



Performance Management Report Autumn 2019

The appraisal period will run **for twelve months** 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. Objectives may also be set to support teachers in their own professional development.

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**).

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 – 18/19

There were two school targets this year:

- To ensure the completion and review of STEPS associated plans and paperwork and to ensure that they are shared and stored on the system.
- To ensure that all Off Site Learning opportunities have a learning objective which is shared with the children.

All teachers set these targets in October 2018 had achieved them when reviewed in October 2019.

Individual targets included;

- ❖ To develop my skills in supporting / teaching reading to pupils who are now functional readers.
- ❖ To attend training for EYFS and phonics
- ❖ To develop my skills in supporting / teaching reading to pupils who are now functional readers.
- ❖ To develop my understanding of and expertise in the management and organisation of Outreach .
- ❖ To organise and manage shared responsibility for planning and assessment in Robins (2 staff)
- ❖ To enroll on and successfully complete the first year of a Masters degree
- ❖ To develop my role as a department leader in terms of curriculum, team building and monitoring performance.
- ❖ To develop my role as department leader in terms of monitoring the quality of teaching and learning. (2)
- ❖ To complete the writing of PSHE M Scales and market and to arrange at least one moderation session each term for M Scales to include schools using the scales.

Performance Management Targets for 19/20

There is one shared school target for the forthcoming year:

- ✚ To initiate strategies within the classroom which empower all staff to become more proficient in the daily use of sign and symbol to support teaching and learning.

All teachers then agreed upon two further personalised targets to support their own professional development.

Individual targets set include:

- ✚ To assist in the organisation and delivery of Performing Arts events.
- ✚ To introduce aspects of the 'Attention Autism' model into some elements of my teaching.
- ✚ To contribute to the creation and delivery of an action plan for the newly formed 'well being' team.
- ✚ To attend Outreach Training with a view to delivering Outreach in the future.
- ✚ To ensure that my medium and short term plans relate to and feed into one and other.
- ✚ To manage the varying periods of focus of pupils within my class, so that pupils continue to be engaged throughout a session.
- ✚ To play an active role in the 'dance' element of creating the new PE M scales.
- ✚ To develop my knowledge of the Phonics Strategy so that I can assist pupils to improve their early reading skills.
- ✚ To explore a wider range of behaviour management strategies to match the needs of individual pupils within my care.
- ✚ To develop the role of 'lead teacher' for makaton sign and organise training sessions for staff.
- ✚ To develop a greater understanding of how to develop reading comprehension for pupils.
- ✚ To become more familiar with the EYFS framework, gathering knowledge and developing confidence. (2 x teachers)
- ✚ To ensure engagement of pupils at the start of a lesson with an effective and appropriate introduction.
- ✚ To further develop my management role to support the new Head teacher in her role.
- ✚ To develop the Hertfordshire STEPS strategy to be a product which suits our specific school environment.
- ✚ To assume a new role as part of my SLT position, developing well being and mental health strategies across the school.
- ✚ To develop a more effective transition for pupils as they move into KS3.
- ✚ To examine our curriculum at Upper Key stage Two, and develop it to meet the needs of our high achieving pupils.

Support Staff

Support staff performance management for all staff typically takes place during each Summer Term. However, the Senior Leadership Team have requested that this be moved to the Spring term to allow for issues to be resolved and skills to be developed while in their current class. This would also then fall in line with any pay increase which may be awarded in April. Each member of staff has the same questionnaire to complete either in writing or in discussion. Support staff are encouraged to set a target or specific action to be noted on their performance management review.