



STAFF CPD AND PERFORMANCE MANAGEMENT POLICY 2025



Approved by: Mica Coleman Jones **Date:** 01.09.2025

Next review due by: 01.09.2026

Approved by trustees: 25.11.2025

Signed by Chair of Trustees *DMcCostley*

CONTENTS

| | |
|--|----|
| Foreword..... | 1 |
| 1. Policy Aims..... | 1 |
| 2. Values and Entitlements..... | 2 |
| 3. Appraisal..... | 3 |
| 4. Leadership and Management of CPD..... | 4 |
| 5. Supporting CPD Initiatives..... | 4 |
| 7. Monitoring and Evaluation..... | 5 |
| 8. Appointing Appraisers..... | 5 |
| 9. Setting Objectives..... | 5 |
| 10. Reviewing Performance..... | 6 |
| 11. Review Meetings..... | 6 |
| 12. Informal Review Meetings..... | 6 |
| 13. Development and Support..... | 7 |
| 14. Feedback..... | 7 |
| 15. Identifying concerns..... | 7 |
| 16. Transition to Capability..... | 8 |
| 17. Annual assessment..... | 8 |
| 18. Monitoring and Evaluation..... | 9 |
| APPENDIX 1: APPEALS PROCEDURE..... | 11 |
| Appendix 2: Principles for Classroom Observations..... | 12 |

FOREWORD

Lilya's Clarendon School and Lilya's Goldsmith School are both sites for Alternative Provision. Whilst neither site holds school status, they are often referred to as schools for the benefit of students.

1. POLICY AIMS

We believe that effective CPD contributes significantly to school improvement. An investment in the staff of a school has a positive effect on their motivation and effectiveness and helps to create a climate for learning which affects both staff and students in the school.

We believe that CPD is most effective when it is:

- Owned by staff: staff should be encouraged to reflect on their existing practice and to consider in what area they would most like their expertise to develop. Where staff are given space and structure within which to determine their appraisal priorities, they make astute judgements and commit to them
- Relevant to the context: any areas for appraisal must be able to find application in the normal work context to allow staff to reflect and experiment and to be able to discover successful approaches
- Builds on existing expertise: the starting point for any member of staff in developing their expertise must be to recognise what they already know and are capable of. This maximises the likelihood of success
- Collaborative and supported from within the school: the most powerful learning occurs when opportunity is provided for debate and reflection.
- Sustained: the greatest impact in terms of changing and developing one's practice is gained through activities which involve a series of events
- Accesses external expertise: this may be from a book or a journal; it may be in the form of an external course; it may be ideas provided by a mentor or coach from The Lily Lighthouse Education Trust, within the team or from another school; visiting professionals or artists; joining webinars, online networks or participating in virtual training etc.

We believe that effective CPD can:

- Improve student learning. Students engaged in a dynamic learning programme with staff are more likely to achieve; staff who develop skills and confidence can provide effective learning experiences for a wide range of students.
- Improve teaching by developing skills which enables staff to do their jobs effectively.
- Help to support staff appropriately by strengthening the recruitment and retention of staff.
- Promote a positive ethos and learning culture through discussion, dialogue, trialling and reflection.
- Improve leadership by developing people's strengths and matching personal strengths to school initiatives.
- Contribute to school improvement and transformation by engaging staff as learners in collaborative enquiry.

All staff contribute as part of a team to the success of the school and have a right of access to CPD.

All staff have an entitlement to equality of access to high-quality induction and continuing professional appraisal.

All staff will have opportunities through appraisal and through other mechanisms to discuss and make requests regarding their professional appraisal needs

There will need to be a focus on improving standards and the quality of teaching and learning as agreed in setting targets during planned meetings as part of the appraisal cycle. However, professional appraisal needs that individual staff have identified will also need to be considered. The ultimate aim is the improvement in the practice of individuals and teams through creating learning communities in which supportive and collaborative cultures directly extend the capacity for continuous self-improvement.

CPD planning will also be linked and integrated with the School Improvement Plan and be based on a range of information and priorities:

- The needs of the school as outlined in the School Improvement Plan
- The needs of the school as identified through Nottingham City Compliance Reviews
- Outcomes from the appraisal planning meetings. These meetings, part of the appraisal cycle, will identify the training and appraisal needs for all staff
- Individual student needs e.g. physical needs, communication needs, manual handling and behaviour challenges
- Curriculum appraisal
- Health and safety
- National and local priorities e.g. national curriculum strategies, child protection
- Gaining qualifications
- Individual requests for CPD made outside of the appraisal process
- Feedback from staff and others including trustees, students and parents
- Resources – e.g. membership of professional bodies; purchase of books/journals

The school will ensure there is a budget put aside for CPD annually and that this budget is used to ensure best value.

3. APPRAISAL

The school addresses the CPD needs of both teachers and support staff by ensuring that there are sound appraisal procedures in place with each member of staff having a named appraisee.

At the meetings between appraiser and appraisee, the impact on performance of the appraisee's CPD is reviewed and recorded. The governing board will ensure in budget planning, that as far as possible, appropriate resources are made available in the school budget for any training and support agreed for appraisees.

The headteacher will report to trustees annually about training and appraisal needs of staff, including instances where it did not prove possible to provide any agreed or requested CPD.

If there are competing demands on the school budget between CPD identified for a appraisee and the training and support which helps the school achieve its priorities, the school's priorities will have precedence; however the aim will be to meet all reasonable requests for CPD.

4. LEADERSHIP AND MANAGEMENT OF CPD

The headteacher is also the CPD leader of Lilya's Schools. The CPD leader will receive training as appropriate to fulfil this role effectively and attend providers' sessions.

The CPD leader will ensure that robust, transparent arrangements for accessing CPD are known to all staff. These will be subject to regular monitoring to ensure that CPD is provided in a non-discriminatory way. Training can be in-house, (including peer support), or attendance on courses for individual staff according to recommendation/requests arising from their Appraisals. In addition, in-school training is conducted in groups or for the whole staff at regular intervals.

The school evaluates the impact that CPD has on teaching and learning and the progress that students make, including monitoring, observations, data collecting and appraisal.

5. SUPPORTING CPD INITIATIVES

The school supports a wide portfolio of CPD approaches to match interests, career appraisal and preferred learning styles of staff to maximise the impact on improving teaching and learning within the school. These CPD approaches will include:

- Attendance at a course or conference including online courses and virtual learning platforms
- In-school training using the expertise available within the school e.g. positive behaviour support, sharing good practice, classroom observations, manual handling.
- School-based work through accessing an external consultant or relevant expert
- Peer coaching
- Professional networks with other schools. This to include sharing ideas/approaches/curriculum and visits to observe or participate in good and successful practice
- Opportunities for teachers to develop their subject expertise
- Opportunities to participate in accredited learning
- Distance learning
- Practical experience e.g. opportunities to contribute to a training programme, involvement in local and national networks
- Producing documentation or resources e.g. teaching materials, assessment package
- Course delivery- as part of the planned outreach programme, staff are encouraged to undertake delivery of CPD to other agencies within their own specialist areas e.g. SEN Training, Behaviour, Manual Handling, training for support staff
- Partnerships e.g. with a colleague, group, subject, phase, activity or schoolbased; team meetings and activities such as joint planning, research, observation, special project working groups.
- International work – opportunities to work with colleagues from special schools around the world

7. MONITORING AND EVALUATION

Staff are expected to fill in an 'Evaluation of Course' form when they return from an external course. This identifies how the course will be fed back to other staff and whether the course would be beneficial for other staff to attend.

8. APPOINTING APPRAISERS

The headteacher will be appraised by a panel of trustees, supported by a suitably skilled and/or experienced external adviser who has been appointed by the governing body for that

purpose. The task of appraising the headteacher, including the setting of objectives, will be delegated to a panel of Chair and Vice Chair of Governors.

The Headteacher will decide who will appraise other teachers. However, the designated appraiser, where possible, will have line management responsibility for the teacher they are appraising.

Where a teacher has objections to the appointed appraiser, these should be put in writing to the Headteacher who will give due consideration to these concerns and respond to the teacher accordingly.

9. SETTING OBJECTIVES

The Headteacher's objectives will be set by the governing body after consultation with the external adviser. Objectives for each teacher will be set before or as soon as practicable after, the start of each appraisal period. The objectives set will be rigorous, challenging, achievable, time-bound, fair and equitable in relation to teachers with similar roles/responsibilities and experience. The appraiser and teacher will seek to agree the objectives together but, if that is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change. Due consideration will be given to the need to maintain a healthy work life balance for both appraiser and the teacher. Any teacher wishing to raise a formal objection to the objectives may do so via the appeals procedure set out at Appendix 1.

No teacher (including the Headteacher) will have more than 3 objectives (with no sub-divisions) and teachers will not necessarily have the same number of objectives. When setting objectives consideration should be given to the full-time/part-time status of the teacher for example the number or range of objectives may be modified for part-time staff.

The objectives set for each teacher will contribute toward the school's plans for:

- improving the school's educational provision and performance
- improving the education and attainment of students

When appraising teachers, appraisers will refer to the most recent Teachers' standards documents. Although the appraisal process is an assessment of overall performance of teachers and Headteachers, objectives cannot cover the full range of a teacher's roles/responsibilities. Objectives will, therefore, focus on both school and individual priorities whilst also being informed by Teacher Standards. Every effort should be made to meet objectives in full. However, an appraiser may conclude that significant progress has been made towards achieving objectives and in these instances the teacher may be assessed

favourably. The rationale for this conclusion should be recorded on the Teachers Appraisal form.

10. REVIEWING PERFORMANCE

A holistic approach should be taken to appraisal in order to identify any particular strengths and areas for development that a teacher may have and for gaining useful information that can inform school improvement generally.

Methods of appraising teacher performance could include:

- Reviewing student work
- Lesson observations
- Contributions to development of teaching and learning

11. REVIEW MEETINGS

Teachers (including the Headteacher) who have responsibilities outside the classroom should expect to have their full range of responsibilities assessed as part of the process. Drop-ins will not be used for the purpose of classroom observation so will not be recorded and individual written feedback will not be given for the purpose of appraisal.

Observation of classroom practice will be carried out in a supportive fashion and not add to teacher workload. Appendix 2 contains principles on how classroom observation will be conducted.

12. INFORMAL REVIEW MEETINGS

Professional discussion regarding progress, concerns and feedback should be ongoing. Review meetings should take place throughout the appraisal cycle. A record of any meetings, including details of any advice and support, will be made on the teachers appraisal form and shared with the teacher.

13. DEVELOPMENT AND SUPPORT

Appraisal is a supportive process which will be used to inform continuing professional development. This school wishes to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual teachers

14. FEEDBACK

Teachers will receive constructive feedback on their professional practice throughout the year and as soon as practicable if concerns come to light. Feedback will highlight areas of strength as well as any areas that need attention. Feedback on classroom observations will be given in line with the principles included in appendix 2.

15. IDENTIFYING CONCERNs

This section describes the informal approach to addressing concerns.

This option will be followed before movement to formal capability. It does not form part of the formal capability procedure and should be fully managed as an integral part of the appraisal process by the Teacher's Appraiser only.

Where required improvements are not evident by the end of the interventions agreed under this section, the matter may be referred to the Headteacher (if not the Appraiser) for management under the separate Capability Policy and Procedure.

Ongoing professional dialogue may be as useful, or more useful, in achieving the required positive outcomes for all parties and this option should be given serious consideration. Where significant evidence arises that previous advice and support has not resulted in improvement as agreed, a written record must be shared with the teacher and that record will form the basis of the discussions under this section.

The appraiser will invite the teacher to a formal review meeting. In such circumstances the teacher must be advised to contact their professional association for advice, guidance and support both before and after the review meeting. Written records produced under this section must include details of the concerns, evidence of professional discussions and details of the support provided.

This purpose of the Review meeting is:

- For the appraiser to give clear feedback to the teacher about the nature and seriousness of the concerns with reference to the evidence
- To give the teacher the opportunity to comment and discuss the concerns
- To agree any support (e.g. training, coaching, mentoring, structured observations), that will be provided to help address the specific concerns
- For the appraiser to make clear how, and by when, the progress will be reviewed
- To revise appraisal objectives (where appropriate). In this case, it will be necessary to allow additional sufficient time for improvement in these circumstances and the amount of time will be set by the appraiser.
- To advise the teacher of the timescales for improvement. These will be set by the appraiser and should ensure sufficient opportunity for the teacher to improve, whilst also reflecting the seriousness of the concerns.

A written record of the meeting including any revised objectives, support and timescales must be sent to the teacher. During this period for improvement discussions should be ongoing and a second meeting must be held at the end of the time-period to review progress.

When progress is reviewed, if the appraiser is satisfied that the teacher has made, or is making, sufficient improvement, the appraisal process will continue as normal, with any remaining issues continuing to be addressed through that process.

Where the appraiser has serious concerns that the teacher's performance is having an immediate detrimental impact on the education, health, safety or wellbeing of students or colleagues, the timescales for improvement and level of support for the teacher should reflect this.

16. TRANSITION TO CAPABILITY

If the appraiser is not satisfied with progress and/or objectives have not been met, the teacher will be notified in writing that the appraisal system will no longer apply and that their performance will be managed by the Headteacher [if not the appraiser] under the School Capability [Performance] Procedure.

17. ANNUAL ASSESSMENT

Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the Headteacher, the governing body must consult the external adviser. This assessment is the end point to the annual appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year in the agreed review meetings.

The teacher will receive as soon as practicable following the end of each appraisal period, and have the opportunity to comment in writing on, a written appraisal report. In this school, teachers will receive their written appraisal reports by 31 October [Headteacher by 31 December].

The appraisal report will include:

- Details of the teacher's objectives for the appraisal period in question
- An assessment of the teacher's performance of their role and responsibilities against their objectives and the relevant standards
- An assessment of the teacher's professional development needs and identification of any action that should be taken to address them
- Where objectives have not been met in full, but the appraiser is satisfied that significant progress has been made, the rationale for this decision.
- Pay recommendations

Final decisions about whether or not to accept a pay recommendation will be made by the governing body, having regard to the appraisal report.

The appraisal process is confidential to the Headteacher, appraiser and teacher. However, this does not override the need for the Headteacher and governing body to quality assure the operation and effectiveness of the appraisal system.

18. MONITORING AND EVALUATION

The governing body will monitor the operation and effectiveness of the appraisal system. The Head of Provision will provide the Governing Body with a written report on the operation and effectiveness of the school appraisal policy annually, including compliance with equalities legislation.

The report will not identify anyone by name and will include an assessment of the impact of the policy on:

- Race

- Gender
- Sexual Orientation
- Disability
- Religion and belief
- Age
- Part time status
- Maternity/pregnancy

The Head of Provision will also report on whether there have been any appeals or representations on the grounds of any of the categories above.

APPENDIX 1: APPEALS PROCEDURE

It is the intention that the Appeals Procedure will be dealt with promptly, thoroughly and impartially. When a teacher feels that any aspect of their appraisal objectives are unfair or unjust, they may appeal against them, and present evidence to support their argument for consideration.

Teachers / Headteachers should put their appeal in writing to either the Headteacher or the Governing Body; their appeal should include sufficient details of its basis.

Appeals should be heard without unreasonable delay and at an agreed date, time and place. Employees have a statutory right to be accompanied at any stage of an appeal hearing by a companion who may be either a work colleague or a trade union representative.

The order of proceedings is as follows:

Review Stage: The teacher receives written confirmation of their appraisal objectives. If the teacher is not satisfied, he/she should seek to resolve this by discussing the matter informally with the Appraiser within ten working days of the decision. Where this is not possible, or where the teacher continues to be dissatisfied, he/she may follow a formal appeal process.

Formal Appeal Stage: The teacher should set down in writing the grounds for appeal and send it to the Appraiser. Within 10 working days of receipt of the appeal the arrangements for the appeal hearing will be communicated. Any appeal should be heard by a panel of three governors normally within 20 working days of the receipt of the written appeal notification. The teacher will be given the opportunity to make representations in person. The decision of the appeal panel will be given in writing within 10 working days, and where the appeal is rejected will include a note of the evidence considered and the reasons for the decision. The decision at the Formal Appeal Stage is final.

APPENDIX 2: PRINCIPLES FOR CLASSROOM OBSERVATIONS

Classroom observations will be carried out by those with QTS and will not exceed 3 hours or exceed 3 separate observations for appraisal purposes. This does not preclude additional observations during the appraisal cycle where it is deemed necessary by both parties.

The timing of observations will be discussed and agreed by the appraiser and the teacher.

Notice will be given to the teacher at least one week in advance which lesson will be observed in all circumstances. Part-time staff may need more than one week's notice.

Oral feedback will be given as soon as possible after an observation and no later than the end of the following working day. Written feedback will be provided within 5 working days of the observation taking place.

School leaders and trustees 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
- Ensure that observations are not excessive but are reasonable, proportionate and supportive.