



# **OLCHFA**

**Performance Management (Teachers) (2021-2022 Cycle)**

**January 2022-October 2022**

## Introduction

At Olchfa School, our Performance Management (Teachers) arrangements for the 2021-2022 cycle will be linked to the current school development priorities. Pupil outcomes will continue to drive one objective, with the remaining two objectives being linked to school priority areas of developing pedagogy, leadership (where appropriate), developing professional expertise and research-based practice.

The professional standards for teaching and leadership in Wales are mandatory for all teachers in Wales. The performance management objectives are closely aligned with this framework, enabling our performance management arrangements for the 2021-2022 cycle to support staff in their development of professional expertise within these standards.

The professional standards have five key areas of focus.



- Pedagogy
- Collaboration
- Innovation
- Leadership
- Professional Learning

Further information about the professional standards can be accessed at:

[Professional standards - Hwb \(gov.wales\)](https://www.gov.wales/professional-standards)

## **OBJECTIVE 1: Pupil progress**

### **a) Main scale/Upper Pay scale Teachers**

This objective should be set for an identified class.

- Whenever possible, a Year 11 class should be the focus.
- If this is not possible then Year 13 followed by Year 12.
- KS3 classes can be selected where this is the only option.

It is recognised that pupil performance will have been impacted upon by the disruption to learning caused by Covid-19. For this cycle, whole school tables of performance data will not be used to determine if this target has been met. Instead, the appraisee should provide documentation to evidence their effective contribution to the overall achievement of departmental outcomes.

#### ***Suggested Wording:***

***“In the context of (class code) to achieve pupil outcomes that make an effective contribution to the overall achievement of departmental objectives”***

### **b) Learning Managers**

This objective should be set for an identified subject(s) within their Learning Area.

- Whenever possible, the performance of Year 11 students within a subject should be the focus.

It is recognised that pupil performance will have been impacted upon by to the disruption to learning caused by Covid-19. For this cycle, whole school tables of performance data will not be used to determine if this target has been met. Instead the appraisee should provide documentation to evidence their effective contribution to the overall achievement of school outcomes.

Evidence from ALPS/SIMS could be used to provide supporting documentation.

#### ***Suggested Wording:***

***“In the context of (subject) to achieve pupil outcomes that make an effective contribution to the overall achievement of school objectives”***

### **c) Learning Leaders**

This objective should be set for the year group for which they have responsibility.

It is recognised that pupil performance will have been impacted upon by to the disruption to learning caused by Covid-19. For this cycle, whole school tables of performance data will not be used to determine if this target has been met. Instead, the appraisee should provide documentation to evidence how their work has made an effective contribution to the overall achievement within their year group.

#### ***Suggested Wording:***

***“In the context of (Year group) to achieve pupil outcomes that make an effective contribution to the overall achievement of school objectives”***

#### **d) Colleagues on Leadership Spine**

The objective should be set within the context of a teacher's particular areas of whole school responsibility.

#### ***Suggested wording:***

***“In the context of (whole school responsibility) the teacher works to secure pupil outcomes that make an effective contribution to the overall achievement of school objectives.***

### **OBJECTIVE 2: PEDAGOGY-Assessment for Progress**

For this cycle this target will focus on the embedding of **Assessment for Progress** CPD into practice across the Learning Area. It is envisaged that this target will promote collaboration and innovation across the Learning Area to directly impact on developing pedagogy in a cohesive and focused manner.

#### **a) Main scale /Upper Pay scale Teachers (with no leadership responsibilities)**

#### ***Professional Standards***

- The teacher consistently secures the best outcomes for learners through progressively refining teaching, influencing learners and advancing learning.*
- The teacher takes opportunities to work productively with all partners in order to extend professional effectiveness.*
- Learners and teachers can see, map and reflect upon learning to the extent that they are able to articulate next steps in a way, which applies to disciplined learning across the four purposes.*
- The teacher employs an innovative outlook, which is exemplified through the controlled and measured development of techniques and approaches to improve pedagogy outcomes.*

#### ***Suggested wording:***

***“Within the context of developing Assessment for Progress, the teacher, in collaboration with others, will secure the best outcomes for learners by progressively refining teaching, influencing learners and advancing learning.”***

**NB** Specific success criteria will need to be set to show how the objective will be met.

This is likely to include a clear contribution to the development of resources to use within the classroom, evidence of embedding this in classroom practice and a short self-reflection on the impact of this work within their classroom practice.

#### **b) Colleagues in receipt of a TLR payment with defined responsibilities and those on the Leadership Pay spine**

#### ***Professional Standards***

- The teacher in a formal leadership role exercises accountability for the pedagogy of others by creating and sustaining the conditions to realise the four purposes for learners and achieve the best fit for them in terms of standards, well-being and progress.*
- The teacher in a formal leadership role builds a climate of mutual support in which effective collaboration flourishes within (and beyond) the school to spread effective pedagogy.*

- *The teacher in a formal leadership role ensures a positive climate for innovation that is coherent and manageable and outcomes are evaluated, disseminated and applied.*
- *The teacher in a formal leadership role works intelligently to bring coherence, clarity and a shared commitment to realising the vision for pedagogy, learners, colleagues and the wider community.*

**Suggested wording:**

***“The teacher in a formal leadership builds a positive climate in which effective collaboration flourishes and works intelligently to bring coherence, clarity and a shared commitment to realising the vision for pedagogy, learners, colleagues and the wider community.”***

The objective will relate to the colleague’s leadership and management over a learning area (or aspect within the learning area), year group or key whole school theme.

This objective could also be a specific “task and finish” project, with clearly expected outcomes and success criteria. It will demonstrate the colleague’s work in leading the pedagogy and supporting the collaboration of others.

**OBJECTIVE 3: PROFESSIONAL LEARNING ARO –Meeting the needs of all learners.**

**a) Main scale/Upper Pay scale Teachers (with no leadership responsibilities)**

This objective is based around self-reflection and the development of professional expertise focusing on further developing provision to more effectively meet the needs of all learners. Within this objective, the appraise should consider how areas of their practice can be improved to meet the needs of the diverse range of learners within the school community

**Professional Standards**

- The teacher constantly extends knowledge, skills and understanding and can show how reflection and openness to challenge and support informs professional learning to progressively develop pedagogy.
- The teacher employs an innovative outlook, which is exemplified through the controlled and measured development of techniques and approaches to improve pedagogic outcomes.
- The teacher consistently secures the best outcomes for learners through progressively refining teaching, influencing learners and advancing learning.

This objective will link explicitly to research-led practice, using the structure of:

- Identify a research question or aspect of practice for development
- Carry out wider reading/ research into best practice
- Design an intervention/strategy and try this out in the classroom
- Evaluate the impact
- Share findings with others within Learning Area.

**Suggested wording:**

***“The teacher consistently extends knowledge, skills and understanding and can show how reflection and openness to challenge and support informs professional learning to progressively develop pedagogy.”***

**b) Colleagues in receipt of a TLR payment with defined responsibilities and those on the Leadership Pay spine**

This objective is related to reflection on performance and provision within the Learning Area (or across the school for those on the leadership spine), with a view to improving pedagogic outcomes for learners.

### **Professional Standards**

- *The teacher in a formal leadership role stimulates an appetite for professional learning that is values, has impact upon pedagogy and supports professional growth across a learning community within and beyond school.*
- *The teacher in a formal leadership role exercises accountability for the pedagogy of others by creating and sustaining the conditions to realise the four purposes for learners and achieve the best for them in terms of standards, well-being and progress.*

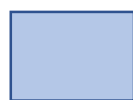
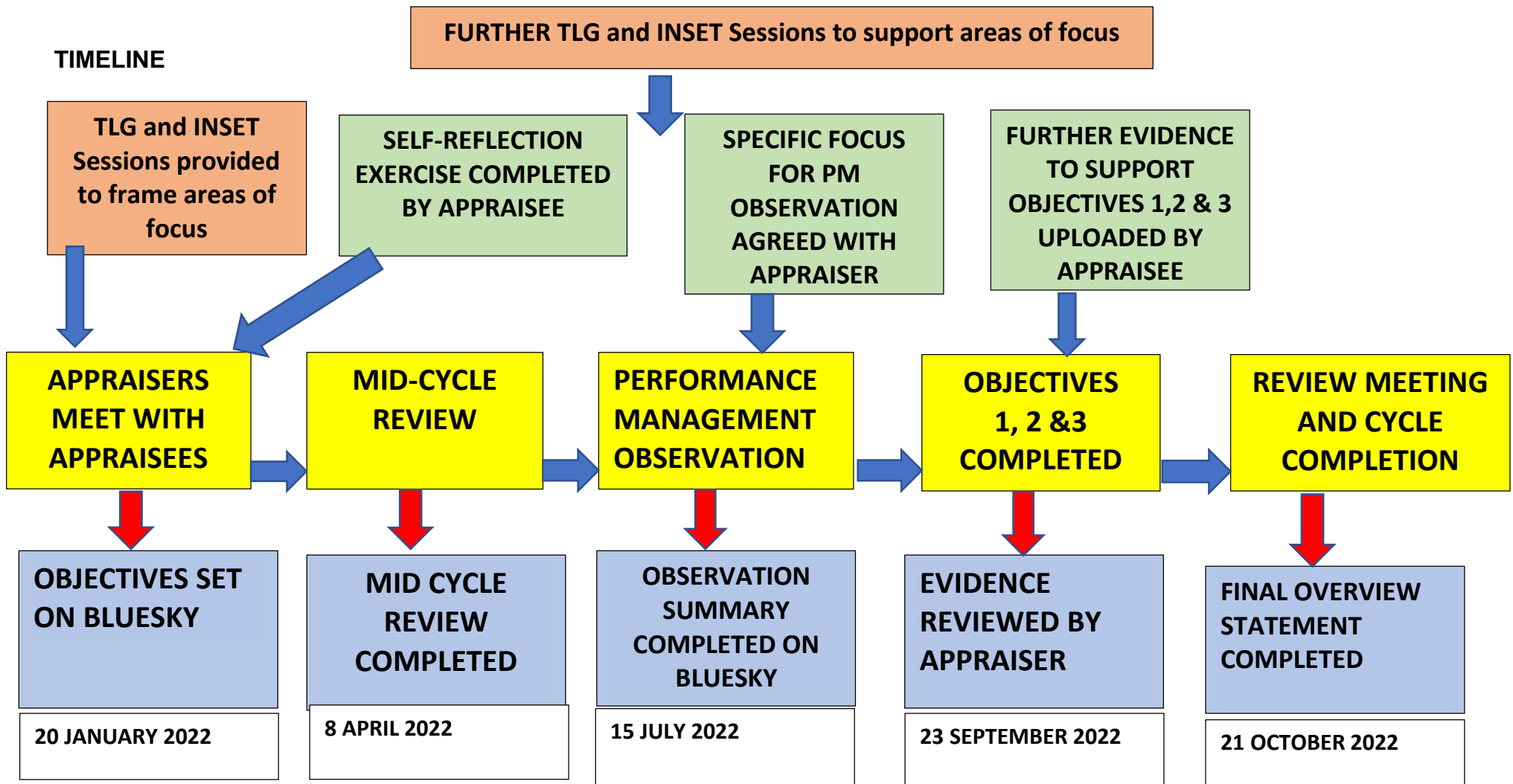
This objective will link explicitly to research-led practice, using the structure of:

- i. Identify a research question or aspect of practice for development
- ii. Carry out wider reading/ research into best practice
- iii. Design an intervention/strategy and implement it
- iv. Evaluate the impact on improving outcomes.
- v. Share findings more widely within and beyond school.

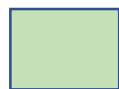
Colleagues will be expected to produce a brief written report of their research-based practice at the end of the cycle.

### **Suggested wording:**

***“The teacher in a formal leadership role exercises accountability for the pedagogy of others by creating and sustaining the conditions to realise the four purposes for learners and achieve the best for them in terms of standards, well-being and progress.”***



Appraiser action



Appraisee action



External input