

Performance Management

Why should I do this course?

- This training programme provides practical training materials for supporting all performance reviewers to carry out consistent, effective appraisals, including advice and best practice on:
 - **Performance management and the law**
 - **Setting targets**
 - **Monitoring progress**
 - **Reviewing progress**
 - **Challenging underperformance**
 - **Linking school improvement and appraisal**
 - **Ofsted and performance management.**

Making the most of this course

- This course is split into **seven units**, which can be used flexibly depending on your school's individual training needs.
- Each unit is designed to last between one hour and ninety minutes and can be presented at a staff meeting or as a larger training day.

Suggested participants

- The units are aimed at all staff with responsibility for appraisals in schools - this may be the SLT or middle managers.

1. Performance Management and the Law

Clarify changes in performance management policy and bring all staff up-to-date with the changes to ensure:

- The school is fully aware of its statutory teacher appraisal duties.
- Governors and the SLT understand capability regulations, and are able to implement when necessary.
- Governors and SLT are aware of the changes needed and can revise school policy on appraisal and capability to suit the school's own circumstances.

2.1 Setting Targets

Learn how to set targets for other staff members and confidently monitor and review employee performance, ensuring:

- All appraisers understand their role in the appraisal process.
- All feel confident about helping the member(s) of staff they appraise to set effective targets
- All appraisers understand how to formulate SMART targets.
- All appraisers are able to complete the relevant school- specific paperwork.

2.2 Monitoring Progress

Understand and prepare for the different conversations appraisers might have with their reviewees to ensure:

- All appraisers feel confident about helping the member(s) of staff they performance manage review their progress towards their targets.
- A monitoring conversation is valued by appraisers and reviewees alike as a useful and supportive part of the process.

2.3 Reviewing Progress

Help staff understand how to run an effective review meeting and dispel appraisal myths relating to changes in pay to ensure:

- All appraisers feel confident about conducting a review conversation.
- Appraisers feel they have the skills to make a judgement as to whether a member of staff has met their targets.
- Appraisers are aware of the impact this judgement will have on the member of staff they appraise.

3. Challenging Underperformance

Train colleagues to deal effectively with underperformance and how and when to move to the capability process, ensuring an understanding of:

- The legal aspects of the capability process.
- How staff should be supported to improve and be given appropriate time to do that.
- Flexibilities to adopt where a member of staff is not making required improvements to their professional practice.

4. Linking School Improvement & Appraisal

Link subject and whole-school improvement planning to provide consistency across the whole school so:

- All appraisers understand the link between improvement planning and appraisal.
- Appraisers recognise that an improvement plan provides the bridge between whole-school improvement and PM.
- Observers and school visitors can identify school improvement in practice.

5. Ofsted and Performance Management

Help all colleagues to demonstrate your school's commitment to PM as a means to developing your staff. Participants will:

- Gain a better understanding of how Ofsted will judge your school's performance management processes.
- Review how far your current school practice meets Ofsted requirements.
- Agree on actions needed in order for your school to be 'Ofsted ready'.