

P30 POLICY FOR TEACHER PROFESSIONAL REVIEW

Responsible:	The Principal
Approved by Governing Body:	September 2019
Next Review:	September 2020

1. PURPOSE

This procedure sets out how The Bushey Academy will improve outcomes for students, and raise the morale of teachers, by motivating teachers to develop their skills and improve their performance.

2. APPLICATION OF THE PROFESSIONAL REVIEW POLICY

This policy applies to the Principal and to all qualified teachers employed at the academy, except those on contracts of less than one term and those undergoing induction (*ie* NQTs) or teachers on capability procedures

Professional Review in this academy 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 PROFESSIONAL REVIEW PERIOD

The Professional Review period will run **for twelve months** normally from October to October.

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 this policy. The length of the period will be determined by the duration of their contract. Where a teacher starts their employment at the academy part-way through a cycle, the Principal or, in the case where the employee is the Principal, the Chief Executive of the MET shall determine the length of the first cycle for that teacher, with a view to bringing his/her cycle into line with the cycle for other teachers as soon as possible. Where a teacher transfers to a new post within the academy part-way through a cycle, the Principal or, in the case where the employee is the Principal, the Chair of the Governors shall determine whether the cycle shall begin again and whether to change the appraiser.

3. PROFESSIONAL REVIEW REVIEWER

All reviewers of Professional Review, other than those reviewing the Principals performance, will be teachers and will be suitably trained.

3.1 Principal

The Principal's performance will be reviewed by the Chief Executive of the MET, supported by a suitably skilled and/or experienced external adviser who has been appointed by the Academy for that purpose.

3.2 Teachers

The choice of Reviewer is for the Principal to select but is broadly based on the Academy line management structure. Where teachers have an objection to the Principal's choice, their concerns will be carefully considered and, where possible, an alternative will be offered. All reviewers appointed by the Principal will be qualified teachers and will have current or recent teaching experience.

Where it becomes apparent that the reviewer appointed by the Principal will be absent for the majority of the Professional Review cycle, the Principal may perform those duties herself/himself or delegate those duties to another teacher for the duration of that absence.

If the Principal appoints a reviewer who is not the teacher's line manager, the person to whom she/he delegates those duties will have an appropriate position in the staffing structure, together with the necessary background knowledge, skills and training to undertake the role.

Where a teacher is experiencing difficulties and the Principal is not the reviewer, the Principal may undertake the role. See also section on Teachers Experiencing Difficulties.

4. SETTING OBJECTIVES

The Principal's objectives will be set by the Chief Executive of the MET after consultation with the external adviser and the Principal.

Objectives will be set before, or as soon as practicable after, the start of each Professional Review period. The objectives set will be specific, measurable, achievable, realistic and time-bound and will be appropriate to the reviewee's role and level of experience. The Teacher Standards will inform all relevant discussion as they are career stage related.

The reviewer and reviewee will seek to agree the objectives. Objectives may be revised if circumstances change. The school operates a system of moderation to ensure that all reviewers are working to the same standards. Targets will be moderated across the school to ensure that they are consistent between teachers with similar experience and levels of responsibility. Should the objectives not be agreed, the final decision on allocation of objectives rests with the Principal.

The agreed objectives will contain a description of what success may look like. Other than in exceptional circumstances, no teacher will be given more than three objectives

The objectives set for each teacher are intended to contribute to the academy's plans for improving the educational provision and performance and improving the education of students at the school and will take into account the professional aspirations of the teacher.

The reviewer will take into account the effects of an individual's circumstances, including any disability, when agreeing objectives. For example, this might include a reasonable adjustment to allow an individual slightly longer to complete a task than might otherwise be the case. When a member of staff returns from a period of extended absence, objectives may be adjusted to allow them to readjust to their working environment.

Before the start of each Professional Review period, each teacher will be informed of

the standards against which that teacher's performance in that Professional Review period will be assessed. Teachers will be assessed against the appropriate set of standards contained in the document "Teachers' Standards" published in July 2016. The Principal or Governing Body (as appropriate) will need to consider whether certain teachers should be assessed against other sets of standards published by the Secretary of State or other body that are relevant to them. For QTLS holders, that may include the overarching professional standards for teachers in the lifelong learning sector, held by the Learning and Skills Improvement Service.

5. PAY PROGRESSION

Where teachers are eligible for pay progression, the recommendation made by the Reviewer will be based on the assessment of their performance against the agreed objectives and considered in line with the minimum standards for progression as set out in the Pay Policy. The decision made by the relevant decision-making body will be based on the statutory criteria and guidance set out in the STPCD and the relevant teacher standards.

The Governing Body has agreed the Pay Policy of the school and has considered the implications of the Professional Review Policy with respect to the arrangements relating to teachers' pay in accordance with the School Teachers' Pay and Conditions Document. The Governing Body will ensure that decisions on pay progression are made by 31 December for Principals and other teachers.

6. EVIDENCE TO BE COLLECTED

This will capture the core strands of the professional review process and the evidence attached to it;

- engagement in professional learning (CPD requests, CPD evaluation, evaluation of own leadership of CPD if relevant)
- professional objectives (set annually, and reviewed and adapted 3 times a year)
- professional evaluation/review processes (Lesson observations, book looks, walk throughs, plus any other evidence)

7. ANNUAL ASSESSMENT

The teacher will receive as soon as practicable following the end of each Professional Review period and have the opportunity to comment on a written Professional Review report. The Professional Review report will include:

- details of the teacher's objectives for the Professional Review period in question and reviews;
- an assessment of the teacher's performance of their role and responsibilities against their objectives, and against the relevant standards;
- an assessment of the teacher's training and development needs and recommendations for follow up activities;
- a recommendation on pay where that is relevant **(N.B. - pay recommendations need to be made by 31 December.)**
- a space for the teacher's own comments.

A final review meeting will take place in the first half of the Autumn term to discuss the content of the report and any further action required and to inform objective setting for the next cycle.

8. TEACHERS EXPERIENCING DIFFICULTIES

When dealing with a teacher experiencing difficulties, the objective is to provide support and guidance through the Professional Review process in such a way that the problem is resolved. An Individual Development Plan process is then undertaken.

If a reviewer identifies through the Professional Review process, or via other sources of information, for example parental complaints, that the on-going difficulties experienced by a teacher are such that, if not rectified, could lead to capability procedures the reviewer, and a member of the Senior Leadership Team, will, as part of the Professional Review process, meet the teacher to:

- give clear written feedback to the teacher about the nature of the concerns;
- give the teacher the opportunity to comment on and discuss the concerns;
- give the teacher at least 5 working days' notice that a meeting will be held to discuss targets for improvement alongside a programme of support, and inform the teacher that he/she has the right to be assisted by a representative of an independent trade union or work place colleague, and at any future meetings where capability will be discussed;
- in consultation with the teacher at the above meeting, an action plan with support will be established (for example coaching, training, in-class support, mentoring, structured observations, visits to other classes or schools or discussions with advisory teachers), that will help address those specific concerns;
- make clear how progress will be monitored and when it will be reviewed;
- explain the implications and process if no or insufficient improvement is made.

The teacher's progress will continue to be monitored as part of the Professional Review Individual Development Plan process and a reasonable time given for the teacher's performance to improve. This will depend upon the circumstances, but will usually be for a period of 6 weeks, with appropriate support as agreed in the action plan, in order that the aim of recovering and improving performance can be achieved. During this monitoring period the teacher will be given regular feedback on progress and arrangements will be made to modify the support programme if appropriate.

If sufficient progress is made such that the teacher is performing at a level that indicates there is no longer a possibility of capability procedures being invoked the teacher should be informed of this at a formal meeting with the reviewer or Principal. Following this meeting the Professional Review process will continue as normal.

If no, or insufficient, improvement has been made over this period, the teacher will be invited to a transition meeting to determine whether formal capability proceedings need to be commenced or the Professional Review process remains in place. The teacher may be assisted by a trade union representative or work colleague and will have at least 5 working day's notice of the meeting.

8.1 Appeals

Reviewees have a right of appeal against any of the entries in the written Professional Review report. Details of the appeals process are available from the Principal or from the school Governing Body. Where the Principal has not been recommended for pay progression he/she will be informed by the Chair of the Board of Directors. The Principal will notify any teacher who has not been recommended for pay progression of the date when the Governing Body meets to consider pay recommendations, following which the teacher (or, the Principal, in relation to decisions made by the Chair of the Board of Directors, when he/she has not been recommend for pay progression) may exercise the right of appeal, assisted by a companion who may be a colleague, a trade union official or a trade union representative.

9. GENERAL PRINCIPLES UNDERLYING THIS POLICY

9.1 ACAS Code Of Practice on Disciplinary and Grievance Procedures

The conduct of the formal capability stage will be undertaken in accordance with the provisions of the ACAS Code of Practice.

9.2 Consistency of Treatment and Fairness

The Governing Body is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.

9.3 Sickness

If long term sickness absence appears to have been triggered by the commencement of monitoring or a formal capability procedure, the case will be dealt with in accordance with the academy's Absence Policy and will normally be referred to the occupational health service to assess the member of staff's health and fitness for continued employment and the appropriateness or otherwise of continuing with monitoring or formal procedures. In some cases it may be appropriate for formal procedures to continue during a period of sickness absence. However, the views of the occupational health physician will always be taken into account before a decision is reached.

9.4 Grievances

Where a member of staff raises a grievance during the Professional Review or capability process, the Professional Review or capability process may be temporarily suspended in order to deal with the grievance. Where the grievance and Professional Review or capability cases are related it may be appropriate to deal with both issues concurrently.

9.5 Confidentiality & Professional Relationships

The Professional Review and capability processes will be treated with confidentiality. Only the appraiser's line manager or, where s/he had more than one, each of her/his line managers will be provided with access to the reviewee's plan recorded in her/his statements. This will be done upon request and only where this is necessary to enable the line manager to discharge her/his line management responsibilities. Reviewees will be consulted on requests for access to statements in the context of this policy.

The process of gathering evidence for performance review will not compromise normal professional relationships between teachers. The Governing Body recognises that the reviewer will consult with, and seek to secure the agreement of, the reviewee before seeking information from other colleagues about the work of the reviewee.

However, the desire for confidentiality does not override the need for the Principal and Governing Body to quality-assure the operation and effectiveness of the Professional Review system. The Principal or appropriate colleague might, for example, review all teachers' objectives and written Professional Review records personally – to check consistency of approach and expectation between different reviewers. The Principal might also wish to be aware of any pay recommendations that have been made.

9.6 Monitoring and Evaluation

The Governing Body and Principal will monitor the operation and effectiveness of the academy's Professional Review arrangements.

The Principal will provide the Governing Body with a written report on the operation of the academy's Professional Review and capability policies annually. The report will not identify any individual by name.

The Principal will report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination.

9.7 Retention

The Governing Body and Principal will ensure that all written Professional Review records are retained in a secure place for seven years following termination of employment and then destroyed.

10. History

Version	Date	Changes	Approved
1	July 2013	New Policy	FGB following staff consultation
2	July 2014	Minor amendments	FGB
3	June 2015	Minor amendments	FGB
4	March 2016		
5	July 2017	Major amendments	
6	September 2019	Minor amendments	GB

