

Ysgol Uwchradd Y Frenhines Elisabeth

Queen Elizabeth High School



Moving Forward Together

TEACHERS' PERFORMANCE MANAGEMENT POLICY

Pay & Performance Management Committee

Date established by Governing Body: 27th November 2013

Responsible Person – Mr. Dave Williams

Designated role – Headteacher

Chair of Governors signature – *Helen Starkey*

Date – *15/11/ 2019*

Next Review – Autumn Term 2022

Policy Version Control

Version	Date	Page	Section	Reason for review	Summary of amendment	Chair of Governor's signature
1	15/11/19	5,7,11,12	5.1, 5.2 6.14, 6.19	Change to Teachers Standards and school phraseology	Phraseology updated	Helen Starkey 15/11/2019
1	15/11/19	Appendices	Appendices	Changes to PM review and target documentation	Updated documents as used by school placed in Appendices	Helen Starkey 15/11/2019

TEACHERS' PERFORMANCE MANAGEMENT POLICY

Introduction

Performance Management helps schools to improve by supporting and improving the work of teachers as individuals and in teams. It sets a framework for teachers and leaders to agree and review priorities and objectives in the context of a school's improvement plan. It focuses attention on making teaching and leadership more effective to benefit pupils, teachers and schools.

Welsh Government: Performance Management for Teachers

Guidance Doc: 073/2012 (May 2012)

1. Purpose

1.1 This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers and the Headteacher and for supporting their development needs at Queen Elizabeth High School (QE High School) within the context of, and making reference to:

- The school development plan and their own professional needs;
- The school Teacher Appraisal (Wales) Regulations 2011;
- The Welsh Government Performance Management for Teachers Guidance Document: 073/2012
- The most recent Department for Education School Teachers' Pay and Conditions Document.

1.2 Where teachers are eligible for pay progression, the assessment of performance throughout the cycle, against the performance evidence specified in paragraph 6.12, will be the basis on which the recommendation is made by the reviewer.

2. Application of the Policy

2.1. The policy applies to the Headteacher and to all teachers employed by the School, except teachers on contracts of less than one term, those undergoing induction (i.e. newly qualified teachers) and those who are the subject of capability procedures.

2.2. The Performance Management process will not be used as a substitute for the informal stage of the capability procedure. Capability is subject to a separate policy and procedure, and will only be invoked when the Performance Management process has failed to show improvement (see 6.20).

3. Links to School Improvement, School Self-Evaluation and School Development

3.1. The Performance Management process is one of the main sources of information for school self-evaluation and the wider school development process.

3.2. Teachers' objectives will be aligned with the school's development priorities, as well as reflecting the professional aspirations of teachers.

4. Consistency and Fairness

4.1. 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.

4.2. Quality Assurance: The Headteacher 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 Headteacher will moderate all the Performance Management Planning records to check that the plans recorded in the Performance Management Planning records of teachers at the school:

4.2.1. Are consistent between those who have similar experience and similar levels of responsibility;

4.2.2. Comply with the school's Performance Management policy, the regulations and the requirements of equality legislation;

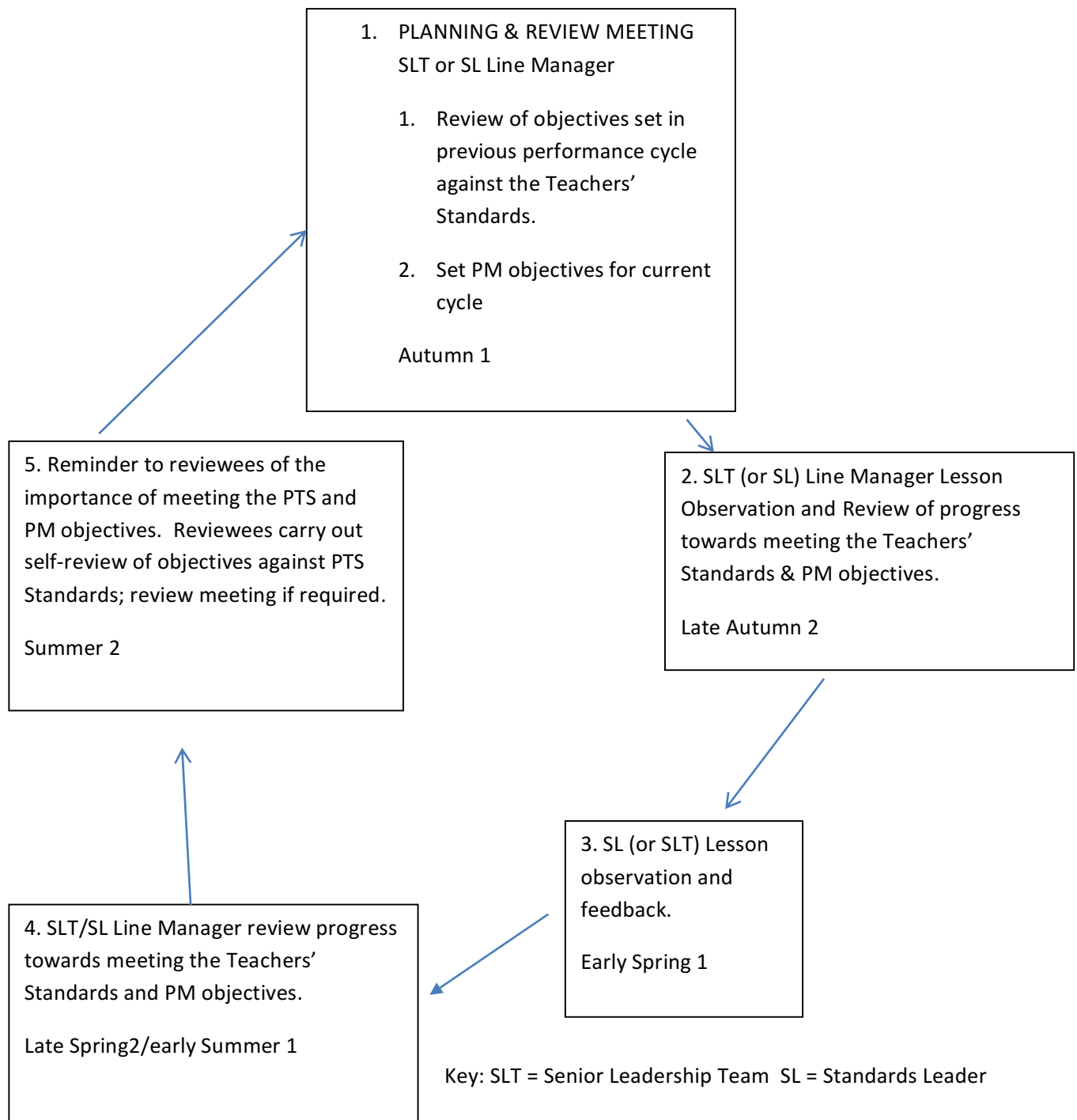
4.3. The Governing Body will nominate up to three governors, who will not be involved in the Headteacher's Performance Management or any appeal regarding the Headteacher's Performance Management, to ensure that the Headteacher's Performance Management Planning Record is consistent with the school's improvement priorities and complies with the school's Performance Development policy.

5. Key principles:

- If Leaders meet the Leadership Standards they will progress up their pay scale;
- If teachers meet the Teachers' Standards they will progress up the pay scale;
- We expect teachers to progress up the pay scale as the norm;
- We want to maintain the strongly felt collaborative nature of our school;
- We want to make the pay progression decision-making process as developmental as possible;
- We want to make the pay progression decision-making process rigorous and fair;
- We want the new policy to align with our existing, effective policies and structures.

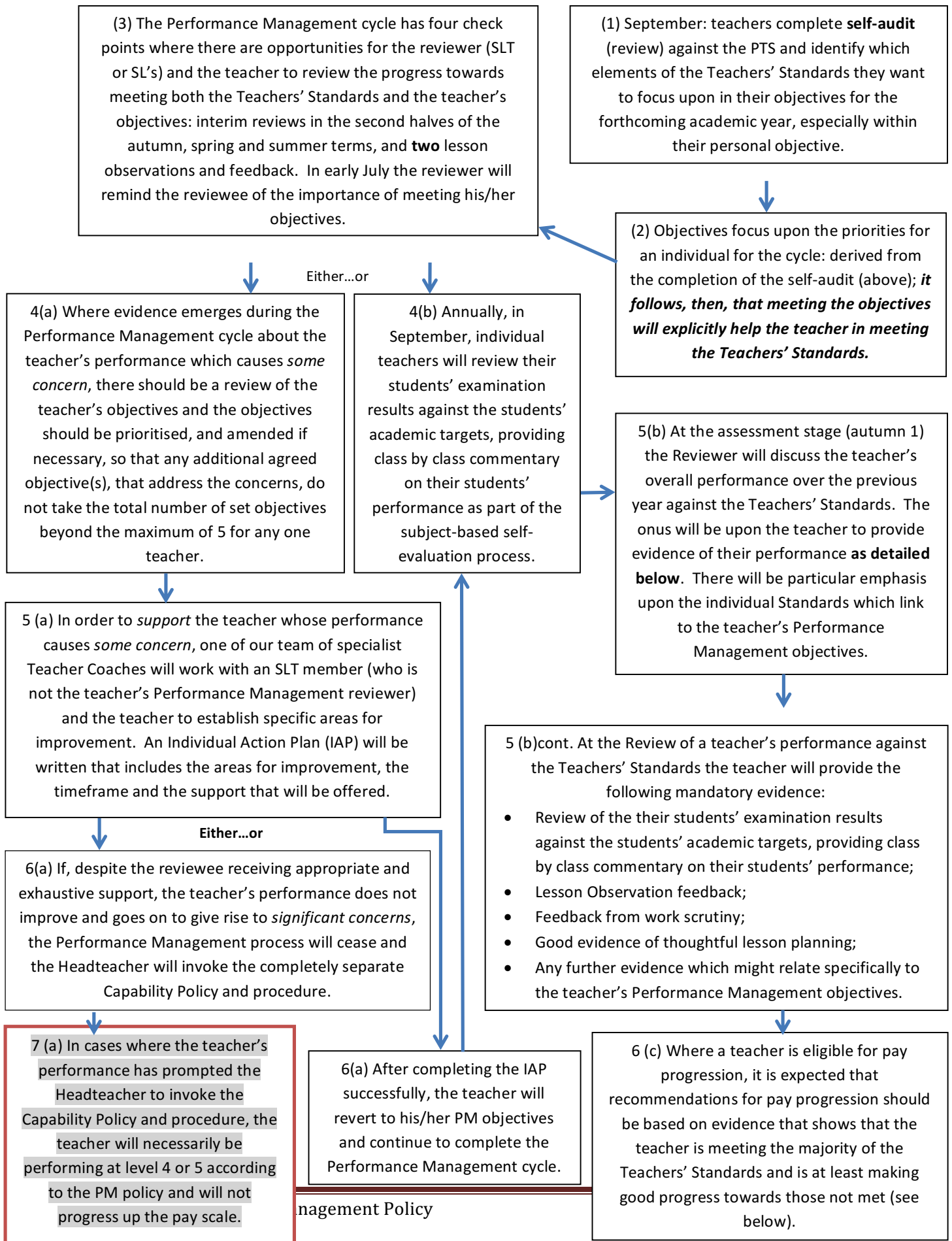
5.1. It is recognized that adopting a consistent, fair, rigorous and effective Performance Management policy will provide a basis for providing the necessary evidence in determining pay recommendations. It is further recognized that the Professional Teachers’ Standards (PTS) are definitive and that, in order to guarantee an effective pay policy it is imperative to develop a robust and effective Performance Management (PM) policy which is based on the assessment of a teacher’s performance against the Teachers’ Standards.

5.2. The Performance Management process begins with each teacher reviewing their performance against the Leadership Standards and PTS. The entire PM cycle is demonstrated in these flow diagrams:



Further lesson observations will be carried out by the Headteacher such that the total number of lesson observations received by each teacher in one performance management cycle does not exceed the union recommendation of three.

Performance Management and Teachers' Pay Progression at QEH:



5.3. At the end of the cycle, assessment of performance will be judged as follows:

Criterion	Level 1	Level 2	Level 3	Level 4	Level 5
Meeting the Performance Objectives against the Teachers' Standards	Outstanding performance	Met securely	Over 60% are met and at least making good progress towards those not met	Whilst some are met, a significant number of the standards are not met	Clearly not met

In order to be recommended for pay progression a teacher's performance must be judged to be Level 3 or above.

In extraordinary circumstances the Governors' Pay and Performance Management Committee will consider use of its discretion to award more than one full point, up to a maximum of 2 full points, in one year.

5.4. We are absolutely clear that we do not want an objective setting system which discourages setting ambitious objectives. *The focus is NOT on using a gradated descriptor grid against each standard and sub-standard; instead we want to rely upon the professional judgement of the SLT reviewers as to whether objective have been **met** or **not met**.*

5.5. The professional judgement of reviewers will be central to appraisal against the Leadership and Teachers' Standards. To that end the School Leadership Team and SL members who undertake all Performance Development assessments in this school will be well-trained and the consistency of their judgements will be maintained through systematic moderation procedures which will include the moderation of objective setting and judging evidence against the Teachers' Standards, and observation of Performance Management Review conversations.

5.6. It is a given that the assessment of a teacher's performance during the Performance Management Review meeting will be rooted in the mandatory evidence outlined above in the flow diagram. However, it is important to be clear that the final judgement of a teacher's performance on our 1-5 grading system will be made within the context of our school where:

- it is expected that teachers have the highest expectations of all our students;
- it is expected, through continuous reinforcement, that students attain the highest possible outcomes with regard to performance;
- outcomes are measurable against performance from similar schools (e.g Core family of schools);
- a culture of self-reflection and the continued development of classroom performance is encouraged.

Judgements will be made with professional wisdom and will take into account a teacher's contextual analysis of the academic performance of students in his/her individual classes.

5.7. It is also important to acknowledge that the School Development Plan has explicitly high expectations of the quality of teaching at our school, with the ambition that all of the lessons in our school will be judged 'good' and the majority of the teaching in our school will be judged 'outstanding' against the ESTYN lesson observation criteria.

6. Objective Setting:

6.1. Before, or as soon as practicable after, the start of each Performance Management period, each teacher will be informed of the standards against which that teacher's performance in that Performance Management period will be assessed. **All teachers will be assessed against the set of standards contained in the document called "School teachers' Pay and Conditions Document** as updated annually.

6.2. Reviewers will assess qualified teachers against the standards to a level that is consistent with what should reasonably be expected of a teacher in the relevant role and at the relevant stage of his or her career (whether an early-career teacher, mid-career teacher, or a more experienced practitioner). **The professional judgement of reviewers will therefore be central to appraisal against these standards.** At QE High School it is expected, in general terms, that early-career teachers will be at least competent against all the Teachers' Standards, mid-career teachers will be at least confident against all the Teachers' Standards and more experienced teachers will be generally expert against the entire Teachers' Standards.

6.3. The Performance Management Process would involve the teacher in each of his or her roles: teacher; form tutor and TLR/Leadership post if relevant.

6.4. In preparation for setting objectives at the Performance Management Review meeting, teachers will complete a self-audit against the extant Leadership Standards and/or Teachers' Standards in order to identify which of the Standards they might want to set objectives against in order to improve the quality of their performance in the classroom (see Appendix 3). The completion of the self-audit should be done in conjunction with subject self-evaluation activities. It may be beneficial for individual teachers to discuss the Leadership and Teachers' Standards Audit with his/her Subject Leader before discussing objectives with his/her Reviewer.

6.5. The objectives set will be rigorous, challenging, achievable, time-bound, fair and equitable in relation to teachers with similar roles/responsibilities and experience.

6.6. The objectives will 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 students at the school.

6.7. **Student performance data in itself will not be an objective;** rather, attainment and progress data from all taught classes of an individual teacher will be a major evidence base for evaluating the

quality of teaching, so that student performance data are evidence rather than objectives. Annually, in September, individual teachers will review their students' examination results against the students' academic targets, providing class by class commentary on their students' performance as part of the subject-based self-evaluation process.

6.8. The reviewer and teacher will seek to agree the objectives, but where a joint determination cannot be made, the reviewer will make the determination.

6.9. At QE High School:

- All teachers will have no more than 5 objectives;
- Main-scale teachers will normally have 3 objectives;
- All teachers will have a whole-school objective;
- All teachers will have a subject-based objective;
- All teachers will have an objective set against the Teachers' Standards;
- All teachers with a Teaching and Learning Responsibility (TLR), or those on the Leadership Spine will have a responsibility objective.

6.10 It is important to emphasise that Performance Management is an assessment of overall performance of teachers against the full Leadership Standards and/or Teachers' Standards; objectives, however, cannot cover the full range of a teacher's roles/responsibilities. Objectives will, therefore, focus upon the priorities for an individual for the cycle, which are derived from the completion of the preparatory audit against the Teachers' Standards; ***it follows, then, that meeting the objectives will explicitly help the teacher in meeting the Standards.***

6.11 At the assessment stage the Reviewer will discuss the teacher's overall performance over the previous year against the Standards. The onus will be upon the teacher to provide evidence of their performance as detailed below. There will be particular emphasis upon the individual Standards which link to the teacher's Performance Development objectives. The discussion will give the teacher the opportunity to highlight to the Reviewer his or her particular successes over the past year and lead into the second half of the Review meeting which looks towards setting Performance Management Objectives for the following year.

6.12 At the Review of a teacher's performance against the Leadership and/or Teachers' Standards and Performance Management objectives the teacher will provide the following mandatory evidence:

- Review of their students' examination results against the students' academic targets, providing class by class commentary on their students' performance;
- Lesson Observation feedback;
- Feedback from work scrutiny;
- Good evidence of thoughtful lesson planning;
- Any further evidence which might relate specifically to the teacher's Performance

Management objectives.

At the review of a Leader's performance the Leader should provide evidence against Leadership Standards and their Performance Management objectives:

- Review of the school's performance in key indicators for Leaders,
- The quality of reports presented to the Governing Body by Leaders,
- The quality of guidance to staff by Leaders,
- The quality of the school's strategic documentation by Leaders.

6.13. The teacher is welcome to provide any other evidence which will exemplify his or her performance against the Leadership and/or Teachers' Standards.

6.14. As is made clear above, the professional judgement of reviewers will be central to appraisal against these standards. To that end the Senior Leadership Team and SL members who undertake all Performance Development assessments in this school will be well-trained and the consistency of their judgements will be maintained through systematic moderation procedures which will include the moderation of objective setting and judging evidence against the Teachers' Standards, and observation of Performance Management Review conversations.

6.15. Where a teacher is eligible for pay progression, it is expected that recommendations for pay progression should be based on evidence that shows that the teacher is meeting the vast majority of the Teachers' Standards and is at least making good progress towards those not met.

6.16. Newly Qualified Teachers who pass their probationary year will be recommended for pay progression, as it will be assumed that they have met the evidence for pay progression.

6.17. The teacher will receive as soon as practicable following the end of each Performance Management period –and have the opportunity to comment in writing on – a written Performance Management report.

6.18. This review is the end point to the annual appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year in interim meetings. Where evidence emerges during the Performance Management cycle about the teacher's performance which causes *some concern*, there should be a review of the teacher's objectives and the objectives should be prioritised, and amended if necessary, so that any additional objective(s) which are agreed, that address the concerns, do not take the total number of objectives beyond the maximum of 5 for any one teacher.

6.19. In order to *support* the teacher whose performance causes *some concern*, a specialist Teacher

Coach will work with an SLT member ie. Line Manager (who is *not* the teacher's Performance Management reviewer) and the teacher to establish more specific areas for improvement. An **Individual Action Plan (IAP)** will be written that includes the areas for improvement, the timeframe and the support that will be offered.

6.20. If, despite the teacher receiving appropriate support, the teacher's performance does not improve and goes on to give rise to *significant concerns*, the Performance Management process will cease and the Headteacher will invoke the completely separate Capability Policy and procedure.

6.21. In cases where the teacher's performance has prompted the Headteacher to invoke the Capability Policy and procedure, the Pay and Performance Management Committee will consider use of its discretion not to award progression up the pay range.

6.22. In this school, teachers will receive their written Performance Management reviews by 31 October.

6.23. The Performance Management review will include:

- Details of the teacher's objectives for the Performance Development period in question;
- An assessment of the teacher's performance in their role(s) and responsibilities against the Teachers' Standards including their Performance Development Objectives.
- An assessment of the teacher's training and development needs and identification of any action that should be taken to address them;
- A recommendation on pay where that is relevant.

6.24. The assessment of performance and of training and development needs will inform the planning process for the following Performance Management period.

7. Appeals and Confidentiality:

7.1. At specified points in the Performance Management process, teachers and Headteachers have a right of appeal against any of the entries in their Performance Management Planning records and Review document. Where a teacher 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.

7.2. The whole Performance Management process and the Performance Management Planning records generated under it, in particular, will be treated with strict confidentiality at all times. Only the teacher's line manager or, where s/he has more than one, each of her/his line managers, will be provided with access to the teacher'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. Line managers will only be given access to the objectives related to their line management responsibilities. In particular Subject Leaders will have access to all Performance Management objectives of colleagues within their departments so that they will gain an overview of the development priorities of their whole teaching team. Teachers will be told who has requested and who has been granted access. The Assistant/Deputy Headteacher with responsibility for Continuous Professional Development will have access to all the training needs for all staff identified in the training annex of the teacher's Planning and Review statements, which are collated from Performance Management Review documents by Administration staff.

8. TRAINING AND SUPPORT

8.1. The School's Continuing Professional Development (CPD) programme will be informed by the training and development needs identified in the training annex of the teacher's Performance Development Planning record and Review document. *The core CPD provision will continue to be the use of peer mentors and our cross-departmental Coaching Triad initiative.*

8.2. The Governing Body will ensure in the budget planning that, as far as possible, appropriate resources are made available for any training and support agreed for teachers.

8.3. 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 Headteacher's reports to the governing body about the operation of the Performance Management in the school.

8.4. 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 teacher to meet their objectives; and (b) the extent to which the training and support will help the school to achieve its priorities. There is the opportunity for all staff to suggest to the Assistant/Deputy Headteacher with responsibility for CPD aspects of pedagogy which could be a focus for whole-school teacher training; this opportunity will arise from the subject-based self-evaluation process, where suggestions can be added to the Subject Examination report to the Headteacher.

8.5. Teachers will not be held accountable for failing to make good progress towards meeting their Performance Management objectives where the support recorded in the planning statement has not been provided.

8.6. All reviewers will be provided with training to enable them to discharge all aspects of their role appropriately and effectively, including the conduct of Performance Management reviews, objective setting, classroom observation, and providing quality feedback to teachers. Training for

reviewers will be delivered by the Headteacher and senior members of the Local Authority advisory service. Training on lesson observation will be inherent for all teaching staff within the school-wide coaching scheme.

9. APPOINTMENT OF REVIEWERS FOR TEACHERS

9.1. The Headteacher 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 Senior Leadership Team (SLT) or SL line managers, who will be the reviewers for all those teachers within the subject areas they line manage, *where capacity permits*; it is hoped that the majority of teachers will be reviewed by their Subject SLT line manager.

9.2. Where a teacher is of the opinion that the person to whom the Headteacher has delegated the reviewer's duties is unsuitable for professional reasons, s/he may submit a written request to the Headteacher for that reviewer to be replaced, stating those reasons.

9.3. Where it becomes apparent that the reviewer will be absent for the majority of the cycle or is unsuitable for professional reasons, the Headteacher may perform the duties himself/herself or delegate them in their entirety to another teacher. Where this teacher is not the teacher's line manager, the teacher will have an equivalent or higher status in the staffing structure as the teacher's line manager.

9.4. A Performance Management cycle will not begin again in the event of the reviewer being changed.

9.5. All line managers to whom the Headteacher has delegated the role of reviewer will receive appropriate preparation and training for that role.

10. THE PERFORMANCE MANAGEMENT CYCLE

10.1. The performance of teachers will be reviewed on an annual basis. In QE High School Performance Management planning and reviews will be completed for all teachers by 31 October .

10.2. The Performance Management cycle in this school, therefore, will run from 1 November to 31 October for teachers and from 1 January to 31 December for the Headteacher. The main review period will be the first half of the autumn term:

- The Headteacher will undertake Performance Management reviews for all the School Leadership Team in the first half term
- The Headteacher and the SLT Line Manager will undertake Subject Leader

Examination Results Reviews first half term

- SLT to undertake Performance Management for all the Subject Leaders, gathering Performance Management evidence for each member of each subject area, and gathering thoughts about development priorities first half term
- SLT to undertake all Performance Management reviews for the rest of teaching staff first half term

10.3. 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.

10.4. Where a teacher starts their employment at the school partway through a cycle, the Headteacher shall determine the length of the first cycle for that teacher, with a view to bringing the cycle into line with that for other teachers at the school as soon as possible.

10.5. Where a teacher starts his or her employment at the school it is the teacher's responsibility to provide the school with copies of his or her current Performance Development documentation and his or her previous year's Performance Development documentation, to ensure continuity, especially in matters related to Threshold and Upper Pay Spine processes. New staff will be reminded in writing of this responsibility by the Human Resources manager in the offer of employment letter.

10.6. Where a teacher transfers to a new post within the school part way through a cycle, the Headteacher shall determine whether the cycle shall begin again and whether to change the reviewer.

11. RETENTION OF STATEMENTS

11.1. Performance Management planning and review Performance Management Planning records will be retained for a minimum period of six years.

12. MONITORING AND EVALUATION

12.1. The Governing Body will monitor the operation and outcomes of Performance Management arrangements.

12.2. The Headteacher will provide the Governing Body with a written report on the operation of the school's Performance Management policy annually at the Autumn Term meeting of the Pay and Performance Management Committee. The report will not contain any information that would enable any individual to be identified.

12.3. 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;
- Recommendations on pay progression.

12.4. The Governing Body is committed to ensuring that the Performance Management process is fair and non-discriminatory.

12.5. The Headteacher 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.

13. REVIEW OF THE POLICY

13.1. The Pay and Performance Management Committee will annually review the Performance Management policy.

13.2. The Governing Body will take account of the Headteacher's report in its review of the Performance Development policy. The policy will be revised as required to ensure that it is always up to date.

13.3. The Governing Body will seek to agree any revisions to the policy with the recognised trade unions.

13.4. To ensure teachers 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.

14. ACCESS TO DOCUMENTATION

14.1. All staff will have access to documentation relating to school improvement and development and any other documents and procedures to which this policy relates. These will be published on the school's intranet and/or can be obtained from the school office.

Appendices

Appendix 1 Teaching Staff Performance Management: Planning Record

Appendix 2 Teaching Staff Performance Management: Annual Review Statement

Appendix 3 Teacher Standards Self Audit

Appendix 4 Leadership Performance Management: Annual Review Statement

Appendix 5 Leadership Standards Self Audit



Appendix 1: QEH Teaching Staff Performance Development: ANNUAL REVIEW STATEMENT 2018-19

Teacher:

P.M. Reviewer:

Date of meeting:

Performance Development Objectives	Summary of evidence against Performance Development Objectives	Judgement
Whole School Objective Develop the use of Google classrooms in my lessons/practice to support effective learning.		Met Securely Partly achieved Not met
Learning outcomes – Achieve outcomes at least in line with pupils’ expectations, as measured from global grades or FFT and residuals for all teaching groups.		Met Securely Partly achieved Not met
Professional Objective- 1. Provide appropriate provision for MAT pupils 2. * 3.		Met Securely Partly achieved Not met
TLR Objective –		Met Securely Partly achieved Not met
Overall Performance against the Teachers’ Standards (please tick the appropriate overall level of performance against the Teachers’ Standards)		<input checked="" type="checkbox"/>
Level 1: Excellent performance		<input type="checkbox"/>
Level 2: Met securely		<input type="checkbox"/>
Level 3: Majority of Standards met & making good progress towards remaining Standards		<input type="checkbox"/>
Level 4: Some Standards met but significant number of Standards are not met		<input type="checkbox"/>
Level 5: Not met		<input type="checkbox"/>
Commentary supporting judgement on overall performance against the Teachers’ Standards		

Pay progression: **Recommended:** **Not recommended:** **N/A:**

Teacher Signature P.D. Reviewer signature



Queen Elizabeth High School Teaching Staff Performance Development: PLANNING RECORD 2019-20

Teacher: _____ Reviewer: _____ Date of meeting at which Objectives were agreed: _____

Performance Development Objectives		PTS link	SDP Aim	Suggested sources of evidence to meet PD objectives (from self-audit of teacher standards).	RAG Review & Comment
1	Subject Objective – Achieve outcomes at least in line with pupils’ expectations, as measured from global grades or FFT and residuals for all teaching groups.	Relevant areas: • Pedagogy	1	<ul style="list-style-type: none"> • Evidence from school data input • Evidence from external results • Evidence of strategies used to improve results • Evidence from pupil performance: actual results vs global grades 	
2	Whole School Objective. To further develop strategies to improve and encourage pupil progress in key skills.	Relevant areas: • Pedagogy • Collaboration • Innovation	1/3 /4	<ul style="list-style-type: none"> • Evidence from schemes of work • Evidence from book scrutiny • Evidence from lesson observations • Evidence of formative assessment and progress made (pupils’ work redrafted/ evidence of acting on targets) • Pupil reports to parents. 	
3	Professional Objective- 1. To improve skills and knowledge in developing the “What makes a good lesson” for QEH 2. * 3.	Relevant areas: • Leadership • Professional Learning • Collaboration • Innovation	1/3 /4	<ul style="list-style-type: none"> • Evidence from aspects of my planning lessons • Evidence from lesson observation feedback • Evidence from book scrutiny • Evidence from lesson plans/sow / resources prepared • Samples of pupils work • * Evidence from Lead Practitioners’ Programme mandatory 	
4	TLR Objective	Relevant areas: • Leadership	5	<ul style="list-style-type: none"> • SER report • Improvement plans and DDPs • AoL Review report • SLT meeting minutes 	

Teacher Signature: P.D. Reviewer signature:

Appendix 3: Professional Teachers Standards (PTS) Link

Appendix 4: Leadership Standards Self Review Tool: ISSR document – cannot upload NT suggested link to Google Drive

Leader:P.M. Reviewer:Date of meeting:

Appendix 5: SLT Targets and Leadership Standards Example 2017/18

QUEEN ELIZABETH HIGH SCHOOL
YSGOL UWCHRADD Y FRENHINES ELISABETH
SLT Targets 2017 - 2018

Target	Actions	Support	Outcomes	Progress (RAYG)	Leadership Standards & SDP link
Reduce teaching staff absence by 5%	<ul style="list-style-type: none"> Implement fully staff absence management and staff time off policy. Devise and implement strategies to improve staff attendance. 	<p>LA training</p> <p>HR SLA</p> <p>Cover management admin.</p>	<p>5% reduction in FTE Teacher days lost.</p> <p>£10K reduction in spend on cover.</p>		<p>5.4</p> <p><u>Leadership.</u></p> <p><u>Collaboration.</u></p>
Lead the revision and development of quality assurance(QA) mechanisms across the school	<ul style="list-style-type: none"> Review and refine whole school QA calendar. Lead implementation of self-evaluation calendar. Develop a programme of effective collection of first hand evidence of standards across the school. Develop a programme of leaning walks. Refine book scrutiny and develop a strengthened pupil component. Develop mechanisms to strengthen collaborative approach to self-evaluation. Strengthen stakeholder engagement in self-evaluation, in particular parents and pupils Create templates to facilitate consistency of approach and smart working for ESTYN compliance. Lead collection of documentation of self-evaluation findings. Monitor and moderate self-evaluation documentation. Lead feedback to GB re: self-evaluation. 	<p>ERW categorisation support x 2 days.</p> <p>Leadership time.</p> <p>Opportunities to visit practice elsewhere.</p>	<p>Calendar in place and implemented.</p> <p>Self-evaluation process evidenced by documents.</p> <p>Strengths and areas for development within the school clearly identified.</p>		<p><u>Pedagogy</u></p> <p>Influencing learning.</p> <p><u>Leadership.</u></p>
Lead the revision and development of	<ul style="list-style-type: none"> Review and refine current practice. Develop template documents for AoL Lead production of SDP. Develop mechanisms to ensure a clear link between self-evaluation process outcomes and improvement planning. 	<p>ERW categorisation support x 2 days.</p> <p>Leadership time.</p>	<p>Clear link between quality assurance and self-evaluation outcomes and improvement priorities.</p>		<p>5.3</p> <p><u>Innovation.</u></p> <p><u>Leadership.</u></p>

improvement planning.	<ul style="list-style-type: none"> • Lead monitoring of progress towards development targets. • Strengthen stakeholder engagement in improvement planning processes. • Develop effective communication of improvement priorities to a range of audiences. • Ensure compliance with WG and ESTYN guidelines. • Develop a collaborative approach to improvement planning. 	Opportunities to visit practice elsewhere.	<p>Appropriate resources and training to support development secured.</p> <p>Evidence of effective monitoring of progress towards improvement priorities.</p> <p>Effective improvement plans, at all levels, produced, moderate, monitored, implemented and reviewed.</p> <p>Range of documents produced to communicate improvement priorities.</p>		<u>Pedagogy.</u>
Lead curriculum based middle leader developments	<ul style="list-style-type: none"> • Direct SLT link meeting agenda • Lead Standards Leader meetings. • Lead training of curriculum middle leaders to facilitate development of effective Standards Leadership. • Lead development of PiXL leadership. 	PiXL membership £1k training budget	Review of leadership via end of year standards reviews of each AoL.		5.1 5.3

supporting the revised leadership structure	<ul style="list-style-type: none"> Lead school to school working to support curriculum and Standards Leadership. 	INSET and meeting time.	Peer review of middle leadership.		<u>Professional learning.</u>
Provide effective line management of Technology AoL.	<ul style="list-style-type: none"> Devise and implement an ICT improvement plan. Effective review standards within the AoL. Construct standards report. Support implementation of revised structure. Support and challenge self-evaluation and improvement planning processes. Monitor progress towards improvement priorities. Support and challenge effective tracking of individual pupil progress and implementation of personalised learning support programmes. Provide ESM for staff absence within AoL. 	SLT link meeting time.	<p>Progress in AoL KS4 and KS5 outcomes.</p> <p>Documented line management meetings.</p> <p>ESM records</p> <p>SER and AOLDP</p> <p>AoL standards report</p>		5 <u>Leadership</u>

Signed:

(Headteacher)

Signed:

(Deputy Headteacher)