



## **Performance Management Report Autumn 2017**

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 - 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.

### **Performance Management Targets for this year**

There are two school targets this year:

- ✚ To ensure that all pupils attainment is accurately baselined using the m-scales in literacy and numeracy.
- ✚ To observe a lesson in each of the two departments where you are not currently based.

Individual targets include

- ✚ To continue to work towards your Masters Degree
- ✚ To make time for 1:1 working with all the children in the class for at least 10 minutes a week to focus on specific targets.
- ✚ To (continue to) develop your experience in delivering Outreach to local primary schools (2 staff)
- ✚ To mentor the new members of staff in your department (2 staff).
- ✚ To investigate enrollment on a Masters Level Degree course (2 staff)
- ✚ To set up data reviews for children in your department (3 staff)

### **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 Upper Pay Scale 1 to Upper Pay Scale 2 to be backdated to September.

### **Support Staff**

Support staff performance management for all staff takes place during each Summer Term. Each member of staff, either as an individual or in some cases as a small group have the same questionnaire to complete either in writing or in discussion. Support staff may or may not ask for a target or specific action to be noted on their performance management review.