

## 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'.