



# **Notting Hill Preparatory School**

## **4.5 Policy for Professional Excellence**

### **(EYFS & KS1-KS3)**

|                       |  |                      |       |
|-----------------------|--|----------------------|-------|
| Reviewer responsible: | <b>Deputy Head (Director of Studies)</b> | Date of last review: | 12/19 |
| Reviewed by:          | <b>CH, NB, KS</b>                        | Date of next review: | 09/20 |

## POLICY FOR PROFESSIONAL EXCELLENCE

### Background: the NHP approach

The aims of this policy are to ensure that the highest professional standards of teaching, and NHP's reputation for pedagogic excellence in a context of impeccable pastoral care, are maintained.

The vibrant learning culture of NHP is not confined to the classroom; we will support our staff in their practice, and fire their ambition to improve and develop their careers.

These aims and ambitions are realised in the following ways:

- Recruitment of high-quality staff
- Professional Review
- Performance Management beyond review
- Performance Related Promotion (see **Appendix 1: Threshold Application Process**)
- Monitoring (see **Monitoring AND Staff Monitoring Policies**)

### What?

- **Recruitment** – robust recruitment procedures, agreed and implemented by SMT, to ensure NHP takes on high quality staff, eager to develop and improve their practice
- **Professional Review** – celebrating excellence, identifying target areas, a professional forum for discussing career aspirations and progression, including salary where appropriate. A collaborative process. The focus: the individual
- **Performance Management** – structured support, aimed at addressing areas for development identified during review and elsewhere. Frequently starts as a vertical process, the aim being a collaborative, coaching style relationship. The focus: the individual
- **Performance Related Promotion** – incentives for excellence and innovation: passing through Threshold, or promotion to Middle Management Team (MMT), for example. The focus: rewarding the individual
- **Monitoring** – supporting staff in all aspects of their teaching (principally planning, teaching and marking/assessment), ensuring the finest academic provision and pastoral care for the children, and that school policies are being implemented. The focus: whole-school improvement

### Who?

- **Professional Review** – will be conducted by the Head and members of SMT\* for teachers and Teaching Assistants; the Deputy Head (Pastoral) for Playground Assistants; Admin Manager for administrative staff; chair or deputy chair of Governors for Senior Management

\*From 2018-9, teachers will be reviewed by their line manager, wherever possible. For example, the Heads of Lower, Middle and Upper School will review the form teachers in their respective sections of school.

- **Performance Management** – will be conducted by Head, a member of SMT, or a senior member of teaching staff
- **Performance Related Promotion** – passing through Threshold at the discretion of the Head; other forms of promotion, such as to MMT, etc (mentioned above) after consideration by the Head and SMT
- **Monitoring** – all staff, with greater responsibility falling upon SMT and Heads of Department (see policies for Monitoring and Staff Monitoring)

## How?

- **Professional Review** – see below
- **Performance Management** – see under ‘Beyond Professional Review’ pages 4-5 below
- **Performance Linked Promotion** – the Head, in conjunction with SMT, reviews evidence for promotion. This could include becoming a Head of Department, or a member of the MMT, TSDT, or to reward outstanding service for senior teachers who want to hone their already excellent practice, rather than move into management. The school has its own pay scales: Standard (S) and Higher (H). To move to the higher pay, scale a teacher must pass through Threshold, and suitability to meet the Threshold requirements must be discussed directly with the Head. For details of the process, see **Appendix 1: Threshold Application Process and Remuneration Policy**.
- **Monitoring** – see separate **Monitoring and Staff Monitoring Policies**

## **PERFORMANCE MANAGEMENT**

### **1. PROFESSIONAL REVIEW**

#### *For all we can be*

*‘We aim to perpetuate NHP’s reputation for vibrant, committed, innovative teaching allied to a level of care that embodies the notion that ‘every child matters’. We also aim to ensure that staff are valued, their excellence and industry recognized and their place at NHP cherished’*

*‘At every level the process aims to be collaborative rather than vertical, the ethos of sharing serving to instill comfort and confidence rather than fear’*

#### **Review cycle**

##### **1.1 Why?**

- **Phase One** – analysis of key pedagogy aspects: planning, teaching (via lesson observation) and marking/assessment (via work sampling) to support staff in their teaching and ensure that their work with the children is acknowledged and evaluated
- **Phase Two:** self-evaluation [form]: to allow staff to review their own practice, set targets for improvement to be followed up, both on the review meeting and in subsequent review; canvassing the views of colleagues who work closely with the appraised person, feeding in their informed views, and reinforcing the culture of openness and reflection at NHP. Colleagues will be asked to comment on a staff member’s:
  - Strengths
  - Areas to develop
  - Relationship with you and other staff
  - Relationship with parents
  - Relationship with children

The teachers giving this evidence will be reminded that their words will be treated confidentially and will not be attributed in the review meeting or in the report. Some comments may be anonymously referenced in the review meeting if it is to the benefit of the colleague and the school for issues raised by the comments, to be properly discussed.

- **Phase Three:** review meeting: to give all colleagues a platform to celebrate success, set targets and examine career path

##### **1.2 Who?**

- **Reviewer** – chair or deputy chair of Governors for SMT; SMT for teachers and Teaching Assistants; the Head of Pastoral Care for Playground Assistants; Head of Administration for administrative staff
- **Reviewee** – teacher, teaching assistant, playground assistant, member of administrative team

### 1.3 How?

- **Phase One:** observation and conducted by reviewer, evidence feeding forward to later review meeting. The reviewer will also consult the Head of Department for feedback on the reviewed teacher's planning and work scrutiny
- **Phase Two:** The colleague being reviewed completes the Self-Evaluation Form for Teachers document. Their observations feed forward into the discussion that ensues at the formal meeting. Before Phase Three, the reviewer will canvass the views of selected staff members 'close to' the colleague being reviewed. This gives more colleagues a stake in the review process, allows future managers a taste of what responsible disclosure entails, and is consistent with the transparency culture of NHP
- **Phase Three:** The reviewer invites the reviewee to a formal meeting\*, uses the official NHP Professional Review Document and is expected to accurately write up the meeting notes, feed back to the appraised colleague, and agree targets for future development. Copies of this document signed by reviewer and reviewee will be given to the Head for official records. It will also be saved in the SMT drive on the school network

#### **\*This meeting will focus on the following areas of professional practice:**

- **Relationships with parents, colleagues and parents** – how would you describe the quality of your pastoral care? How effective is your communication? Are you a 'team player'?
- **Teaching** – what goes well? Evidence? Be better if?
- **Assessment** – how does it ensure children make the desired progress? Evidence? Be better if?
- **Planning** – how conducive is it to delivering high-quality lessons? How effectively do you plan for the needs of children with special educational needs? Evidence? Be better if?
- **Departmental (for Heads of Department)** – how successful is your leadership of your department? How do you monitor your departmental colleagues? How do you ensure that they meet your teaching aims, including planning and assessment? Evidence?
- **Thinking School** – how successful have you been in embracing the school's Thinking School practice? How apparent is this in your dealings with the children? Evidence?
- **Roles and responsibilities** - how successful have you been? How would you like to see the role develop and what steps do you propose taking to bring this about? How can we help?
- **Professional Development** – pleased about? What would you like to build upon? How can we help?

- **Personal Development** – what are your ambitions? Do they lie at NHP or elsewhere? How can we assist you in realising them? Salary
- **Wellbeing** - what steps have you taken to ensure a healthy work life balance? What can NHP do to support you?

The aim is that, wherever possible, the reviewer should be eliciting the ideas of the reviewee, responding sympathetically – taking a coaching-style approach, celebrating existing successes and looking to assist the reviewee in building upon them. Equally, this is a discreet environment where concerns can be aired, and the reviewer should be fearless in raising concerns which relate to the reviewee's ability to do their job, and advising on ways in which these aspects can be improved.

The conduct of the meeting and the write-up should be collaborative, professional and efficient.

#### **1.4 When?**

- Review happens every year for teachers and Teaching Assistants, every other year for members of the Admin team. The Deputy Head (Director of Studies) prepares and maintains the review schedules
- New teachers will be observed by a member of MMT and their SMT mentor (**see Policy for Staff Monitoring**) in their first term and have their end of [first] year review in their third term

## **2. CAPABILITY PROCEDURE**

Sometimes performance management will identify target areas of concern or areas of underperformance. The Head, or a member of SMT, will support the teacher in achieving the target/s and the school will invoke its capability procedure. The capability procedure is clearly set out in the school's **Employment Manual**. The aim of the procedure is to address and improve performance within a supportive, but clear, framework.

If there is a breach of the code of conduct, which has disciplinary implications, a staff member's employment may be summarily terminated without recourse to a formal capability procedure.

### 2.1 Probationary Period

NHP employment contracts have a standard one-year probationary period. During probation, there will be a minimum of a termly review of performance against targets. If, following review, performance has not met expectations, NHP reserves the right to extend probation by up to 2 terms. The decision will usually be communicated to employees by no later than the end of the second term of employment. NHP reserves the right to terminate employment with a minimum of 4 weeks' notice during the probation period.

## APPENDIX 1

### **A1. 1 Threshold Application Process (see also Remuneration Policy)**

#### **When?**

The school's pay scale is based on the National Pay Scale levels and teachers move up one level a year through the standard (S) level scales to S6.

It is expected that to pass through threshold a teacher will have been at S6 for at least two years and be able to demonstrate to the Head that they have reached a sustainable high level of attainment in all the criteria levels set out below. In order to be eligible, they must also have taken on additional responsibility and be contributing to the wider community of the school.

If a teacher wishes to be considered for Threshold, he/she must discuss this with the Head. This discussion will normally take place, at the earliest, at the review which takes place during the first year at S6 at NHP.

**It is important to emphasise that passing through threshold after two years at S6 is not a 'given'. The applicant must go through a rigorous process and meet the stringent criteria set out in this appendix.**

#### **How?**

If the Head deems the teacher ready for Threshold, a letter of application must be written by the teacher to the Head by the end of the following Autumn Term. The application should set out why the teacher considers he/she is suitable for promotion and what he/she will contribute to the future of the school. The teacher must also complete a self-assessment review form which will require the teacher to give evidence of their achievements and contribution to the school and will be discussed with the Head at a formal meeting at the end of the Spring Term/beginning of the Summer Term.

The outcome of this meeting will be based on successful evidence that the criteria levels referred to above and set out below have been met. The Head may request further evidence in support of the application in any particular area and canvass views of senior colleagues.

Teachers successful at this stage will be advised in writing during the Summer Term that their application has been successful and that they will move through threshold for the start of the next academic year. Following successful promotion to the Higher (H) Pay Scale the teacher may be invited by the Board of Governors to present his/her vision for the development of his/her role at NHP.

In certain very exceptional cases the Head might suggest that a candidate apply during the first year as S6 at NHP. In such circumstances the above procedure will all take place during the Summer Term.

Unqualified teachers or overseas teachers may be required to complete further qualifications if it is considered this is necessary to reach the required standards for Threshold. Part time teachers will be expected to complete the full time equivalent of 2 years at M6 at NHP unless otherwise agreed by the Head and the Board of Governors.

#### **Criteria:**

The threshold standards for Performance Related Promotion are based on:

##### **Knowledge and Understanding**

- thorough and up-to-date knowledge of subject which takes account of wider curriculum developments

##### **Teaching and Assessment**

- consistent and effective planning and meeting pupil's individual learning needs
- consistent and effective use of a range of appropriate strategies for teaching and classroom management

- consistent and effective use of information about prior attainment to set well-grounded expectations for pupils and monitor progress to give clear and constructive feedback

#### Pupil Progress

- as a result of their teaching, pupils achieve well relative to prior attainment

#### Wider Professional Effectiveness

- takes responsibility for professional development and uses outcome to improve teaching and learning
- makes an active contribution to the policies and aspirations of the school

#### Personal Characteristics

- effective professional who challenges and supports all pupils to do their best through: (i) inspiring trust and confidence; (ii) building team commitment; (iii) engaging and motivating pupils; (iv) analytical thinking; (v) positive action to improve the quality of pupils' learning

These can be summarised under the following criteria:

### **Basic criteria**

#### Children's learning

- Can demonstrate the pupils have made progress in subject/s
- Evidence of differentiation
- Appropriate planning – evidence of responding to needs of class and incorporation of the school's 'non-negotiables'
- Demonstrate evidence of integrating Thinking School strategies into planning and teaching
- Assessment in line with school policy
- Marking and feedback consistent and timely
- Attractive, legible presentation of tasks and worksheets
- Evidence of expected standard of presentation of pupils' work
- Maintenance of attractive and stimulating classroom environment
- Informative report writing, edited for spellings and inconsistencies

#### Pastoral care/personal development (of children)

- Show understanding of, and commitment to, safeguarding and child protection policies and procedures
- Proactive in ensuring children's well being
- Show understanding of children's needs
- Adhere to school policy of listening to and supporting pupils
- Work to promote self-esteem and confidence
- Encourage sense of responsibility, kindness and courtesy
- Promote positive attitude to work
- Encourage care and consideration for wider community
- ACT AT ALL TIMES AS A WORTHY ROLE MODEL

#### Discipline/behaviour management

- Evidence of good classroom management
- Ensure school ethos and Code of Conduct upheld and promoted
- Take responsibility for monitoring behaviour throughout school, not just in your classroom
- Follow discipline procedure as set out in the school's Behaviour Policy

#### Staff relationships

- Ability to communicate with other staff in a positive and helpful way
- Ability to work cooperatively and flexibly with other members of staff
- Willingness to support as member of a team
- Avoid promoting oneself to the detriment of others

- Always show courtesy and respect to all staff

#### Communication with parents

- Communicate promptly with parents if an issue or concern is raised
- Communicate in a positive and helpful way with parents using appropriate language
- Speak and write with professional courtesy at all times
- Uphold school policies at all times
- Be discreet and do not refer to other children unless it is a discussion about relationships between two children
- Never give advice or information that would be contrary to school policy
- Never speak on behalf of the school when giving personal opinions

#### **Staff member applying for Threshold must also show evidence of a range of the additional criteria below:**

##### Head of Department or Subject Coordinator:

- Manage budget efficiently with due regard to economical spending and effective resourcing of your subjects
- Show academic leadership within your department including supporting and monitoring the work of colleagues within your department

##### Staff relationships

- Show ability to inspire others to work well within the team
- Work positively with support staff
- Share good practice and ideas

##### Professional development

- Take opportunities to advance professional development
- Attend appropriate courses
- Evaluate own performance and be receptive to ideas/strategies for improvement

##### Showing commitment

- Appreciate, uphold and promote the ethos of the school adhering to the Staff Code of Conduct at all times
- Involve oneself in the wider life of the school (concerts, plays, assemblies, sports events, clubs)
- Give due regard to the school within the wider community
- Take interest in and consider areas for improving the school as a whole
- Develop global view of the school beyond your own area of responsibility
- Take responsibility for initiatives which may enhance possibilities for the greater good of the school
- Be aware of ways of enriching the curriculum through the culture and events of our local/national community