



Walthamstow Hall

PERFORMANCE MANAGEMENT POLICY INCLUDING INITIAL TEACHER TRAINING (ITT) AND NQT INDUCTION

This policy has been drawn up with reference to the Education Regulations (School Teacher Performance Management) 2006 and Education (Independent School Standards) Regulations 2010. At Walthamstow Hall our performance management policy applies to teaching and support staff (although the procedures vary) and there are no plans for it to be used for determining pay progression.

Background/Context

The current performance management/appraisal arrangements for teaching staff have been in place since 2003. They are a development and a simplification of a previous scheme in operation before that time. Since September 2006, following a pilot programme in the previous two years, a similar scheme for the performance management of support staff has been put in place. As far as possible, it mirrors the arrangements for that of teaching staff.

Rationale

At Walthamstow Hall we believe very firmly that everyone employed in the school – in whatever capacity – has a contribution to make and a part to play in the success and smooth running of the school. In some instances, staff involved in support roles may have different aptitudes and skills – and possibly different aspirations – to teaching staff. Everyone, however, is entitled to be part of the whole performance management process. In return, there is an expectation that everyone wants to carry out their role as effectively as possible and strive to improve on any areas for development. It is clearly a two-way process. This policy, therefore, applies to all teaching and support staff.

Key Principles:

The principles that underpin the performance management/appraisal process at Walthamstow Hall are the same for all staff, both teaching and support. They are:

- Respect for the concerns, aspirations and motivation of all staff.
- Consistency and fairness. We all need to be aware of the potential for unconscious discrimination and to avoid assumptions about individuals based on stereotypes.
- Equal opportunity. All staff should have the opportunity to achieve their potential through agreeing objectives, accessing professional development and assessing performance.

Aims

- To help to keep raising standards throughout the school by supporting, developing and motivating teachers and providing the necessary high quality support in order to achieve this.
- To give quality assurance and control.
- To provide, as far as possible, professional development in order to enable people to be as effective as they can be in their role.

- To have relevant, up-to-date, clear and unambiguous job descriptions so every member of staff knows and understands their role. This also meets the needs of our Stress Management Policy which requires everyone to have a realistic understanding of their role and what can reasonably be expected of them.
- To ensure that any changes and different practices in developing and running the school are clear to everyone.
- To enable all staff to support the workings of the school to ensure the best possible learning within it.
- To set targets/objectives for future performance, where appropriate.
- To inform planning and budgeting for staff CPD.

Responsibilities

The Headmistress

The Headmistress is responsible for implementing the policy with regard to all teaching and support staff with the exception of the Bursary staff – this responsibility lies with the Bursar. The Headmistress should ensure that the relevant line managers carry out the process, making sure that objectives are set where appropriate.

Staff Carrying Out the Performance Management Reviews

Staff carrying out the reviews – normally line managers or heads of department – should follow the review process as stated below.

All Staff

All staff should contribute to the process of performance review and act upon any agreed targets or areas for development that may arise.

The Performance Management Process

Performance management is a continuous cycle, involving planning, monitoring and review of performance. It is a review of current performance.

Teaching staff participate in a performance management review annually. The timing for support staff performance reviews is every two years.

The Performance Management Process – Teaching Staff

(NB. All the forms referred to below are available in the performance management tray in the Staff Room and electronically in T:\AA-STAFF\CPD Staff\Appraisal Documents)

1. A brief discussion between reviewer and the person being reviewed to discuss the timetable and the stages involved. Set date for initial meeting
2. The person being reviewed should complete the ‘self-review sheet’ (Form A1). Guidance on completion of self-review is available on the ‘self-appraisal preparation’ sheet. Bring self-review to the initial meeting. Generic job descriptions can be supplemented to reflect an individual’s job more specifically.
3. At the initial meeting, decide the area(s) of focus for the review. This has to be linked directly to the current role of the person being reviewed and their specific areas of work. Examples of areas of focus could be:
 - The use of ICT to enhance teaching and learning in Years 7 – 9.
 - Differentiation in Chemistry/History/Geography etc. in Years 7 – 9 to cater for the full range of ability and individual needs.
 - Using group work effectively in English GCSE.

- Meeting the needs of gifted and talented students in PE/Music/Physics.
- The use of varied teaching styles in A level French.

The initial meeting should also decide upon the time(s) of lesson observation(s); whether other colleagues should be consulted as part of the review and the date of the performance management interview. Complete details on form A2

4. Conduct lesson observation at the agreed time. Provide oral feedback on the lesson on the same day and complete written feedback within 48 hours. Use the 'lesson observation' form as the basis of the observation. Read the 'lesson observation guidance' sheet beforehand to see how to complete the form.
5. Review any other relevant material before the final meeting such as comments from other colleagues, schemes of work, department handbook etc. Conduct the review meeting at the time agreed previously. Discuss the outcome of the whole review and agree targets for the coming year. Discuss training needs and follow-up reviews and support. The review meeting should take priority over other matters and should be conducted in a quiet environment without interruptions. The meeting should last approximately 45 minutes.
6. Write up the appraisal statement and targets within 10 days of the review meeting – Form A3. Complete the yellow form entitled 'Continuing professional development needs' and give a copy to the Deputy Head. Give the person being reviewed a copy of the performance management review statement. They may make additional written comments before returning it to the person completing the review.
7. Give all original forms to the person undergoing the performance management review and send copies to the Headmistress.

The Performance Management Process – Support Staff

We aim to keep the process as simple and straightforward as possible, keeping unnecessary bureaucracy to a minimum.

For support staff a formal appraisal will take place every two years in a rolling programme. The process should be completed in approximately 2 – 3 weeks.

1. The Initial Meeting – Form B2

There should be an initial discussion between the person carrying out the review and the person under review to discuss the timetable of the performance management process, whether/which other colleagues should be consulted as part of the review, what, if any, information is going to be used to support the review and the date of the actual performance management interview. The person undergoing the performance management process should bring their completed 'Self-review' sheet B1 for discussion at this initial meeting.

2. The person carrying out the performance review will gather relevant evidence after the initial meeting in order to inform the final interview.

3. The Performance Management Meeting – Form B3

This is to review performance against job descriptions and/or any objectives set previously. There should be recognition of the strengths and achievements of the person under review, taking account of any factors outside the individual's control. It will also set out plans for the future, including any possible training needs (Complete B4). The performance manager will complete the Form B3, identifying objectives as appropriate for the next performance management cycle.

There should be approximately 1 – 2 weeks between the initial meeting and the performance management review meeting. The manager should complete the review documentation within 10 days of the review meeting. A copy will be given to the person being reviewed who may add to it any comments in writing before returning it to the performance manager. All original forms should be kept by the person who has undergone the performance management process. Copies should be sent to the Headmistress/Bursar. Details of any training needs arising from the performance management process should be given to the Deputy Heads/Bursar as relevant.

The Performance Management Process - Visiting Music Teachers

The process for VMTs will be similar to that outlined above, but using slightly modified forms labelled M1 to M3. No CPD will be provided for these staff outside of the normal safeguarding training.

Walthamstow Hall policies are approved, ratified and reviewed regularly by the Governing Body in the light of statutory requirements.



Policy for Initial Teacher Training (ITT) and The Induction of Newly Qualified Teachers (NQT's) at Walthamstow Hall

This policy has been drawn up with regard to DfE guidance: **The Induction Support Programme for Newly Qualified Teachers** (DfE/0458/2003) and ISTip statutory guidance DCSF 00364/2008.

Purpose/rationale

Statutory induction to support QTS (Qualified Teacher Status) now provides the bridge between initial teacher training (ITT) and a career in teaching. It combines a personalised programme of development, support and professional dialogue with the monitoring and assessment of performance against the core teaching standards which apply to all NQTs. We aim to ensure that each NQT's programme is tailored to suit individual needs and enable him/her to:

- develop their potential
- make rapid advances towards excellence in teaching
- begin to make real impact upon their school's and pupils' development.

There are various routes by which QTS may be obtained (e.g. School Direct Salaried or Assessment Only and the School will support a teacher through this process by the most appropriate route when applicable. Although QTS is not an absolute requirement in independent schools, at Walthamstow Hall we believe that we should provide the necessary training for any person appointed to achieve QTS in order to develop their career in the profession both in the short and longer term.

Roles and Responsibilities

ISTip (The Independent Schools Teacher Induction Panel) is responsible for deciding whether the NQT has continued to meet the standards of QTS and has met all of the Induction Standards, so successfully completing the induction period, on the basis of the Headmistress's recommendation.

The Governing Body

The Governing Body has ultimate responsibility for overseeing the induction arrangements in the School in liaison with the Headmistress, taking into account the School's responsibility to provide the necessary monitoring, assessment and support for NQT's.

The Headmistress

The Headmistress is responsible for the two main aspects of the Induction process:

1. Ensuring that each NQT in the School is provided with an appropriate induction programme, in line with national arrangements.
2. Making a recommendation to ISTip based on rigorous and fair assessment procedures to whether the NQT has met the standards at the end of the induction period.

Meeting these overall responsibilities involves:

- ensuring that a teacher has QTS (and has passed the relevant skills tests) before embarking on the induction process
- identifying an Induction Tutor for the NQT
- ensuring that an appropriate programme of monitoring and support for the NQT is established which builds on the CEDP (Career Entry Development Profile)
- making sure that the NQT is provided with a teaching contact time representing no more than 90% of the average contact time normally allocated in the School. This time is protected for the professional development of the NQT
- ensuring that the assessment of the NQT has been both rigorous and fair
- at the end of the induction period, making a recommendation to ISTip about whether the NQT has met the requirements for the satisfactory completion of the induction period
- sending the ISTip Assessment Forms to ISTip within ten working days of each termly assessment meeting
- keeping the Governing Body informed about arrangements for the induction of NQT's in the School, and whether individual NQT's employed in the School have satisfactorily completed the induction period
- for those NQT's who may be at risk of failing to complete the induction period satisfactorily, the termly report sent to ISTip will indicate this. In addition to comments on progress, the report will in these circumstances, include brief details of: identified areas for development; agreed targets set in relation to the Standards; planned support; the evidence used to inform the judgement. The Headmistress will observe any NQT deemed to be at risk of not meeting the standards. The Headmistress will clearly inform the NQT in writing of the consequences of not making the necessary improvement. A copy of the termly report, setting out the areas of development, development targets and planned support will be attached to this notification and a copy of the notification forwarded to ISTip.

The Induction Tutor/Employment Based Trainer

These roles are currently performed by the Deputy Head (Senior School) and Deputy Head of Junior School. They have undertaken training through ISTip and they are responsible for ensuring that:

- appropriate support, monitoring and assessment takes place at appropriate times during the induction year
- negotiating an individual programme of professional development, with clear objectives, based on the NQT's Career Entry Development Profile (CEDP)
- providing regular, well-supported feedback to the NQT on their progress
- arranging, conducting and minuting the mid-term review meetings with the NQT as part of their formative assessment, and an end of term assessment meeting as part of their summative assessment
- making formal observations of teaching at least once every half term and providing fair, accurate and constructive written feedback to the NQT
- maintaining a written record of all support, monitoring and assessment that takes place in relation to the induction of each NQT
- meetings are arranged with colleagues in the School and visits to other locations as required to enable the NQT to access information and experience necessary to meet the care standards
- liaising with the subject mentor on the one hand and with the Headmistress on the other, over the progress of the NQT in relation to the core standards
- to support the NQT if/when any difficulties arise.

Mentor

In addition to the induction tutor/employment based trainer who has responsibility for the formal assessment of the NQT, a subject mentor (in the Senior School) or class teacher (in the Junior School) will provide ongoing support on a daily basis. The mentor will contribute to the judgements made about the progress of the NQT against the core standards.

The Newly Qualified Teacher

The NQT has both obligations and entitlements in the induction process.

The NQT:

- Should be pro-active in the induction process by:
 - ◆ ensuring they have QTS before beginning induction
 - ◆ engaging fully and actively in the process of evaluating their progress and identifying their strengths and areas for improvement
 - ◆ working closely with their Induction Tutor to use their Career Entry Development Profile as the basis for their professional development, review and objective-setting
 - ◆ being familiar with the Standards against which their capability will be assessed and ensuring that their teaching meets these standards
 - ◆ keeping a record of all professional development, monitoring and assessment
 - ◆ expressing any concerns about their induction to the Induction Tutor, Headmistress or to ISTip itself

- Is entitled to:
 - ◆ 10% timetable reduction compared to other non-promoted members of staff (this applies to both full and part time NQTs)
 - ◆ a named induction tutor and subject mentor who will support them through their induction year by:
 - regular meetings with the Induction Tutor or Mentor
 - the assessment of their progress against the standards
 - opportunities to gain a wider knowledge of the School
 - discussions about the CEDP and help in deciding termly targets
 - a minimum of 6 lesson observations over the whole induction period (2 per term; 1 per half term)
 - 3 formal summative assessment meetings over the whole induction period, one at the end of each period of induction
 - 6 formal meetings to review progress over the induction period, spaced evenly over half induction periods
 - a job description which does not make unreasonable demands; does not demand that they teach outside the age/subject range in which they have been employed to teach and ensures they teach the same classes regularly

At the end of the induction period the relevant assessment forms are completed and forward to ISTip within ten days. The Headmistress and the NQT will keep copies.

Induction activities in school

NQT's are encouraged to visit the school prior to starting their induction. On these visits they are introduced to the Induction Tutor, some of the senior members of staff and meet their Head of department and departmental colleagues. The NQT's are given details of their likely timetable, schemes of work and relevant examination specifications from their Head of Department.

NQT's are expected to attend the new staff induction day just before the start of the Autumn Term where they will meet with the Headmistress who will discuss the ethos and background of the school and standards of expectation. They will also receive a copy of the staff handbook. Amongst other things, the handbook contains all relevant dates for the coming academic year as well as routine procedures and outlines of key responsibilities and policies. Additional sessions for NQT's are held during the school year and include, for example:

Child protection issues

The pastoral system at Walthamstow Hall

Assessment, Recording and Reporting

Special Needs provision

The role of the Governing Body

Departmental matters of induction are addressed by the relevant Head of Department and departmental colleagues.

IStip induction activities

IStip organises an induction day each term in school time and the NQT is expected to attend these sessions.

In conclusion, it is considered that the support and guidance given to NQT's at Walthamstow Hall should:

- Enable all new entrants to the profession to build their competence and confidence quickly.
- Provide the assistance necessary to foster self-esteem and effectiveness.
- Provide a secure foundation for future professional development.
- Encourage new teachers to become acquainted with, and participate in, all areas of school life.
- Fulfil requirements for the NQT induction year as set by the DCSF.

Overseas Trained Teachers (OTT)

If a teacher has trained abroad, outside the EU they are deemed to be an overseas trained teacher (OTT). They may work for up to four years in England, but during that period they need to be assessed against QTS standards in order to continue teaching. The School will endeavour to facilitate this process for any member of the teaching staff in this situation.

Arrangements for monitoring and evaluation

The Headmistress will review the Performance Management Policy for teaching and support staff and the Induction of Newly Qualified Teachers in conjunction with the Governing Body regularly.

This policy has regard to the guidance issued by the Secretary of State.

Walthamstow Hall policies are approved, ratified and reviewed regularly by the Governing Body in the light of statutory requirements.

Reviewed June 2017
Next Review Date June 2018

Signed:Date.....

Mrs J Adams
Chair of Governors