

Self-Evaluation and Competency Policy

Last update: October 2024

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Next review date: October 2026

Purpose

Self-Evaluation is a process to support the development of all staff, to improve teaching and learning, support school improvement and raise standards of progress and attainment.

This policy sets out the framework for a clear and consistent self-reflection process that helps in the support and development of all staff within the context of the school's improvement plan (SIP) and end of year Functional Evaluations.

It also sets out the arrangements that will apply when staff fall below the levels of competency that are expected of them.

Self-Evaluation and Goal setting

The self-evaluation and goal setting process is designed to be a supportive and developmental process that should ensure that all staff have the skills and support they need to carry out their role effectively. It helps to ensure that all staff are able to continue to improve their professional practice and to develop as practitioners within their relevant area.

Process time-line

The Self-Evaluation and Goal Setting period will run for one academic year, September to June. The key dates are summarised in the diagram below:

Phase 1: by the end of September

How well am I doing? How do I know?

All teachers complete the TLSE (Teaching & Learning Self-Evaluation) to reflect on their practise against the 9 standardised criteria set out in the LIP (Learning Improvement Process). In addition to the TLSE, middle managers who are also teachers need to complete the Middle Leader's profile. Senior educational leaders need to complete the senior leader's profile (but not in addition to the teacher's profile).

Phase 2: End of October

Where and how can we get better?

All staff have a structured conversation with their line manager or designated support colleague to reflect on previous goals (where applicable), use evidence from the TLSE (Teachers only) and set targets related to these for the year ahead. All staff should be identifying three or four achievable goals with measurable outcomes, at least two of which are clearly linked to the school's improvement plans (SIP) or departmental improvement plan (DIP).

Targets for each staff member should be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the member of staff's role and level of experience. The line manager and staff member will seek to agree on the targets but, if that is not possible, the line manager will determine them. Targets may be revised if circumstances change.

At least one target for every teacher must be related to student progress and clearly quantified. For staff who have a management responsibility, their roles and responsibilities should be reflected within a majority of their targets.



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Phase 3: Ongoing (October until May/June)

What action will we take to improve?

Staff are working on achieving their targets. They engage in agreed professional development opportunities to facilitate where appropriate, and have a formal check-in with their designated support colleague towards the end of March. Regular informal progress conversations are encouraged between staff and their line manager in order to facilitate effective progress on achieving the identified targets.

Phase 4: End of June

Self-Evaluation Reporting

All staff review their progress against their targets through a formal meeting with your line manager. In addition, teachers go back to the nine criteria (and associated indicators) prior to the meeting to identify areas where progress has been made.

New staff probation period

New staff joining St George have their performance reviewed as part of their probationary period, as defined in their contract. New teachers complete the TLSE (in line with guidance provided in stage one above), but the formal check-in point (towards the end of March) takes place with your line manager and Head of School or Headteacher. Any member of staff who is deemed not to be meeting sufficiently the expected standards will be given due warning at this time that their contract may not be confirmed, and at that point will be supported to address the areas of concern through a structured, fixed term support plan which will be formally reviewed. Passing of the probationary period for all staff will be confirmed in the month leading up to the end of the associated probationary period.

Reviewing performance

Any review of performance will use a range of evidence that will form a picture of the staff member's typical level of performance in all aspects of their work. The following sources of evidence will contribute to this evaluation:

- Professional standards (assessed against TLSE Criteria for teachers and functional evaluations for non-teaching staff)
- Attendance and punctuality
- Pupil's attainment and progress data (teaching staff only)
- Record of learning visits (teaching staff only)
- Work scrutiny and/or pupil survey / focus group feedback (teaching staff only)
- Feedback from students, parents or other staff members

Depending on the individual targets other sources of evidence could contribute to the evaluation, for example:

- Record of professional development completion or reflection and action leading from CPD
- Notes of meetings, strategic or action plans – developed and reviewed
- Lesson or SOW planning – developed and reviewed

Pay-related performance

The school no longer links performance to pay.



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Learning Visits for Teaching staff

The school believes that learning visits and their associated learning conversations are a key element of assessing teachers' performance in order to identify any particular strengths and areas for development they may have and of gaining useful information which can inform school improvement more generally. All learning visits should be accompanied by a professional learning conversation. In the event that a lesson has been identified as being of low impact, a follow-up visit will normally take place within one month-

Learning visits take place regularly throughout the year but the exact frequency will depend on the individual circumstances of the teacher and the overall needs of the school.

Use of data in deriving targets

Data collected by teachers and the school that demonstrates progress should be analysed and discussed, and form part of the evaluation conversations. All teaching staff should have one target that is specifically pupil or department data-derived. This will include individual student work, cohort analysis, and performance in externally moderated tests and examinations. All non-teaching staff should also have a data-derived target which may or may not be centred around pupil progress.

Non-teaching Responsibilities

Staff (including teachers) who have responsibilities outside the classroom are also expected to set targets focussed around these responsibilities and reflecting the school improvement plan (SIP) and functional evaluation for the particular associated area.

Development and support

Self-evaluation is a supportive process which will be used to inform continuing professional development. The school wishes to encourage a culture in which all staff take responsibility for improving their practise through appropriate professional development. Professional development will be linked to school improvement priorities that have been identified in the SIP and to the ongoing professional development needs and priorities of individual staff. [link to PD application]

Support plans

Staff will receive constructive feedback on their performance throughout the year and as soon as practicable after a low impact learning visit has taken place (teaching staff) or other evidence has come to light. Feedback will highlight particular areas of strength as well as any areas that need attention. Where there are concerns about any aspects of staff performance, the senior member of staff with responsibility for that section should be informed and this initiates a discussion with the senior operational team where a decision regarding support will be made. In assigning support, the senior team will allocate a member of the team (appraiser) to meet the staff member formally in order to:

- give clear feedback to the member of staff about the nature and seriousness of the concerns;
- give the member of staff the opportunity to comment and discuss the concerns;
- agree any support (e.g. coaching, mentoring, structured observations), that will be provided to help address those specific concerns;
- make clear how, and by when, the appraiser will review progress
- explain the implications and process if no – or insufficient – improvement is made.

At the point of this initial meeting, a formal written warning must be issued to the member of staff concerned. An action plan should also be put in place with appropriate support and reviewed over an agreed period of time with a maximum time period of 6 weeks.

When progress is reviewed, after a maximum 6 week period, if the appraiser is satisfied that the staff member has made, or is making, sufficient improvement, the member of staff will return back to the normal self-evaluation process, with any remaining issues continuing to be addressed through that process. Lack of progress can result in an extension or modification of the support plan. However, if progress has not been deemed as being sufficient, the staff member would then switch into the competency process (see below). If the support plan is extended OR there is a switch to competency, a second letter of warning must be issued.

Transition to competency

This procedure applies only to staff members about whose performance there are serious concerns that the self evaluation and support plan process has been unable to address. If there are continued failings and/or concerns regarding a member of staff's progress and performance through the support plan process, or in cases where a serious professional concern has arisen, the staff member concerned will be transitioned directly to competency. The member of staff will be notified in writing that the self-evaluation system will no longer apply and that their performance will be managed under the competency procedure, and will be invited to a formal competency meeting. At least five working days' notice will be given of the formal competency meeting. The notification will contain sufficient information about the concerns about performance and their possible consequences to enable the staff member concerned to prepare to answer the case at a formal competency meeting. It will also contain copies of any written evidence and the details of the time and place of the meeting.

Formal competency meeting

This meeting is intended to establish the facts. It will be conducted by the Headteacher or a senior leader delegated by the Headteacher. The meeting allows the staff member to respond to concerns about their performance and to make any relevant representations. This may provide new information or a different context to the information/evidence already collected.

The person conducting the meeting may conclude that there are insufficient grounds for pursuing the competency issue and that it would be more appropriate to continue to address the remaining concerns through the continuation of a support plan or by returning to the main self-evaluation process. In such cases, the competency procedure will come to an end. The person conducting the meeting may also adjourn the meeting if they decide that further investigation is needed, or that more time is needed in which to consider any additional information.

In other cases, the meeting will continue. During the meeting, or any other meeting which could lead to a formal warning being issued, the person conducting the meeting will:

- identify the professional shortcomings, e.g. which of the standards expected of staff members are not being met
- give clear guidance on the improved standard of performance needed to ensure that the staff member can be removed from formal competency procedures (this may include the setting of new objectives focused on the specific weaknesses that need to be addressed, any success criteria that might be appropriate and the evidence that will be used to assess whether or not the necessary improvement has been made)

- set out the timetable for improvement and explain how performance will be monitored and reviewed. The timetable will depend on the circumstances of the individual case but should not exceed 6 weeks.
- warn the staff member formally that this meeting constitutes a second written warning and failure to improve sufficiently within the set period will lead to dismissal.

Notes will be taken of formal meetings and a copy sent to the member of staff.

Final review meeting

As with the formal competency meeting, at least five working days' notice will be given and the notification will give details of the time and place of the meeting. If the person conducting the meeting is satisfied that the staff member has made sufficient improvement, the competency procedure will cease and the self-evaluation process (or support plan) will re-start. If insufficient improvement has been made during the monitoring and review period, the staff member will receive a final written warning and notice of dismissal.

The staff member will be informed as soon as possible of the reasons for the dismissal, the date on which the employment contract will end, the appropriate period of notice.

General principles underlying this policy

Confidentiality

The self evaluation and competency processes will be treated with confidentiality. However, the desire for confidentiality does not override the need for the headteacher to quality-assure the operation and effectiveness of the system. The Headteacher or another senior leader may review any staff member's objectives and written self-evaluation/support plan records, in order to check consistency of approach and expectation between different appraisers.

Grievances

Where a member of staff raises a grievance during the competency procedure, the procedure may be temporarily suspended in order to deal with the grievance. Where the grievance and competency cases are related it may be appropriate to deal with both issues concurrently.

Sickness

If long term sickness absence appears to have been triggered by the commencement of monitoring or a formal competency procedure, the case will be dealt with in accordance with the school's absence policy.