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Academies Trust

# Performance & Professional Development Review Policy

## Policy details

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- Policy owner - Chief People Officer
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## 1. Introduction

Co-op Academies Trust is made up of a diverse group of professionals in a wide range of roles, and we are ambitious for all our colleagues. We believe all colleagues have an equal opportunity to access the highest quality professional development.

This Policy sets out our approach to the Performance & Professional Development Review (PPDR) process for all colleagues employed by our Trust, regardless of their role. We believe that all of our colleagues play a critical role in our Trust's ability to deliver our Strategic Plan and, to that end, all colleagues should benefit equally from a consistent process of PPDR.

At Co-op Academies, the process sometimes referred to as Appraisal or Performance Management is called Performance & Professional Development Review (PPDR). This is to emphasise that the PPDR process represents an investment in our colleagues, and supports each individual in achieving their own aspirations, whilst also supporting the fulfilment of our shared mission to make a difference for all our pupils/students and their communities.

Performance & Professional Development Review is a supportive and developmental process ensuring that all colleagues have the skills and support they need to carry out their role effectively, and to achieve their career aspirations whilst being retained within our Trust. It helps colleagues continue to improve their professional practice and develop.

One of the benefits of being part of an Academy Trust is increased access to professional development and career opportunities for colleagues, and we encourage our academies to work in the full spirit of cooperation and collaboration to realise this for colleagues.

The process of the Performance & Professional Development Review will be transparent, honest and open, focussed on developing our colleagues to be the very best that they can be. It is not linked to pay progression, as pay progression across our Trust will be automatic in most cases.

## 2. Appointing Reviewers

a. The Chief Executive's PPDR will be carried out by the People & Remuneration Committee of our Trust Board.

b. PPDRs for all other members of the Central / Hub Teams will be carried out by their Line Manager.

c. PPDRs for Headteachers will be carried out by the relevant Regional Director (or Executive Headteacher if applicable) who will also be their line manager. The Chair of their Academy Community Council will usually be consulted regarding the PPDR for Headteachers.

d. PPDRs for all other colleagues will be carried out by their Line Manager or appropriate other Reviewer.

Line Managers will be clearly identified in the colleague structure for each academy and the central / hub teams.

If any colleague is not having PPDR meetings in line with the expectations set out in the Policy, they are encouraged to raise this with a more senior level of our Trust's management.

### 3. Performance & Professional Development Review Cycle

The PPDR period will run for twelve months from 1 September to 31 August. This means that the review period will cover the previous academic year. All colleagues will participate in two PPDR reviews each year, being the Annual Review in the Autumn Term and the Mid-Year Review in the Spring Term.

Colleagues who haven't completed a full academic year will still benefit from the Performance & Professional Development Review process in accordance with the principles underpinning this Policy, once their Induction Period has been successfully completed.

The Performance & Professional Development Review process supports the development of colleagues in accordance with their own career aspirations, and the development priorities of our Trust.

The purpose of the PPDR meetings is to facilitate a developmental discussion between the colleague and their line manager. The focus of this discussion should be as follows:

- Key achievements during the review period, and the extent to which personal aspirations have been met

- The aspirations of the colleague during the next review period and what they hope to achieve
- The colleague's progress in achieving previous development priorities, and a general review of performance including the identification of opportunities for the colleague to develop further
- The setting of development priorities which supports the colleague in meeting their own aspirations, whilst also supporting the achievement of our Trust Strategic Plan and the Academy's improvement priorities
- The longer term career aspirations of the colleague, and consideration of the CPD needs of the colleague to support them in achieving these
- The review will provide constructive feedback on the individual's performance, including the Ways of Being Co-op. Feedback will highlight particular areas of strength as well as any opportunities for development.

## 4. Setting development priorities

A traditional performance management process is based around set objectives. At our Trust, objectives will be referred to as development priorities. This is to emphasise that the purpose of the Performance & Professional Development Review process is to support the development of colleagues by agreeing priorities that will support colleagues in achieving their aspirations. The primary purpose of setting development priorities is to support colleagues in maximising their contribution to the success of their academy and the wider Trust, and supporting them to achieve their own career aspirations.

Development priorities will be set before, or as soon as practicable after, the start of each PPDR period and no later than 31<sup>st</sup> October of each year. The development priorities set for each colleague will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the individual's role and level of experience. The line manager and colleague will seek to agree the development priorities but, if that is not possible, the line manager will determine the development priorities. Development priorities may be revised if circumstances change. A maximum of three development priorities will be set. The development priorities set for each individual should contribute to our Trust's Strategic Plan and the Academy's plans and educational provision, as well as our [Colleague Behaviour Framework](#) which sets out 'how we do things round here'.

Development priorities which directly link to outcomes should be realistic and achievable. Evidence will likely include information directly related to students and should take account of relevant DfE guidance on use of data in performance management. In practice this means data will be drawn from existing systems, and

consideration of all mitigating circumstances relating to student achievements will be included. Colleague generated data and predictions should not be used.

a. Academies

i) The Headteacher's development priorities will be set by their Regional Director or Executive Headteacher after consultation with the CEO and will be directly linked to their job description, the Academy's Improvement Plan and the Headteacher's role in supporting more widely across our Trust. Development priorities of Headteachers will be reviewed and moderated by the CEO.

ii) Senior leadership development priorities (including members of support colleagues sitting on the senior leadership team) will be set by their line manager after consultation with the Headteacher and Regional Director / Executive Headteacher and will be based on identified areas of responsibility linked to the individual's job description, and the Academy's Improvement Plan. Development priorities of Senior Leaders will be reviewed and moderated by the Regional Director / Executive Headteacher.

iii) Development priorities for each teacher will be set by their line manager, centred on their Teaching and Learning practice, Progress and Attainment of their teaching groups, leadership responsibilities (where appropriate) and development priorities which will support the colleague in achieving their aspirations. Development priorities for teaching colleagues will be reviewed and moderated by the Headteacher, supported by relevant members of the academy's Senior Leadership Team. Assessment of progress is against the Teacher Standards with the exception of Early Career Teachers (who will be assessed against the Induction Standards for ECTs) and unqualified teachers (the teachers' standards will be used as a basis for this assessment with consideration of the trainee teacher standards for key areas).

iv) Development priorities for support colleagues will be set by their line manager based on their identified role, job description, relevant professional or occupational standards (if applicable) and career aspirations, and progress towards them will be assessed against measurable outcomes for that function. Development priorities for support colleagues will be reviewed and moderated by the Headteacher, supported by relevant members of the academy's Senior Leadership Team.

b. Central Trust

i) Development priorities for the Chief Executive will be set by the People & Remuneration Committee of our Trust Board which has delegated responsibility for the CEO's PPDR.

ii) Development priorities for colleagues within the central / hub teams will be set by

their line manager based on their identified role, job description and career aspirations and progress towards them will be assessed against measurable outcomes for that function. Development priorities for colleagues will be reviewed and moderated by the CEO.

## 5. Reviewing Performance

Our Trust believes that the observation of classroom practice and other responsibilities is important both as a way of assessing teachers' performance in order to identify any particular strengths and areas for development they may have and of gaining useful information which can inform Trust improvement more generally. All observations will be carried out in a supportive fashion and appropriate feedback will be given.

In keeping with our Trust's Colleague Positive Mental Health & Wellbeing Policy, we aim to provide a supportive work environment for all colleagues, and are mindful of their wellbeing and workload. Academy SLTs should ensure that a co-ordinated, balanced and equitable approach to both observations and "drop ins" is taken.

We are committed to ensuring that classroom observation is developmental and supportive and that those involved in the process will:

- carry out the role with professionalism, integrity and courtesy
- evaluate objectively
- report accurately and fairly
- respect the confidentiality of the information gained, and that
- observations should not be excessive but be reasonable and proportionate.

Information gathered during the observation will be used, as appropriate, for a variety of purposes including to inform the Academy self-evaluation and Academy improvement strategies in accordance with our commitment to streamlining data collection and minimising bureaucracy and workload burdens on colleagues.

Teachers' performance will be regularly observed but the total period for classroom observations for PPDR purposes will not exceed 3 hours. Classroom observations will be carried out by those with QTS, unless otherwise agreed. The timing and frequency of classroom observations will be discussed and agreed by the Line Manager and the colleague.

The above does not preclude additional observations during the PPDR cycle, if requested by either party and organised by mutual agreement.

All colleagues (including the Headteacher) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities reviewed.

In addition to formal observation, the Headteacher or other leaders with responsibility for teaching standards may “drop in” in order to evaluate the environment for learning, but not for the purpose of observing teachers. The length and frequency of “drop in” observations will vary depending on specific circumstances. However, such visits should not take place excessively.

In addition to observation, successful completion of an individual’s development priorities will be assessed through the success criteria agreed at the start of the year.

## 6. Agreement and Appeal

Every effort will be made to agree development priorities, evidence and outcomes of the PPDR process between the reviewer and reviewee. Where this cannot be achieved it will be escalated to the Academy’s PPDR Lead in the first instance and if necessary to the Headteacher / Executive Headteacher / Regional Director (CEO for central / hub team colleagues).

The outline of the concern should be stated in writing and this must include a clear understanding of why an agreement can’t be reached. The Headteacher / Executive Headteacher / Regional Director will make the final decision which may include changing or amending the specified area, however, if agreement is still not reached with the reviewee this will be noted but the development priority; evidence and/or outcome of the PPDR process may not be changed.

## 7. Informal Development and Review Meetings

Professional discussions regarding progress, professional development and feedback should be ongoing and line management meetings should take place throughout the PPDR cycle. The frequency of these meetings will vary according to circumstances and should, where possible, be agreed with the colleague.

A record of any meeting will be kept and shared with the colleague.

## 8. Concerns about Performance

The Performance & Professional Development Review process is designed to support colleagues in achieving their own aspirations, and to support continuous improvement. Our Trust wishes to encourage a culture in which all colleagues take responsibility for improving their contribution through appropriate professional development, which will be linked to academy improvement priorities and to the ongoing professional development needs and priorities of individuals.

As stated in our Trust's Colleague Positive Mental Health & Wellbeing Policy, it is understood that personal issues and exceptional pressures at work may have a temporary effect on work performance, and this will be taken into account.

A conversation should take place promptly as soon as it is noticed that a colleague is not achieving and maintaining acceptable and agreed standards of performance. Delaying or doing nothing may cause the performance problem to escalate and cause delay in providing the necessary support to the individual. It should be recognised that there may be issues outside the colleague's direct control, wider workplace problems, or other personal issues.

Additional training & development, support, or revision of development priorities will be agreed, structured and documented through the usual P&PDR process to support the colleague to improve within a reasonable period of time.

However, if the manager is not satisfied with a colleague's performance and/or the level of progress they are making, they should raise their concerns with the Headteacher (or Trust SLT member for Central/Hub colleagues). The Headteacher / Trust SLT member will review whether it is appropriate for the colleague's performance to be managed under our Trust's Capability Procedure which focuses on addressing capability concerns to support the employee to be able to carry out their role.

## 9. Equality & Inclusion

This Policy will be applied with due consideration to our Trust's Equality, Diversity & Inclusion Policy and our co-operative values, and Equalities legislation and the Public Sector Equality Duty.

All colleagues are included in the PPDR cycle and have equal access to support and development of themselves and their role. Our Trust expects colleagues to adhere to this Policy in line with our Trust's obligations under equality legislation. Line Managers must ensure that all reasonable adjustments or supportive measures are considered to allow equality of access and opportunity regardless of age, gender, ethnicity, sexual orientation, disability, faith, religion, gender identity, pregnancy or marital status.

## 10. Training

Our Trust will ensure all Line Managers, and colleagues undertaking lesson observations, receive appropriate training to support implementation of this Policy.

Each academy will put in place a training and professional development programme for both teaching and support staff, informed by the needs identified through the Performance & Professional Development Reviews and any wider development needs identified within the academy or our Trust as a whole.

Wherever possible, training and development activities will take place within normal contracted working hours. Where colleagues are asked to attend training during non-contracted time, consideration will be given to other external responsibilities colleagues may have, and wherever possible arrangements will be by mutual agreement. The time will be paid at the colleague's usual pay rate.

## 11. Monitoring and Evaluation

Our Trust's Senior Leadership Team will monitor the operation of the PPDR Policy and outcomes of PPDR arrangements in line with our Trust Scheme of Delegation.

## 12. Review of the Policy

This Performance & Professional Development Review Policy will be reviewed annually.

We will seek to consult on any revisions to the Policy with our recognised trade unions through our Trust's JCNC.

To ensure colleagues are fully conversant with the PPDR process, all new colleagues who join the academy/Trust will be briefed as part of the Induction Procedure and receive appropriate training associated with their role.

# Performance & Professional Development Review Form

**IN CONFIDENCE**

Colleague name:	Reviewer name:
Job title:	Date of review meeting:

## Agreeing your development priorities

Use this space to document your development priorities, which should be Specific, Measurable, Achievable, Realistic and Time-bound.

<b>Priority 1</b>
Link to Trust / Academy:
Development priority (specific, achievable, realistic):
Success criteria (measurable, time-bound):
CPD or support needed:

<b>Priority 2</b>
Link to Trust / Academy:
Development priority (specific, achievable, realistic):
Success criteria (measurable, time-bound):
CPD or support needed:



## Mid-Year Review

Date of meeting:

Use this space to document progress made towards achieving your development priorities.

Development Priority	Comment
1.	
2.	
3.	

### Professional Development Discussion

Use this space to make a record of professional dialogue regarding progress, support / training completed and planned, evidence and feedback, Ways of Being Co-op, and any other relevant information. If there are any concerns regarding the colleague's performance, these should also be documented here.

### Colleague comments (optional)

Sign here to indicate that notes of meeting are agreed:

Colleague signature: \_\_\_\_\_ Date: \_\_\_\_\_

Reviewer signature: \_\_\_\_\_ Date: \_\_\_\_\_

## End of Year Review Meeting

Date of meeting:

Development Priority	Review notes Look back at the success criteria, have they been achieved - what evidence supports this? Note any factors that have affected performance
1.	
2.	
3.	

### Professional Development Discussion

Use this space to make a record of professional dialogue regarding:

- key achievements, and whether personal aspirations have been met
- CPD completed
- Ways of Being Co-op
- feedback - highlighting particular areas of strength as well as any opportunities for development
- a general review of performance
- any other relevant information
- if there are any concerns regarding the colleague's performance, these should also be documented here.

### Colleague comments (optional)

Sign here to indicate that notes of meeting are agreed:

Colleague signature: \_\_\_\_\_ Date: \_\_\_\_\_

Reviewer signature: \_\_\_\_\_ Date: \_\_\_\_\_