



## **Performance Management Report Autumn 2020**

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;
- ✚ An outline of agreed objectives for the forthcoming year – these aim to reflect objectives on the school development plan as well as objectives which support the needs of the individual.
- ✚ 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 –19/20**

Every teacher addressed one common target which supported a whole school objective:

- 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 set these targets in October 2019 had either fully or partially achieved this target when it was reviewed in October 2020. ( 7/12 teachers set this target fully achieved it and 5/12 partially achieved it. Partial achievement was due in part to school closure and in part to personal confidence.)

Individual targets included;

- ❖ To develop the Hertfordshire STEPS strategy to be a product which suits our specific school environment.
- ❖ To explore a wider range of behaviour management strategies to match the needs of individual pupils within my care.
- ❖ To explore how pupils develop their reading comprehension skills and create opportunities for this to be evident in teaching and learning experiences.
- ❖ To further develop the Upper School curriculum so that we can ensure our more able learners are adequately challenged .
- ❖ To manage the varying periods of focus of pupils within my class, so that pupils continue to be engaged throughout a session.

## **Performance Management Targets for 20/21**

There is one shared school target ( for all teaching staff) for the forthcoming year:

- ✚ To contribute to the whole school development of a remote/ virtual learning programme.**

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

Individual targets set include:

- ✚ To support the development of a new SRE policy and scheme of work and review the teaching of SRE for Year Five and Six pupils.
- ✚ To explore strategies which aim to challenge the higher attainers and improve progress for these pupils.
- ✚ To develop the roles and responsibilities of the whole class staff team; Through role modeling and delegation - empowering the role of the TA.
- ✚ To develop and adapt the music programme of study for Upper School.
- ✚ To review, adapt and monitor the dance curriculum in Upper School
- ✚ To explore and use sensory play more effectively within the EYFS curriculum.
- ✚ To lead a pastoral initiative with pupils across the school, working 1;1 to establish positive well being for pupils.
- ✚ To develop strategies to increase governor contact and presence within school.
- ✚ To contribute to the development and production of the PSHE M scales.
- ✚ To develop the power of 'student voice' across the school through a range of initiatives.
- ✚ To manage and deploy support staff effectively to ensure maximum learning opportunities for pupils.
- ✚ To support teachers in the development of 'meditation lessons' as one aspect of the mental health and well being programme.

## **Pay progression**

The pay spines within main scale and Upper pay scale have now been re-instated. All teachers have been awarded a 2.75% pay increase. In addition, for 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 it is suggested that they are awarded a move to the next point on their pay spine ( 7 teachers). Teachers who are at the top of the Main Pay Scale have the opportunity to apply to move through the threshold onto the Upper Pay Scale. Currently we have three teachers in this position; two of whom would like the governing body to consider their application to move onto the Upper Pay Scale. Two teachers who are part of the Senior Leadership Team are recommended for a move to the 'Lead Practitioners Scale'. This would involve the loss of SEN points and TLRs but would allow greater career progression in the future.

## **Support Staff**

Support staff performance management for all staff historically took place during each Summer Term. However, the Senior Leadership Team had 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. However, COVID19 and partial school closure prevented this cycle from being carried out. We have therefore made it a priority for Autumn 2020. TA performance management was carried out in September 2020. Each member of staff completed the same questionnaire and then met with a line manager to discuss their performance. This year support staff were encouraged to set a target or specific action to be noted on their performance management review.

Examples of these include;

- **To use Makaton sign more effectively to support pupils in the classroom.**

- **To organise and lead a series of training sessions for TAs with reference to their ICT needs.**
- **To use 'Communicate In Print' to create resources.**
- **To be involved in a project supporting family links with the school.**
- **To develop confidence in directing staff while leading play times.**

For two members of the Support staff team we are recommending a change in pay structure and contracted hours. For one TA – who teaches PE across the school and recently received a level 5 qualification, we are suggesting a contract which places him on the unqualified teacher scale 3 days per week and the H scale ( support staff) two days per week. For a second member of support staff we are suggesting a change to the contract of an additional three paid weeks per year so that he is able to carry out site duties within the holidays.