



# PERFORMANCE MONITORING AND MANAGEMENT OF EDUCATIONAL DELIVERY AND IMPACT

## PRINCIPLES

This policy supports the vision of the College that all young people should be inspired and assisted to fulfil their potential. In order to ensure this is the case, we believe it is essential to have in place rigorous processes and systems to monitor and review the quality of our curricular, co-curricular and pastoral provision and delivery.

## POLICY

1. All teachers and leaders are appointed, appraised and developed in line with the competencies and attributes of excellent teaching and leadership (P8RD01)
2. All members of teaching staff will be formally reviewed annually by their line manager along with another senior member of staff. This review will build on previous targets, as appropriate, and should seek to set formative ways in which to improve performance across all elements of the teaching role; academic, co-curricular, pastoral, responsibilities and leadership, and as identified in the competencies and attributes of excellent teaching and leadership.
3. In the first year of contract, teaching staff are reviewed through the probation process, with NQTs undergoing this process alongside their NQT assessment procedures. The probation process is divided into three categories:
  - a. Teaching probation (P8RD02)
  - b. Middle Leadership probation (P8RD03)
  - c. Senior Leadership probation (P8RD04)

External leadership appointments will undergo both a teaching probation and leadership probation concurrently.

Internal leadership appointments are reviewed in the first year through the appropriate leadership probation process

4. Subsequent to the first year of contract, all teaching staff will undergo an annual appraisal (P8RD05) which seeks to pull together the various on-going expectations of monitoring expected of all line managers.
5. On-going monitoring of teaching and learning is seen as an intrinsic part of fulfilling our College vision (P8RD06).

6. A rigorous professional development programme, including peer-to-peer observation, is an essential component of helping teachers build effectively upon the targets set and in their fulfilment of the competencies and attributes of excellent teaching and leadership. The professional development programme in the College is deliberately wide-ranging (P8RD07).
7. The curriculum is regularly reviewed throughout the course of the year and working groups are established to conduct reviews of key curriculum areas, as identified in the College Development Plans.
8. The co-curricular programme is regularly reviewed throughout the course of the year and working groups are established to conduct reviews of key co-curricular areas, as identified in the College Development Plans.
9. The quality of pastoral care will be regularly reviewed throughout the course of the year and the quality of tutoring is regularly reviewed using the Principles of Excellent Tutoring (P8RD08).
10. Where a teacher is found not to be fulfilling the expectations of them and is unable to meet the targets set, through any of the mechanisms identified above, the teacher will enter a Performance Improvement Process, as the first part of the competence procedure (HB).

## RELATED DOCUMENTS

P8RD01	Competencies and Attributes of Excellent Teaching and Leadership
P8RD02	Teaching Probation Form
P8RD03	Middle Leadership Probation Form
P8RD04	Senior Leadership Probation Form
P8RD05	Teaching Staff Appraisal
P8RD06	Academic Monitoring
P8RD07	Professional Development
P8RD08	Senior Leadership Appraisal
P8RD09	Induction of Newly Qualified Teachers
P8RD10	Student Involvement in Staff Appraisal
HB	Employment Handbook