

# Blessed Carlo Acutis Catholic School Ysgol Gatholig Bendigaid Carlo Acutis



## Professional Learning & Development for School Staff

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## Contents

<b>Ministry</b> .....	3
<b>Aims</b> .....	3
<b>About this policy</b> .....	3
<b>United Nations Convention on the Rights of the Child</b> .....	4
<b>Principles underpinning performance management</b> .....	4
<b>Professional standards</b> .....	4
<b>Timing of the performance management cycle</b> .....	4
<b>Appointment of appraisers</b> .....	5
<b>The performance management cycle</b> .....	5
<b>The planning stage</b> .....	5
<b>The monitoring stage</b> .....	5
<b>The review stage</b> .....	6
<b>Informal support</b> .....	6

## Ministry

At Blessed Carlo Acutis Catholic School our ministry is to 'proclaim the good news to the poor' (Luke 4:18) and to 'go make disciples of all nations' (Matthew 28:19) in preparing our learners to live out the reality of the kingdom of God and to do so faithfully. Through our daily encounters with one another not only will we fulfill our educational purpose but will enable our young people to become more Christ like, to be enactors of the love of God and to live out the Gospel through their lives.

## Aims

***“Teachers and staff too, should be given opportunities to reflect on and formed to understand their role within the school as a vocation within education”***

(Christ at the Centre, p20)

At Blessed Carlo Acutis Catholic School our aim is to support all staff in their professional development allowing them to utilize and develop their God-given talents for the benefit of the individual, the learners and the school. By identifying areas for development, the school can ensure that the continuous professional learning offer is suitable and meets the requirements of all. The performance management process is designed to be supportive and developmental, celebrating achievement and progress wherever possible.

## About this policy

This policy sets out the performance management arrangements for the staff of **Blessed Carlo Acutis Catholic School**. It has been agreed by the governing body, headteacher and local authority and follows consultation with all staff members and recognised trade unions. It describes the purpose, procedures, roles and responsibilities that will ensure that the school's performance management arrangements contribute to the professional development of its staff and to the achievement of wider development objectives for the school and its learners.

The policy will be reviewed annually, and any necessary amendments will be the subject of further consultation with staff members. The policy was last reviewed on **25<sup>th</sup> June 2024**.

The headteacher will provide the governing body with an annual written report which will outline the training and development needs arising from the performance management process and the impact of this.

This policy has been produced with due regard to the current appraisal regulations and accompanying guidance published by the Welsh Government. These can be found at:

## Regulations

[www.legislation.gov.uk/wsi/2011/2940/contents/made](http://www.legislation.gov.uk/wsi/2011/2940/contents/made)

## Guidance

<https://hwb.gov.wales/professional-development/performance-management>

This policy does not apply to:

- newly qualified teachers (NQTs) undergoing their statutory period of induction who are exempted from performance management arrangements
- teachers employed for a fixed period of less than one school term.

## United Nations Convention on the Rights of the Child

As a school that respects the rights of the children and adults in our school family, community and beyond, we aim for each school policy to adhere to articles from UNICEF's Convention on the Rights of the Child (UNCRC).

In this policy, we are working towards the following articles ensuring that the rights of all are supported:

- Article 2 - We have the right to be treated fairly
- Article 3 and 28 - We have the right to an education
- Articles 12, 17 and 36 - We have the right to be heard, kept safe and given reliable information
- Articles 13, 14 and 30 - We have the right to express ourselves, think and believe what we want
- Article 29 – We have the right to fully develop our personalities, talents and abilities.

## Principles underpinning performance management

The following principles will underpin our performance management arrangements.

- Trust, confidentiality and professional dialogue between appraiser and appraisee.
- Consistency so that all staff are treated fairly.
- Recognition of strengths and a commitment to share effective practice.
- A commitment to provide constructive feedback on performance.
- Rigorous and evidence based.
- A shared commitment to meeting the school's improvement plan and appropriate national priorities.

## Professional standards

Teachers are required to meet the Professional Teaching Standards at the end of their induction period and must continue to meet them throughout their career. The headteacher is required to meet the Leadership Standards. Other practitioners may choose to use the Leadership Standards as a reference for their leadership development where this is identified as a priority for their professional development. Support staff are required to meet the Assisting Teaching Standards and administration staff are to meet the responsibilities and roles as stated in their job description.

The professional standards should be considered as a whole to provide a backdrop to discussion and to help practitioners identify areas for further development.

The relevant professional standards can be found at:

<https://hwb.gov.wales/api/storage/19bc948b-8a3f-41e0-944a-7bf2cadf7d18/professional-standards-for-teaching-and-leadership-interactive-pdf-for-pc.pdf>

## Timing of the performance management cycle

The school's annual performance management cycle will start on at the beginning of each academic year and be completed by the start of the new cycle at the review stage.

The appraisal cycle has been timed to link with the school's annual Monitoring and Evaluation Review cycle.

## Appointment of appraisers

The headteacher's appraisal will be carried out by a panel consisting of:

- at the Chair of the governing body and 1 foundation governor
- the school's improvement partner

The headteacher will appoint an appraiser for every member of staff in the school. This will usually be a line manager. Those appraising teachers will hold Qualified Teachers Status and all appraisers will hold appropriate roles and received appropriate training.

## The performance management cycle

Performance management will be a continuous cycle throughout the year involving three stages of planning, monitoring performance and reviewing performance.

Each member of staff will meet with their line manager/appraiser within the first 6 weeks of the school year in order to set objectives. This will usually include a reflection on the previous year's target to consider whether the objectives have been met and whether they are on-going or new ones are to be created.

The meeting will seek to agree the following:

- objectives for the cycle and professional development needs/activities to support achievement of the objectives
- the monitoring procedures including arrangements for observation of teaching or assisting teaching
- any sources of information and qualitative and/or quantitative data relevant to the objectives – this may include assessment data, book scrutiny, pupil voice etc.

The arrangements for monitoring performance against the objectives, including the use of observation, will be decided during the planning meeting and recorded by the appraiser(s). For those in an administrative role the monitoring procedures will be in line with their roles and responsibilities.

## The planning stage

Prior to the planning meeting the appraisee will complete the reflection form identifying areas of strength and development. This will form the basis for the planning meeting with the appraiser and provide a focus for discussion.

The discussion will be based around the GROW model and the prompts and questions can be found in the appendices. Three objectives will be set for each member of staff and they are to be in line with the school development plan and the wider school goals. They will reflect the Catholic nature of the school and work towards the improvement and development of the both the individual and the school community as a whole.

The success criteria and actions laid out will be aspirational, specific, achievable and realistic and will be appropriate to the staff member's role and level of experience. Any observations or gathering of evidence will be decided at this point jointly by the appraisee and appraiser(s).

## The monitoring stage

The appraisee and appraiser(s) will keep progress under review throughout the cycle including the use of informal discussion as well as the more formal arrangements specified in the planning stage and performance management will form part of the line management agenda. This will ensure that professional

learning is timely and continuous as well as ensuring any issues with achieving a particular objective can be addressed.

Where any monitoring is undertaken by the appraiser(s) such as lesson observations, book scrutiny, pupil voice etc., this will be supportive, and all feedback will be for development purposes. Care will be taken to limit any additional workload with regards to observations and monitoring.

Feedback will be constructive and will be on-going throughout the cycle allowing timely adjustments or actions to be taken. The school is using WalkThrus as one of the key programmes to drive forward teaching and learning and its coaching model will be instrumental throughout the performance management cycle and any monitoring that may be carried out.

## **The review stage**

Reviewing of performance management and professional development will take place in the final half term of the academic year. Through discussion, evaluation of evidence and minutes from line management meetings, a full review of the performance management cycle will take place. Individuals will reflect on the progress they have made against their objectives and discuss the impact that they have had on their classroom practice, the learning taking place and/or the development of their professional needs. This review will form the basis for the following year's cycle.

## **Informal support**

A staff member's line manager may identify concerns on an informal basis at any time about any performance falling short of the standard expected by the school and/or Governing Body.

The line manager may also provide informal advice and appropriate support which may include training, coaching, mentoring, counselling, monitoring, working in a professional learning community, learning and development opportunities, supervision, occupational health, arrangements for observation of lessons taught by other teachers at the school or elsewhere or discussing practice with advisory teachers. These arrangements will take into account the individual's workload and where possible, will not take place in their PPA time.

Informal support could include reaffirming the expectations that the school and/or the Governing Body has of the individual and what support may be provided to help the individual to meet those expectations.

The performance management procedures set out in this policy, including the review stage do not form part of any disciplinary, competency or capability procedures. However, information from performance management cycle can be taken into account when making decisions about performance, pay, promotion, dismissal, or disciplinary matters which may be triggered by other procedures.