

Christ The King Sixth Form College

Staff Appraisal and Review Performance Management Framework

Introduction

The Staff Appraisal and Review Scheme at Christ The King College is developed in the context of its mission and in order to support the delivery of the performance management framework. It is fully integrated into College management systems so that cyclical strategic planning processes feed into and are informed by the outcomes of the review interviews. The development of the scheme has been underpinned by the following guiding principles.

The Staff Appraisal and Review Process:

- ✚ Operates within the College Mission Statement and, in particular, provides a forum where the value of staff is confirmed and their professional development supported.
- ✚ Ensures that the Sixth Form College's Performance Management framework can be delivered fairly and consistently across the College.
- ✚ Is integrated with other strategic planning processes so that there is a clear link between college, department and individual objectives.
- ✚ Strengthens college line management relationships and improves communication.
- ✚ Recognises individual professional strengths and provides support to address any areas for development.
- ✚ Is forward looking, assesses potential and assists in the further development of staff.
- ✚ Provides for a two-way discussion in which performance is measured against key aspects of the post holder's job description.

Policy

It is College policy that all members of staff should be provided with an opportunity to have an annual appraisal with their line manager in which an exchange of views takes place, focused on job performance and professional development.

The summary of this interview is intended to be a fair representation of the dialogue and is to be regarded to as a working document throughout the forthcoming year.

The scheme has been designed to meet the following objectives:

- 1 To assist staff in performing their job to the best of their ability, maximising their job satisfaction and their contribution to the College's Mission.
- 2 To identify individual training needs.
- 3 To identify the potential that each individual has to develop within his or her current position.
- 4 To meet the needs of the performance management framework.

Procedures

The scheme has two sets of connected procedures. The first set of procedures relates to Staff Appraisal and Review Interviews, which take place on an annual basis. The second set of procedures relates to application for movement through the pay ranges as set out in the Sixth Form College Performance Management Pay Framework.

The Staff Appraisal and Review Interviews

The Staff Appraisal and Review Interview (SARI) for teaching staff is undertaken annually with the line manager. At the interview three objectives are discussed and agreed and progress with meeting these objectives are reviewed the following year. For teaching staff the three objectives are related to teaching and learning. For teaching managers, one objective relates to teaching and learning and two objectives relate to their management role. The teaching and learning objectives relate to the standards described in the PSP scheme:

- ✚ Effective teaching and the ability to create a learning environment.
- ✚ Professional characteristics.
- ✚ Effective learning (achievement and retention).

The management objectives relate to the management roles of:

- ✚ Managing people.
- ✚ Managing resources.
- ✚ Team achievement.
- ✚ Planning and managing change.

The SARI documentation is signed by both parties and a copy is held by the member of staff, the line manager and personnel.

The SARI documentation is sampled annually by the Principal/Vice Principal in order to ensure the scheme is being applied consistently across the College.

Application for Incremental, PSP or Management Range Payments

Incremental Payment

- Teachers must demonstrate that they have met agreed SARI 1 objectives.
- The SARI 1 form is submitted annually to the Principal. The application must be supported by a recommendation from the line manager.
- The Principal will inform the applicant of the outcome.
- If the application does not meet the standard and the incremental payment is withheld, the teacher will have the right to appeal.

PSP 1 Payment

- Teachers must demonstrate that they meet the criteria for the Professional Standards Payment Scheme.
- The PSP form is submitted to the Principal along with all relevant documentation in accordance with instructions given in NJC procedures manual.
- The application is subject to external validation. The Principal will inform the applicant of the outcome and the teacher has individual right of appeal as described in the NJC procedures manual.

PSP 1 – 4 Payments

- Teachers must demonstrate substantial and sustained maintenance of the PSP standards and that agreed SARI 2 objectives have been met.
- Every two years a revised PSP application form and with two SARI 2 forms are submitted to the Principal. The application must be accompanied by a recommendation from the line manager.
- The Principal will inform the applicant of the outcome.
- If the application is not approved, the teacher will have the right to appeal.

Management Range Payments

- Managers must demonstrate substantial and sustained maintenance of the PSP standards and that agreed SASRI 3 objectives have been met.
- Every two years a revised PSP application form and two SARI 3 forms are submitted to the Principal. The application must be supported by a recommendation from the line manager.
- The Principal will inform the applicant of the outcome.
- If the application is not approved, the teacher will have the right to appeal.

Basis for the Establishment of Three Annual Objectives

Teaching Spine Point 1 - 5	Teaching Point 6 + PSP 1 – 4	Management Spine Points A - E
<p>Objective 1 Relates to effective teaching and the ability to create a learning environment</p> <p>Evidence: * Lesson Observation</p> <p>Agreed Objective for Standard 1 arises from the above</p>	<p>Objective 1 Relates to effective teaching and the ability to create a learning environment</p> <p>Evidence: * Lesson Observation and four PSP statements</p> <p>Agreed Objective for Standard 1 arises from the above</p>	<p>Objective 1 Relates to teaching and learning. Either Effective Teaching Professional Characteristics Effective learning</p> <p>Evidence: PSP form</p> <p>Agreed Objective for Standard 1 arise from the above</p>
<p>Objective 2 Relates to Professional Characteristics</p> <p>Evidence: Statements 1,2,3,4,6 & 7 Extracted from PSP form</p> <p>Agreed objective for Standard 2 arises from the above</p>	<p>Objective 2 Relates to Professional Characteristics</p> <p>Evidence: Statements 1 – 8 from application</p> <p>Agreed objective for Standard 2 arises from the above</p>	<p>Objective 2 Relates to management standards: * Managing people * Managing resources</p> <p>Evidence: Relevant responsibilities statements from job description (see Appendix 1 and 2)</p> <p>Agreed objective for Standard 2 arises from the above</p>
<p>Objective 3 Relates to Effective Learning (Achievement and retention)</p> <p>Evidence: * Analysis of one taught external result</p> <p>Objective for Standard 3 arises from the above</p>	<p>Objective 3 Relates to Effective Learning (Achievement and retention)</p> <p>Evidence: * Route A/Route B from PSP application</p> <p>Objectives for Standard 3 arises from the above</p>	<p>Standard 3 Relates to management standards: * Team Achievement * Planning and managing change</p> <p>Evidence: Relevant responsibility statements from job description (see Appendix 1 and 2)</p> <p>Objective for Standard 3 arises from the above</p>

Appendix 1

	Management Spine Point and Title	Job Range	Job Tasks listed in Job Description
A	Team Leader. Subject Co-ordinator. HOD (small department)	1 large course 2 smaller courses Vocational Course	Develop subject curriculum in the context department plan. Support team. Update and ensure course documents in place. Exam entries. Quality of teaching and learning on the course. Ensure course and individual students targets are set. Co-ordinate development of course resources.
B	HOD (medium/small department)	1 subject 7-14 sets	Develop department curriculum in context of college Three Year Development Plan. Organise and chair department meetings. Ensure appropriate range of courses and specification are on offer. Quality of teaching and learning in the department. Encourage imaginative and varied relationship in the department and by example Lead role in visits and that enrich the department curriculum. Line manages staff in department and oversee staff welfare. Arrange cover. Manage department budget. Recruitment of staff. Chair college meetings and prepare reports as appropriate.
C	HOD (medium/large department)	More than one subject	Develop department curriculum in context of college Three Year Development Plan. Organise and chair department meetings. Ensure appropriate range of courses and specification are on offer. Quality of teaching and learning in the department. Encourage imaginative and varied relationship in the department and by example. Lead role in visits and that enrich the department curriculum. Line manages staff in department and oversee staff welfare. Arrange cover. Manage department budget Recruitment of staff. Chair college meetings and prepare reports as appropriate.

D	SCM (large department)	More than one subject. SCM cross college role	<p>Develop department curriculum in context of college Three Year Development Plan.</p> <p>Organise and chair department meetings.</p> <p>Ensure appropriate range of courses and specification are on offer.</p> <p>Quality of teaching and learning in the department.</p> <p>Encourage imaginative and varied relationship in the department and by example</p> <p>Lead role in visits and speakers that enrich the department curriculum.</p> <p>Line manages staff in department and oversee staff welfare.</p> <p>Arrange cover.</p> <p>Manage department budget.</p> <p>Recruitment of staff.</p> <p>Chair college meetings and prepare reports as appropriate.</p> <p>Arrange cover for clusters when relevant and when other HODs are absent.</p> <p>Chair cluster meetings.</p>
E	SCM Enhanced role	More than one subject. SCM enhanced role	<p>Develop department curriculum in context of college Three Year Development Plan.</p> <p>Organise and chair department meetings.</p> <p>Ensure appropriate range of courses and specification are on offer.</p> <p>Quality of teaching and learning in the department.</p> <p>Encourage imaginative and varied relationship in the department and by example</p> <p>Lead role in visits and speakers that enrich the department curriculum.</p> <p>Line manages staff in department and oversee staff welfare.</p> <p>Arrange cover.</p> <p>Manage department budget.</p> <p>Recruitment of staff.</p> <p>Chair college meetings and prepare reports as appropriate.</p> <p>Arrange cover for clusters when relevant and when other HODs are absent.</p> <p>Chair cluster meetings.</p> <p>Cross College role.</p> <p>Ten extra days.</p>

Appendix 2

	Managing People	Managing Resources	Team achievement	Planning and Managing Change
A	Support team Course Meetings	Co-ordinate resources	Set course targets. Quality of T&L on course	Develop subject curriculum in context of department plan
B	Line management of staff: - Welfare - Appraisal Recruit staff Department cover Department meetings	Manage department budget	Exam entries Course review and Action plan. Set department targets. Quality of T&L in department.	Develop department curriculum in context of three year development plan
C	Line management of staff: - Welfare - Appraisal Recruit staff Department cover Department meetings	Manage department budget	Exam entries. Department review and Action plan Set department targets. Quality of T&L in department.	Develop department curriculum in context of three year development plan
D	Line management of staff: - Welfare - Appraisal Recruit staff Department cover Department meetings Cluster cover Cluster meeting	Manage department budget	Exam entries. Department review and Action plan Set department targets Quality of T&L in department	Develop department curriculum in context of three year development plan
E	Line management of staff: - Welfare - Appraisal Recruit staff Department cover Department meetings Cluster cover Cluster meetings Role management of staff in relation to cross college task	Manage department budget Manage cross college task budget	Exam entries. Department review and Action plan. Set department targets. Quality of T&L in department Setting Operational Plan Objectives Action Review of cross college responsibility Quality of cross college task.	Develop department curriculum in context of Three Year Development Plan. Develop cross college task in the context of the Three Year Development Plan

College Planning Processes

Lesson Observation	SDI	QAS	Strategic Plan	Statistical Data availability
S	Induction Teaching (T) Support Staff (s)		Operational Plan monitored monthly	Analysis of exam results Analysis of retention
O	Induction First Review (T)			
N	Induction First Review (S)			Value added results Destinations data
D		↓ Course Reviews + Action Plan		
J		↓		
F	(T) Second Induction Review (S) Second Induction Review	↓ Service Reviews + Action Plan		
Mar	Lesson Observation Cycle Ends			
A	Lesson Observation Cycle Begins	SAR produced	Review progress with Operational Objectives	
May	Annual SDI (T) Final Induction Review	SAR Summary	Headline targets for recruitment Headline targets to develop of staff	
J	Annual College Training Plan		Headline targets for employer engagement. Headline targets for success rates	
J			Three Year Development Plan Strategic Objectives	
A				Exam Results

A College appraisal and Review Scheme should have the following features

Policy

Exchange of views.

Fair representation.

Assisting Staff.

Identify training needs.

Develop potential.

Lead to greater understanding of staff needs and aspirations.

Discuss levels of performance.

Motivate staff, strengthen and recognise commitment.

Concentrate on performance and development.

Improve performance by concentrating on key objectives.

Look forward, build on strengths.

Address weaknesses and utilise potential.

Policy and system tailored to the college but objectives defined (see list P271).

PMF build on systems in place.

Measures are objective and measurable.

Substantial and sustained maintenance of PSP standards.

Management objectives.

Managing people – Managing resources

Teams achievement – Planning and managing changes.

Procedures

Annual basis.

PMF annual review and every two years of progression.

Working document.

Outputs – delivery of work required.

Inputs – knowledge, skills, resources, training.

Training provided.

New employees.

Fit with QAS and Strategic Planning.

Strategic – team goals – individual objectives.

Operate within defined organisational aims.

Line managers response for appraising own staff.

Cascade process.

Participants fully understand and fully involved.

Balance college and individual objectives.

Continuous process.

Setting objectives - should be short. Term and long term (three objectives per year).

Forms should not be the focus of the process.

Appraisal system should be devised in the light of the DDA.

Guidance notes.

Operation for appraisal.

Responsibilities in job descriptions are College key accountabilities.

Objectives quantitative and or qualitative.