

Title	Teaching Staff Performance, Development and Career Progression
Associated Policies	<ul style="list-style-type: none"> • Pay – Teaching Staff (TPO/STA/08) • Reward and Recognition (TPO/STA/12) • Capability – Teaching Staff (TPO/STA/31)

REVIEWED: MARCH 2025

NEXT REVIEW: MARCH 2028

1. Policy Statement

- 1.1 This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the Senior Leadership Team. It is supportive of their professional development and career aspirations within the context of the Trust and individual Academies’ Development Plans and the national standards expected of teachers.
- 1.2 This policy is to be used for continued professional development and supporting employees through informal performance concerns. Where performance concerns need to be handled formally the Capability policy for Teaching Staff (TPO/STA/31) should be referred to.
- 1.3 In determining this policy, the Trust has taken into account all relevant legislation and codes of good practice. This policy should also be read in conjunction with the Teacher Pay Policy.

2. Who does this policy apply to?

- 2.1 This policy applies to the Chief Executive, Senior Academic Staff across the Trust, Principals and to all Teachers employed by the Trust, except those on contracts of less than one term, NQTs and those who are subject to capability procedures under the Capability Policy.

3. Who is responsible for carrying out this policy?

- 3.1 The implementation and application of this policy will be monitored at Academy level by Director of Education, Senior Leadership Team and governors of individual Academies and will remain under constant review by Brooke Weston Trust. For the Director of Education and the CEO, the Board will monitor the implementation and application of this policy. Brooke Weston Trust will share information relating to teacher performance, Performance, Development and Career Progression with recognised trade unions on an annual basis.
- 3.2 The ‘Nominated Officer’ as referred to within this policy will usually be the Line Manager.

4. What are the principles behind this policy?

- 4.1 The Trust is committed to ensuring that reviews of Performance, Development and Career Progression – also known as Personal Development Discussions (PDD), will be positive processes enabling teachers to acquire and practise the skills they need to carry out their current role effectively and plan for personal career goals should they so wish.
- 4.2 This policy aims to ensure consistency and fairness in Performance, Development and Career Progression procedures across the Trust.
- 4.4 The Trust aims to deal with performance matters sensitively and with due respect for the privacy of any individuals involved.

5. The Performance, Development and Career Progression review period

- 5.1 The review period will run for 12 months from 1st September to 31st August.
- 5.2 The timescales for Personal Development Discussions:
 - First meeting to discuss progress against objectives for the previous academic year to be held by 31 October. At this meeting, objectives will also be agreed for the next 12 months (31 December for Principals)

- Interim PDD meetings should be held before the end of March to identify progress against objectives and any further support required
- 5.3 Teachers who are employed on a fixed term contract of less than one year will have their performance reviewed in accordance with the principles of this policy. The length of the period will be determined and agreed by the length of the contract.
- 5.4 Where an employee starts their employment part-way through a cycle, the nominated officer shall, in discussion with the employee, determine the length of the first cycle for that employee, with a view to bringing their cycle into line with the cycle for other employees as soon as possible.
- 5.5 Where an employee transfers to a new post part-way through a cycle, the nominated officer shall, in discussion with the employee, determine whether the cycle shall begin again and whether to change the PDD Lead and review the objectives.

Appointing Personal Development Discussion Leads

- 5.6 The Personal Development Discussion for the Principal of an Academy will be led by the Director of Education; for the Director of Education it will be the CEO; for the CEO it will be the Board of Directors through the designated Remunerations Committee.
- 5.7 The Principal of an Academy will determine who leads Personal Development Discussions for other members of staff covered by this policy. It is expected that line managers will assume the role in most circumstances. If a member of staff has concerns about their Personal Development Discussion lead, they should approach their Principal directly and, if appropriate, an alternative will be identified. Personal Development Discussion leads will receive annual training in the policy and procedures for Performance, Development and Career Progression and Capability, as well as in conducting an effective Personal Development Discussion.
- 5.8 Where an employee is accountable to two managers, then both managers will feed into the discussion to ensure the employee is given appropriate and accurate feedback.

The Personal Development Discussion (PDD)

- 5.9 By 31 October, the PDD Lead and the employee should meet for the Personal Development Discussion to discuss personal and professional goals, CPD and other arrangements for the appraisal period. The PDD Form (See Appendix 1) should be used to record the conversation. The Personal Development Discussion will be a supportive process and the employee should be able to:
- Show how they have demonstrated the BWT Core Values
 - Set Personal Goals for the year ahead with consideration given to the School Development Plan
 - Discuss what professional development has been undertaken and look ahead to any areas of CPD focus for the forthcoming year
 - Have a supportive and positive dialogue with their manager about how their year has gone
 - Where the employee is on UPS / Leadership or Leading Practitioner Pay Scales, demonstrate how they have contributed effectively to improving the education of students at the Academy
- 5.10 All meetings will take place within directed time, and not at lunchtime or during PPA time.
- 5.11 Employees will receive a copy of the PDD Form within ten working days following the PDD Meeting. They will have the opportunity to respond in writing. The report will include:
- Details of the employee's agreed goals for the Performance, Development and Career Progression period in question
 - An assessment of the teacher's performance of their role and the responsibilities against their previous goals and the relevant teacher's standards
 - An assessment of the teacher's training and development needs and the identification of action that should be taken to address them. This assessment will inform the planning process for the forthcoming Personal Development and Career Progression period

- A recommendation on pay where that is relevant for UPS, Leading Practitioner and Leadership posts, in accordance with the Pay Policy.

Setting Goals and Objectives

- 5.12** Numerical targets should not normally be used, other than for Principal posts and above.
- 5.13** The objectives should focus on three main areas;
- Whole school target, e.g. to be fully compliant with the new live marking policy
 - Departmental target, e.g. development of or contribution to the development of the curriculum area
 - An individual CPD target e.g. development of subject knowledge or element of teaching and learning
- 5.14** The objectives of the CEO will be set by the Board of Directors (through the Remunerations Committee), and the objectives of the Executive Principal set by the CEO. The Principal's objectives will be set by the Director of Education following discussion with CEO. The Principal will consult their Director of Education on the proposed objectives for each Vice Principal.
- 5.15** Those paid on the leadership spine will have specific focused objectives which will include the whole school target, the bespoke CPD target and a target relating to an area of their responsibility agreed with the Principal.
- 5.16** Goals should be agreed by both parties in the Personal Development Discussion. Goals may be revised by mutual agreement during the personal development discussion period if circumstances change. Where for any reason goals cannot be agreed and are imposed, this will be recorded and provided to both parties, including the reasons for any disagreement.
- 5.17** The goals set in agreement with each teacher will, if achieved, contribute to their Academy's Development Plan for improving the educational provision and performance of both students and staff.

Absences

- 5.18** Sickness absence and "family-friendly" leave should not have a negative impact on an employee's performance management. Employees on family-friendly leave will be assessed against their goals before the start of the leave and again when they return to work. This might include information from the most recent Performance, Development and Career Progression review period or any part of the period when the employee was at work.

6. Standards

- 6.1** Before, or as soon as practicable after the start of each Performance, Development and Career Progression period, teachers will be informed of the standards against which individual teacher's performance will be assessed. Each teacher will be assessed against the set of standards contained in the document called "Teachers' Standards" published in July 2011 and any subsequent amendment thereof. Teachers are encouraged to familiarise themselves with the *Brooke Weston Trust Career Stage Expectations* document which exemplifies and breaks down the national Teacher Standards in more detail to aid Personal Development Discussions and, especially, plot future career progression. The Principal will determine if any teachers will also be benchmarked against other standards or Codes of Practice (i.e. SEN Code of Practice) which are relevant to them.
- 6.2** The performance criteria for Principals will be informed by the four 'Excellent as Standard' domains, as per the National Standards of Excellent for Head Teachers' framework.

7. Reviewing Performance, Development and Career Progression

- 7.1** The Trust undertakes to consider all relevant evidence to arrive at a fair and objective assessment of a teacher's personal performance and development over time. This is to ensure all teaching staff receive the levels of support they should rightly expect to maintain high standards of professional practice.
- 7.2** When reviewing performance, a range of already available evidence will be used to establish a fair, balanced and objective picture which can be used productively to assist the teacher in setting new

personal goals. Teachers on the Main Pay Scale will not be required to produce additional evidence. The already available evidence range will include:

- Formal and informal lesson observations
- Observations and results from wider academy activities, if applicable
- Performance of students over time but not linked to specific numerical student progress targets
- Review of the quality of planning and marking
- Parent and student voice feedback, if applicable.

7.3 Good progress towards the achievement of a challenging goal, even if the performance criteria have not been met in full, will always be considered in a positive light. The culture should be one of recognising progress rather than one of met/not met assessment. Personal Performance Discussion leads will be trained specifically on this point.

8. Observation Protocol

8.1 The Trust believes that observation of classroom practice and associated activities is an important aspect of understanding how to help a teacher improve further or to showcase their high levels of skill. Observation is helpful in identifying areas of strength and areas for development and provides a way of gaining useful information to inform an Academy's development priorities, especially in relation to the training needs of its staff. Observations are also used to inform out Trust wide professional development programme.

8.2 The academy leader may, as a matter of course, observe practice whilst walking around the school and visiting classrooms as part of their regular routine, although this activity will not form part of the individual's appraisal process.

8.3 All formal observations will be conducted in a supportive manner in line with the principles outlined in Section 4 of this policy. Observations will be undertaken during a teacher's directed time.

8.4 The Trust undertakes to offer regular refresher training in formal classroom observation techniques to relevant staff.

'Drop ins'

8.5 'Drop ins' or 'learning walks' will usually be conducted by a combination of senior or middle leaders with QTS or external consultants commissioned by the Academy. Individual feedback will be given within a broader context of academy development., for example the implementation of a new curriculum initiative. Typical examples of when drop in observations could be used include, for example, evaluating the implementation of primary vocabulary/spelling/reading programmes; evaluating the effectiveness of SEND provision and support; evaluating the impact of catch up curriculum initiatives. Where individual strengths and areas for development arise, supportive feedback will be given.

8.6 Learning walks will also be carried out to gauge the environmental climate. The length, frequency and focus of learning walks may vary according to specific circumstances.

8.7 Notice of a 'drop in' will usually be given and they will not be part of any formal observation.

8.8 The frequency will depend on the individual teacher's and the Academy's needs at the time. Generally, verbal feedback will be given on the same or the following day is requested.

Formal Observations

8.9 The purpose of formal observations is to assess the teacher's performance and progress against their objectives and the relevant standards.

8.10 The number of formal observations will be agreed with the teacher during their Personal Development Discussion and will be determined by the teacher's individual circumstances and the needs of the Academy at the time. *For example, NQTs and less experienced teachers will receive a number of formal observations to establish their strengths and areas for development, whereas a more experienced*

teacher will typically receive fewer observations. In this case, usually, there will be three formal observations totalling three hours.

- 8.11 NQTs will be observed in line with training requirements and any teacher wishing to be observed for development purposes can request further observations.
- 8.12 Where teacher performance is a concern, formal and drop in observations will be used as part of the agreed support plan. Please refer to the capability policy for more information.
- 8.13 There will be no grades awarded for lesson observations as part of the Performance, Development and Career Progression process, though a specific comment on classroom climate should be made and must be fed back to teachers. Generally, verbal feedback will be given to the teacher the same or the following day.

Primary Academies

- 8.14 There will normally be one formal observation (up to 1 hour) per academic year, focused upon an area of the teacher's choice linked to their Teaching & Learning Performance Management Target. These will be scheduled in conjunction with the member of staff during their Personal Development Discussion.

Secondary Academies

- 8.15 There will be up to three formal observations (up to one hour) per academic year covering different age groups being taught and linked to the teacher's Performance Management Targets. These will be scheduled in conjunction with the member of staff during their Personal Development Discussion

9. Feedback

- 9.1 Teachers will receive constructive feedback on their performance throughout the year in regular meetings with their line manager. Any concerns of a teacher's underperformance should be highlighted as they arise rather than waiting for the annual Personal Development Discussion.
- 9.2 The Personal Development Discussion is the end point of the annual process and will take place in the autumn term. In this meeting, the Personal Development Discussion lead will:
 - Review the previous year
 - Consider performance against the relevant standards and against the goals for the preceding period
 - Discuss the teacher's professional development needs and identify actions that should be taken
 - Discuss the teacher's wellbeing and any difficulties they may need help with
 - Discuss the teacher's career goals and how they can be assisted towards them

10. Concerns About Performance – Informal Stage

- 10.1 Where concerns arise during the performance period these should be addressed as a matter of urgency for the benefit of all concerned. They should not be left unaddressed until the annual Personal Development Discussion. Whenever such a concern arises a meeting should be held, the purpose of which is:
 - To give clear feedback about the nature of the concerns
 - Give the teacher an opportunity to comment and respond
 - Clarify expectations of performance in line with the national teacher standards, the BWT Career Expectations Document and, where relevant, additional goals linked to TLRs or other allowances
 - Agree any support required e.g. coaching, mentoring, a six- week support plan including structured observations
 - Clarify how and when progress against the plan will be reviewed
 - If appropriate, agree revised goals (and the timescale for progress against these goals to occur)
 - Explain the implications if insufficient progress or improvement is made

11. Transition to Capability

- 11.1 When progress is reviewed, if the line manager is not satisfied there has been sufficient progress, the teacher will be invited to a formal meeting with the Principal, where they are entitled to be accompanied by a workplace colleague or Trade Union representative. At this meeting the Principal will consider the evidence and the employee may be advised that their performance will be managed under the Capability Policy and the teacher will be invited to a formal Capability meeting.
- 11.2 If the Principal does not deem there to be sufficient evidence to move to transition to the capability meeting it may be that the management of the teacher’s performance remains under the Teaching Staff Performance, Development and Career Progression Policy.

12. Review of Decision

12.1 If an employee, including the Principal, Director of Education or CEO, wishes to have a review of any decision that affects their Performance, Development and Career Progression outcomes and/or their pay they shall, within 5 working days of being given the written statement of the assessment, make a written request to the decision maker seeking a review.

12.2 The statement provided by the employee must indicate the reason(s) why they disagree with the recommendation, and must fall within one or more of the following:

That the recommendation:

- Incorrectly applied any provision of the appropriate salary and/or personal development discussion policy
- Failed to have proper regard for statutory provision
- Failed to take proper account of relevant evidence
- Took account of irrelevant or inaccurate evidence
- Was biased; or
- Otherwise unlawfully discriminated against the employee

12.3 The process for a review is set out in Section 18 of the Pay Policy.

13. Policy Review

13.1 The Trust will review this policy as part of a three-year cycle unless there are changes in relevant legislation. Any significant changes to this policy will be consulted on with Trade Unions.

Document Control

Date of last review:	February 2025	Author:	ACA/ HoP
Date of next review:	August 2025	Version:	6.0
Approved by:	Strategic Delivery Group	Status:	Non statutory

Summary of changes

V5.0: No changes from previous version

V6.0: Update to job titles across the document

Employee's Name	<input type="text"/>	Job Title	<input type="text"/>	Date for Mid-Year Review	<input type="text"/>
Discussion Lead's Name	<input type="text"/>	Review Period	<input type="text"/>	Date for End of Year Review	<input type="text"/>

Section 1: Core Values Document some of the ways in which you have consistently demonstrated the BWT core values: **Ambition For All, High Expectations, Excellent Teaching & Support, Working Together, Contribute to Society** and think about how you are having a school or Trust wide impact. Please refer to the Behaviours overleaf for some additional information.

Section 2: Personal Goals Please list goals for the review period. Once the period is concluded identify what action you took and provide an initial reflection against each goal with evidence of your impact, looking at what went well and making suggestions for any areas of improvement.

	Goal	Mid-Year Reflection	Date:	End of Year Reflection	Date:	Evidence of Impact and Achievement
1						
2						
3						

Section 3: Professional Development	Document some of the CPD opportunities you have accessed over the previous year. These should include personal CPD such as shadowing colleagues or accessing webinars / training; School wide CPD provided on training days; or even access to pay for qualifications. Also consider what future support you may like to access, any training requirements, or coaching and mentoring
--	---

CPD I have accessed this year	Future CPD I would like to access if possible

Section 4: Mid-Year Review Comments	DATE:	An opportunity for both you and your Personal Development Discussion Lead to add any comments at the mid-year review point.
--	--------------	---

Employees Comments	Discussion Leads Comments

Section 5: End of Year Comments	An opportunity for both you and your Personal Development Discussion Lead to add a reflection statement on the previous year.
--	---

Employees Comments	Discussion Leads Comments

Employee's Signature:		Date:	
Discussion Lead's Signature:		Date:	

AMBITION FOR ALL

- A resolute determination to succeed and to help students succeed, whatever the obstacles.
- Bringing passion, energy and positivity to any task.
- Celebrating personal success and being proud of the achievements of colleagues and students.
- Supporting colleagues and, especially, close team members
- Seeking out new opportunities and approaches to challenges and turning them into effective actions.
- Always using initiative to help make improvements in how things are done

HIGH EXPECTATIONS

- Absolute professionalism and commitment to go the extra mile
- Living up to the faith and trust of others (colleagues and students)
- Delivering on targets set and helping others to do the same (colleagues and students)
- Accepting accountability for decisions
- Creating solutions and encouraging innovation
- Embracing change and contribute to making it work
- Willingness and courage to challenge others where standards or practice are not good enough for our own children

EXCELLENT TEACHING & SUPPORT

- Ensuring everything we do is good enough for our own children.
- Share good practice – in classrooms, in the office, in catering, in cleaning...
- Commitment to be the best we can and to continue to improve the standards in our area of work, whatever our role.
- Be a source of inspiration and encouragement for students at all times.
- Remind colleagues that we all choose to work in schools because we want to have a positive impact on young people’s life chances. This is why we are here.

WORKING TOGETHER

- Supporting colleagues in our own school and in cross-trust working at all times.
- Offer and accept help; listen to and learn from other colleagues.
- Share information, knowledge and resources with colleagues because working together we can do more, better.
- Participate in and encourage teamwork.
- Join in with trust opportunities as well as school-based events.
- Really understand the needs of colleagues, students and the communities where we work.
- Always treat others with fairness and respect.

CONTRIBUTE TO SOCIETY

- Understand and celebrate the ways in which we are making a difference in the local community.
- Be role models for our students and each other; use our power to give continuous positive examples in everything we do.
- Champion and support diversity, inclusion and tolerance. Challenge behaviours that undermine these values.
- Engage in extracurricular activity and assist at special events for your school, cluster or the Trust.