



Performance Management Report Autumn 2021

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 was scheduled to place within the appropriate timescales, however the recent Outbreak of COVID19 at the school and ill health of the head teacher, a small group of teachers have their review meeting outstanding. They are scheduled to take place the first week of November 2021. For those who have completed the process, objectives have been reviewed and new ones set. Within the Performance management questionnaire, all staff were asked additional questions relating to the impact of COVID19.

Performance Management Targets for last year –20/21

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

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

All teachers set these targets in October 2020 had fully achieved this target when it was reviewed in October 2021. This was in part due to the continued impact of COVID19 and the absence of some pupils from school. All teachers contributed to the wealth of resources available on the school website, as well as the delivery of regular virtual lessons for the pupils in their care.

Individual targets included;

- ✚ 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.

Some teachers have been thwarted in their efforts to achieve the targets set for them, as we found ourselves bound by the restrictions and protective measures against Coronavirus. We had hoped to return to 'normal working practice' at some point in the past academic year, but sadly that was not a possibility. This led to some of the targets being unachievable and carried forward into the 21/22 cycle where appropriate.

Performance Management Targets for 21/22

There is one shared school target (for all teaching staff) for the forthcoming year, which supports the COVID recovery programme and initiatives:

- ✚ **To develop leadership opportunities within learning experiences, thus raising pupil self esteem.**

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

Individual targets set include:

- ✚ **To plan for effective differentiation when delivering Humanities lessons**
- ✚ **To create specific times to strategically observe pupils in the learning process.**
- ✚ **To develop strategies which enable pupils to be more reflective in their learning; feeding into formative assessments.**
- ✚ **To communicate clear expectations for TAs during structured learning time, to ensure that all pupils are focused and engaged.**
- ✚ **To support teachers in the development of 'meditation' as one aspect of the mental health/well being plan.**
- ✚ **To work alongside the Deputy Head to develop our 'forest schools' resources.**
- ✚ **To build upon your knowledge of the use of Smartboard presentations and incorporate this into your lesson delivery**
- ✚ **To deliver pastoral support sessions which meet very specific needs of the individual pupils, and supports pupil well being**
- ✚ **To complete and execute a mental health action plan and liaise with the mental health governor**
- ✚ **To develop the progress of the teaching and learning of music across the lower school**
- ✚ **To begin to deliver Outreach provision to mainstream schools in the local area.**
- ✚ **To incorporate and plan for opportunities for pupils to use outdoor learning experiences in order to make academic progress**
- ✚ **To develop the maths team leadership role, increasing knowledge of how this area of the curriculum is delivered throughout the school.**
- ✚ **To develop and implement a new initiative as part of the Middle Leadership role.**
- ✚ **To have a more strategic input into departmental practice and development.**
- ✚ **To develop effective methods to support lower level learners with their transition into KS3.**
- ✚ **To find strategies to effectively manage time and roles between class teaching and Outreach provision.**

Pay progression

Middleton School uses the pay spines within main scale and Upper pay scale, the 'lead practitioners scale', and then the leadership scale to monitor teacher pay. All public sector workers, including teachers, are currently part of a national 'pay freeze'. This means that the majority of teaching staff will not receive an increase in pay as part of this current review cycle. There are one or two exceptions; a teacher on the unqualified pay scale, a teacher who was an NQT last year and did not receive a pay increase in the 20/21 cycle, and a member of the leadership team who did not receive a pay increase in the 20/21 cycle. For these teachers, 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 (3 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 one teacher in this position; although she has declined applying for UPS threshold at this current time.

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 2021. TA performance management was carried out in September and October 2021. 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 become more confident in using a SMART presentation during lessons by Dec 21.**
- **To be more confident in supporting pupils in the upper maths ability groups.**
- **To download the photographs from the camera each week**
- **To smile at least three times a day!**
- **To plan and lead a series of drama lesson by Easter 2022**
- **To consistently use and develop Makton signing during story time on a Friday.**
- **To develop in confidence to lead a whole class lesson.**
- **To develop the use of Makaton signs for 'feelings' to support pupils in the classroom.**
- **To consistently use STEP ON more confidently in class on a daily basis.**
- **To develop more practical computer skills to support in the classroom on a daily basis.**
- **To lead small group music interventions in Middle School**
- **To undertake a HLTA training course.**
- **To qualify as a STEPS tutor**
- **To plan and lead sensory activities for targeted pupils.**

We have agreed to support one member of support staff through the HLTA training programme.