

Wardley CE Primary School Professional Review Policy



Name of Reviewer	Mark Foster
Date of Approval of Governing Body	October 2019
Signature of Chair	<i>Colin Gettins</i>
Signature of Head	<i>Mark Foster</i>
Date Due for Review	October 2022

EQUALITY STATEMENT

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations

We review all policies and procedures we operate to ensure there are no negative equality impacts based on the following protected characteristics: age, disability, ethnicity & race, gender (sex), gender identity & reassignment, pregnancy & maternity, sexual orientation religion & belief and non-belief as outlined in the Equality Act 2010. If you feel, on reading this policy that there may be a negative equality impact, please tell us about this. Please also let us know if you need to access this policy in a different format. You can do this by contacting the school office.

At Wardley CE Primary we are committed to professional review for all staff

Implementation and rationale

We will implement our professional review arrangements on the basis of:

- a. Fairness. We all need to be aware of the potential for unconscious discrimination and to avoid assumptions about individuals based on stereotypes; and
- b. Equal opportunity. All staff should be encouraged and supported to achieve their potential through reviewing progress, agreeing targets and undertaking developments to try to allow members of staff to achieve their targets.

Performance review and professional development

At Wardley we feel that all staff should be given the opportunity to develop in their role and get better at what they are doing. In order to discuss these developmental needs all staff have an annual review. This provides a formal opportunity for support staff to discuss their professional performance and developmental needs with their line manager. In this meeting the member of staff and the line manager will discuss and acknowledge

- The qualities, successes and achievements of that person
- Any issues or concerns about the job or responsibilities expected of that person
- The impact of any continuing professional development (CPD) undertaken by that person
- The career development, aspirations and training needs of that person

This meeting will be used to set targets for the coming year. These targets will be used by the Support staff co-ordinator to plan and organise a program of relevant training for staff both school based and outside school where necessary based on the priorities of the school Improvement Plan.

Professional Portfolio

Each member of support staff is expected to maintain a CPD portfolio containing documents and information relevant to their role.

The contents of the portfolio are the property of the staff member. The portfolio can be used when preparing for the annual professional review.

Safeguarding of Children

All support staff will be informed about the school policy for safeguarding during induction and will be updated at regular team meetings. The professional review will be used to ensure this is happening effectively.

The designated senior person in school is Mark Foster. Any concerns about the safety of pupils should be directed to the DSP.

Support Staff Structure

Support staff are employed by the Governors and deployed by the management of the school. All alterations in job descriptions and hours of employment are negotiated with the support staff concerned and suitable notice given. The support staff co-ordinator David Foster is responsible for the line management of all support staff.

Responsibility for reviews

The support staff co-ordinator David Foster will be responsible for arranging all support staff reviews, allocating reviewers and collating the documentation from the reviewers. Support staff will have their reviews in the Autumn term and **review meeting statements**, including targets will be written up and agreed between the reviewer and the member of staff.

Timing and arrangements for review meetings

Before each review meeting, members of staff will be given a **self review sheet** to complete. These sheets will form the basis of discussion in the meeting, each party adding any relevant information. Targets will be agreed for the next academic year.

For some staff an observation will be done and the feedback from this can be used to contribute to the review meeting. **See T/A observation sheet.**

Progress throughout the year will be monitored by the reviewer and if any relevant issues arise and/ or the post holder wishes, an interim meeting can be arranged.

Complaints

If a member of staff does not agree and a compromise cannot be reached then that member of staff can record his/her comments on the Review statement

Links between pay and professional review

There is not any direct link between pay and these reviews but excellent performance, training and development can be celebrated and acknowledged.

Managing weak progress

These review meetings and review statement do not form part of any formal disciplinary or capability procedures. However, relevant information from review statements may be taken into account by those who have access to them in making decisions, or making recommendations about dismissal or disciplinary matters.

Confidentiality

The individual review statement is personal and confidential and should be kept in a secure place. The principles and provisions of the Data Protection Act 1998 should be followed at all times by those who have access to the documents.

Access to outcomes

There will be two copies of the **review meeting statement**. One will be held by the member of staff and one by the Head Teacher in a central file.

Information about professional reviews should be available as listed below:

The head teacher should ensure that individual training needs are reflected in the school improvement plan and the programme for professional development.

The head teacher should ensure that training and development needs from the review meeting statement are given to the person responsible for training and development at school David Foster.

Professional Review for support staff

The professional review cycle



Professional Review for support staff

Why do it?

- No formal requirement BUT highly recommended
- An opportunity for all staff to have their views, ideas and opinions valued
- Allows all to see the common purpose of the school
- Allows a review of the postholders performance in their post
- Identifies success and some areas for development

Professional Review for support staff

What is my role?

Reviewer

- Arrange the review meeting
- Ask plenty of open questions and listen more than speaking
- Celebrate achievements and successes
- Respect confidentiality
- Discuss the postholders ideas and agree targets
- Complete the review form and INSET requirements form
- Support the post holder in working towards targets

Professional Review for support staff

What is my role?

Postholder

- Talk about your completed self-review form
- Collect information about training courses you think may be useful for you
- Discuss your ideas for enhancing your role or career
- Discuss and agree targets
- Work towards targets
- Ask for help with targets if you need it. (Remember your reviewer is there to support you throughout the year!)

Recording professional review meetings

A written account of the essence of the discussions held in the review meetings needs to be recorded so that the post holder has a record of the meeting and so that the headteacher can be informed of the overall picture amongst the support staff.

The targets set with support staff and any implications for staff development and training need to be communicated to the support staff co-ordinator so CPD can be planned. Once the information has been gathered from all the review meetings the next step is to collate it and represent it in the form of a training plan. This plan can be used to identify common training needs and prioritise training. It should also feed into the school improvement plan.

The paperwork provided is intended to provide a tool for recording the outcomes of meetings. **To keep the workload of the reviewers to a minimum it is recommended that the forms are filled in by hand during the meeting.** Some reviewers may prefer to 'write up' the paperwork after the meeting, particularly if they are inexperienced. In practice this has been found to be time consuming and, unless done immediately, not as accurate.

Paperwork checklist

For each postholder:

- Fill in the annual **self review**
 - Celebrate achievements; Recognise contributions to school;
 - Highlight the extent of the role; Describe areas for development

- Set Targets with reference to National Occupational Standards and school priorities with reviewee **Annual Review Meeting Statement**
 - No more than 3 targets
 - Targets should be SMART (specific, measurable, achievable, realistic and timed)

Professional Review for Support Staff

Useful tips for reviewers

Before the meeting

Consider the person
Consider the job
Consider any relevant competencies
Seek any appropriate evidence
Think about future areas of focus
Think about training needs

Time of meeting

Convenient
Free from interruptions
Comfortable room

The meeting

A positive start:

Make the post holder feel that they matter

Allow them time to settle

(The meeting place should not be the post holders usual place of work but should be somewhere that will not be threatening i.e. the PPA room. Make sure you book the room in advance after checking its availability

The agenda:

Clarify the purpose of the meeting

Briefly go over the format of the meeting

Make it clear that they are going to do most of the talking

On-going throughout the meeting

Acknowledge and celebrate successes

Ask open questions

Listen without interrupting

Be open-minded

Concentrate on facts

Keep the meeting on course

Summarise regularly

Keep notes

Be fair

Consider what the member of staff wants or thinks they need

Consider their existing skills

Consider their ability to develop new skills

Agree what is written down

Agree action to be taken

Wardley CE Primary School Self Review

Name _____

Date _____

Job Title _____

Self-Review

This is a prompt sheet to help you prepare for the professional review meeting. You should look back at any targets set last year and your job description before you fill it in. You will then be able to have a discussion with your reviewer about your work over the last year and your work plan for the next year.

What are your greatest achievements at work and what parts of your job have given you the most satisfaction?

What parts of your job have you found most challenging?

Are there any ways you can be helped to overcome some of these challenges?

Are there any extra contributions have you made to school life?

How have you kept up to date with school policy on the safeguarding of children?

Have you been involved in any training?
How useful has the training been?

How would you like to see your career developing?

What do you think should be your main areas of focus for next year:

- Personal professional development

- Linked to your own role

- Linked to school priorities

Targets

-
- Own target

What training might be useful for you?

Any other points you would like to discuss?

Thank you for taking the time to fill in this form. Please bring the completed form to your professional review meeting

Teaching Assistant Observation

Professional Review for Support Staff

Name _____

Date _____

Job Title _____

Name:	Date:
Reviewer:	Time:
Class:	Lesson:

Focus of Observation/ Description of Activity

Comments and Observations

Skills Checklist	Observed	Comment
Outlines/reinforces lesson objectives		
Interests/motivates pupils		
Uses effective praise		
Rectifies misconceptions		
Questioning skills		
Provides feedback to pupils		
Supports individual targets		
Manages behaviour effectively		
Safe management of learning activity		
Inclusion/knowledge of SEN pupils		
OTHER		

Working with the Teacher	Observed	Comments
Does the TA understand or have an input in planning their role/purpose in the lesson		
Is the TA involved in the planning and preparation of resources		
Is the TA involved in observing/recording of pupils learning/behaviour		

Is there communication with teacher which values TA feedback		
Subject knowledge and understanding sufficient to support pupils effectively		
Supporting school policy (e.g. Equal opps)		
OTHER		

Feedback/ Development Points

TA Comment

Signed Teaching Assistant Signed Reviewer

Annual Review Meeting Statement (confidential)

Professional Review for Support Staff

Name _____ **Reviewer** _____ **Date** _____

Job Title _____

Progress achieved on previous targets

Overview of year

Targets for next year

Signed..... (Support)

Staff (Reviewer)

Please pass a completed copy of this form to the Headteacher