CARDIFF
CAERDYDD

Western
Learning
Federation

Riverbank School

PERFORMANCE MANAGEME
TEACHERS/HEADTEACHERS

Riverbank
SCHOOL
Learning together to be the best we can

RATIFIED BY GOVERNORS	30th September 2026
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Monitoring the policy

This policy will be reviewed bi-annually unless change of circumstances or legislation requires it to be amended earlier.

SIGNED  **DATE** 01.10.26

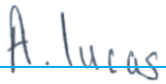
Chair of Governors

SIGNED  **DATE** 01.10.26

Executive Headteacher

SIGNED  **DATE** 01.10.26

Deputy Executive Headteacher

SIGNED  **DATE** 01.10.26

Head of School

The values and principles

The federation is underpinned by a set of values that define the culture of the three federated schools.

Our Principles

Honesty

Responsibility

Positivity

Trust

Empathy

Patience

Respect

Kindness

Our Values

- We celebrate our differences.
- We have a shared sense of belonging.
- We play, laugh, smile and celebrate success.
- We have a positive attitude.
- We learn from experiences to develop life and independent skills.
- We follow our dreams and aspirations.
- We care for our own and wider environment.
- We improve quality of life.

Definition

Values	One's judgement of what is important in school life.
Principles	Morally correct behaviour and attitudes.

Rights Respecting Schools

Every child has rights "without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status"

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Riverbank SCHOOL
Learning together to be the best we can

Tŷ Gwyn SCHOOL
Learning to achieve

Woodlands SCHOOL
Learning for Living

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Together we learn, grow and achieve

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Model Performance Management Policy for Teachers and Headteacher in Schools











Contents

1.	Introduction	3
2.	Principles underpinning performance management	4
3.	Professional standards	5
4.	Timing of the performance management cycle	5
5.	Appointment of appraisers	5
6.	The performance management plan	6-9
7.	The review meeting	10
8.	The appraisal review statement	10
9.	Pay Progression Recommendation	10
10.	Appeals	11
11.	Use of appraisal statements	12-13
12.	Managing underperformance	13-14
13.	Training and Support	14
14.	Monitoring and Evaluation	14
Annex A	Practice, Review and Development Record	15-16
Annex B	Planning Meeting Template	17
Annex C	Lesson Observation Feedback Template	18
Annex D	Appraisal Review Statement Template	19
Annex E	Training and Development Needs	20
Annex F	Appraisal Cycle	21
Annex G	Classroom Observation Protocol	22-24
Annex H	Workload Impact Assessment Checklist	25

Mae'r ddogfen yma ar gael yn y Gymraeg / This document is available in Welsh

1. Introduction

1.1 This model policy refers to the statutory arrangements for the performance management of teachers and headteachers. When using this model policy schools are encouraged to also consider the performance management arrangements of all their staff. There is currently no statutory provision for the performance management of support staff but it is considered to be best practice for a school to have appropriate arrangements in place for all members of staff.

1.2 This policy sets out the performance management arrangements for the headteacher and teachers of **Riverbank School**. It has been agreed by the governing body, headteacher and local authority and follows consultation with all staff members and recognised trade unions. It describes the purpose, procedures, roles and responsibilities that will ensure that the school's performance management arrangements contribute to the professional development of its staff and to the achievement of wider development objectives for the school and its learners.

1.3 The policy will be reviewed annually and any necessary amendments will be the subject of further consultation with staff members. The policy was last reviewed on **1st December 2021.**

1.4 The headteacher will provide the governing body with an annual written report on the operation and effectiveness of this policy including the training and development needs arising from the performance management process. The chair of governors or chair of relevant committee will report on the operation and effectiveness of the headteacher's performance management process.

1.5 This policy has been produced with due regard to the current appraisal regulations and accompanying guidance published by the Welsh Government. These can be found at:

Regulations

https://www.legislation.gov.uk/wsi/2011?title=School%20Teacher%20Appraisal%20(Wales)%20Regulations%202011

Guidance

https://hwb.gov.wales/professional-development/performance-management/

1.6 This policy does not apply to:

1.6.1 newly qualified teachers (NQTs) undergoing their statutory period of induction who are exempted from performance management arrangements;

1.6.2 teachers employed for a fixed period of less than one school term;

1.6.3 teachers and headteachers subject to formal capability procedures.

2. Principles underpinning performance management

2.1 Performance management is a school improvement tool which is fully inclusive. It sets a framework for teachers and school leaders to agree and review priorities and objectives in the context of the school's improvement plan. Performance management provides the opportunity of a shared commitment to achieving high standards. It helps to focus attention on more effective teaching and, therefore, benefits pupils, teachers and the school.

2.2 The following principles will underpin our performance management arrangements:

2.2.1 trust, confidentiality and professional dialogue between appraiser and appraise;

2.2.2 consistency and fairness for all staff;

2.2.3 recognition of strengths and a commitment to share effective practice and an understanding of improvements needed;

2.2.4 a commitment to provide constructive feedback on performance;

2.2.5 rigorous and evidence-based;

2.2.6 a shared commitment to meeting the school's improvement plan and appropriate national priorities;

2.2.7 the Policy will be central to school improvement planning and self-evaluation;

2.2.8 the policy is intended to be developmental and supportive.

2.3 The governing body is committed to ensuring that the performance management process is fair and non-discriminatory.

2.4 The governing body recognises the entitlement of a work/life balance for teachers and the headteacher as established within the School's Pay and Conditions Document (STPCWD/the Document). Consequently, the policy has been workload impact assessed (Refer to **Annex H**) and the school will organise all performance management activities within the school day but not within planning, preparation and assessment (PPA) time.

3. Professional standards

3.1 NQTs are required to evidence that they meet all of the lower descriptors (induction level) for teaching within the five standards in order to complete their induction.

3.2 Practicing teachers and leaders must continue to meet each of the five professional standards as they fulfil their work. Beneath each of the five standards there are a number of elements supported by a range of descriptors. These are for practitioners to explore in a developmental way – not as a checklist – by showing what sustained highly-effective practice looks like and providing a focus for career-long professional learning.

3.3 The relevant professional standards can be found at:

https://hwb.gov.wales/professional-development/professional-standards/#professional-standards-for-all-school-practitioners

4. Timing of the performance management cycle

4.1 The school's annual performance management cycle will start on **[insert date]** and be completed by **[insert date]**.

4.2 The appraisal cycle has been timed to link with the school's annual planning cycle.

5. Appointment of appraisers

5.1 The headteacher will appoint an appraiser for every teacher in the school. The appraiser will be a teacher at the school or the headteacher and will normally be the line manager of the appraisee. The headteacher may appoint a new appraiser in place of an existing appraiser at any time. The teacher should be notified in writing of the reason why such change is necessary, and this note should be attached to the Appraisal Statement. The appraiser will conduct all aspects of the review, including pay recommendations for teachers when applicable in line with the School's Pay policy, e.g. UPS progression or for excellent performance with particular regard to classroom teaching.

5.2 The headteacher and teacher should be consulted on who will be appointed as their appraiser in accordance with Welsh Government guidance.

5.3 The headteacher's appraisal will be carried out by a panel consisting of:

5.3.1 at least two governors appointed by the governing body;

5.3.2 one or two representatives appointed by the local authority, one of whom may be the challenge adviser. There is an expectation that the representatives appointed by the local authority are suitably experienced, qualified and accountable for their role in the process;

5.3.3 where this model policy is being used in a school of a religious character, the Diocesan Authority may also appoint an appraiser.

5.4 where this model policy is being used in a school where teaching forms a significant proportion of their role, consideration should be given to the inclusion of an appraiser with Qualified Teacher Status.

6. The performance management plan

6.1 Performance management will be a continuous cycle throughout the year involving three stages of planning, monitoring performance and reviewing performance. **(Annex E)**

6.2 The appraiser(s) will meet with the teacher/headteacher at the start of the cycle to plan and prepare for the annual appraisal. This meeting may be run consecutively with the review meeting held at the end of the previous cycle.

6.3 The meeting will seek to agree the following:

6.3.1 objectives for the cycle and professional development activities to support achievement of the objectives;

6.3.2 the monitoring procedures including arrangements for observation of teaching on at least one occasion per year;

6.3.3 any sources of information and data relevant to the objectives – these should include an up-to-date practice, review and development (PRD) record **(Annex A)** and data/information drawn from existing sources. Teachers are encouraged to use the Professional Learning Passport on the Education Workforce Council (EWC) website;

https://www.ewc.wales/site/index.php/en/professional-development/professional-learning-passport

6.3.4 a record of the planning meeting will be kept by the appraiser and appraisee (see **Annex B**);

6.3.5 the training and development needs required to meet the objectives will be recorded separately **(Annex E)** and provided to the person with whole-school responsibility for planning provision for training and development **(see Annex D)**

6.3.6 there will be no requirement to schedule formal review meetings during the cycle but informal discussions may take place and should be agreed at the planning meeting. They may coincide with feedback from lesson observations and a written record should be kept.

7. Preparing Objectives

7.1 The objectives will be clear, concise, measurable, challenging, and relevant.

7.2 Objectives should be challenging but realistic and take into account the teachers job description and knowledge base. The headteachers objectives should, if they are achieved, contribute to improving the progress of pupils at the school and must take account of relevant evidence including the School Performance information.

7.3 The agreed objectives will have regard to what can reasonably be expected of any teacher or the headteacher given the desirability of the appraisee to achieve a satisfactory work/life balance.

7.4 All teachers, including the headteacher will have no more than three objectives.

7.5 The objectives will relate to whole school objectives, departmental objectives based on the School Improvement Plan (SIP), and objectives that reflect the professional development aspirations of the teacher.

7.6 If objectives are not agreed the appraiser must set out in writing the objectives the appraiser considers appropriate and the headteacher/ teacher may add any comments in writing.

7.7 Objectives may be revised by the appraiser in exceptional circumstances having consulted with the appraisee and the reasons must be recorded. Any objections may be recorded as above.

8. Monitoring Procedures

8.1 The appraiser and appraisee must seek to agree the monitoring procedures. If procedures cannot be jointly agreed, the appraiser will have the final decision and will set and record in writing the procedures to be used. The appraisee will be allowed to add comments in writing.

8.2 As a minimum, the appraiser is required to observe the appraisee teaching on at least one occasion during the cycle. Although there is no maximum requirement, lesson observations will not ordinarily exceed one per term with the lesson observations lasting no more than one hour. The focus and timing of the observations will be agreed and recorded at the planning meeting.

8.3 Following discussion during the appraisal cycle, the appraisee and the appraiser may agree to revisit the amount of lesson observation in order to support the achievement of meeting any objectives. Any such changes will be formally recorded within the appraisal documentation and signed by the appraisee and the appraiser.

8.4 The agreed Welsh Government classroom observation protocol will support the monitoring process. **(Annex F)**.

8.5 Classroom observation will be undertaken solely by persons with Qualified Teacher Status (QTS).

8.6 The appraisee will be given oral feedback within 24 hours unless there are exceptional circumstances and written feedback within 5 days of the lesson observation (Refer to **Annex F**)

8.7 Lesson observation will normally be undertaken by the appraisers, who must observe the appraisee on at least one occasion. However, it may be agreed at the planning meeting that some of the observation will be carried out by a person other than the appraiser.

8.8 Where the observation is undertaken by a person other than the appraiser, a written record of the lesson observation must be kept and given to the appraiser and the appraisee.

8.9 The selection of the lessons to be observed will be balanced to reflect the range of work undertaken by the appraisee.

8.10 The appraiser will take into account the effects of the appraisee's circumstances, including any disability, when agreeing objectives. For example, this might include a reasonable adjustment to allow an individual slightly longer to complete a task than might otherwise be the case.

8.11 Where the appraisee returns from a period of extended absence, objectives may be adjusted to allow them to readjust to their working environment.

8.12 All judgmental lesson observations, as referred to in the Welsh Government guidance on observation will be undertaken through performance management **(Annex F).** This does not include the following:

8.12.1 an Estyn inspection,

8.12.2 Estyn in circumstances where an inspection report categorises a school as requiring significant improvement;

8.12.3 special measures;

8.12.4 a teacher becoming subject to capability procedures;

8.12.5 a teacher on induction or a graduate teacher programme assessment.

8.13 An appraiser may not obtain information from any other person whether written or oral, relevant to the school teacher's performance unless the school teacher consents or the information is obtained in accordance with the procedures agreed in the School Teacher Appraisal (Wales) Regulations 2011.

8.14 In the case of the headteacher's performance plan only, the chair of the governing body will provide, on request, a copy of the headteacher's objectives to Estyn.

8.15 The arrangements for monitoring performance against the objectives, including the use of observation, will be decided during the planning meeting and recorded by the appraiser(s). If monitoring procedures cannot be agreed, the appraiser must set out in writing the procedures for monitoring performance as they consider appropriate.

8.16 The appraisee and appraiser(s) will keep progress under review throughout the cycle including the use of informal discussion as well as the more formal arrangements specified in the planning meeting.

8.17 Appraisees are required to maintain an up-to-date PRD record (**Annex A)** during the course of the appraisal cycle.

8.18 The purpose of the PRD record is to support appraisees in:

8.18.1 meeting the requirements of the appraisal regulations to keep an up-to-date record of their own assessment of their performance against their performance management objectives;

8.18.2 professional development undertaken, or other support provided, and how this is contributing to the achievement of objectives; and

8.18.3. any factors which the practitioner considers are affecting performance against the objectives.

8.18.4 providing a focus for discussion at the review meetings and may be discussed informally during the cycle and at the planning meeting for the next cycle.

8.19 The PRD record is a personal record held by an appraisee but it will be required for use in the review meetings and should inform the planning meeting for the next cycle. Teachers are encouraged to use the Professional Learning Passport on the EWC website.

8.20 The PRD record will not form part of the appraisal statement.

9. The review meeting

9.1 At the end of the performance management cycle a formal review meeting will be held where the appraiser and appraisee will discuss achievements, any areas for improvement and professional development activities. This meeting may run consecutively with the planning meeting for the next annual cycle.

9.2 The purpose of the review meeting will be to:

9.2.1 assess the extent to which the appraisee has met their objectives;

9.2.2 determine whether there has been successful overall performance in confirming the appraisee continues to meet the relevant professional standards;

9.2.3 identify the need for additional support, training or development and how this will be met.

9.2.4 where applicable, in line with the schools pay policy, make a pay recommendation

9.3 Good progress towards the achievement of a challenging objective will be assessed favourably.

9.4 The five Professional Standards for Teaching and Leadership should be used by the appraiser as a backdrop to help make a professional judgement about the overall effectiveness of the teacher's performance in demonstrating that they continue to meet the standards.

9.5 No information may be sourced from another person, either written or verbal, without the consent of the appraisee, in accordance with the procedures agreed in the School Teacher Appraisal (Wales) Regulations 2011.

10. The appraisal review statement

10.1 Within ten school days of the review meeting the appraiser(s) will provide the appraisee with a written statement of the main points made at the review meeting and the conclusions reached. Annexed to the statement will be a summary of professional development needs and an indication of how these might be met. **(Annex D)**

10.2 The appraiser will seek to agree the final wording of the appraisal statement with the appraisee. **(Annex C)**

10.3 The appraisee may, within ten school days of receiving the final appraisal statement, add comments in writing. These comments will then form part of the statement.

10.4 Both the appraisal statement and the annex are confidential documents and must be kept in a secure place. The school must keep a copy of all appraisal statements until at least three years after the next appraisal statement has been finalised. The provisions of the General Data Protection Regulation (GDPR) will be followed at all times.

10.5 A template for the 'Appraisal review statement' is at **Annex C**.

11. Pay Progression

11.1 In line with the Schools Pay Policy, pay progression will be on an annual basis from 1 September 2021, with an assumption in favour of progression unless the employee has been advised that formal capability procedures have been engaged. Refer to appendix 2, 9 and 10 of the School Pay Policy for more details.

11.2 The pay committee may award an additional point to any member of the teaching staff including leadership group, whose performance in the previous school year was excellent, with particular regard to agreed objectives (leadership)/classroom teaching (main scale teachers). Further information is contained in the Schools Pay Policy Appendix 2, 9 and 10.

11.3 The award of an additional point in accordance with 11.2 will be considered based on recommendations made by the appraiser (Teacher) or the appraisal panel in case of the headteacher as a result of their performance management review. The performance review at the end of the cycle must be the only source of evidence teachers require to support pay progression on the main scale. (Refer to the School's Pay Policy Appendix 2, 9 and 10).

12. Appeals

12.1 The appraisee may appeal against the appraisal statement within ten school days of receiving the appraisal statement. An appeals officer or, in the case of the headteacher, an appeals panel will be appointed to conduct a review.

12.2 The appeals officer in relation to such an appeal must be the headteacher except where the appraiser is the headteacher when the appeals officer must be the chair of governors In this situation, the local authority must appoint a representative to assist the appeals officer.

12.3 All appeals will be conducted in accordance with the current Appraisal Regulations and the associated Welsh Government guidance.

12.4 In summary, the appeal process will involve the following stages:

12.4.1 appraisee lodges appeal in writing with the governing body;

12.4.2 appeals officer (for teachers)/panel for headteachers) appointed. The appeals officer for teachers must be the headteacher except where they are the appraiser. In this case the appeals officer will be the chair of governors and the local authority must appoint a representative to assist. For headteacher appeals, the panel will be the chair of governors (unless already involved in the appraisal) plus one other governor and the local authority will appoint two people who have not participated in the appraisal;

12.4.3 appeals officer/panel will be provided with a copy of appraisal statement within five school days of receiving notice of appeal;

12.4.4 appeal review will be carried out within ten school days of receiving appraisal statement;

12.4.5 the appeals officer/panel must take into account any representations made by the appraise;

12.4.6 the appeals officer/panel may then decide that the appraisal has been carried out satisfactorily; with the agreement of the appraiser(s) amend the appraisal statement; or that a new appraisal be carried out.

12.5 The appeals officer/panel cannot determine that new objectives can be set or existing objectives be revised.

13. Use of appraisal statements

13.1 Relevant information from appraisal statements may be taken into account by headteachers, school governing bodies (including committees of governing bodies), Chief Education Officers or any officers or advisers specifically designated by a Chief Education Officer under regulation 31 in taking decisions, and in advising those responsible for taking decisions, about the promotion, dismissal or discipline of school teachers or the use of any discretion in relation to pay.

13.2 Both the appraisal statement and the annex are confidential documents and must be kept in a secure place. The provisions of the Data Protection Act will be followed at all times.

13.3 The appraiser must provide a copy of the appraisal statement to the appraisee and to the headteacher. In turn, the headteacher will, on request, provide a copy to:

- The appraiser;
- An appeals officer;
- Any governors responsible for making decisions or giving advice on matters in relation to pay.

13.4 If, as part of the Performance Management review, performance is deemed excellent the appraiser will provide a recommendation for the award of an additional point to the headteacher in line with provisions of the Schools Pay Policy Appendix 2, 9 and 10.

13.5 The headteacher will provide a copy of the Training and Development Needs **Annex E** to the person with whole-school responsibility for planning provision for training and development.

13.6 The headteacher must make arrangements for the teacher's current statement of objectives to be made available to a new appraiser appointed otherwise than at the beginning of an appraisal cycle.

13.7 The appraisal statement will be kept by the headteacher in a safe and secure place until at least six years after the next appraisal statement has been finalised.

Headteacher

13.8 In the case of the headteacher's performance management the appraisers must provide copies of the appraisal statement to the Headteacher; the chair of the governing body; the Chief Education Officer and to any governors responsible for making decisions or giving advice on matters in relation to pay, upon request by those governors.

13.9 The chair of the governing body will also provide, on request, a copy of the headteacher's appraisal statement to any officer designated by the Chief Education Officer responsible for the performance of headteachers and any appeals officer.

13.10 The chair of the governing body will provide a copy of the Training and Development Needs (**Annex E**) to the person with whole-school responsibility for planning provision for training and development of the headteacher in the school.

13.11 The appraisal statement will be kept at the school in a safe and secure place until at least six years after the next appraisal statement has been finalised.

14. Managing underperformance

14.1 Effective line management arrangements, including the effective use of the procedures outlined in this policy, will help prevent underperformance through early identification, support and intervention.

14.2 This procedure includes the requirement to design, resource and implement a tailored programme to support the teacher to meet required standards of performance.

14.3 If a teacher's performance is causing serious concern and evidence has been provided to demonstrate this, then the informal support procedure of the capability procedure should be applied.

14.4 The performance management procedures set out in this policy, including the review meeting and appraisal statement, do not form part of any disciplinary or capability procedures. However, good management, with clear expectations and appropriate support will go a long way towards identifying and handling any weakness in performance.

14.5 Procedures to address under-performance are the subject of separate regulations. The review meeting and the appraisal statement do not form any part of any formal disciplinary, competency or capability procedures, but any relevant information from appraisal statements may be taken into account by those responsible for taking decisions about performance, pay, promotion, dismissal or disciplinary matters, triggered by other procedures.

14.6 Where a decision is taken to enter into a formal competency or capability procedure then that procedure supersedes performance management arrangements. The performance management process may be suspended at any time during the cycle where such decision is made.

15. Training and Support

15.1 The school's continuing professional development (CPD) programme will be informed by the training and development needs identified in the Planning and Review meeting, as well as any local authority or welsh government recommended training that may come through during the year that is relevant.

15.2 Appraisers will be provided with training to enable them to discharge all aspects of their role appropriately and effectively.

15.3 In the event the support recorded in the planning statement was not provided, this will be taken in account when assessing the progress made in meeting the objective.

15.4 The governing body will ensure in the budget planning that, as far as possible, appropriate resources are made available for any training and support agreed for appraisees.

16. Monitoring and Evaluation

16.1 The Local Authority and Governing Body will monitor the outcomes of this policy on a regular basis and will assess the impact and compliance with equalities legislation providing information to the trade union representatives upon request.

Annex A: Practice, Review and Development Record

Practice, Review and Development Record	**Name:**	**From:** **To:**

		Objective 1: Enter objective here	**Objective 2:** Enter objective here	**Objective 3:** Enter objective here
Planning	• What is the focus of my objectives – how do they relate to school priorities? • What is the intended impact on my practice? • What do I need to find out – what do other people already know about it? • What data and evidence will I make use of? • How will I use what I've found out to help me meet my objectives? • What actions and/or professional development activities am I planning? • What support will I need? • How will I work with others to achieve my objectives?			
Monitoring	• What progress am I making in meeting my objectives? • What impact has there so far been on my practice? • How do I know – what data and evidence am I using? • How are others involved in monitoring?			
Reviewing	• How well have I met my objectives? • Are there any factors which have affected progress in meeting my objectives? • What have I found out? • What has been the impact on my practice and/or learner outcomes? • How do I know – what data and evidence am I using? • What professional development activities have I undertaken? • What support has been provided to me? • Do I need any follow up development?			

Practice, Review and Development Record

Purpose of the PRD Record

The purpose of the PRD Record is to support practitioners in:

- meeting the requirements of the appraisal regulations to keep an up-to-date record of:
- their own assessment of their performance against their performance management objectives
- professional development undertaken or other support provided and how this is contributing to the achievement of objectives
- any factors which the practitioner considers are affecting performance against the objectives
- reflecting regularly on their practice including the use of relevant data and evidence to review their practice and identify priorities for professional development
- providing a focus for discussion during the planning, monitoring and reviewing stages of the performance management cycle.

Completing the PRD Record

The following guidance will assist practitioners in completing their PRD Record during the performance management cycle. The guidance is intended to ensure the PRD Record supports the practitioner in their work without being burdensome to complete. Practitioners are therefore encouraged to use the Professional Learning Passport on the EWC website. https://www.ewc.wales/site/index.php/en/professional-development/professional-learning-passport

The PRD Record should be regularly updated – this does **not** need to be daily or even weekly but at key points throughout the performance management cycle. In reflecting regularly on their practice, practitioners should use their professional judgement to decide the points at which the record is updated so that it remains relevant and up-to-date.

- The template makes provision for up to three objectives. The template can be adapted where additional objectives have been identified.
- The template is arranged to reflect the performance management cycle of planning, monitoring and reviewing. Each section has a number of 'prompts' designed to assist practitioners to reflect on key aspects of their practice and professional development. Practitioners may find it helpful to base their PRD records around answers to some or all of these prompts.
- Entries should be concise but sufficiently detailed to serve as a basis for discussion. Lengthy prose responses are not necessary and practitioners may choose to adopt a 'bullet point' style approach.
- It is recommended that the PRD Record is maintained in electronic form as this will facilitate easier amendment and updating.

- Where objectives are linked it may be more appropriate to ‘write across’ columns to avoid making duplicate entries.

Annex B: Planning Meeting Template – performance management objectives

Appraisee:……

Job title:……

Period covered by objectives: ……to……..

Objectives	**Objective 1:** [Enter objective here]	**Objective 2:** [Enter objective here]	**Objective 3:** [Enter objective here]
Professional development and/or support required to meet objectives			
Success criteria			
Monitoring procedures to be used			
Relevant data and/or information to be used			

Focus for and timing of observation……

Agreed observer……

Date of planning meeting: ……...

Appraisee comments (where required):

Appraiser: …….. Date: …….....

Appraisee: ……. Date: …….

Annex C: Lesson Observation Feedback Template

Appraisee:……..……

Date of Observation:……...

Class Observed:……

Date of Feedback:……

Strengths:

Areas for Development:

Teacher Comments

Observer (Signature):……

Appraisee (Signature)……

Annex D: Appraisal Review Statement Template

Appraisee: ……

Job title: ……

1. The extent to which the objectives have been met or whether they require further development:

Objective 1

Objective 2

Objective 3

2. Areas of particular strength (specify)

3. Development needs

Details of any identified need for additional support, training or development and how this may be met (if applicable):

4. Pay progression (in accordance with STPCWD automatic unless under formal capability procedures)

Recommendation for award of additional point if performance has been deemed excellent against agreed objectives (leadership)/classroom teaching (teachers):

5. Appraisee comments (where applicable):

Appraiser: …….. Date: …….....

Appraisee: ……. Date: …….

Annex E: Training and Development Needs

Appraisee: ……

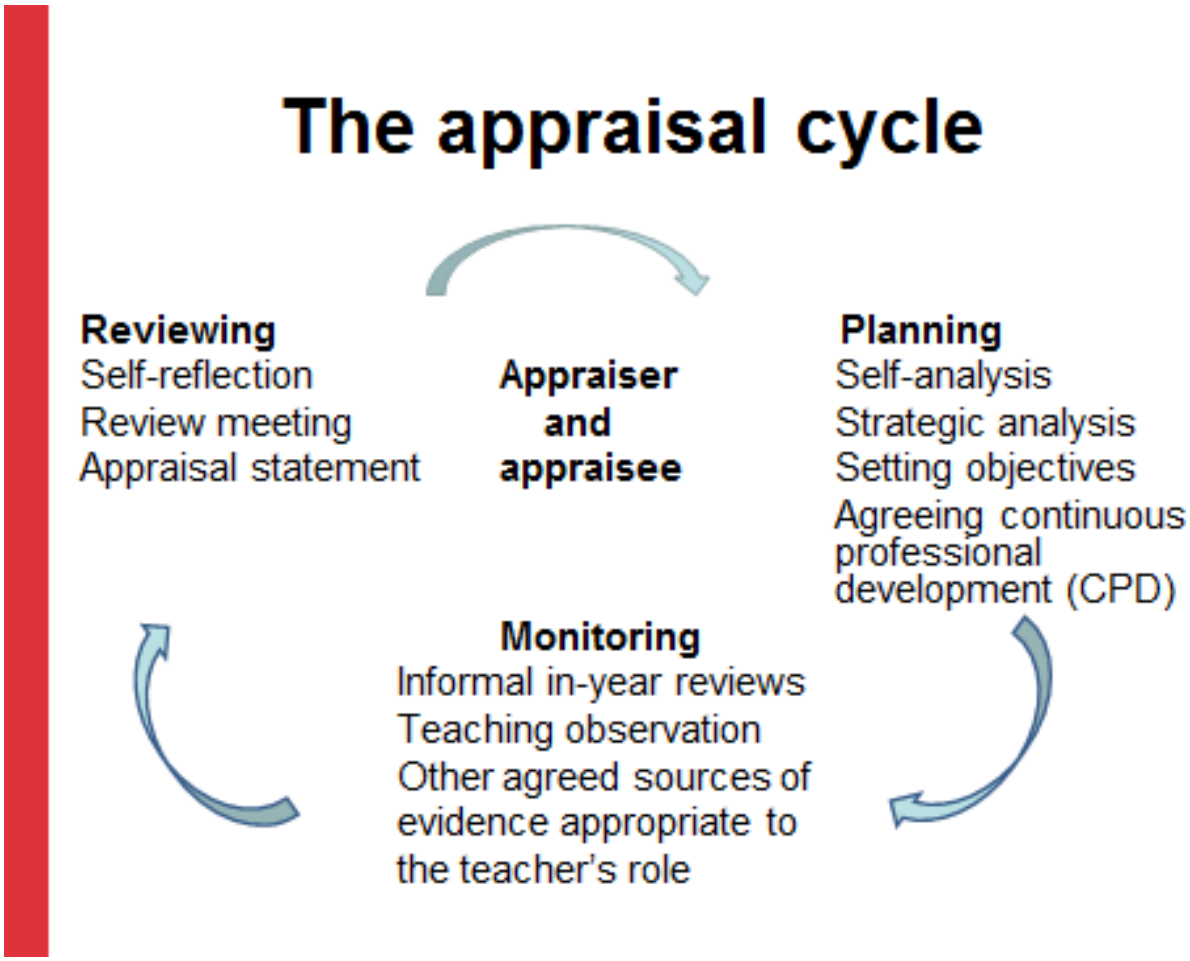
Job title: ……

Needs	**How needs may be met**	**Timescale**
[Enter description of need here]		
[Enter description of need here]		
[Enter description of need here]		
[Enter description of need here]		

Appraiser: …….. Date: …….....

Appraisee: ……. Date: ……..

Annex F: The Appraisal Cycle



Annex G: Classroom Observation Protocol

Wales Government - Classroom Observation – Purpose and protocols 2013

Classroom observation can be an important tool in raising standards through supporting practitioners in sharing and developing their skills and so improving outcomes for learners. Whilst there is no upper limit placed on the number of occasions in which observation may take place it is essential that the emphasis is firmly placed on the quality of experience rather than quantity.

To ensure that observation is purposeful, supportive and developmental, all those involved in arranging carrying out, or participating in observation should observe the following guidance which sets out the purpose and protocols that characterise effective practice.

What is meant by 'Classroom Observation'?

'Classroom observation' refers to all occasions when learning and/or teaching activities are observed for a specific purpose by someone other than the class teacher and support staff normally attached to the class.

Principles and protocols

Classroom Observation should observe the following principles:

- All those involved in each observation should have a shared understanding of its specific purpose. Disputes about observation procedures etc. should be dealt with through the school's established issue resolution processes and/or recognised collective issue resolution processes where applicable.

- Where practicable and appropriate efforts should be made to combine observations for different purposes so that the most efficient use is made of opportunities for classroom observation.

- Careful thought should be given to the choice of observer so it reflects the purpose of the observation.

- Observation should support and develop teaching and learning – there should be minimal disruption to normal classroom activity.

- Observation arrangements should be planned in advance so those involved have adequate notice.

- Observation should be objective, developmental and supportive and conducted with professionalism, integrity and courtesy.

- Successful observation requires preparation and appropriate consideration.

- As part of the school's overall arrangements for classroom observation those involved in the observation should seek to agree in advance the

nature and timing of any feedback to be provided and with whom it is to be shared.

- Planning and feedback arrangements should take account of directed time and statutory terms and conditions of employment.

- In addition, for observation involving judgements on the performance of individual practitioners, the following principles should also apply:

- Only a person holding QTS can carry out observation of teaching for the purpose of teachers' performance management (including NQT and GTP assessment) and as part of Capability procedures.

- The nature, purpose and amount of observation, as well as the areas to be focused on should be determined at a planning meeting.

- The scope of teaching observed will need to be well balanced to reflect the range of a teacher's work, but should not be excessive in total.

- It is important that total time of observation is limited to no more than that required to form sound and evidenced judgements as frequent observation sessions are disruptive and counterproductive.

- Careful consideration is required at the planning meeting of the timing and number of observation sessions to be carried out during the academic year. This consideration should also include the requirements of the appraiser to adequately prepare, carry out and report back on each session. In order to reduce bureaucracy in schools some appraisers, for example, find it helpful to link each session to natural breaks in the academic year such as terms.

- At least 5 working days' notice should be given of observation for these purposes.

- It is important that the observed sessions should precede in as normal an atmosphere as possible.

- Constructive oral feedback should always be provided as soon as possible after the observation and confirmed in writing within 5 working days. Teachers should be given the opportunity to add their own written comments to this feedback.

- All those with access to information gained from the process should respect its confidentiality and ensure that the provisions of the Data Protection Act 1998 must be followed at all times.

Purposes of Classroom Observation

The purposes of observation can be grouped under the following areas - these are not necessarily exhaustive or exclusive:

1. To **observe the learning** of individual learners and/or groups of learners, for example:

    - Tracking progress of individuals and/or groups across the curriculum
    - Learners' experiences in different settings
    - Awareness-raising for Governors

2. As part of continuing **professional development**, for example:

    - Sharing effective practice
    - Shared learning and collaborative development
    - Peer observation
    - As part of coaching and mentoring arrangements
    - Specialist guidance or advice – such as on teaching techniques, curriculum areas, use of ICT equipment, etc.

3. To **monitor the quality of teaching**, including:

    - As part of the annual performance management cycle as defined in the school's Performance Management Policy
    - As part of capability procedures as defined in the school's Capability Policy
    - As part of the statutory induction process for newly qualified teachers (NQTs) as defined in Welsh Government regulations and guidance
    - As part of the Graduate Teacher Programme (or other teacher entry programmes) as defined in Welsh Government regulations and guidance
    - For the purposes of making judgements about teaching and learning in the school as a whole
    - As part of inspection arrangements

ANNEX H – WORKLOAD IMPACT ASSESSMENT

CHECKLIST

The school has an agreed system to monitor the workload and working hours of teachers and the headteacher.

The policy complies with and is consistent with the teachers' contractual entitlements as per STPCWD.

The policy and any related procedures were introduced following full consultation with trade unions.

The policy and any related procedures include a specific statement regarding workload impact.

The policy has been piloted/trialled to enable an assessment of workload impact to be made.

The impact of the policy and related procedures is that they have not added additional hours of working.

The policy does not duplicate any other existing policy.

The policy have been reviewed in order to assess whether any are outdated and unnecessary.

The school has identified the resources necessary to support the policy, including staff time, any additional staffing and appropriate equipment.

Implementation of this policy will not result in any additional meetings/activities that have not been identified within the school calendar.

All staff (including the headteacher) have had training to ensure that the policy and any related procedures are carried out without increasing workload burdens.

The policy and related procedures are reviewed regularly to ensure that additional workload burdens have not been added over time.

If the policy does not meet all of the tests above, then the headteacher should address the deficiencies immediately.