



Performance Management Report Autumn 2016

The appraisal period will run **for twelve months** normally from Autumn term to Autumn term

All appraisers of teachers, other than those appraising headteachers, will be teachers and will be suitably trained. In the case of Middleton School this will usually be the headteacher.

The headteacher will be appraised by the Governing Body, supported by a suitably skilled and/or experienced external adviser who has been appointed by the Governing Body for that purpose.

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 school's plans for improving the school's educational provision and performance and improving the education of pupils at that school and will take into account the professional aspirations of the teacher.

The appraisal report includes:

- ✚ details of the teacher's objectives for the appraisal period in question;
- ✚ 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 identification of any action that should be taken to address them;
- ✚ a recommendation on pay where that is relevant **(N.B. – pay recommendations need to be made by 31 December for head teachers and by 31 October for other teachers)**;
- ✚ a space for the teacher's own comments

Performance Management of all teachers at Middleton School has taken place within the appropriate timescales. And objectives have been reviewed and new ones set.

Performance Management Targets for last year - 2015 / 2016

There was one whole school target this year:

- ✚ To participate in the development of sensory approaches to learning.

This target has been met by all teachers. Observations have noted an increase in the use of sensory stories and attention autism activities which have increased engagement in many children. It has also been the impetus for people to follow up with more training this coming year as understanding of this area increases.

Individual targets were been as follows:

- ✚ To continue your work in Key Skills to develop ongoing progress data. To investigate other whole school data sets to increase your experience in this area.
- ✚ To action activities which would support your application for posts in other schools.
- ✚ To further develop EYFS tracking data to make comparisons over time
- ✚ Investigate ways to network remotely to find and share new ideas and updates in EYFS
- ✚ To develop an understanding of how to support the transition of current Year 6 pupils to Pinewood
- ✚ To develop sensory sessions to meet the needs of the autistic children in your class – in particular JO-A
- ✚ To continue to develop the Outreach service over the next year including the expansion of the team.
- ✚ To find a course or courses to develop skills and understanding of issues of children's mental health.
- ✚ To look at comparative data over time and compare Music to other subjects. To visit Amwell View School with a particular focus on assessment.
- ✚ Set up a small project to try out some of the approaches which you discover through the Art Therapy course

- ✚ To establish your role as department manager and develop systems and protocols to support this. (x2)
- ✚ To support staff in implementing sensory approaches to learning including the sourcing and preparation of resources.
- ✚ To develop a school curriculum for swimming and ensure its implementation across the school and between pools and teachers.
- ✚ To contribute to Middleton Outreach provision. (x2)
- ✚ To expand your skills in analysis of data in order to monitor teaching, learning, assessment and progress in the Middle School.
- ✚ To further develop data sets to track progress in phonics.
- ✚ To organise one training event to ensure the effectiveness of Teaching Assistants in their support of phonics.

Performance Management Targets for 16/17

There is one whole school target this year which relates to the ongoing issue of developing appropriate assessment tools for our pupils. It was made on the back of the publication of the Rochford Report which was published this term. This is:

- ✚ To participate in the further development of a broad range of assessment in line with the recommendations of the Rochford Report and with the needs of our children in mind.

Individual targets include:

- To engage with the department in an ongoing review of the curriculum overview and make appropriate amendments.
- To attend a course to broaden / confirm your skills and strategies in managing difficult people and difficult situations.
- To attend a(nother) Attention Autism Course, apply what you learn in your own classroom and support others to trial these approaches. (3)
- To gain some further experience to equip you for experiences in the future working with pupils across the whole primary age range and across schools
- To continue to seek ways to support the development of your expertise of teaching in our context
- To develop the dance curriculum across the school
- To continue to work towards your Masters Degree
- To put together a review of literacy across the school to check coverage
- To support and mentor xx in her new role as xxx School class teacher
- To participate in the provision of Outreach in DSPL4 (2)
- To investigate issues and find information about pathways to retirement.
- To set up data based progress reviews for children in XXXX School.
- To work alongside the department leader to develop an understanding of the necessary structure and delivery of the xxx school curriculum.
- To develop an understanding of mental health issues for young children and appropriate interventions and support mechanisms that may be available.
- To review and develop the Key Skills document in the light of the Rochford Report.
- To develop an understanding of the use of data and how it impacts on school performance and planning.
- To visit a range of classrooms to broaden your understanding of the strategies and approaches which could be used to teach in this context.
- To develop your skills in analysing EYFS data – tracking it over time.

Pay progression

With regard to the performance management of main scale teachers who are not at the top of the scale, with due regard to their good to outstanding performance in the classroom and the successful completion of their targets that they be awarded the next level of pay on the main scale (4 teachers).

With regard to the performance management progression of one teacher I would like to recommend to the governors that as a result of their outstanding performance in the classroom that they should move from MS 6 to Upper Pay Scale 1 to be backdated to September.