

<b>Area/s of development</b>	<b>Links to SDP/SEF/Subject DP or SEF</b> <b>Please make clear the actual target the development activity/ies would support</b>

### **Summary of training, planned/completed during the 5 (or appropriate number) of School Closure days for current Academic Year.**

<b>Day</b>	<b>Training or development activity</b>
<b>1</b>	
<b>2</b>	
<b>3</b>	
<b>4</b>	
<b>5</b>	

**Review statement**

(Overall assessment of performance, including achievement of individual objectives, summarising relevant information. This would form the basis of a reference if one was required.)

Please comment on all areas, trying to give an example in each:

Punctuality and attendance	
Reliability	
Flexibility	
Relationships with staff, parents and other professionals	
Ability to work independently	
Teaching and learning (% rating)	

**If appropriate reviewer recommendation regarding**

- **Pay scale for post-threshold teachers**
- **Pay spine for SMT**

**Statement agreed by**

**Postholder**

**Date**

**Reviewer**

**Date**

LESSON OBSERVATION (2007 - 8)

Date		Period	
Observer		Class	
Subject		Teacher	

	Feature	Yes	No
1.	Learning objectives made clear to teaching group		
2.	Opportunities for independent learning		
3.	Effective behaviour management		
4.	Evidence of 'learning conversation' taking place		
5	Other agreed focus (if appropriate):		

	Feature	Evidence
1.	Pupil learning & progress  O G S I	
2.	Pupil motivation & attitudes to learning  O G S I	
3.	Quality of teaching & planning  O G S I	
4.	Use of assessment  O G S I	
5.	Deployment of additional teaching staff  O G S I	
Overall judgement: O G S I		

Strengths:	Areas for development:
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PLEASE COPY AND PASS TO DEPUTY HEAD

## THE QUALITY OF PROVISION

How effective are teaching and learning?

Inspectors should evaluate:

- How well teaching promotes learning, addresses the full range of learners' needs and meets course requirements
- The suitability and rigour of assessment in planning and monitoring learners' progress

Evaluating the quality of teaching

Outstanding (1)	Teaching is at least good in all or nearly all respects and is exemplary in significant elements. As a result, learners thrive and make exceptionally good progress.
Good (2)	Learners make good progress and show good attitudes to their work, as a result of effective teaching. The teachers' good subject knowledge lends confidence to their teaching styles, which engage learners and encourage them to work well independently. Any unsatisfactory behaviour is managed effectively. The level of challenge stretches without inhibiting. Based upon thorough and accurate assessment that informs learners how to improve, work is closely tailored to the full range of learners' needs, so that all can succeed. Learners are guided to assess their work themselves. Teaching assistants and other classroom helpers are well directed to support learning. Those with additional learning needs have work well matched to their needs based upon a good diagnosis of them. Good relationships support parents/carers in helping learners to succeed.
Satisfactory (3)	Teaching is inadequate in no major respect, and may be good in some respects, enabling learners to enjoy their education and make the progress that should be expected of them.
Inadequate (4)	Learners generally, or particular groups of them, do not make adequate progress because the teaching is unsatisfactory. Learners do not enjoy their work. Behaviour is often inappropriate. Teachers' knowledge of the curriculum and the course requirements are inadequate, and the level of challenge is often wrongly pitched. The methods used do not sufficiently engage and encourage the learners. Not enough independent learning takes place or learners are excessively passive. Bad behaviour is not adequately managed. Assessment is not frequent or accurate enough to monitor learners' progress, so teachers do not have a clear enough understanding of learners' needs. Learners do not know how to improve. Teaching assistants and parents/carers are inadequately helped to support learners.

# LESSON PLAN

Class		Date	
Period	1 2 3 4 5 6 7 8 9 10	Ability Range	
LESSON LEARNING OBJECTIVES			
RESOURCES			
TIME	ACTIVITY		
Starter			
Main			
Plenary			
<u>Organisation/Rationale</u> Ability group, social, behaviour etc.		Opportunities for independent learning	
Deployment of additional staff		Homework	
Challenge for more able (i.e. what more able pupils should achieve)		Assessment opportunities	

Dear Colleague,

### ANNUAL TEACHER'S PROFESSIONAL DEVELOPMENT MEETING

Please ensure that you have arranged for me to observe you teaching and within five days of the lesson a professional development meeting.

I will need to have a copy of your lesson plan before the lesson. Please access and complete, in draft, the electronic version of the Record of Performance Management (a blank copy has been emailed to you but the office can email them to you on request). Please complete as much of this form as possible and email to me at least a day before our meeting. Your responses recorded on the form will then form the basis of our dialogue at the meeting.

I look forward to joining your lesson and our subsequent meeting.

David

## Guidelines for Support staff professional development interviews

Support staff will have their professional development interview with their direct line manager

Teaching assistants	Teachers
Residential manager	Deputy Head
Office Staff	Bursar
Site manager	Bursar
SMSAs	Senior SMSA (as a group)
Cleaners	Senior cleaner (as a group)
Residential Officers	Residential manager

Staff may, through the Headteacher, request a different reviewer from the person allocated.

The focus of the interview will be to focus on participation in development activities and their impact on the interviewees work, and to identify future development needs.

There is an opportunity to review overall performance under 'review statement' and the information here would be used to form the basis of a reference, should one be required.

The document remains confidential between the interviewer, the interviewee and the headteacher. The headteacher will have access to all professional development records for moderation purposes, but he may delegate this responsibility to another Senior Manager.

It is the responsibility of the interviewee to research agreed development opportunities. If the interviewee and interviewer agree that the development activity is one which is probably of interest to a number of staff, they may wish to make the suggestion to staff development coordinator or another member of the senior management team.

It is the responsibility of the interviewer to support the taking forward of any concerns, with the agreement of the interviewee, by talking to the most relevant senior manager.

The interviewee and interviewer should agree and both sign the final document. The interviewee should retain a copy and a copy should be passed to the office for filing.

## Support Staff Record of Professional Development Interview

**Name:**

**Job title:**

**Date of review meeting:**

**Name of reviewer:**

### Completed training and impact of the training

(Please list the key areas of training you have received. This may be (for example) external courses, internal development activities or working with a different group of students from your usual experience. It is really important to say what difference it has made to your work or ability to work with students. Any concrete examples would be very useful eg I went on a pottery course and now 6 x Y11 students have made vases out of pottery and I have worked with KS2 to show their teacher how to use the kiln)

Training	Impact

**Review of job description**

(Does the JD accurately reflect your role? Are there any aspects you are not clear about?)

**Concerns**

(Or any other comments you wish to bring to the attention of the reviewer)

**Development opportunities**

(In this section you should identify any areas of your work you wish to develop. These may be general skills eg behaviour management or specifics eg experience of working with students with ASD. Areas should be clearly linked to the SDP/SEF or aims of the school)

<b>Development need</b>	<b>Link to SDP/SEF/Aims of the school</b>

**Summary of training, planned/completed during the 5 (or appropriate number) of School Closure days for current Academic Year.**

<b>Day</b>	<b>Training or development activity</b>
<b>1</b>	
<b>2</b>	
<b>3</b>	
<b>4</b>	
<b>5</b>	

**Review statement**

(Overall assessment of performance, including achievement of individual objectives, summarising relevant information. This would form the basis of a reference if one was required.)

Please comment on all areas, trying to give an example in each:

Punctuality and attendance	
Reliability	
Flexibility	
Relationships with staff, parents and other professionals	
Ability to work independently	

**Statement agreed by**

**Postholder**

**Date**

**Reviewer**

**Date**

## **Annex 1 The staff development policy**

### **Rationale**

Fosse Way School is committed to encouraging all staff to develop to their full potential. The process of staff development increases the effectiveness of all staff, enabling them to contribute to the school's vision and aims. Through the continued development of all staff, school improvement will be achieved, bringing benefits to individuals and pupils.

### **Aims**

#### **The staff development process will:**

- Improve and develop the effectiveness of the school, therefore raising pupil achievement
- Ensure job satisfaction, personal achievement and individual and team effort, encouraging personal advancement both within and outside of the school
- Improve and develop teaching, management and other job related skills
- Ensure that all staff are valued and recognised as the school's most important resource.

### **Guidelines**

- The co-ordination of Staff Development throughout the school is a key responsibility for the Deputy Head
- All school and subject leaders have a reference to their responsibility as staff developers in their job descriptions
- All staff development activity is planned within the context of the school development plan and vision and aims.
- Financial and other resources for staff development are allocated annually
- Staff development needs are identified through review meetings (see Performance Management Review process)
- Staff development is provided through a wide range of activities including: internal and external courses, observation, staff meetings, team teaching and joint planning
- Individual and school based records of staff development activity are kept to ensure continuity and progression in the development of professional skills, and equality of opportunity in development activities.
- Staff development activities are monitored and evaluated to assess their contribution to school improvement and raise student achievement
- The induction process supports staff who are new to the school or who change their role within it.

## **Fosse Way School Induction Process**

### **Rationale**

Fosse Way School is committed to the development of all staff to their full potential. The process of induction is designed to ensure the smooth and effective introduction of new members of staff to the school, or the transition of a current member of staff to a new role. All members of staff are entitled to take part in the induction process.

#### Process of appointment

- Vacancy
- Head and Governors decide criteria for post
- Information to applicants for all jobs: Details about school  
Job description  
Offer of pre-visit
- Further information depending on post advertised: Criteria for post  
Essential and desirable person  
specification
- Short listing
- Invitation to interview
- Interview
- Appointment: Verbal  
Written

#### Process of induction to new post

##### **Meetings with line manager**

Staff handbook  
School prospectus  
Job description  
Timetable, role and resolution of any queries  
Tour of school  
Set up times of future meetings (minimum of one per half term for first year)

##### Content to be covered at future meetings

Any problems or queries identified by the new employee  
Short term training needs  
Cover relevant areas of staff handbook  
Cover relevant areas of school prospectus  
Professional Development Opportunities and process  
Union representation

##### **Monitoring of process**

Head or Deputy to meet with new employee to review induction at end of first term and end of first year

October 2007