

Longdean School



Performance Management Policy

Reviewed: November 2010
Ratified: November 2010
Next review: November 2011

Performance Management Policy

Policy statement

This policy is written in response to the model performance management policy prepared by the Rewards and Incentives Group (RIG), which support the revised performance management arrangements set out in The Education (School Teacher performance Management) (England) regulations 2006. These new regulations came into effect from September 2007 and are being used for pay progression purposes from 1st September 2008.

This policy is intended to underpin our performance management process to ensure that all staff experience fairness and that there is consistency of treatment between those teachers with similar levels of responsibility or experience. It applies to the Headteacher and to all teachers employed by the school except teachers on contracts of less than one term, those undergoing induction and those who are the subject of capability procedures.

There are no national performance management regulations which apply to support staff and there is no national agreement on performance management with support staff unions. However, it is our belief that all staff at Longdean School are entitled to have a positive annual review where progress is assessed and acknowledged and objectives for continued professional and personal progress are set. Therefore all staff will be trained in performance management as the need arises and all new teachers who join Longdean School will be briefed on them as part of their introduction to the school.

The Governing body is committed to ensuring consistency of treatment in the operation of performance management. To this end, the Headteacher has determined that he will delegate the reviewer role for some or all teachers for whom he is not the line manager. In these circumstances the Headteacher will meet with the Deputy responsible for performance management at Longdean, to moderate a sample of planning statements to check that the plans recorded in the statements of teachers at Longdean:

- Are consistent between those who have similar experience and similar levels of responsibility
- Comply with the school's performance management policy, the regulations and the requirements of equality legislation

Aims

Performance management means shared commitment to high performance. It helps focus attention on more effective teaching and monitoring to raise the quality of teaching and to benefit pupils, teachers and the school. It means providing appropriate and effective personal training and development to ensure job satisfaction, a high level of expertise and progression of staff in their chosen profession. In short, effective Performance Management is about a logical chain of procedures which place continuous professional development at the heart of schools planning for improvement.

We want to improve performance by developing the effectiveness of teachers, both as individuals and as teams. The evidence is that standards rise when schools and individual teachers are clear about what they expect pupils to achieve. That is why performance management is important.

Implementation

We will implement our performance management arrangements on the basis of:

1. Fairness. We all need to be aware of the potential for unconscious discrimination and to avoid assumptions about individuals based on stereotypes; and
2. Equal Opportunity. All teachers should be encouraged and supported to achieve their potential through agreeing objectives, undertaking development and having their performance assessed.

Threshold

These arrangements will also be implemented in the light of the national standards for teachers, against which colleagues will be measured to assess whether they pass threshold or not.

Related documents and policies

In order to make this process as effective and beneficial as possible, colleagues should familiarise themselves with our Performance Management Policy **and also read the school CPD and Pay policies**. The arrangements for performance management link with those for school improvement, school Self-Evaluation and School Improvement Planning and these documents will be an integral part of the Performance Management process.

This policy contains the following:

- The Performance Management policy statement
- The Performance Management cycle (with dates)
- Actions for Line Manager and Reviewee
- Whole School objectives (which should inform at least one of each member of staff's objectives)
- Blank Annual Review sheet (also available from staff shared documents)
- Blank Planning Record sheet (also available from staff shared documents)
- **A blank copy of the leadership diagnostic and staff audit**
- **A copy of the 'do you think the feedback was fair' evaluation sheet**
- List of CPD opportunities to help colleagues achieve their targets

Objective setting

Headteacher

The governing body will nominate 3 governors on behalf of the Governing Body who will review the Headteacher's performance.

All teaching staff other than the Headteacher

Objectives will have regard to what can reasonably be expected of any teacher in that position and shall take into account the teacher's professional aspirations and any relevant pay progression criteria. The

school will provide training to all staff who are progressing through the Upper Pay Scale to ensure that there is clarity as to what needs to be done to pass the Threshold. They should be such that, if they are achieved, they will contribute to improving the progress of students at Longdean and linked to either the School Improvement Plan, the Department Improvement Plan or the CPD expectation to support the achievement of an objective set.

The reviewer and reviewee will seek to agree the objectives but where a joint determination cannot be made the reviewer will make the determination. It should be noted that progress *towards* an objective can be a clear positive and that objectives can be set which may take longer than one academic year to achieve. There is an opportunity to review an objective as to whether it is realistic at the 6 monthly review. It may well be that the objective has been met at this point and would need to be changed or that circumstances have changed and the objective needs to be revised accordingly.

Appeals

At specified points in the performance management process teachers and Headteachers have a right of appeal against any of the entries in their planning and review statements. Details of the Performance Related Salary appeals process are covered in the School's pay policy.

Confidentiality

The whole performance management process and the statements generated under it, in particular, will be treated with strict confidentiality at all times. Only the Reviewer, the Deputy in charge of performance management and the Headteacher will have access to these statements. Where necessary, permission will be sought from the reviewee if any persons other than these require access to their statements. Planning and review statements will be retained for a minimum period of 6 years.

Appointment of Reviewers for the Headteacher

Appointment of governors

In Longdean School the governing body is the reviewer for the Headteacher and to discharge this responsibility on its behalf may appoint 3 governors. Where a Headteacher is of the opinion that any of the governors appointed by the governing body under this regulation is unsuitable for professional reasons, he may submit a written request to the governing body for that governor to be replaced stating those reasons.

Appointment of School Improvement partner or External Advisor

The local authority has appointed a School Improvement partner for Longdean School, who will provide the governing body with advice and support in relation to the management and review of the performance of the head teacher.

Appointment of Reviewers for Teachers

In the case where the Headteacher is not the teacher's line manager, the Headteacher may delegate the duties imposed upon the reviewer (see page 9) in their entirety, to the teacher's line manager. In this school the Headteacher has decided that the Headteacher will be the reviewer for those teachers he

directly line manages and will delegate the role of reviewer, in its entirety, to the relevant line managers for some or all other teachers. Where a teacher has more than one line manager the Headteacher will determine which line manager will be best placed to manage and review the teacher's performance.

In all cases the school will provide training to those staff who have line management responsibility for other staff members. The school will also provide training for those staff making judgments in relation to the Upper Pay Scale.

Where a teacher is of the opinion that the person to whom the Headteacher has delegated the reviewer's duties is unsuitable for professional reasons, he or she may submit a written request to the Headteacher for that reviewer to be replaced, stating those reasons.

Where it becomes apparent that the reviewer will be absent for the majority of the cycle or is unsuitable for professional reasons the Headteacher may perform the duties himself or delegate them in their entirety to another teacher. Where this teacher is not the reviewee's line manager the teacher will have an equivalent of higher status in the staffing structure as the teacher's line manager.

A performance management cycle will *not* begin again in the event of the reviewer being changed.

The Performance Management Cycle

The one year Performance Management cycle links with our review of the School's Self Evaluation Form and School Improvement Plan (SIP). The performance of teachers must be reviewed on an annual basis. Performance planning and reviews must be completed for all teachers by 31st October and for Headteachers by 31st December.

The annual cycle runs from September in the school year, but where a teacher starts their employment at the school part-way through a cycle the length of the first cycle shall be determined as the time left to run until the start of the next annual cycle commences (i.e. the following September).

Where a teacher transfers to a new post within the school part-way through a cycle the Headteacher or, in the case where the teacher is the Headteacher, the governing body shall determine whether the cycle shall begin again and whether to change the reviewer.

Our timetable is shown below:

Formal reviews and objectives set in the autumn term

We will take into account a range of measures, for example Teacher Assessments, GCSE results, AS/A Levels, **the self audit or leadership diagnostic** and other outcomes in considering student progress. We will set and agree new objectives and discuss future professional development. A new individual plan will be completed for each teacher *no later than* 31st October.

The review process will support the School Improvement Plan for the next academic year by ensuring that agreed objectives will clearly impact on raising standards and improving the quality of Teaching and Learning.

Monitoring

Progress towards meeting objectives will be evaluated during a mid year review in the Spring Term.

Planning of training and informing of SIP

This can also be represented by the diagram below:

September

Process of reflection prior to annual review. This includes:

Completion of diagnostic **and self audit** and consideration of feedback following lesson observations.

Reflection on objectives (individual, departmental and whole school)

October

Meeting between Line Manager and Reviewee. **Completion of annual review, planning record and 'do you think the feedback was fair' paperwork.**

February

Mid-year review: Are objectives being met? What has been the impact on teaching & learning? Follow up lesson observations. Line Manager and Reviewee to agree this impact and identify learning/training needs of staff.

Ongoing

CPD coordinator to collate learning/training needs of staff.

Feed into SIP and future INSET planning as appropriate.

Monitoring and Evaluation

The Headteacher will provide the governing body with a written report on the operation of the school's performance management policy annually. The report will not contain any information which would enable any individual to be identified. The report will include:

- The operation of the performance management policy
- The effectiveness of the school's performance management procedures
- Teachers training and development needs
- **The standard of performance management meetings**

Review of the policy

The governing body will review the performance management policy every school year at its **personnel committee** meeting. The policy will then be revised as required to introduce any changes in regulation and statutory guidance to ensure that it is always up to date.

The governing body will seek to agree any revisions to the policy with the recognised trade unions having regards to the results of the consultation with all teachers.

Classroom observation protocol

All classroom observations will be undertaken in accordance with the performance management regulations and the Longdean classroom observation protocol.

Preparing for the planning and review meeting – Reviewees

The planning and review meeting will be a professional dialogue between the Line Manager and colleague. Reviewees will play an active part in the meeting making sure they put forward their views about their performance and future development. This is why it is so important to have a period of reflection prior to meeting. Reviewees may find it helpful to consider the following ways of preparing:

- Reviewees should reflect on their achievement in the last performance management cycle, including against any performance criteria recorded in the planning and review statement
- Reviewees should ensure that they have copies of any relevant documentation and evidence, (their CPD portfolio for example) and written feedback on classroom observations
- Identify any issues that have affected their performance, positively or negatively
- Consider any issues about the planned support they needed/received
- Assess the impact of their own engagement in professional development. For example, is their CPD portfolio up to date?
- Reflect on how far they have met the agreed performance criteria in preparing for the next cycle:
- Consider what they would like to achieve taking account of individual, departmental plans and the SIP
- Consider, as a context to the discussions, the standards which apply to their current career stage and those to which they might progress, and, where they are eligible for pay progression, the relevant criteria for pay progression set out in the STPCD
- Identify what professional development might help them develop their practice further (refer to appendix i)
- Consider their professional aspirations

Note: There is no requirement for reviewees to provide written input on their reflections on the above points to inform the meeting.

Preparing for the planning and review meeting – Line Managers

Line Managers will want to be well prepared for the planning and review meeting, and may find it helpful to:

- Check the review of the last cycle
 - Check the planning element of the planning and review statement and that all the targets have been addressed
 - Check that all documents to which they will refer at the meeting have been shared with the reviewee in advance, to assist the latter's preparation
- In preparing for the next cycle:
- Consider the SIP, DIP and the Departmental SEF to see how these may be relevant to planning with the reviewee

- Ensure they are familiar with the standards which form the context to the reviewee's current career stage and those appropriate to the reviewee's next career stage, and the relevant criteria for pay progression set out in the School Teachers' Pay and Conditions Document
- Ensure they have consulted with relevant third parties with direct professional knowledge of the reviewee, about possible objectives for the next review cycle, performance criteria, evidence, how this evidence may be collated and support to be provided to the teacher
- Where the reviewee works for more than one line manager, the reviewer should consult other line managers in advance of the planning and review meeting about the issues to be explored in the next cycle

Planning for next cycle

Line Managers should start from the assumption that the reviewee is meeting the requirements of their job description, their relevant duties and the relevant professional standards. Plans should therefore focus on priorities and areas where specific action is required.

The plans agreed should be challenging, yet realistic and manageable. They should enable the reviewee to achieve a satisfactory work/life balance. They should cover:

- The reviewee's objectives
- The arrangements for observing the reviewee's performance in the classroom
- Any other evidence which will be taken into account in assessing the reviewee's performance
- The performance criteria against which the reviewee's performance in each of the areas listed above will be assessed
- The support that will be provided to help the reviewee to meet the performance criteria
- Timescales for the achievement of objectives and within which support will be provided where these differ from the length of the review cycle
- The reviewee's training and development needs and the actions that will be taken to address them

ANNUAL REVIEW STATEMENT

Date of review meeting: _____

Teacher: _____

Line Manager: _____

Focus of target	Objective	Met Y/N	Evidence of target being met or not	Impact of target on Teaching and Learning	Further support needed? (Please explain)
Whole School					
Department					
Pupil progress					

With reference to well being target:

Objective	Met Y/N	Evidence of target being met or not	Impact of target on work life balance?	Further support needed? (Please explain)

Particular success(es) of last academic year (Please try and quantify your statements:

1

2

Key learning outcomes from INSET or alternative CPD sessions such as lesson observations or learning lunches attended in the last academic year (these should be recorded in your CPD portfolio).

1

2

3

The content of this record has been agreed by:

Teacher:

Line Manager:

Date of receipt of completed review statement by the teacher:

PLANNING RECORD

Teacher:

Line Manager:

Date of meeting:

Target 1 (In support of SIP)	
Intended outcome(s)	
Expected evidence	
Actions to make this happen*	
How will this be monitored?	
Target 2 (In support of DIP)	
Intended outcome(s)	
Expected evidence	
Actions to make this happen*	
How will this be monitored?	

Target 3 (Pupil progress)	
Intended outcome(s)	
Expected evidence	
Actions to make this happen*	
How will this be monitored?	

Target 4 (Personal well being)	
---	--

Intended outcome(s)	
Expected evidence	
Actions to make this happen	
How will this be monitored?	

* This might include reference to specific training opportunities. For help with this, please refer to appendix 1.

Training implications:

1. _____
2. _____
3. _____
4. _____

Teachers comments:

.....

.....

.....

.....

.....

Teachers signature: _____

Line Managers signature: _____

Date: _____

Longdean School
Performance Management Review & Target Setting
Staff Feedback form

Please complete this feedback form once you have had your Performance Management review and target setting meeting. When you have completed it please pass it to Graham Cunningham if you are a member of the teaching staff or to Lyn Butler if you are a member of the support staff.

Name:

Line Manager:

Did you feel the feedback was fair?

Were you given good advice on how to improve your practice?

Were you offered the opportunity to give your opinion and did you feel listened to?

Did you have the opportunity to discuss the training needs you require to meet your Performance Management Targets?

Did you find the diagnostic useful?

Any other comments on the Performance Management Process?

LONGDEAN SCHOOL - PROFESSIONAL DEVELOPMENT PLANNER - TEACHER SKILLS AUDIT – SELF AUDIT

Name of teacher:..... Name of line manager:..... Date.....

C = EVERYBODY! P= THRESHOLD E= EXCELLENT TEACHER A=ADVANCED SKILLS TEACHER

Tick the box that is the most appropriate. It is possible to tick both the ‘standard met’ and the area of strength. By ticking the area of strength you may well be identifying an area that another colleague has as their area for development.

NATIONAL STANDARD	Standard met	Area of Strength	Possible area for development
Have high expectations of children and young people, including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them C1			
Hold positive values and attitudes and adopt high standards of behaviour in their professional role C2			
Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity C3			
Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation P1			
Be willing to take a leading role in developing workplace policies and practice and in promoting collective responsibility for their implementation E1			
Be willing to take on a strategic leadership role in developing workplace policies and practice and in promoting collective responsibility for their implementation in their own and other workplaces A1			
Communicate effectively with children, young people and colleagues Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being Recognise that communication is a two way process and encourage parents and carers to participate in discussions about the progress, development and well-being of children and young people C4			

Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children and young people, and to raising their levels of attainment C5			
Have a commitment to collaboration and co-operative working where appropriate C6			
Evaluate their performance and be committed to improving their practice through appropriate professional development C7			
Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified C8			
Research and evaluate innovative curricular practices and draw on research outcomes and other sources of external evidence to inform their own practice and that of colleagues E2			

NATIONAL STANDARD	Standard met	Area of Strength	Possible area for development
Act upon advice and feedback and be open to coaching and mentoring C9			
Have a good, up to date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential C10			
Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential P2			
Have a critical understanding of the most effective teaching, learning and behaviour management strategies, and including how to select and use approaches that personalise learning to provide opportunities for all learners to achieve their potential E3			
Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to public examinations and qualifications C11			
Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications P3			
Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs P4			
Know a range of approaches to assessment, including the importance of formative assessment C12			

Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach, and to raise levels of attainment C13			
Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement C14			
Know how to improve the effectiveness of assessment practice in the workplace, including how to analyse statistical information to evaluate the effectiveness of teaching and learning across the school E4			
Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy including: the contribution that their subjects/curriculum areas can make to cross-curricular learning; and recent relevant developments C15			
Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them P5			
Have an extensive and deep knowledge and understanding of their subjects/curriculum areas and related pedagogy gained for example through involvement in wider professional networks associated with their subjects/curriculum areas E5			

NATIONAL STANDARD	Standard met	Area of Strength	Possible area for development
Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects/curriculum areas and other relevant initiatives across the age and ability range they teach C16			
Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities C17			
Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences C18			
Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching C19			

Have an extensive knowledge on matters concerning equality, inclusion and diversity in teaching E6			
Understand the roles of colleagues such as those having specific responsibilities for learners with special educational needs, disabilities and other individual learning needs, and the contributions they can make to the learning, development and well-being of children and young people C20			
Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies C21			
Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people C22			
Know the local arrangements concerning the safeguarding of children and young people C23			
Know how to identify potential child abuse or neglect and follow safeguarding procedures C24			
Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances and when to refer them to colleagues for specialist support C25			
Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people P6			
Plan for progression across the age and ability range they teach, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge C26			
Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge P7			
Take a lead in planning collaboratively with colleagues in order to promote effective practice Identify and explore links within and between subjects/curriculum areas in their planning E7			

NATIONAL STANDARD	Standard met	Area of Strength	Possible area for development
Design opportunities for learners to develop their literacy, numeracy, ICT and thinking and			

learning skills appropriate within their phase and context C27			
Plan, set and assess homework, other out-of-class assignments and coursework for examinations, where appropriate, to sustain learners' progress and to extend and consolidate their learning C28			
Teach challenging, well-organised lessons and sequences of lessons across the age and ability range they teach in which they: use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress develop concepts and processes which enable learners to apply new knowledge, understanding and skills adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively manage the learning of individuals, groups and whole classes effectively, modifying their teaching appropriately to suit the stage of the lesson and the needs of learners C29			
Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment C30			
Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally P8			
Have teaching skills which lead to excellent results and outcomes E8			
Demonstrate excellent and innovative pedagogical practice E9			
Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment C31			
Demonstrate excellent ability to assess and evaluate E10			
Provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development C32			
Have an excellent ability to provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development that promotes pupil progress E11			
Support and guide learners so that they can reflect on their learning, identify the progress			

they have made, set positive targets for improvement and become successful independent learners C33			
Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching C34			
Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being, refining their approaches where necessary C35			

NATIONAL STANDARD	Standard met	Area of Strength	Possible area for development
Review the impact of the feedback provided to learners and guide learners on how to improve their attainment C36			
Use local and national statistical data and other information in order to provide: a comparative baseline for evaluating learners' progress and attainment a means of judging the effectiveness of their teaching and a basis for improving teaching and learning E12			
Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school Make use of the local arrangements concerning the safeguarding of children and young people Identify and use opportunities to personalise and extend learning through out-of-school contexts where possible making links between in-school learning and learning in out-of-school contexts C37			
Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy. Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self-control and independence of learners C38			
Promote learners' self-control, independence and co-operation through developing their social, emotional and behavioural skills C39			

Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice C40			
Promote collaboration and work effectively as a team member P9			
Work closely with leadership teams, taking a leading role in developing, implementing and evaluating policies and practice that contribute to school improvement E13			
Be part of or work closely with leadership teams, taking a leadership role in developing, implementing and evaluating policies in their own and other workplaces that contribute to school improvement A2			
Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil C41			
Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback P10			
Contribute to the professional development of colleagues using a broad range of techniques and skills appropriate to their needs so that they demonstrate enhanced and effective practice E14			
Make well-founded appraisals of situations upon which they are asked to advise, applying high level skills in classroom observation to evaluate and advise colleagues on their work and devising and implementing effective strategies to meet the learning needs of children and young people leading to improvements in pupil outcomes E15			
Possess the analytical, interpersonal and organisational skills necessary to work effectively with staff and leadership teams beyond their own school A3			

Longdean School -Leadership Audit

Performance Indicator	Strongly agree Disagree			
	1	2	3	4
Purpose & Direction				
I have a clear vision for my team				
I can see how my team fits in and contributes to the bigger picture				
My leadership ensures that school priorities are reinforced				
I am able to influence and shape decisions for the team and the school.				
I share good practice with the team and other teams.				
Motivation				
I am good at motivating people				
I am approachable and understanding				
I am a good role model for colleagues and other leaders				
Communication				
I communicate clearly and effectively				
Organisation				
I am good at prioritising				
I have effective time management and meet deadlines				
I have developed effective monitoring systems for my area of responsibility				
I delegate effectively				
Problem Solving				
I am solution focussed				
I am creative				
I am good at resolving conflicts.				
I understand the strengths & development areas of my team & support these				
I am flexible				
I make good decisions				

Emotional Intelligence				
I respond well to constructive feedback				
I hold people to account and can deliver difficult messages				
I am aware of my strengths & shortcomings				
I take steps to address my strengths and shortcomings				
I am polite and say hello				
Knowledge				
I am aware of the latest developments in my area of responsibility				
I am a reflective practitioner				

Longdean School
Leadership Audit
Guidance for staff completing the questionnaire:

In order to ensure that the Performance Management review and target setting process is of a high quality leading to meaningful targets that support individual and whole school improvement it is beneficial to know the skills that we possess as leaders and those that we may wish to develop. In order to do this can I ask you to complete the attached diagnostic for your self and then ask for a minimum of 5 and a maximum of 7 colleagues of your choosing to complete the diagnostic about you. Ideally they should be people who you work closely with day to day at Longdean. The average score for each question will then be plotted as a graph. The results of this diagnostic should then be used as part of your Performance Management review and target setting meeting.

In order to help you address the questions in the diagnostic the glossary below will explain the meaning of some key terms:

Purpose and direction:

- Clear vision – There are clear, shared, objectives that the team are working to achieve in the short, medium and long term.
- Bigger Picture – A knowledge of how the work of the team supports and reinforces the priorities of the school as a whole.
- Influence & Shape – The leader has a voice and role in making decisions that impact on both the team and the whole school.
- Good practice – Ideas and actions that have had a positive impact on the team and school are shared with others.

Motivation:

- Motivation – The ability to get team members to work for themselves and the team to the best of their ability.

Communication:

- Communication – The ability to keep people aware of what is happening within their team in the short, medium and long term. This will include explaining to people why decisions have been made and also passing on information in enough time to enable people to carry out their work effectively

Organisation:

- Prioritising – The skill of recognising which tasks are urgent or important and which are both and ensuring that the tasks that have the greatest impact on the greatest number of people are carried out first.
- Delegation – The ability to disseminate tasks to the team member best placed to complete them well. It is not dumping tasks onto others to get them done.

Problem Solving:

- Solution Focused – A leader sees problems as challenges to be overcome rather than barriers that hinder progress. They have a cup half full approach and seek out alternative solutions to problems from different sources.
- Flexible – The ability to adopt a variety of strategies and tactics to deal with different personalities in different contexts whilst still getting the desired result and outcome.
- Good decisions – These are decisions that on the whole, but not always, bring about the greatest good to the greatest number of people in the team or organisation.

Emotional Intelligence:

Emotional Intelligence – Listed below are some traits of emotionally intelligent people:

- They are aware of the ripple effect (how their work and decisions impact on others)
- They have an understanding of the context in which people are working at different times.
- They know how to get the best out of the members of their team.
- They give difficult messages & hold people to account
- They respond well to constructive feedback.
- They understand their own strengths and limitations and the impact of these on others.

Knowledge:

- Reflective Practitioner – This is a person who thinks about a course of action or event, how it came about or resulted the way that it did. A reflective practitioner will use this to plan for future events or courses of action to ensure that good practice is built upon and the same mistakes are avoided. Reflective practitioners are also not afraid to hold their hands and admit mistakes or change their views.

Examples of CPD

1. Learning Lunch
2. Observing a colleague teach and feeding back
3. Being observed and getting feedback
4. Joint planning of a lesson & paired observations with follow up discussion
5. Shadowing a colleague operating in a different role
6. INSET days & Twilight sessions. These to be bespoke sessions, structured around a needs analysis based on audit of staff targets identified in annual review & target setting.
7. External courses
8. Working with an AST or AfL team to develop an aspect of teaching
9. Visit another school
10. Leading From The Middle (NCSL course for Middle Managers)
11. National Professional Qualification for Headteachers (for aspirant headteachers usually members of SLT)
12. MA or initial degree
13. Secondment on to SLT
14. Subject Reviews (led by SLT)
15. Work with teacher or teaching assistant to design appropriate materials for lessons and groups or individual students.
16. Mentor an NQT or GTP
17. Mentor a PGCE student
18. Coach a colleague
19. Work with an LA advisor in school on an aspect of ones own practice identified as an area for development
20. Get feedback from students about aspects of ones teaching or their learning.
21. Join a professional association (maybe subject specific)
22. Attend staff meetings
23. Work with colleagues in designated CPD time (for many colleagues this is on a Tuesday pm).
24. Maintain a professional portfolio
25. Contribute to an in-house INSET session
26. Develop a personal learning plan
27. Contribute to a whole school initiative either by joining a working party or submitting an article.
28. Give a presentation to DOLs or DOHs about an aspect of teaching or support you have personally investigated
29. Undertake some school based research. For example this might be on questioning styles or learning preferences of students.
30. Organise and run a school trip