



*Working together to
achieve excellence in education*

People First:

Supporting wellbeing, development and performance Policy

Person responsible for policy: Chief Executive

Revised: April 2025

Review Date: July 2026

*Consulted with recognised trade unions, adopted by RLT following
consultation*

RLT Values and Developing Our People

Committed to Excellence; Everyone Learning; Respectful Relationships

RLT's core values are at the heart of the People First: supporting wellbeing, development and performance (WDP) process. The process is referred to explicitly within our staff charter, which is the standard all of our schools seek to follow:

"Our Wellbeing, development and performance (WDP) processes will always be supportive and developmental."

[Staff Charter](#)

Introduction

The work we carry out in schools and settings is life-changing for the children and young people in our care, and colleagues are at the heart of this. This policy covers the essential areas to support our colleagues to flourish within RLT; including:

- 1) To support wellbeing and motivation
- 2) To support continuous professional learning and development (CPLD)
- 3) To review and evaluate performance in line with relevant standards and job descriptions

The procedures and guidance to support these purposes are outlined below.

Overview of procedure

- All colleagues are entitled to, and are expected to engage with, opportunities for Continuous Professional Learning and Development (CPLD).
- Every colleague will have time for reflection supported by discussions with their line manager to focus on their CPLD. The intention is that these planned and proportionate discussions will take place on a termly basis (at the end of each long term).
- Reflections and engagement in CPLD are recorded in a CPLD Record which is shared with the appropriate line manager.
- Every colleague will have an annual review (AR) meeting with their reviewer in which a review and evaluation of overall performance, supported by a self-review, will be discussed, the outcome of which is formally recorded. Any previously agreed performance objectives, priority areas for CPLD and wellbeing are also discussed. Alternative arrangements will be made for absent colleagues.

Statutory guidance for Teachers (2012), which as an academy Trust we do not have to adhere to, but use as a benchmark: <http://www.legislation.gov.uk/uksi/2012/115/contents/made>

People First: supporting wellbeing, development and performance (WDP) Procedures

1) Supporting workload, wellbeing and motivation

The Trust values the importance of strategies to manage and support workload, wellbeing and mental health and the work of school leaders, school wellbeing champions and RLT wellbeing coordinators support this area.

Regular conversations with line managers should provide opportunities to raise matters relating to workload, wellbeing and motivation throughout the year. The CPLD Record

also allows colleagues to note any relevant points at the end of each term. All annual review meetings will also include an opportunity to discuss workload, wellbeing and motivation , to identify relevant development priorities to support these areas. We believe in the importance of enabling colleagues to be in control of their own workload, wellbeing and mental health as much as possible, and the People first: supporting wellbeing, development and performance (WDP) process is just one aspect of our support in this area.

Colleagues with concerns about their workload or wellbeing, or that of another colleague, should raise them at the earliest opportunity and not wait for annual review meetings.

2. Supporting continuous professional learning and development (CPLD)

In recognition of our commitment to professional learning and improvement, all colleagues are to have the following objective:

“To engage positively with continuing professional learning and development”.

CPLD takes place throughout the year and colleagues are expected to record it in their personal 'CPLD Record' (or equivalent) which provides a record over time to support colleagues' development and career progression opportunities. This portfolio has a termly summary where colleagues will be provided with time to complete this section at the end of each (full) term. There are other sections which allow colleagues to keep a record of any completed CPLD programmes as well as their own reflections on their learning. The portfolios should be shared with line managers to enable them to support colleagues development and as evidence of effective engagement with CPLD.

The portfolio and conversations should support a constructive summary conversation at the annual summary review meeting.

In this meeting, the review and evaluation of performance should allow the colleague and their reviewer to reflect on the learning of the previous year and how this has impacted their role. Also in this meeting developmental priorities for the next period of time should also be agreed, noting they can be added to throughout the year. These developmental priorities are identified to allow colleagues to focus on areas they wish to improve without fear of choosing an area of weakness, supported by a commitment to regular constructive conversations in a trusting environment. This approach is likely to be different for teaching and support staff, and should be proportionate to the role of the colleague.

Some further detail is provided in the CPLD Record template and the Appendices G & H: Models to support regular engagement with CPLD.

3) Evaluation of Performance

Within RLT, the focus is on the totality of performance for colleagues. We are not prescriptive about the approach that must be taken in every situation, but instead have outlined below guiding principles which support our people managers to have meaningful conversations with colleagues about their development, wellbeing and workload and overall performance.

a) Standards and job descriptions

To ensure clarity, colleagues will review and broadly evaluate their performance in light of the following:

- Support Staff: Job description (Teaching Assistants may also use the TA Standards)
- Main Pay Range Teachers: Teacher standards
- Upper Pay Range Teachers: Teacher standards and Upper Pay Range standards
- TLR and Leadership Positions (Teachers): As above, plus job description for their role

See Appendix A: Appointment and training of reviewers.

For teachers, the evaluation of performance should include reference to pupils' outcomes in the context of Teacher Standard 2 (Promote good progress and outcomes by pupils), rather than as a single point of information as we note that good performance in schools is complex, and that success cannot be defined in a simple way - reviewers will take this into account when assessing performance. No single assessment method will be used in isolation.

b) Performance Objectives

The starting point for all colleagues is the overarching objective related to CPLD:

“To engage positively with continuing professional learning and development”.

Some colleagues may agree to have additional performance objectives which either support them in their existing role or support them to achieve their future goals and career progression. The aim is for colleagues to flourish in their roles, so the best way for them to do this should be agreed by discussion between their line manager / reviewer and the individual. In evaluating performance the line manager / reviewer will take into account the evidence to show if good progress or insufficient progress has been made toward the performance objective.

For colleagues who are in receipt of a TLR and/or who have additional leadership responsibilities/on leadership range there is an expectation that they would have a performance objective linked to these additional responsibilities.

It is essential that a sensible and balanced approach is taken, in that overall ('totality of') performance is what determines whether or not the annual review is 'successful' (see below) and not whether or not a particular performance objective has been met. For example, where performance targets are set these should be suitably challenging and as such 'good progress towards meeting suitably challenging performance objectives' would certainly contribute towards a successful annual review even if the overall objective has not been fully met.

Performance in light of the relevant standards and job descriptions as outlined above are most relevant when reviewing the totality of performance.

c) Reaching a conclusion

Reviewers make an assessment as to whether a colleague has or has not had a 'successful annual review'. This decision is based on:

- the performance against the relevant standards for their role / job description,
- progress made towards any performance objectives (where set),
- the colleague's engagement with CPLD.

The decision should be evidence based and it is important that the reviewer knows well the work of the relevant colleague by both evidence provided by the colleague and by working with them during the year.

Where a reviewer has not worked closely with a colleague in the previous year (for example, the reviewer is new to the school) they should seek feedback from other suitable colleagues with agreement from the colleague and the Headteacher. The range and level of evidence collected for the annual review meeting will always be proportionate and minimise workload, and colleagues should take a common sense approach to reviewing performance.

Similarly, ways of working through the year and effective communication between colleagues should ensure that both the colleague and their reviewer are aware of the most likely outcome of the annual review prior to the meeting. If there is any risk that a colleague would not have a successful annual review this should be brought to the attention of the colleague as soon as concerns about performance emerge and in the course of the year, suitable support should be put in place to assist any colleague at risk of not meeting the relevant standards and/or make sufficient progress towards any performance objectives. (See Appendix B: Concerns about performance)

It is important that the annual review meeting discussion contains 'no surprises' and should colleagues disagree about the outcome of their annual review they have a right of appeal. See Appendix C: Appeals.

The conclusion will be recorded in an online or paper based system as used by the school which will be shared with the Headteacher and other colleagues as agreed within the school. See Appendix D: Confidentiality.

d) Pay progression

Support Staff, including Central Team Support staff:

Support staff colleagues automatically increment 1 point within their pay-range each April and the increment will only be withheld where formal capability procedures have been initiated (please see the Pay Policy for Support Staff for further detail).

Unqualified and Main Pay Range Teachers:

Teaching colleagues on these ranges automatically increment 1 point within their pay-range each September and the increment will only be withheld where formal capability procedures have been initiated (please see the Pay Policy for Teachers for further detail).

Upper Pay Range Teaching staff:

To progress onto, or be on the Upper Pay Range, staff are required to evidence:

- i) being highly competent in all elements of the relevant standards; and*
- ii) the teacher's achievements and contribution to an educational setting or settings are substantial and sustained. (STCPD)*

Teaching colleagues on the Upper Pay Range (UPR) automatically increment 1 point within their pay-range every 2 years in September, and the increment will only be withheld where formal capability procedures have been initiated (please see the Pay Policy for Teachers for further detail).

Further detail is provided in Appendix F: Guidance for the Upper Pay Range on supporting teachers to prepare for progression to the Upper Pay Range.

Leadership Range Teaching Staff and Central Team Staff:

Teaching colleagues on the Leadership Range automatically increment 1 point within their pay-range each September and the increment will only be withheld where formal capability procedures have been initiated (please see the Pay Policy for Teachers for further detail).

Annual Review (AR) Meetings

All colleagues will have an annual review meeting with their reviewer. For colleagues seeking to move onto the UP, this meeting will usually take place with the Headteacher.

This meeting will usually take place between mid-July and mid-October. For teachers the annual review process must be completed by 31st October each year and for Headteachers by 31st December. See Appendix E: Annual Review Period for further details.

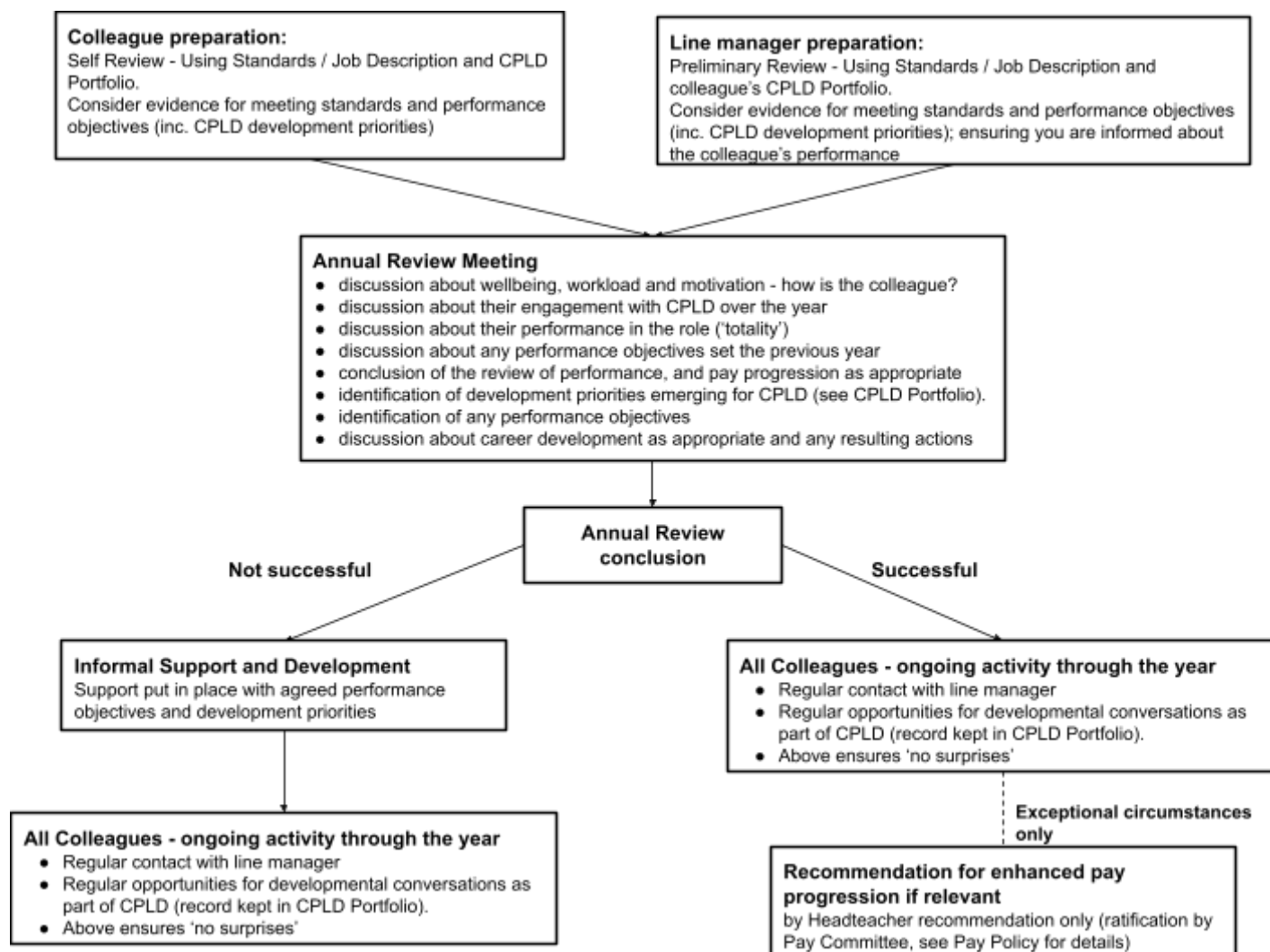
Colleagues should expect the conversation to cover the areas listed below, as relevant. Colleagues should expect that informal, and any planned conversations throughout the year with line managers would allow coverage of similar issues more briefly to ensure 'no surprises' at the annual review meeting.

- discussion about workload and wellbeing - how is the colleague?
- discussion about their engagement with CPLD over the year
- discussion about their performance in the role ('totality') - see Section 1a above, *as relevant this should include a discussion about pupil outcomes*
- discussion about any performance objectives set the previous year
- conclusion of the review of performance - see Section 1c
- identification of development priorities emerging for CPLD in the year ahead which lead into the school's approach to CPLD - which are added to the CPLD Record
- identification of any performance objectives - which are added to the CPLD Record
- discussion about career development as appropriate and any actions to be taken as a result

The time set aside for these meetings should be adequate and proportionate to allow suitable discussion - this may be different for different colleagues given the scope and complexity of their role. Meetings should be part of the working day / directed time but not during PPA time.

The contents of the meeting, including comments from the colleague being reviewed as well as the reviewer, will be recorded in an online or paper based system as used by the school which will be shared with the Headteacher and other colleagues as agreed within the school. See Appendix D: Confidentiality

Summary Flow chart:



Further Support

The Trust Central Team will supply self-evaluation tools and templates for recording annual review meetings and will support schools in training for the process (such as models for effective annual review conversation) and in developing their approaches to CPLD.

Appendices

Guidance for all staff

Appendix A: Appointment and training of reviewers.

For Support Staff, Teachers and members of the RLT Central Team:

- The headteacher / CEO for the Central Team will decide who will be the reviewer for support staff and teachers.
- The reviewer should know sufficiently the day-to-day work of the colleague they are reviewing in order to conduct the annual review.

- The headteacher will normally be the reviewer for the teachers who they directly line manage and the relevant line manager will be the reviewer for those who they line manage.
- Where, for example in large schools, it is not possible for a line manager to be the reviewer, the Headteacher will determine an appropriate and sufficiently trained reviewer who should be knowledgeable about the work of the colleague
- Where a colleague has more than one line manager the headteacher will decide which line manager is best placed to be the reviewer.
- Where a colleague is of the opinion that the person appointed is unsuitable to act as the reviewer, the colleague may submit a written request to the headteacher for the reviewer to be replaced, stating the reasons for the request. The Headteacher's resolution is conclusive.

For the Headteacher:

- The headteacher will be reviewed by the Governing Body, supported by a suitably skilled and/or experienced adviser (either external to RLT, a Support and Challenge Partner, Director of Education or the Chief Executive), who has been appointed by the Governing Body for that purpose.
- The task of reviewing the headteacher, including the setting of and performance objectives and identification of areas for CPLD, will be delegated to an annual review sub-group consisting of two or three members of the Governing Body.
- Where a headteacher is of the opinion that a member of the annual review sub-group is unsuitable to act as his/her reviewer, he/she may submit a written request to the Chair of the Local Governing Body for that person to be replaced, stating the reasons for the request. The Chair's resolution is conclusive.

For the CEO:

- The CEO will be reviewed on the same basis as a Headteacher, with the Board of Trustees taking the role of the Local Governing Body.

All reviewers must receive appropriate training and guidance in these procedures prior to conducting annual review meetings.

Appendix B: Concerns about performance

Informal Stages

Where there are concerns about any aspects of a colleague's performance at any time during the year, their line manager will provide feedback as part of normal line management feedback, support and coaching. This will form part of regular catch ups/1:1s such as end of term review meetings to discuss wellbeing, CPLD and progress against priorities/objectives. Whenever feedback is provided this will include opportunities for the colleague to discuss this further and provide any explanation and contributing factors and for the line manager to discuss and agree any support such as additional training, coaching, mentoring for example.

If there continue to be concerns relating to the colleague's performance, at any time during the year the reviewer (or appropriate colleague, appointed by the Headteacher) will, under Appendix B of the WDR Policy meet the colleague to:

- give clear feedback to the colleague about the nature and seriousness of the concerns;
- give the colleague the opportunity to comment on 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 progress will be monitored and when it will be reviewed;
- explain the implications and process if no – or insufficient – improvement is made.

The colleague should be advised, at least 5 working days in advance, of the nature and purpose of the meeting and given the opportunity to bring a union representative or work colleague to the meeting, if they wish. While this remains an informal stage of the process, the above steps are intended as best practice and/or supportive measures for colleagues.

Notes will be taken of the meeting and a copy given to the member of staff within five working days of the meeting. These notes will be shared with the Headteacher and line manager if the reviewer is not the line manager and where the line manager has not conducted the meeting.

The colleague's progress will continue to be monitored as part of the process laid out in Appendix B. It may be appropriate to revise objectives. It will be necessary to allow sufficient time for improvement; this will depend on the circumstances but will normally be for a minimum of 6 weeks and up to ten weeks depending on the agreed plan.

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

Formal Stage

If the reviewer is not satisfied with progress, the colleague will be notified in writing that the annual review system will no longer apply and that their performance will be managed under the RLT Professional Capability Procedure which sets out the formal stages of the process.

Appendix C: Appeals

Colleagues have a right of appeal against any of the entries in their written annual review report. If a colleague feels that an entry is wrong or unjust, they may appeal in writing within five working days of receiving their written annual review report, setting out at the same time the grounds for appeal. Where a colleague wishes to appeal on the basis of more than one entry this would constitute one appeal hearing.

If the reason for appeal is associated with a decision on pay progression the appeal process in the RLT Pay Policy should be followed.

In all other cases the appeal will be considered by a senior manager/leader or an individual governor who has not been previously involved with the case. Appeals will be heard without unreasonable delay and, where possible, at an agreed time and place. The teacher will be given at least five working days' notice of the date of the hearing and has the right to be accompanied by a trade union representative or a work colleague. Notes will be taken and a copy sent to the employee.

Appeals should normally be restricted to considering the reasonableness of the decision made, any relevant new evidence or any procedural irregularities.

The employee will be informed in writing of the results of the appeal hearing within three working days of the date of the hearing.

Appendix D: Confidentiality and Retention

The annual review process and the written annual review report will be treated with confidentiality and colleagues should be informed by the school with whom their information is shared. However, the desire for confidentiality does not override the need for the headteacher and Governing body to quality-assure the operation and effectiveness of the annual review system and CPLD processes. For example: all Headteachers are able to review annual review records; where a colleague has 2 line-managers, both line managers (including colleagues not conducting the annual review) will be able to review the annual review record; an SLT member with responsibility for CPLD will have access to all identified development priorities.

The Governing body and headteacher will ensure that all written/online annual review records are retained in a secure place for six years and then destroyed.

Appendix E: Annual Review Period

The annual review period is 01 September – 31 August unless defined otherwise by the school and clearly communicated to staff.

The annual review meeting will usually take place between mid-July and mid-October. For teachers the annual review process must be completed by 31st October each year and for Headteachers by 31st December.

Certain periods of absence count towards the period of a year, such as a colleague who is absent from work due to parental or family related leave, or an extended period of sickness absence. Any performance objectives and developmental priorities should be revised in advance to take account of the period of an employee's absence. Where a

period of pending absence is known, it is recommended that a review takes place before the period of absence, and that appropriate objectives set upon return to work.

Colleagues who are employed on a fixed term contract of less than one year will have their performance managed in accordance with the principles underpinning this policy.

The length of the annual review period will be determined by the duration of their contract.

Colleagues who start their employment part-way through the annual review cycle will have their performance managed over a longer or shorter annual review period as the headteacher determines most appropriate, with the aim of bringing their cycle into line with the cycle for all other teachers as soon as possible.

Where a colleague changes roles within the annual review year, either within the school or within the wider Trust, the reviewer will work to review the full year, taking into consideration the performance in the previous role. This may involve obtaining information from the previous reviewer as appropriate.

Guidance for Teaching Staff

Appendix F: Guidance for the Upper Pay Range

To progress onto, or be on the Upper Pay Range, staff are required to evidence:

- i) being highly competent in all elements of the relevant standards; and*
- ii) the teacher's achievements and contribution to an educational setting or settings are substantial and sustained. (STCPD)*

Schools are expected to provide examples and guidance so colleagues are aware what is meant by 'highly competent', 'substantial' and 'sustained'. It is essential this is made clear at the start of the year, detailing what evidence the Headteacher expects, so that colleagues can be supported to meet these standards as appropriate.

Outlined below are the progression criteria for the Upper Pay Range and an indication of the sorts of activities which colleagues working at this level would be carrying out on an annual basis, to evidence the criteria (in addition to any similar work carried out as part of a TLR responsibility), framed around developing self and others. The school may choose to adopt or amend this for their own context. The information is for guidance and is neither prescriptive nor exhaustive and it is recognised that staff may carry out more work in certain areas of the criteria than others.

Progression Criteria	Development Focus	Activity	Examples
Contribute significantly to implementing workplace policies and promoting collective responsibility	Others Directly	Leading activities (e.g., school trips, extra-curricular activities, or staff training)	Organizing events or visits, staff training on policies such as safeguarding, health & safety, or teaching & learning policies
	Others Indirectly	Collaboration in governance roles or broader school responsibilities	Serving as a governor. Contributions to implementing change initiatives, professional learning communities
Extensive knowledge of teaching, learning, and behaviour management strategies, including effective adaptation for pupils	Self	Improving personal teaching practice	Designing / adapting schemes of work, lesson plans, work sampling, and lesson observations demonstrating strategies Passing NPQ assessment
	Others Directly	Supporting colleagues through mentoring, coaching, or professional conversations	Contributions to professional conversations, mentoring/coaching colleagues
	Others Indirectly	Development of resources to support and/or model effective inclusive classroom practice	Exemplifying strategies from the Core Principles of Teaching and Learning / Teacher Handbook: SEND, supporting / leading CPLD. Leading CPLD which feeds back learning from NPQ
Extensive knowledge of assessment requirements and arrangements for subjects/curriculum areas taught	Self	Improving assessment knowledge	Carrying out / supporting assessments at different key stages
	Others Directly	Sharing assessment insights or collaborating on moderation	Sharing examiner reports, attending INSET / conferences, involvement in moderation
	Others Indirectly	Resource creation	Creation of assessment guidance for faculty / department / phase / pupils
Up-to-date knowledge of qualifications and their suitability for learners' needs	Others Indirectly	Contributing to faculty decisions and planning for qualification frameworks	Involvement in specification choices Experience delivering multiple specifications
Deeper knowledge of subject pedagogy and progression of learning over time	Self	Developing a depth and breadth of pedagogic approaches	Participation in subject-specific INSET, pedagogy discussions / research Implementing learning from Subject Association Membership
	Others Directly	Supporting staff in developing their subject knowledge and pedagogy	Work with trainee teachers, mentoring staff, and producing shared schemes of work

	Others Indirectly	Contributing to the professional community	Writing educational materials, involvement in subject networks or TeachMeets
Sufficient knowledge and experience to advise on children's development and well-being	Others Directly	Supporting colleagues and students with academic / pastoral / personal development	Effective tutoring of a tutor group Effective mentoring / coaching other tutors in the wider team
	Others Indirectly	Sharing expertise on student welfare	Contributions at SEND/vulnerable pupil review meetings. Effective home / school relationships developed
Flexible and creative teaching design tailored to learners' needs	Self	Improving adaptive teaching skills and creativity	Designing effective schemes of work and engaging lessons
	Others Indirectly	Resource creation for innovative teaching	Production of lesson plans and resources for colleagues to support their preparation
Teaching skills leading to learners achieving well relative to prior attainment	Self	Improving teaching impact	Teaching class(es) with good progress, as shown in progress and attainment data, and exam results
Promote collaboration and work effectively as a team member	Others Directly	Contributing to teamwork and collaboration	Participation in working parties, subject networks, or organising school-to-school support activities
	Others Indirectly	Sharing expertise to benefit wider teams	Organising events, visits, ITT programmes, or other collaborative projects
Contribute to colleagues' professional development through mentoring, feedback, and coaching.	Others Directly	Supporting colleagues directly	Mentoring ITT students, ECTs, or new staff, coaching colleagues, or providing feedback to develop teaching and learning strategies

Table 1: Progression criteria for the Upper Pay Range

Recommendations for progression to the UPR are determined by the Headteacher, taking into account the views of the colleague's line manager.

Appendix G: Models to support regular engagement with CPLD (Teaching Staff)

To support all schools in their implementation of high quality CPLD, it is recommended that the Core Principles for CPLD Leadership are accessed as appropriate by any colleague. The Core Principles set out 5 areas of focus: culture, content, impact, organisational support, and cognitive science of design and delivery, with recommendations for implementation in each.

Relevant wider reading is also included in the Core Principles, though it is helpful for Trust schools in all circumstances to apply the *standards for professional development for*

teachers, and to inform work as appropriate with support staff.
<https://www.gov.uk/government/publications/standard-for-teachers-professional-development>

1. Professional development should have a focus on improving and evaluating pupil outcomes[*].
2. Professional development should be underpinned by robust evidence and expertise.
3. Professional development should include collaboration and expert challenge.
4. Professional development programmes should be sustained over time.
5. Professional development must be prioritised by school leadership.

[*Note: 'Outcomes' is a broad term and, for example, is associated with improving learning and student grasp of the curriculum and does not refer exclusively to 'data']

The Trust also expects schools to align with evidenced-based approaches advocated by the Teacher Development Trust: <https://tdtrust.org/about/evidence> :

Teachers are most likely to improve when:

- *they engage in sustained improvement programmes and support that has a regular rhythm of support and experimentation over a period of two terms or longer;*
- *their experience, needs and their vision of pupils' success are taken into account during development processes – less 'one size fits all' and more effort on helping teachers understand how to relate new ideas with their own experience and the particular demands of topics and pupils that they teach;*
- *they get opportunities to discuss with each other both the theory and practice of new ideas, to test practices and ideas out in classrooms, to see practices expertly modelled and to receive expert feedback on their own efforts;*
- *they are clear on the intended impact of development upon pupils and use formative assessment to gauge the impact of ideas and practices, adapting their approaches (with expert guidance) accordingly;*
- *they engage in processes that both challenge/disrupt and deepen/extend their thinking – this is most likely to occur when some external ideas, support and challenge are included in their development so that they are not just having the same discussions with the same people and reinforcing the same orthodoxies and biases;*

In schools where teachers improve, the following aspects of the professional environment seem to relate to whether teachers are improving:

- *Behaviour: the extent to which the school is a safe environment where rules are consistently enforced and school leaders assist teachers in their efforts to maintain an orderly classroom;*
- *Peer Collaboration: the extent to which teachers are able to collaborate to refine their teaching practices and work together to solve problems in the school;*
- *Leadership: the extent to which school leaders support teachers and address their concerns about school issues;*
- *Professional Development: the extent to which the school provides sufficient time and resources for professional development and uses them in ways that enhance teaching;*
- *Culture: the extent to which the school environment is characterised by mutual trust, respect, openness, and commitment to student achievement;*
- *Annual Review : the extent to which teacher evaluation provides meaningful feedback that helps teachers improve their instruction, and is conducted in an objective and consistent manner.*

Schools can seek support from the Trust Central Team to develop approaches to CPLD.

Guidance for Support Staff

Appendix H: Models to support regular engagement with CPLD (Support Staff)

Professional support staff in schools play an important role in supporting effective teaching and learning in and out of the classroom. All employees contribute to pupils' standards of achievement. Schools must ensure that support staff have the same opportunities as teaching staff for professional development.

High quality conversations and experiences as part of CPLD are an essential aim of RLT schools. It is expected that all staff will receive training in how to engage successfully in CPLD conversations and experiences, whatever their role.

Schools must commit adequate time and training to ensure colleagues are able to engage with CPLD opportunities. This may involve frequent developmental conversations with a peer or line-manager, one to one peer coaching, work scrutiny and feedback from a colleague, coaching triads, collaborative work within school or with peers in other Trust schools, or other approaches which are known to support effective professional development.

CPLD for support staff who work directly with children, such as teaching assistants and pastoral workers, shares similar key principles to CPLD for teaching staff. In fact, in many cases, it is appropriate for support staff to collaborate with teaching colleagues.

All staff should have access to external input and challenge, including opportunities to visit other schools in or outside the Trust, access to evidence-informed input, and the opportunity to seek out different approaches and strategies. The National Association of Professional Teaching Assistants, the Professional Standards for Teaching Assistants, subject associations, the Specialist SEND Association, and the teaching assistant research and guidance from the Education Endowment Foundation can all be helpful sources for this.

While staff who don't work with children might not need to link their learning directly to an expected student outcome such as colleagues in Finance or HR, they do need to link their development to a clear school need and to evaluate how they meet that need.

Some needs will be quite specific and procedural, such as completing first aid training or learning how to use the school data programme more effectively. However, there will be more complex skills and knowledge that need to be learned in a sustained and focused way which relates to working in Schools. Professional Associations linked to the role should be taken into consideration when developing CPLD objectives.

Appendix I: FAQs about this Policy

My annual review meeting cannot seem to be fitted into my work time. Will I be expected to do this in my own time?

No - annual review meetings should take place during working time. Arrangements should be made to release you from your duties to do this.

I have more than one role in the school - which one will be discussed and reviewed?

Your job as a whole will be reviewed by your line manager (so both roles). If you have more than one line manager, the headteacher will decide who is best placed to manage and review your performance, and your reviewer should get feedback from other colleagues who know your work well as needed.

I work for a few hours only - do I need to have an annual review?

Yes - all colleagues are entitled to and are expected to engage positively in a constructive and supportive annual review process

I am on a short term contract - do I need to have an annual review?

Not if your contract is less than two terms (4 months), but you will expect to discuss how things are going in your role with your line manager from induction to the end of your contract.

Can I choose who I would like to carry out my annual review?

No, the headteacher will decide who is best-placed to carry out your annual review. If you consider that the person identified as your reviewer is unsuitable for professional reasons you should make a written request to the headteacher for the reviewer to be replaced, stating your reasons. Whilst the Headteacher will consider your reasons, their decision is final.

What will I gain from the annual review process?

You will have dedicated time to discuss your role and responsibilities, wellbeing and professional development, which is invaluable.

Is annual review relevant when I only work 1:1 as support for a pupil with SEN?

Yes - because you are a member of staff and entitled to an annual review and opportunities for professional development. The work that you do contributes to the progress of the pupil and the success of the school. In the future you may want to change your role or work towards further qualifications. An annual review gives you an opportunity to discuss your professional aspirations.

Is an annual review offered to voluntary workers in schools?

No, annual review is just for employees, but you should still receive recognition, thanks and feedback on the work you are doing.

What can I do to prepare myself for my annual review?

You should be provided with guidance in work to self-review your performance, including completing brief comments in a CPLD Record. Give yourself some time to think about the process and to focus your thoughts about your work using the relevant teacher standards or your job description to identify what you think is going well and areas where you lack confidence or you think could be improved. Don't leave this too late as you will get the most out of the process if you think about it in advance.

Other general principles underlying this policy

The role of the Trust for Schools

Throughout this procedure the Board of Trustees will discharge their responsibilities through the Trust HR Director and Human Resources Team.

Definitions

Unless indicated otherwise, all references to “teacher” include the headteacher.

Consistency of Treatment and Fairness

The Trust Board and governing bodies are committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.

Delegation

Normal rules apply in respect of the delegation of functions by relevant bodies, headteachers and Trust Board.

Monitoring and Evaluation

The local governing body and headteacher will monitor the operation and effectiveness of the school's annual review arrangements.

Advice and guidance on any aspect of this policy can be obtained from the Trust's HR Team.

Other relevant policies and procedures

Professional Capability Procedure

Pay Policy for Teachers

Pay Policy for Support staff