

KELSO HIGH SCHOOL

STAFF REVIEW POLICY

January 2001

AIM

To improve school effectiveness and the professional knowledge, skills and confidence of Teachers. Staff Career Review should have a positive effect on staff morale and school ethos. By the provision of opportunities for reflecting on and spreading good practice, it should also contribute to improving Teaching and Learning in Kelso High School.

RATIONALE

Teachers are entitled to an in-depth review of their progress and professional development by their Line Manager every 3 years. Strengths and development needs will be recognised, targets agreed and arrangements to meet staff development needs will be planned. In addition, Teachers will have annual feedback on their contribution to the work of the school and their progress towards meeting targets.

This policy is based on Staff Development and Career Review Guidelines (Scottish Office, 1998) and Scottish Borders Council Policy for Staff Development and Review in Schools (1998).

AUDIENCE

This policy will be issued to all members of Teaching Staff.

PROCEDURES

1. Reviewer

Every Teacher's Line Manager will be their designated Reviewer as far as possible (Appendix 1). Where a Teacher has two Line Managers (e.g. Guidance and Subject), one will be the designated Reviewer. The Reviewer will ask the other Line Manager for a report as part of the "information gathering" for the Review Meeting.

2. Job Description

Every Teacher will have a Job Description agreed prior to their initial Career Review. Examples of Job Descriptions can be found in Appendix 2.

3. Training

All Teachers will have taken part in a Scottish Borders Council training course (i.e. Appraisal Training until 1998 or Staff Development and Review Training after 1998). New members of staff will attend training when a course is made available.

4. Timing

Career Review will take place every 3 years with brief annual progress meetings (i.e. one / two periods) to review progress towards targets set during Career Review.

5. Supply Cover Available

Meetings will be held during the school day. Scottish Borders Council will pay for 12 periods of supply for each Career Review (i.e. one day for Reviewer and ½ day for Reviewee). It is expected that the main Career Review will take two periods and the planning meeting one period. Kelso High School will pay for 1 / 2 periods of supply for both Reviewer and Reviewee for each annual progress meeting.

6. Initial Career Review

The first Career Review will be a baseline that reflects past and present contributions to the life of the school e.g. in recognising past and current involvement with curriculum development. It will reflect existing strengths and development needs and will be used to develop and agree individual targets for the next 3 years.

7. Career Review Format

No-one can expect to review, in-depth, all aspects of the way a Teacher does their job during a Career Review. The evaluation of a Teacher's work during the period under review should focus on their job description. From the Teacher's self-evaluation (see Appendix 3), they may suggest particular aspects of the job that would be a good focus for the Reviewer's observation and the Career Review discussion.

a) Planning Meeting

This should be a brief meeting (maximum 1 period) to allow the practicalities of the Career Review to be agreed by the Reviewer and Reviewee.

- Agenda for Career Review (see Appendix 4)
- Timing and Location
- Agreed focus of Career Review
- Agreement on most effective methods for Reviewer to collect relevant information (see Appendix 5)
- Arrangements for classroom observation

b) Information Collection

The Reviewer will normally use two weeks to collect information as agreed. There is a Scottish Borders Council Code of Conduct for Reviewers carrying out classroom observation (see Appendix 6).

c) Career Review Meeting (appendix 7)

This is the Reviewee's opportunity to review their own strengths and development needs and they should be encouraged to do most of the talking. Reviewers should take the opportunity to formally recognise good work and make it clear to Teachers that they are valued and appreciated. Problems should also be addressed positively – they can be dealt with better in supportive, no blame atmosphere.

d) Setting Targets

During the Career Review Meeting, targets should be agreed that arise from the evaluation of the teacher's work and reflect individual, departmental and school plans (see Appendix 8).

e) Record of Career Review Meeting

The Reviewer produces a confidential record of the meeting outcomes (copies will only be seen by Reviewer and Reviewee). When the Reviewee accepts this as an accurate record of the meeting, it is signed and one copy is produced to be held by the Reviewee. The Reviewer keeps the original. Every attempt should be made to produce an agreed record but if views can't be reconciled this should be added to the final report before it is finalised and signed (see Appendix 9).

f) Staff Development Needs

The final section of the record, which identifies the Reviewee's development needs and how it is proposed to meet them, will be the only part copied to the Staff Development Co-ordinator. Meeting development needs identified in Career Review will be given high priority within available resources.

g) Appeals Procedure

If a Teacher feels that the review process has been unsatisfactory, they are entitled to appeal to the Faculty SMT link.

REVIEW

This policy will be reviewed in Session 2003 – 2004.

RESPONSIBILITY

The Assistant Rector (Curriculum) will have responsibility for this policy.

DATE

The final draft of this policy was completed in January 2001.

KELSO HIGH SCHOOL
STAFF CAREER REVIEW POLICY

DESIGNATED REVIEWERS

Teaching Staff	Designated Reviewer
Rector	Directorate
Depute Rector	Rector
Assistant Rectors	Rector
PT's - Subject	Faculty SMT
APT's – Subject	PT – Subject
Subject Teachers	PT – Subject
Senior Teachers	PT – Subject
PT's – Guidance	House Co-ordinator
APT's - Guidance	House Co-ordinator

During “information gathering” the designated Reviewer will ask the other Line Manager for a report. It may also be appropriate for the Teacher to discuss possible targets with both Line Managers.

APPENDIX 2

KELSO HIGH SCHOOL
POST OF TEACHER OF TECHNICAL EDUCATION
JOB DESCRIPTION

BASIC FUNCTION

To carry out the duties of Class Teacher as laid out in the National Agreement SE40 which states “subject to the policies of the School and the Education Authority, the Teacher will perform such tasks as the Headteacher shall direct having reasonable regard to overall teacher workload.”

MAIN DUTIES

1. To teach assigned classes.
2. To prepare lessons and courses.
3. To undertake development of the school curriculum.
4. To assess, record and report on the work of students.
5. To present students for, and to participate in, the conduct of National Examinations.
6. To undertake Post Qualifying Training.
7. To participate in the administration and organisation of the School.
8. To maintain good order and discipline among students and to safeguard their health and safety.
9. To advise and guide students on issues related to their education.
10. To report and discuss students’ progress with parents and any other bodies that may have statutory functions relating to the care of children.
11. To contribute to the Professional Development of colleagues including Probationary and Student Teachers.

APPENDIX 2

KELSO HIGH SCHOOL

POST OF TEMP. PRINCIPAL TEACHER OF RELIGIOUS EDUCATION (23 MONTHS)

JOB DESCRIPTION

BASIC FUNCTION

To teach assigned classes.

To carry out the duties of Principal Teacher in accordance with the policies of the school and Scottish Borders Council.

To provide effective leadership in the Department.

To make a professional contribution to whole school policies.

MAIN DUTIES

1. To plan, develop and evaluate the curriculum offered by the Department.
2. To implement new courses in line with overall school, council and national policy.
3. To prepare and maintain up-to-date written syllabus and scheme of work for all courses.
4. To develop appropriate methods of assessment and reporting to parents.
5. To manage, deploy and develop staff in the Department taking account of their needs and welfare.
6. To support other members of staff in the Department in matters relating to the curriculum, teaching and learning and quality assurance.
7. To carry out staff review in the Department in line with school, council and national policy.
8. To establish and maintain high standards of work and behaviour in the Department.
9. To establish, monitor, review and evaluate departmental aims and development priorities and plans.
10. To monitor and audit work of the department on a regular basis.
11. To prepare and maintain a departmental handbook.
12. To allocate departmental resources effectively.
13. To support the implementation of cross curricular and whole school issues in the Department.
14. To support the work of the Chaplaincy Group in the school.
15. To carry out other duties which may, from time to time, be determined by the Rector.

APPENDIX 2**KELSO HIGH SCHOOL****POST OF SENIOR TEACHER****JOB DESCRIPTION****BASIC FUNCTION**

In addition to the normal duties of a Class Teacher, the Senior Teacher will have overall responsibility for S6 as a year group. The key function of the post is to help and support Sixth Year Students in all aspects of their S6 experience. The Rector will support the Senior Teacher in this work.

MAIN DUTIES

1. To fulfil the duties of a Register Teacher for S6.
2. To monitor S6 attendance.
3. To check S6 timetables.
4. To organise the election of Head Boy, Head Girl and Deputes.
5. To meet regularly with Head Boy, Head Girl and Deputes.
6. To support S6 in choosing their uniform.
7. To plan, organise and run an S6 induction process.
8. To plan and prepare a World Studies Programme.
9. To teach a number of World Studies classes.
10. To organise the S6 Committee system.
11. To act as Advisor to the S6 Steering Committee.
12. To act as a supporter to S6 Committees.
13. To organise the review of S6 Committees work.
14. To organise and support Community Service / School Service activities by S6.
15. To organise an S1 / S6 "buddy" system.
16. To act as Young Enterprise Link Teacher.
17. To liaise with Dining Hall staff re. Class 6.
18. To organise the last day lunch for S6.
19. To act as an Advisor / Supporter for individuals in S6.
20. To provide job references for S6 when requested.

APPENDIX 3

KELSO HIGH SCHOOL

CAREER REVIEW

PRE-REVIEW SELF-EVALUATION

How well does your job description reflect your actual work
Please give a brief report on targets set at the last review
Which parts of your job have given you particular satisfaction over the last two years
Which parts of your job have caused you concern or problems over the past two years

What changes, if any, in the management of the school or department would help you be more effective in your job

Do you feel that you get adequate opportunities to participate in school developments and planning

What are your plans for career development – a) in the short term
b) in the long term

What do you want to achieve in terms of your own professional development over the next two years

How can we as a school best support you in your job

How can we as a school best support you in your career development

What specific targets would you like to set for yourself over the next two years

APPENDIX 4

CAREER REVIEW MEETING AGENDA

An agreement is required between the Reviewer and Reviewee on the agenda for their meeting. An individualised Job Description (see Appendix 2) should be agreed before this initial meeting although modifications to this may be agreed in the Career Review Meeting.

A G E N D A

1. Reviewee's self-evaluation (see Appendix 3)
2. Discussion of Teacher strengths and development needs. This will be primarily on the agreed focus for the review.
3. Identification of targets and related development needs ad opportunities.
4. Reviewing Career Development/

At all future Career Review and Annual Progress Meetings, the agenda will also include a discussion of future progress towards meeting agreed targets.

APPENDIX 5a**EVALUATION OF THE REVIEWEE'S WORK****GUIDANCE FOR REVIEWERS**

Reviewers should select appropriate aspects from the following list. Use evidence arising from data collection to inform discussion.

TEACHING

- quality of pupil experience;
- standards of work achieved;
- exam results;
- classroom organisation and management;
- planning and preparation of work;
- methodology;
- relationships.

CURRICULUM DEVELOPMENT

- participation in Working Parties;
- course development;
- drafting policy statement;
- monitoring and evaluating.

LIAISON

- with colleagues in school;
- with outside agencies;
- with parents.

MANAGEMENT

- specific responsibilities;
- decision-making;
- consultation;
- communication;
- organisation;
- leadership style.

ADMINISTRATION

- financial;
- requisitioning.

STAFF DEVELOPMENT

- planned activities;
- informal activities.

APPENDIX 5b

INFORMATION COLLECTION

1. STUDY OF RELEVANT DOCUMENTATION

- Individualised Job Description;
- Previous Review Record;
- Reports;
- Individualised Record of Staff Development;
- Self Evaluation (Reviewee)
- Reviewee Statement / Pre-interview schedule.

2. STUDY OF PUPILS' WORK

- Forward Plans;
- Record of Work;
- Sampling of Class Work;
- Study of Test / Examination Results.

3. DISCUSSION WITH OTHER STAFF

- With others in relation to work of the Reviewee.

4. ONGOING AWARENESS OF CLASSROOM PRACTICE

- Observation in relation to agreed focus of interview.

APPENDIX 6a**CLASSROOM OBSERVATION
SBC CODE OF CONDUCT FOR REVIEWERS****DO**

1. Meet with your Reviewee beforehand to arrange:-
 - a) Date of observation;
 - b) Time of Observation;
 - c) Supply Cover;
 - d) Observation structure – agreed focus of observation, etc.
 - e) Arrange date and time of discussion on observation (it is suggested that this is done as soon as possible after the observation);
 - f) Agree whether or not there will be a written record / description to share with the Reviewee immediately after the observation session.

2. Analyse your descriptions for both understanding and intrusive judgmental statements. Do this immediately after the observation.

3. Form a mental list of points / issues which you will raise if they do not spontaneously emerge in the discussion.

4. Ask questions and clarify anything you have not understood.

5. Allow the Reviewee to raise his / her own points.

6. Try your best to present a neutral picture of what you have just seen.

7. Discuss the focus for a future observation if this is appropriate.

8. Mutually note points which may be raised during the actual Review Meeting.

APPENDIX 6b

**CLASSROOM OBSERVATION
SBC CODE OF CONDUCT FOR REVIEWERS**

AND THE “DON’T’S”

1. Don't forget the observation is confidential to you and the Reviewee: the observation “belongs” to the Teacher concerned.
2. Don't start your discussion with statements such as “I liked” or “I didn't like” – however justified you may feel.
3. Don't file observation documents anywhere other than with the other review documents.
4. Don't have it typed by someone else.
5. Don't argue over disputed points, but look for common ground and positive factors.
6. Don't hog the conversation.
7. Don't be tempted to present quick or simple answers to problems.
8. Don't forget that this should help the development of the reflective Teacher – a **SUPPORTIVE PROCESS**.

APPENDIX 7a**PHYSICAL PREPARATION FOR THE CAREER REVIEW MEETING**

Due account should be taken of the following to facilitate an effective Career Review Meeting.

1. The Reviewer needs a realistic **TIMETABLE** for completing the interviews.
2. The **TIMING** is important. The Review Meeting is not an optional activity to be undertaken at the end of a day's teaching. Interviews are best undertaken within the school day.
3. The **LOCATION** of the interview is important but it is also important that this is seen to be part of the official school business and should be conducted on the school premises, when possible.
4. The Teacher must be given adequate **NOTICE** of the interview and encouraged to prepare for it.
5. A suitable **SPACE** is required in the school for the interview to take place.
6. All the necessary **DOCUMENTATION** should be on hand.
7. The room **PREPARATION** is important – it should be comfortable, and should create a suitable climate. An interview across a desk is a very formal setting and should not be encouraged. It will however vary from Teacher to Teacher. Some will prefer a more formal structure than others.
8. There should be no **INTERRUPTIONS** during the interview. If the room has a telephone it should be disconnected. It should be impossible for any one to come in unexpectedly and disturb the meeting.
9. The **ATMOSPHERE** created during the meeting is very important.

APPENDIX 7b

REVIEWERS'S CHECKLIST FOR REVIEW INTERVIEW

1. PREPARATION

Consult the Reviewee's file
Decide on your "lead" questions.

2. ORGANISATION

Make appointment – date / time / venue.
Arrange class cover
Book a room – quiet, no distractions, no telephone interruptions
Consult with colleagues, if required.

3. ENVIRONMENT

Layout of room
Both have relevant papers
Create an informal, unhurried atmosphere.

4. CONTENT

Keep to agreed agenda
Decide when and how to keep notes
Discuss performance not personality
Not the time for nit-picking or surprises
Problems should be faced up to with encouragement not blame.

5. CONTROL

Keep the interview moving
Allow time for Reviewee to develop responses
Use "open" questions.

6. CLOSURE

Agree targets and action plan
End positively.

7. CONTINUITY

Follow up the action plan
Link into next review cycle.

APPENDIX 8**EFFECTIVE TARGET SETTING**

Some general guidance on target setting, both for the review process and other situations.

A useful aide-memoir is to aim for

SMART TARGETS

S	Specific
M	Manageable
A	Achievable
R	Realistic
T	Time-focussed

In more detail, the following guidance should be useful:-

- Express targets as end results, not as processes or activities.
- Make targets as definite as possible and avoid ambiguity.
- State a time limit.
- Make targets practical and feasible, not theoretical and idealistic.
- Select only those which are important and of real consequence to your job.
- Make targets precise, neither too indefinite nor too complex.
- Set a limit of one important target in each statement; avoid having several targets combined into one.
-
- Aim to stretch yourself, personally and professionally.
- Allow opportunity for revising targets if circumstances change.
- Do not exceed four targets.
- State the criteria for success.
- Make your targets realistic.

APPENDIX 9a**CONTENT OF THE RECORD OF THE REVIEW MEETING**

The Reviewer produces a confidential written record of the meeting only for themselves and the Reviewee. National Guidelines and the SBC Policy highlight areas to be recorded as an outcome of the Review Meeting.

1. Evaluation of Past Performance

- a) This part of the record will include a summary of the Reviewee's Job Description which itself will probably have formed the basis of the agenda for the Review Meeting.
- b) The second element of this section of the record will be an evaluation of the Reviewee's work evaluated against the Job Description. This will be agreed by both the Reviewer and the Reviewee. Where there is dissent there should be provision for this to be recorded.

2. Statement of Future Targets and Staff Development Needs

Future targets will arise from the evaluation of the Reviewee's work and Department and school priorities. It should be borne in mind that targets:-

- a) Are agreed by Reviewer and Reviewee.
- b) Are realistic in terms of both performance and Staff Development demands.
- c) In some cases, require the approval of higher authority.
- d) Should be placed in a priority order.
- e) Record the obligations and responsibility of both the Reviewer and Reviewee (who does what, when and how).

Staff Development Needs will arise from the agreed targets and the Reviewee's career intentions. When determining the way to meet these needs, the full range of staff development opportunities should be considered. This will be the only part of the report that is copied – it will be given to the Staff Development Co-ordinator.

APPENDIX 9b**THE RECORD OF THE REVIEW MEETING****AGREED STATEMENT**

It is a document, written by the Reviewer, agreed and signed by both parties. Two copies are produced, one for the Reviewer and the other for the Reviewee. The statement should be given to the Reviewee within fourteen days of the Review Meeting.

The Reviewer and Reviewee agree at their initial meeting whether the statement should be handwritten or typed. Some schools may have difficulty maintaining confidentiality with typed documents. Some of the information may require to be extracted and forwarded to a Regional Representative or others involved in the delivery of INSET. Colleagues or others affected by any identified changes may also require to receive selected information.

When a Reviewee changes schools, she / he may wish to discuss the review statement in order to establish whether or not it is possible to continue working towards the identified targets.

ANNUAL PROGRESS MEETING

The date of the annual meeting should be set at the Review Meeting. This may be for six months / one year ahead or at the end of each term – whatever is appropriate and agreed within the school or educational establishment. At this meeting, the progress towards the stated targets is discussed and change in circumstances considered. Agreed notes may be added to the agreed statement in the record of the Review Meeting.

APPENDIX 9c

**KELSO HIGH SCHOOL
RECORD OF THE REVIEW MEETING**

REVIEWEE	REVIEWER
DATE OF MEETING	
JOB DESCRIPTION / SPECIFIC TARGETS FROM THE PREVIOUS REVIEW	
JOB / TARGET SATISFACTIONS	
JOB / TARGET CONCERNS	

FUTURE PLANS
DEVELOPMENT NEEDS
SUPPORT FROM SCHOOL
SPECIFIC TARGETS

This record of the meeting has been agreed by us:
REVIEWER
REVIEWEE
DATE