



WETHERBY  
PREPARATORY SCHOOL



the **Gold Standard** in education

**Wetherby Preparatory School**  
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# Performance Management Policy

<b>Policy reviewed by:</b>	Nick Baker
<b>Review date:</b>	July 2021
<b>Submission date:</b>	July 2021
<b>Policy actioned from:</b>	September 2021 – August 2022
<b>Next review date:</b>	June 2022
<b>Reviewer's signature:</b>	
<b>Headmaster's signature:</b>	

**Circulation:** This policy is addressed to all members of staff and volunteers and is available to parents on request. It applies wherever staff or volunteers are working with the boys.

**Please note:** 'School' refers to Wetherby Preparatory School and 'parents' refers to parents, guardians and carers.

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## **A. PURPOSE**

The key purpose of the school's staff review and development policy is to promote the effectiveness, efficiency and accountability of all staff.

Included in this key purpose are the following aims:

- a) To enhance the educational experience of all Wetherby Preparatory School boys.
- b) To identify and command the strengths and successes of staff.
- c) To identify any weaknesses of staff and to provide advice and practical help in overcoming them.
- d) To identify the development needs of staff and thereby to assist with the planning of INSET.
- e) To promote an ethos of continuing review and improvement by formulating targets relating to personal professional development.
- f) To ensure that the Headmaster is aware of each individual member of staff's contribution to the school and thereby is able to monitor, and where necessary amend, individual workloads.
- g) To provide a regular opportunity for each member of staff to convey to the Headmaster his/her views about the school, his/her joys and frustrations at Wetherby Preparatory School, and his/her hopes and aspirations (internal and external).
- h) To enhance the ability of the Headmaster to encourage and support the professional and career development of staff.

## **B. REVIEWEES AND REVIEWERS**

All teachers will be reviewed by the Senior Management Team.

## **C. TERMINOLOGY AND PROCEDURE**

### **1. Self-review guidelines**

The self-review guidelines are given in Appendix 1. The questions are designed to help staff reflect on and evaluate their academic, pastoral and extra-curricular roles within the School.

### **2. Self-review exercise**

The self-review exercise (Appendix 2) is designed to help staff reflect on their current good practice and to identify areas for development. The written responses are given, in confidence, to the Headmaster.

### **3. Lesson observation**

Lesson observation is completed by the reviewer.

The dates and times should be agreed between the reviewee and the reviewer. The reviewee should indicate whether he/she wishes the reviewer to be a passive observer of the lesson or an active participant. The reviewee should provide lesson plans to the reviewer. Teachers are observed against ISI Teacher Standards.

The process of lesson observation may include looking at boys' work.

An informal discussion about the classroom observation should occur as soon as possible after the observation.

#### **4. 360 degree feedback**

The reviewer will ask up to five colleagues to complete a non-attributable 360 degree appraisal form. These are then collated into one document for discussion during the review meeting. See Appendix 4.

#### **5. Review meeting**

The review meeting is a meeting between reviewee and reviewer. Up to an hour should be allowed for this meeting, which should take place at a mutually agreed time and in a mutually agreed and comfortable environment.

The self-review notes and the lesson observation should form the basis for the discussion.

The meeting should focus particularly on:

- a) Strengths to be commended and encouraged.
- b) Any weaknesses, and how they can be overcome.
- c) Professional development needs.
- d) What is promoting professional satisfaction and fulfilment?
- e) What is hindering professional satisfaction and fulfilment?
- f) Targets.
- g) Progress achieved with previous targets (from the second review onwards).
- h) Workload.
- i) Contributions to the school.

Targets should be agreed between the reviewee and the reviewer. Targets should be specific, measurable, achievable, realistic and time-scaled.

#### **6. Review statement**

The reviewer should write a review statement within one week of the review meeting. The statement should summarise the review discussion and should state the conclusions reached and the targets identified.

The review should address the following:

- a) What are the reviewee's strengths? What has gone well since the last review? What should the reviewee be commended for?
- b) What areas for development have been identified?
- c) What action is recommended, and by who, to facilitate the development identified in b) and to reduce or resolve areas of concern?

d) What targets have been identified?

The review statement should be shown to the reviewee. If the reviewee is happy with the statement, he/she should sign it. If the reviewee is unhappy with the statement, he/she should discuss this with the reviewer. The reviewer may amend the statement in the light of this discussion. If the reviewer feels unable to amend the statement, the reviewee should add his/her own comments to the statement.

The review statement will be placed in the reviewee's file. The reviewee may ask for copies of the above documents for his/her own reference. See Appendix 3.

#### **D. TIMESCALE**

All members of staff will be reviewed during a two year period at Wetherby Preparatory School.

## E. SELF-REVIEW GUIDELINES

Reviewees are asked to look at the following statements in order to produce a profile of achievements and weaknesses which can then be explored as a possible appraisal focus. Statements are for guidance only and are not to be used as a checklist. Please see Appraisal Form.

### **Classroom skills:**

- Are educational objectives for lessons clear?
- Do the learning activities take adequate account of the boys' abilities, interests and needs, and of their previous and future learning?
- Do you use a variety of different types of learning activities?
- Are instructions, explanations and questions clear and appropriate for the boys' needs?
- Do you use a variety of question types and distribute these widely throughout the class?
- Are resources and materials used to good effect?
- Does the content and management of the lesson help to elicit and maintain the boys' attention, interest and motivation?
- Do you use effective management strategies in handling the boys' movement and the general level of noise?
- Does your interaction with the boys contribute to establishing a positive classroom climate?
- Is the classroom climate purposeful, task orientated, relaxed, warm and supportive?
- Are you clear and consistent in establishing rules and expectations regarding the boys' behaviour?
- Do you develop good relationships with your boys and their parents?

### **Personal development**

- Do you try to keep well informed about developments in teaching?
- Do you regularly review classroom techniques / time management?
- Do you go / want to go on regular courses?
- How would you like to see your career developing?
- Do you hold / want posts of responsibility?
- What are your main targets / goals for next year?

### **Whole school community**

- Do you help create a supportive climate in the school?
- Do you make appropriate and effective use of colleague expertise?
- What are the main tasks and responsibilities of your current post?
- Are there any problems / difficulties, restrictions to prevent achievement?
- To help improve job performance do you feel that there are any changes in the school organisation which would be beneficial?
- Do you make any contributions to the extra-curricular programme?

**F. SELF-REVIEW EXERCISE**

**Section 1: In the Classroom and your role in the School**

1) Where do you feel your strengths lie?

2) What areas of work do you feel you could improve?

3) What factors within school have hindered your work? Could something be done to change them?

## **Section 2: The Whole School Community**

- 1) What are your contributions towards the whole school community in terms of curriculum responsibilities, extra-curricular commitments and contributions towards the general ethos and running of the school?

- 2) Are there any other ways in which you would like to contribute to the school?

## **Section 3: Professional Development**

- 1) How do you see your future career developing and what are your goals for the coming years?

Is there anything else you would like to comment on?

**G. WETHERBY PREPARATORY SCHOOL: REVIEW STATEMENT**

<b>Name of Reviewee:</b>
<b>Name of Reviewer:</b>
<b>Date:</b>
<b>Strengths and areas for commendation:</b>
<b>Areas for development and targets to facilitate areas for development:</b>
<b>Reviewee's comments:</b>
<b>Signature of Reviewee:</b>
<b>Signature of Reviewer:</b>

