



# **PRSD Policy**

**Reviewed September 2017**

## **1. Introduction**

- 1.1 The Board of Governors of Cedar Lodge School is committed to the development of its teachers as individuals and as teams through constructive feedback and agreed identification of their development needs.
- 1.2 The school is also committed to providing appropriate and effective personal development to ensure job satisfaction, enhanced professional expertise and career development opportunities.
- 1.3 This performance review and staff development policy applies to all teachers except those in their induction year and in EPD and is in accord with the requirements of the PRSD scheme and guidance from the Education Authority.
- 1.4 It sets out the approach to implementing performance review in the school and is linked to current activities and policies related to school development planning, school improvement and staff development.

## **2. Appointment of Reviewers**

- 2.1 Teachers (including Vice-principal) The Principal shall designate a Reviewer for each Teacher. The Reviewer will normally have management and /or curricular responsibility for the teacher. Where this is not possible, the designation of the reviewer will be in consultation with the teacher. The principal may designate a new Reviewer in place of an existing reviewer at any time. The review process will continue as if there had been no change of Reviewer. For the vice-principal the reviewer will normally be the principal. The principal, in the deployment of Reviewers, will be mindful of the workload of each Reviewer and consequently a Reviewer will normally not be responsible for more than 4 Reviewees.
- 2.2 The Principal will be reviewed by two members of the Board of Governors. The principal's reviewer will be advised by an external adviser designated by the Board of Governors in consultation with Education Authority.

### **3. The Performance Review Cycle**

3.1 The review process for the Principal and Teachers will have three stages.

#### Stage 1 – Planning and Preparation

1. Teacher Reviewees will discuss and agree with their Reviewers, three objectives derived from the school development plan and these will cover the areas of professional practice, pupil and curriculum development and their personal and professional development. These objectives may be common to all staff or be shared objectives. In such circumstances it is essential that the contribution of individual teachers may be identified.
2. Principal Reviewees will discuss and agree three objectives derived from the areas of leadership and management, pupil and curriculum development and his/her personal and professional development. Principal objectives will reflect the priorities identified within the school development plan.
3. Each Reviewer will record the objectives that will apply for the review period in the agreed planning record. Objectives will normally be jointly agreed. However, if there are any differences of opinion about the objectives, the Reviewer will set them but the Reviewee may add comments to the written record.

#### Stage 2 – Monitoring Progress

1. The reviewer of a teacher will undertake classroom observation on two occasions. It is reasonable to set a maximum of 30mins for each observation.
2. Classroom observations will reflect the teacher's objectives. The lessons to be observed and the timeframe should normally be jointly agreed in consultation with the teacher. However, in exceptional circumstances where agreement cannot be reached the reviewer(s) will decide the lessons to be observed.
3. In the case of teachers with management responsibilities outside the classroom, where these are reflected in one of the objectives, one period of classroom observation, after consultation with the teacher, may be replaced with a period of task observation at the discretion of the reviewer.
4. In the case of a principal, two periods of task observation may take place as a prelude to the review discussion. However, where a principal has a significant teaching role, one of the periods of task observation may be replaced by a period of classroom observation.
5. Where information, written or oral, is to be sought from other people, the agreed Code of Practice on the Collection of Information will be adhered to.

### Stage 3- Reviewing Performance and Staff Development

1. There will be an annual review meeting between the reviewee and the reviewer(s). The external Adviser should attend the meeting for the Principal. The reviewer(s) will use the recorded objectives as a focus to establish the reviewee(s) performance and development, including a clear assessment of whether each of the objectives has been met. The review will identify any development needs and include an action plan; the proposed action plan should be consistent with and inform the school's professional and staff development plan and be within the resources available.
2. A written review statement on the current annual review will be prepared by the reviewer recording the main points made and the conclusions reached. Identified development needs shall be recorded in a separate annex that will form part of the review statement. If it is not possible to complete the statement at the review meeting, it must be prepared within 10 working days of the meeting. The teacher will be provided with a copy and within 10 working days of first having access to it, after adding comments if they wish, will return it to the Reviewer.
3. Each Reviewee will be given a copy of their review statement. The original versions will be held by the Principal. The Principal's review statement will be held by the Chair of Governors. Those responsible for making decisions regarding pay progression will be provided with access to it as necessary.
4. The principal and Chair of Governors will keep the review statements, that they hold, in a secure file and will retain them for 7 years.
5. Details of the training and development needs identified in the review statements will be given by the principal to the person(s) responsible for training and development in the school. This will include, where appropriate, the Curriculum Advisory and Support Service of the EA's, the Regional Training Unit and Higher Education Institutes or other bodies that provide training and development in the school.

### **4. Complaint Process**

It is anticipated that perceived problems or concerns will be addressed informally between the reviewee and reviewer(s). In the event it is not possible to resolve a concern through informal means, teachers and principals may complain about the performance objectives that have been set or about their Review statement using the procedure contained in the appendix to this policy.

## **5. Links to Other Procedures**

1. Information from review statements will be used to promote the personal and professional development of all staff. Relevant information from review statements will be taken into account in making decisions and advising those responsible for taking decisions or making recommendations about performance or pay progression. The performance review and staff development process may occasionally identify issues of concern about a teacher's performance. In situations where this arises, a programme of support and development will be provided and the performance review process will cease. In cases where the unsatisfactory teacher's procedure is invoked there may be no pay progression.
2. Induction/EPD The final meeting of the induction/EPD period may be used to agree objectives and professional development opportunities as the first stage of the teacher's subsequent review cycle.
3. Upper Pay Scale Movement to UPS 1, 2 and 3, with effect from September 2007 will be informed by the operation of the PRSD scheme, as will be detailed in the school's salary policy. Information from two review statements will form part of the body of evidence to determine progression. Teachers will be considered for further progression provided at least two years have elapsed from their placement on a lower point of the scale.

## **6. Equality of Opportunity**

1. This scheme shall operate fairly and equitably for all principals, vice-principals and teachers, in accordance with the principles of equality of opportunity. Reviewers will be aware of their responsibilities under the law not to discriminate on the grounds of gender, marital status, disability, race or sexual orientation in the way in which the Performance Review and Staff Development Scheme is conducted.
2. The Performance Review and Staff Development Scheme shall be used positively to promote equality of opportunity by encouraging all principals, vice-principals and teachers to fulfil their professional potential.

The scheme shall comply with equality legislation in Northern Ireland including:

- Fair Employment and Treatment Order (Northern Ireland) 1998
- Sex Discrimination (NI) Orders as amended 1976 & 1988
- Race Relations (NI) Order 1997
- Disability Discrimination Act 1995
- Equal Pay Act (NI) 1970 as amended
- The Equal Treatment Directive
- Schedule 9, Section 75 of the Northern Ireland Act 1998.

3. The scheme, or those operating it, shall not treat any principal, vice principal, or teacher in a detrimental or less favourable way because of religion, political opinion, gender, pregnancy, marital status, sexual orientation, disability, race, age, full or part time status or trade union membership or activity.

4. Where an individual believes that they have been discriminated in respect of the arrangements for the operation of this scheme or the outcome, they are entitled to consider referring this to an industrial tribunal. This should normally be within three months of the event occurring.

## **7. Timing of the Review Process**

- Planning meetings will take place in the period: September to December;
- monitoring/including classroom observation will take place: January to June;
- review meetings will take place in the period: January to June;

## **8. Review of this Policy**

The Board of Governors and principal, in consultation with the staff, will update and amend this policy as required to ensure that it is effective and complies with the PRSD scheme and any changes that may from time to time be introduced.