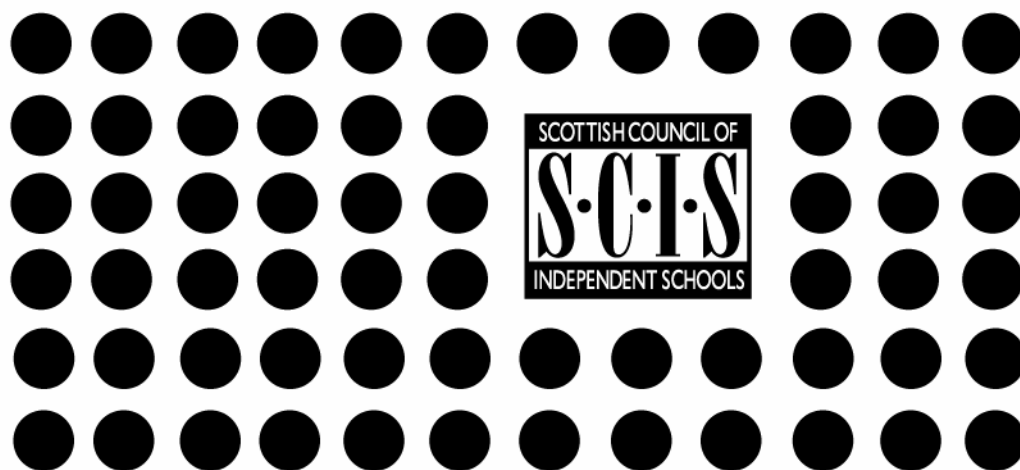


**Scottish Council of
Independent Schools**

**Framework for
Professional Review and
Development**

**2001
(Revised 2006)**



SCIS FRAMEWORK FOR PROFESSIONAL REVIEW AND DEVELOPMENT

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1. Foreword

The professionalism of teachers and other staff is a key feature of the ethos of schools in the independent sector. The staff are a school's most vital asset and it is important that as individuals they receive support, encouragement and praise for their achievements. It is also important that staff can build up a portfolio of their progress and that they are supported in the context of a caring and positive environment.

To review staff in a professional way needs time, thought and careful planning. The SCIS framework is intended to help Governors and Headteachers introduce a scheme which is user-friendly and which will be beneficial to all concerned. The framework reflects current good practice and anticipates the introduction of new strategies for CPD in light of the 2001 McCrone Agreement. It is sufficiently flexible to adapt to new developments and will be up-dated on an ongoing basis. The framework offers advice and paperwork which schools can adapt to suit their own circumstances.

SCIS is indebted to Anne Lovering, Training Manager at the Edinburgh Chamber of Commerce who designed the framework with the Director of SCIS and to the many others who contributed. Anne Lovering's experience of staff review in the Civil Service in Scotland, in the National Health Service and in the world of commerce was invaluable. The framework is highly recommended to SCIS schools.

Judith Sischy
September 2001

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2. Introduction

Supporting and developing individual performance is a key to success in every organisation. In schools teachers need continuously to review their abilities and develop their skills in order to maintain, improve and promote good teaching and learning practice.

This framework of **Professional Review and Development (PRD)** has been produced to help individuals establish with their immediate managers a shared understanding of priorities and of objectives. It should help staff to:

- ❑ know what level of contribution is expected of them in the classroom and in other school activities
- ❑ assess their own performance
- ❑ contribute towards the overall objectives of the school and feel that their contribution is valued
- ❑ have the opportunity to discuss their successes, challenges and problems
- ❑ have their Continuous Professional Development (CPD) needs identified and met.

This framework is essentially a line management scheme, based on a number of staff being reviewed by their immediate line manager or by their Head of Department. During our research and consultation we considered less traditional schemes, such as peer, team or 360° review but the findings and feedback strongly suggested that such schemes would be too complex and time consuming for our schools.

We have called this scheme "*Professional Review and Development*" as it embraces:

- ❑ the *professionalism* of the teacher
- ❑ the assessment or *review* process
- ❑ the *promotion of Continuous Professional Development*.

3. Context

When writing this framework we have taken account of:

- ❑ the staff development and appraisal systems currently used in independent schools
- ❑ the CPD guidelines currently being developed for teachers
- ❑ the national competences currently being developed for teachers
- ❑ schools working toward Investors in People accreditation
- ❑ the different systems used in education, local authorities and other professional organisations
- ❑ the SCIS guidance on employment contracts
- ❑ feedback and advice from the SCIS management committee, the SCIS CPD Group, Heads and staff from several schools

Our proposed *Professional Review and Development* scheme is designed for a school where:

- ❑ staff are familiar with the School/Departmental Development Plan
- ❑ staff are clear about the ethos, objectives and priorities of their school
- ❑ staff are clear about their role in helping the school to achieve its objectives
- ❑ school objectives are planned and reviewed on an ongoing basis
- ❑ Heads of Department are committed to their management role in relation to the development of their staff

4. Benefits of the PRD scheme

This scheme is about people not paperwork. It aims to be simple and user friendly and will be most effective within a climate where staff are:

- ❑ given a clear understanding of roles and responsibilities
- ❑ familiar with the school objectives and policies
- ❑ fully consulted before the introduction of change
- ❑ encouraged to engage in self-evaluation

Introducing and continuing **Professional Review and Development** takes time and effort. Done well a PRD scheme can improve morale, increase job satisfaction and reduce stress levels. Surveys show that people are motivated and satisfied at work when:

- ❑ their work is appreciated
- ❑ they feel involved
- ❑ they are given help with problems
- ❑ they are learning something new
- ❑ they are involved in a challenge
- ❑ they are asked for advice
- ❑ they see their suggestions being implemented

This *Professional Review and Development* framework gives each individual staff member the opportunity to:

- ❑ enhance their own professionalism
- ❑ give and receive ongoing and regular feedback
- ❑ discuss and agree objectives with their immediate manager
- ❑ improve teaching and learning practice through CPD
- ❑ link objectives to the School and Departmental Development Plan

The School will benefit from:

- ❑ staff with a high level of commitment to the school's objectives
- ❑ higher morale and improved staff loyalty
- ❑ an awareness of staff skills and attributes which will help to identify recruitment and development needs
- ❑ success in the retention of good staff
- ❑ more motivated, competent and confident teachers
- ❑ improved pupil motivation
- ❑ fewer complaints
- ❑ an enhanced reputation

5. Roles and Responsibilities

Head Teachers

It is important that this **Professional Review and Development** scheme is introduced effectively and that everyone involved knows and understands their roles and responsibilities.

When implementing the scheme Head Teachers need to identify the Reviewer for each individual staff member. In smaller schools Reviewers may be the Head Teacher or Deputy Head Teacher. In larger schools the Heads of Department may also be Reviewers. An ideal ratio would be one Reviewer to six to eight Reviewees. The most important factor is that the Reviewer has regular, day to day contact with the staff who are to be reviewed. As the scheme incorporates the CPD requirement that every teacher agrees an annual CPD plan with his/her immediate manager, Head Teachers do not have to consider this as a separate action.

Head Teachers may wish to consider starting PRD with different staff at different times of the year to spread the frequency of review meetings. This could be planned so that each Reviewer reviews no more than two or three members of staff in one month.

There may be times when an individual staff member feels that it would be preferable to have another Reviewer. In such cases he/she should speak with the Head Teacher who should consider the request and, if appropriate, arrange for Reviews to be conducted by a colleague at least equal in status to the original Reviewer.

Section 10 of this Framework is called **Putting the Framework into Practice** and aims to summarise the action needed when introducing a PRD scheme.

Reviewers

A Reviewer's main responsibilities will be to:

- ❑ discuss the results of the Reviewee's self evaluation
- ❑ support, encourage and agree objectives with the Reviewee
- ❑ ensure that the objectives contribute to the department and school development plan
- ❑ review and discuss progress with the Reviewee on an ongoing basis
- ❑ conduct an annual progress review with the Reviewee and start the next PRD cycle.

CPD Co-ordinator

The CPD co-ordinator can complement the Reviewer by supporting Reviewees in the achievement of their professional development objectives. CPD co-ordinators can help Reviewees by:

- providing information and advice on how to access different sources of CPD (see also page 10)
- helping them to select the most appropriate training and learning opportunities
- assessing the resource and other implications
- helping them to make the most of their learning by:-
 - preparing them for their CPD training
 - offering a de-briefing session
 - encouraging them to share/cascade the key points from their learning
 - supporting their learning in the classroom/workplace

Reviewees

The role of the Reviewees is to:

- evaluate how effectively they are carrying out their professional duties
- assess and discuss their professional development needs
- set and agree objectives
- evaluate their contribution toward the achievement of the overall school objectives

PRD Checklist

Appendix 1 provides a checklist which summarises the roles and responsibilities of Headteachers, Reviewers and Reviewees.

6. Key Stages of the PRD Scheme

The next sections of this framework describe and provide exemplar materials for the following key stages:

Stage 1	Reviewees reviewing their Professional Duties
Stage 2	Reviewees completing their Self-Evaluation Form and Self-Development Plan
Stage 3	Reviewer and Reviewee meeting to set objectives
Stage 4	Reviewee and Reviewer reviewing and recording the progression/achievement of objectives.

Stage 1: Professional Duties

It is important with review and development that individual staff members are clear about their duties and responsibilities. The SCIS guidance on employment contracts, issued in 2005, helps with this. These guidelines recommend that a list of Professional Duties form part of each teacher's contract. An example of Professional Duties taken from the SCIS Guidelines is attached as Appendix 2.

As part of the **Professional Review and Development** scheme Reviewers should encourage and support individual staff members to review their list of Professional Duties from time to time to ensure that it is accurate and up to date.

Stage 2: Self-Evaluation

This **Professional Review and Development** scheme introduces a **Self-Evaluation Form** designed to help individual staff members to reflect on how they are carrying out their professional duties and to identify objectives. The purpose of the form is to stimulate thought about current performance and development needs. It will be of most benefit when used throughout the **Performance Review and Development** year as a basis for formal and informal discussion between Reviewer and Reviewee.

The Self-Evaluation Form introduces the use of indicators which is a key feature of this scheme as staff need to have criteria as a basis for self-evaluation. The indicators used in the **Self-Evaluation Forms** are examples which take into account:-

- ❑ Teaching Competences for ITE (1998) (*See appendix 3*)
- ❑ Standard for Headship in Scotland (1998)
- ❑ Quality Assurance in ITE - Benchmark Information (2000)
- ❑ GTC Standard for Full Registration (2001)
- ❑ Other schemes

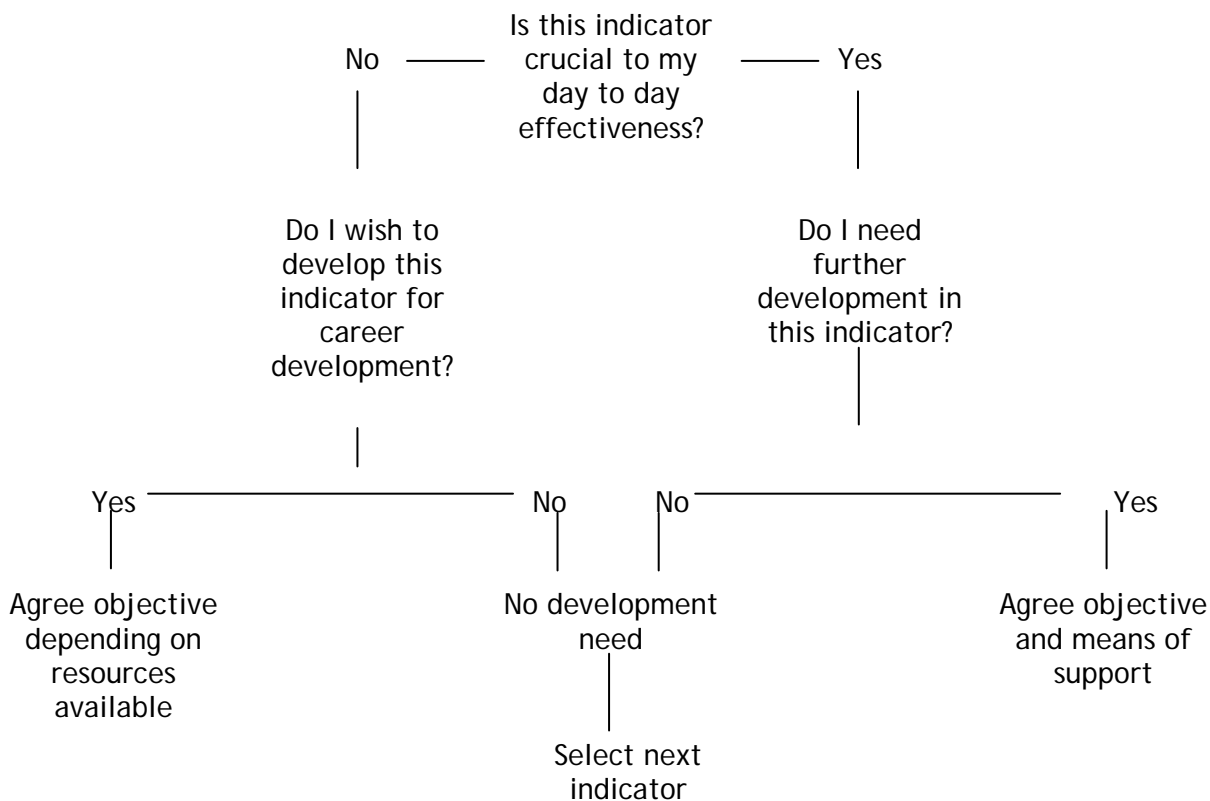
Appendices 4, 5, and 6 are examples of self-evaluation forms for:

- ❑ Teachers
- ❑ Promoted Posts
- ❑ Non Teaching Staff

Schools will wish to amend the examples and devise their own indicators. Head Teachers should

review and, if necessary, update these indicators on an ongoing basis, probably at least once each year. It may be useful for Head Teachers to work with a group of Heads of Department when carrying out this review.

The following flow chart is a useful process for Reviewees using the Self-Evaluation Forms for the first time:

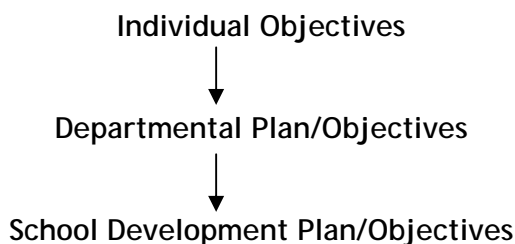


Individuals often find **Self-Development Plans** a useful aid when setting objectives. A Self-Development Plan is included at the back of each Self-Evaluation Form. (Appendix 7)

Staff should file their completed Self-Evaluation Forms and Self-Development Plans in their CPD Portfolio.

Stage 3: Objective Setting

Using indicators as a method of self-evaluation will ensure that there are clear links between an individual's performance and development and the school's performance and development.



The involvement of staff in identifying and planning the school and/or departmental objectives

will help them to identify with those objectives and to set their own individual objectives. To ensure that the objectives develop both the individual and the school, Reviewees should remind themselves of the current priorities of the school by revisiting the School Development Plan.

Objectives will only be helpful if they state clearly:

- ❑ **What has to be done**
- ❑ **How it will be done**
- ❑ **When it will be done.**

The easiest way to ensure that objectives are clear is to check that they are **SMART**.

Specific	stating clearly what has to be done
Measurable	either quantitative, qualitative or both
Achievable	within the individual's capabilities and the resources available
Relevant	to the individual/the department/the school
Timebound	achievable within a specific timescale.

To help to ensure that individual objectives are easily recorded and reviewed the **Professional Review and Development** scheme introduces **Objectives Sheets** (Appendix 9).

CPD objectives should be cost and time effective and make best use of developmental opportunities such as:

- ❑ membership of school committees and task groups
- ❑ discussing and developing school policies
- ❑ school workshops
- ❑ observation
- ❑ project work
- ❑ professional reading
- ❑ presenting papers
- ❑ attending courses, conferences and lectures
- ❑ accredited training courses and programmes
- ❑ visits, placements, secondments, job shadowing
- ❑ mentoring or being mentored
- ❑ taking on work or projects delegated by managers

Each Reviewee should aim to have no more than four to six objectives to achieve at any one time. Most of these objectives will be identified using the Self-Evaluation Form at the start of their PRD year, although new objectives may be identified during the year.

Illustration:

The following pages of this Framework illustrate how to:

- use the Self-Evaluation Form to identify professional development
- use the Self Development Plan to draft objectives
- record objectives on the Objectives Sheet

Self Evaluation Form

Using the Self-Evaluation Form a staff member may identify that he/she needs to develop three or four indicators. For example:

Self Evaluation Form

Indicators	Relevance to job				Level of current effectiveness		
	High	Med	Low	N/A	High	Med	Low
The Curriculum:							
1. Plays a full part in developing pupils' skills in literacy and numeracy.	√				√		
2. Uses and applies ICT effectively in learning and teaching, taking account of legal, ethical, health & safety issues.		√			√		
3. Plans and prepares coherent teaching programmes and lessons, including homework, which ensures continuity and progression in pupils' learning.	√					√	
Teaching and Learning:							
4. Motivates and sustains the interest of all pupils in a class.	√					√	
5. Explains and communicates with pupils both clearly and in a stimulating manner.	√						√
6. Questions pupils effectively, responds to their questions and supports their contribution to discussions.	√						√
Classroom management:							
7. Organises classes and lessons to ensure all pupils are productively employed when working individually, in groups or as a class.	√				√		
8. Knows and applies the principles and practices which underlie good discipline and promote positive behaviour.	√				√		
9. Contributes effectively to strategies to prevent bullying.	√						√
10. Evaluates and justifies his/her own actions in managing pupils.	√				√		

Indicators 3, 4, 5, 6 and 9 highlight professional developmental needs, especially as the Reviewee has marked them as "highly relevant to the job".

Self Development Plan

The Self-Development Plan can be used at this stage to draft each objective. For example:

Self Development Plan

Indicator to be Developed	Method(s) of Fulfilment (observation, project, training course, visit)	Expected Outcome(s)	Completion Date(s)	Approximate Cost (time, fees, material, etc.)
3. Plans and prepares coherent teaching programmes and lessons, including homework, which ensures continuity and progression in pupils' learning.	For the next term work co-operatively with a departmental colleague.	New and revised teaching programme.	For beginning of next term.	Approx. 4 hours for self and 2 hours from colleague.
4. Motivates and sustains the interest of all pupils in a class.	Attend a "Monitoring Progress of Pupils with Special Needs" training course.	Use of IEP and SMART objectives.	Beginning of next term.	1 day £160.00 Approx. travel costs £23.00 return.
9. Contributes effectively to strategies to prevent bullying.	Re-visit the school's anti-bullying strategy and devise a new approach with the class including use of help cards, role plays, etc.	Class understanding and working together to prevent bullying.	Within next 6 months	No additional time.

The completed Self-Evaluation Form and Self Development Plan will:

- form the basis of discussion between the Reviewer and Reviewee
- ensure that objectives can be agreed and recorded at the PRD Interview

Objectives Sheet

The final SMART objectives may look like this:

Objectives 2001/2002

Identified Objective	Benefits to the individual and the school.	Support Needed	Progress Review /Outcome
1. By January 2002 to have drafted a revised Teaching Programme to the satisfaction of my Head of Department by working co-operatively with colleagues over one term.	Improved pupil performance. Increased job satisfaction.	Feedback from colleagues and Head of Department.	
2. By April 2002 to have attended the "Monitoring Progress of Pupils with Special Needs" course, prepared IEPs and SMART objectives and reviewed results with Head of Department.	Improved pupil performance. Increased job satisfaction.	CPD Co-ordinator to source training course and help with learning objectives.	
3. To have introduced an effective anti-bullying strategy with the class completing their own evaluation of the agreed strategy by end of April 2002.	Improved pupil performance with safer learning environment and more motivated class.	Feedback from Head of Department.	

Note: For schools which do not have an existing Review and Development System the first PRD Interview will be for planing purposes only and will concentrate on objective setting which will be recorded on the Objectives Sheets. Once the cycle has started subsequent PRD Interviews will be to review the objectives which were set the previous year and to set new objectives for the coming year.

Stage 4: Reviewing

Feedback

Constructive ongoing feedback has an immediate positive effect for individuals and helps to create an ethos of achievement amongst the staff as a whole. Without feedback staff can start to feel de-motivated which affects their day to day performance. Even staff who are doing an excellent job need regular feedback in order to maintain their morale and motivation. Reviewers need to adopt an encouraging and supportive role by giving continuous praise for achievements and constructive criticism in the event of difficulties.

As well as giving feedback on a regular basis and at team meetings Reviewers should be approachable and available, should individual staff members need to discuss their work or their progress in meeting objectives. Ideally the Reviewer and Reviewee should meet at least once mid way through the school year to review progress. If time allows and objectives are particularly challenging the Reviewer and Reviewee may choose to meet more often.

Review Interviews

Review Interviews should:

- ❑ be well prepared to maximise use of the time allocated
- ❑ be in the diary giving at least one week's notice for preparation
- ❑ take place in a room where there will be no interruptions and conversation cannot be overheard
- ❑ allow enough time for detailed discussion of progress toward objectives.

With good preparation an average Review meeting will take about one hour.

Although planned and private the Reviews are not meant to be too formal. Their main purpose is to encourage two way communications between the individual staff member and the Reviewer. They should be seen as an opportunity to discuss and explore ideas, specific incidents, successes, problems and importantly to review objectives. When reviewing objectives it is worth remembering they are not set in tablets of stone and can be amended to take account of changing priorities.

Recording Reviews

A record of the Review discussion should be made. At a minimum column 4 of the Objectives Sheets (Progress Review/Outcome) should be updated. Schools may also wish to record a summary of the Review discussion, as shown at Appendices 10 and 11.

7. Confidentiality

An electronic copy of this Professional Review and Development scheme, in a format which can be amended by the school, is available from SCIS (email: office@scis.org.uk). It should be noted that information stored on computers is not a guarantee of confidentiality. For ease and confidentiality we suggest that individual schools:

- ❑ change the paperwork to suit the school
- ❑ keep the original blank copy in a central file
- ❑ issue hardcopies to Reviewers and ask that all paperwork is completed by hand
- ❑ remind Reviewers of the need for confidentiality and that only the Reviewee, Reviewer and their immediate manager(s) should have access to the paperwork.

8. Disagreements

Disagreements should be rare. There may be times when it is not possible for the Reviewer and Reviewee to agree about objectives or the progress made. In such a situation it is important that the matter is resolved quickly and fairly.

First Step - Reviewee should seek further discussion with the Reviewer in an attempt to reach consensus.

Second Step - If consensus cannot be reached the Reviewee should make a written request for an interview with the Reviewer's immediate manager. The Reviewer's immediate manager should arrange for the interview to take place as soon as possible, probably within 10 working days of the written request. If after the interview agreement cannot be reached the individual staff member should have the right to have any reservations noted on the final report.

Ongoing disagreement may lead into a grievance matter for which schools will have their own procedures.

9. Training

Reviewers need certain skills in order, confidently and competently, to agree objectives, give feedback and complete Review Interviews. Dates and booking details of a one-day training course for Reviewers can be found in the SCIS CPD Programme. The objectives of the course are to enable Reviewers to:

- ❑ recognise the importance and benefits of preparing for Review meetings
- ❑ describe the stages, features and benefits of the Professional Review and Development scheme
- ❑ set Specific, Measurable, Achievable, Relevant and Timebound objectives (SMART)
- ❑ give and receive feedback
- ❑ state the preparation and skills needed to carry out an effective Review
- ❑ recognise the importance and benefits of preparing for Review Interviews
- ❑ use appropriate and constructive verbal and non-verbal communication during Review Interviews

Appendix 12 is a simple checklist to help Reviewers to consider and review their competencies.

10. Putting the Framework into Practice

Introducing anything new needs careful consideration and planning. Staff are often resistant to change, especially if they perceive the change as benefiting the organisation as a whole but threatening to their personal interests. Reviewers and Reviewees may be resistant to the change if:

- ❑ it conflicts with their values
- ❑ they do not understand its implications and think that the disadvantages outweigh the benefits
- ❑ they do not see the need for it
- ❑ they do not agree with the way it is introduced.

There is no right way to introduce change but advance notice will help staff to manage the change. It is important to communicate with all those involved and affected by the introduction of the **Professional Review and Development** scheme. Most of the information can be covered at regular staff meetings. Additional team meetings may be needed to brief staff to ensure that they:

- ❑ know why the scheme is being introduced
- ❑ understand the features and benefits of the scheme
- ❑ accept their role in the scheme
- ❑ know and agree who will be their Reviewer
- ❑ can identify and set objectives
- ❑ have attended any necessary briefing sessions/training
- ❑ **have access to this framework at any time**

We have also included a list of **Dos and Don't for Reviewers**, at Appendix 13, which Head Teachers may wish to use as a Handout when briefing Reviewers.

PRD Checklist	
Actions:	Dates:
<p>Head Teachers:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Agree the indicators to be used in the Self-Evaluation Forms <input type="checkbox"/> Finalise PRD Paperwork <input type="checkbox"/> Identify Reviewers and Reviewees <input type="checkbox"/> Plan when PRD will start for each individual staff member <input type="checkbox"/> Ensure staff are briefed and are clear about their roles and responsibilities. 	
<p>Reviewers and Reviewees:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Arrange place, date and time of first PRD Interview. <p>Reviewees:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review list of Professional Duties <input type="checkbox"/> use Self-Evaluation Form and Self Development Plan to identify and draft potential objectives <input type="checkbox"/> keep copies of their completed Self-Evaluation Forms in their CPD Portfolio. 	
<p>Reviewers and Reviewees:</p> <ul style="list-style-type: none"> <input type="checkbox"/> update list of Professional Duties if changes are identified <input type="checkbox"/> discuss and agree objectives for the forthcoming year at the PRD Interview <input type="checkbox"/> record agreed objectives on the Objective Sheets (Reviewee keeps a copy). 	
<p>Reviewers and Reviewees:</p> <ul style="list-style-type: none"> <input type="checkbox"/> continuously review progression and achievement of agreed objectives through regular ongoing communication and day to day contact at regular school/departmental meetings, PRD interim reviews <input type="checkbox"/> record progress on the Objective Sheets at the mid year stage. 	
<p>Reviewers and Reviewees:</p> <ul style="list-style-type: none"> <input type="checkbox"/> review achievement of last year's objectives and discuss and agree objectives for the forthcoming year at the PRD Interview <input type="checkbox"/> finalise last year's Objective Sheets and complete new ones for the forthcoming year. 	
<p>Head Teachers:</p> <ul style="list-style-type: none"> <input type="checkbox"/> through feedback from the staff evaluate the scheme ensuring Reviews have taken place and objectives have been discussed and agreed <input type="checkbox"/> review and, if necessary, update indicators to ensure they stay current and valid. 	

Professional Duties

[To be amended as appropriate]

The following duties will be deemed to be included in the professional duties which the Teacher may be required to perform.

Teaching

Planning and preparing courses and lessons

Teaching, according to their educational needs, the pupils assigned to him/her, including the setting and marking of work to be carried out by the pupils in the school and elsewhere

Assessing, recording and reporting on the development, progress and attainment of pupils

Other Activities

Promoting the general progress and well being of individual pupils and any class or group of pupils assigned to him/her

Providing guidance and advice to pupils on educational and social matters; making relevant records and reports

Making records of and reports on the personal and social needs of pupils

Communicating and consulting with the parents of pupils

Communicating and co-operating with persons or bodies outside the school

Participating in meetings arranged for any of the purposes described above

Assessments and Reports

Providing or contributing to oral and written assessments, reports and references relating to individual pupils and groups of pupils

Appraisal

Participating in any arrangements for the appraisal of his/her performance and that of other teachers

Review: Further Training and Development

Reviewing from time to time his/her method of teaching and programmes of work

Participating in arrangements for his/her further training and professional development as a teacher

Educational Methods

Advising and co-operating with the Head teacher and other teachers or any one or more of them) on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements

Discipline, Health and Safety

Maintaining good order and discipline among the pupils and safeguarding their health and safety when they are authorised to be on the School premises and when they are engaged in authorising School activities elsewhere

Staff Meetings

Participating in meetings at the School which relate to the curriculum for the School or the administration or organisation of the School, including pastoral arrangements

Cover

Supervising and so far as practicable teaching pupils whose teacher is not available to teach them

Public Examinations

Participating in arrangements for preparing pupils for public examinations and in assessing pupils for the purposes of such examinations; recording and reporting such assessments; participating in arrangements for the pupils' presentation for and supervision during such examinations and review of examination results

Management

Contribute to the selection for appointment and professional development of other teachers and non-teaching staff, including the induction and assessment of new and probationary teachers

Co-ordinating or managing the work of other teachers

Taking part as may be required in the review, development and management of school activities relating to the curriculum, organisation and pastoral functions of the School

Administration

Participating in administrative and organisational tasks related to such duties as are described above, including the management or supervision of persons providing support for the teachers in the School and the ordering and allocation of equipment and material

Attending assemblies, registering the attendance of pupils and supervising pupils (including at daily lunch or other breaks), whether these duties are to be performed before, during or after the School day.

Source: SCIS Guidance on Employment Contracts (2005).

TEACHING COMPETENCES (SEED 1998)**1 Competences relating to Subject and Content of Teaching**

He or she must:-

- 1.1 demonstrate a sound knowledge of, and practical skills in, the subject or subjects forming the content of his or her teaching at a level which allows him or her to stimulate and challenge pupils and to recognise and address barriers to pupils' learning specific to the subject being taught
- 1.2 be able, whether at pre-school, primary or secondary level, to play his or her full part in developing pupils' skills in literacy and numeracy
- 1.3 demonstrate the ability to use information and communications technology (ICT) and appreciate how to apply it effectively in learning and teaching, taking account of legal, ethical and health and safety issues
- 1.4 demonstrate a knowledge of, and the ability to play a part in, personal and social education, health education, education for sustainable development, enterprise and, when appropriate, vocational education
- 1.5 be able to plan and prepare coherent teaching programmes and lessons, including homework, which ensure continuity and progression in pupils' learning
- 1.6 be able to justify what is taught from knowledge and understanding of the learning process, curriculum issues, child development in general and the needs of his or her pupils in particular

2. Competences relating to the classroom**2.1 Communication and approaches to teaching and learning**

He or she must be able to:-

- 2.1.1 motivate and sustain the interest of all pupils in a class
- 2.1.2 explain to and communicate with pupils clearly and in a stimulating manner
- 2.1.3 question pupils effectively, and respond to their questions and support their contribution to discussions
- 2.1.4 employ a range of teaching strategies, including direct interactive teaching and use homework to reinforce and extend work in class, and be able to select strategies appropriate to the subject, topic and pupil's needs
- 2.1.5 select and use, in a considered way and in a number of different learning and teaching situations, a wide variety of resources, including ICT
- 2.1.6 demonstrate the ability to teach individuals, groups and classes

- 2.1.7 set expectations and a pace of work which make appropriate demands on all pupils and ensure that more able pupils are effectively challenged
- 2.1.8 identify and respond appropriately to pupils with difficulties in, or barriers to, learning and recognise when to seek further advice in relation to their special educational needs
- 2.1.9 respond appropriately to gender, social, cultural, linguistic and religious differences among pupils
- 2.1.10 encourage pupils to take initiatives in, and become responsible for, their own learning
- 2.1.11 work co-operatively with other professionals and adults within the classroom
- 2.1.12 evaluate and justify the approaches taken to learning and teaching and their impact on pupils

2.2 Class organisation and management

He or she must:-

- 2.2.1 be able to organise classes and lessons to ensure that all pupils are productively employed when working individually, in groups or as a class
- 2.2.2 demonstrate that he or she knows about and is able to apply the principles and practices which underlie good discipline and promote positive behaviour
- 2.2.3 be able to create and maintain a stimulating, purposeful, orderly and safe learning environment for all pupils, including those with special educational and health needs
- 2.2.4 be able to manage pupil behaviour fairly, sensitively and consistently by the use of appropriate rewards and sanctions and know when it is necessary to seek advice
- 2.2.5 demonstrate a knowledge of, and be able to contribute to, strategies to prevent bullying
- 2.2.6 be able to evaluate and justify his or her own actions in managing pupils

2.3 Assessment

He or she must:-

- 2.3.1 demonstrate an understanding of the principles of assessment and the different kinds of assessment which may be used
- 2.3.2 be able to assess pupils' attainments against national standards defined for a particular group of pupils or levels of qualifications where assessment leads to certification
- 2.3.3 be able to monitor, assess, record and report on the aptitudes, needs and progress of individual pupils
- 2.3.4 be able to provide pupils with constructive oral and written feedback on their progress on a regular basis
- 2.3.5 be able to use the results of assessments to evaluate and improve teaching and to improve standards of attainment

3. Competences relating to the school and the education system

He or she must:-

- 3.1 demonstrate an understanding of the national framework for, and developments in, the Scottish educational system
- 3.2 demonstrate an understanding of the system in which he or she is working, including: the role and organisation of education authorities; the organisation and management of schools; devolved management of resources; school policies and development plans and how they relate to classroom teaching; quality assurance in schools; staff development and review; and the work of school boards and parents' groups
- 3.3 demonstrate a working knowledge of his or her contractual, pastoral and legal responsibilities
- 3.4 demonstrate an awareness of his or her responsibilities for contributing to the ethos of the school, for example by promoting positive relationships between staff, pupils and parents
- 3.5 be able to report to parents about their children's progress and discuss matters related to their children's personal, social and emotional development in a sensitive and productive way
- 3.6 demonstrate an understanding of how roles and responsibilities are shared among staff and how to access help from staff within the school, including those with responsibility for the curriculum, guidance, learning support and staff development
- 3.7 demonstrate an understanding of the roles of other professionals and how to work with them, including teachers in other schools; members of other professions and agencies concerned with pupils' learning, welfare and career development; and members of the community served by the school
- 3.8 demonstrate an understanding of the informal school curriculum and the contribution he or she might make to it
- 3.9 demonstrate an understanding of international, national and local guidelines on child protection and teachers' roles and responsibilities in this area

4. The values, attributes and abilities integral to professionalism

He or she must:-

- 4.1 be committed to and enthusiastic about teaching as a profession and encouraging pupils to become learners
- 4.2 be committed to promoting pupils' achievements and raising their expectations of themselves and others, in collaboration with colleagues, parents and other members of the community
- 4.3 value and promote the moral and spiritual well-being of pupils
- 4.4 be able to self-evaluate the quality of his or her own teaching, and set and achieve targets for professional development

- 4.5 demonstrate the abilities associated with analysing situations and problems, seeking solutions and exercising sound judgement in making decisions
- 4.6 demonstrate effective interpersonal skills and the ability to develop them further, in order to respond appropriately in relating to pupils, colleagues, other professionals, parents and members of the community
- 4.7 value and promote equality of opportunity and fairness and adopt non-discriminatory practices, in respect of age, disability, gender, race or religion
- 4.8 be committed to promoting and responding to partnerships within the community
- 4.9 demonstrate that he or she knows about and is able to contribute to education for sustainable development in the school and the wider community
- 4.10 demonstrate a commitment to undertaking continuing professional development to keep up-to-date in his or her subject(s) and be ready to respond to changes in education

Self-Evaluation Form for Teachers

This Self-Evaluation Form has been designed to help teachers to evaluate their effectiveness and to identify their professional development needs.

The purpose of this form is to stimulate thought about current performance and development. It will be of most benefit when used throughout the Performance Review and Development year and before each review meeting where it will form a basis for discussion between Reviewer and Reviewee.

Suggested key areas are:

- The Curriculum
- Teaching and Learning
- Classroom Management
- Assessing, Reporting and Communicating
- Values and Professionalism.

Each key area is broken down further into a number of indicators. These can be evaluated in terms of relevance to an individual's current and future role and any development needs noted.

It should be noted that the following examples have been taken from the national advice currently available. Updated advice will be provided on an ongoing basis.

Self Evaluation Form for Teachers

APPENDIX 4 (Cont.)

Indicators (example)	Relevance to job				Level of current effectiveness		
	High	Med	Low	N/A	High	Med	Low
The Curriculum:							
1. Plays their full part in developing pupils' skills in literacy and numeracy.							
2. Uses and applies ICT effectively in learning and teaching, taking account of legal, ethical, health & safety issues.							
3. Plans and prepares coherent teaching programmes and lessons, including homework, which ensures continuity and progression in pupils' learning.							
Teaching and Learning:							
4. Motivates and sustains the interest of all pupils in a class.							
5. Explains and communicates with pupils both clearly and in a stimulating manner.							
6. Questions pupils effectively, responds to their questions and supports their contribution to discussions.							
Classroom management:							
7. Organises classes and lessons to ensure all pupils are productively employed when working individually, in groups or as a class.							
8. Knows and applies the principles and practices which underlie good discipline and promote positive behaviour.							
9. Contributes effectively to strategies to prevent bullying.							
10. Evaluates and justifies his/her own actions in managing pupils.							
Assessing, Reporting and Communicating:							
11. Understands the principles of assessment and the different kinds of assessment which may be used.							
12. Assesses pupils' attainments against national standards.							
13. Monitors, assesses, records and reports on aptitudes, needs and progress of individual pupils.							
Values and Professionalism:							
14. Demonstrates a working knowledge of his or her contractual, pastoral and legal responsibilities.							
15. Committed to and enthusiastic about teaching as a profession and encouraging pupils to become learners.							
16. Values and promotes the moral and spiritual well-being of pupils.							

Self-Evaluation Form for Promoted Posts

This Self-Evaluation Form has been designed to help Head Teachers, Deputy Head Teachers and Heads of Department to evaluate their effectiveness and to identify their Professional Development needs.

The purpose of this form is to stimulate thought about current performance and development. It will be of most benefit when used throughout the Performance Review and Development year before each review meeting where it will form a basis for discussion between Reviewer and Reviewee.

Suggested key areas are:

- Managing Learning and Teaching
- Managing People
- Managing Policy and Planning
- Managing Resources and Finance
- Interpersonal Abilities
- Intellectual Abilities.

Each key area is broken down further into a number of more narrowly defined aspects to the job. These can be evaluated in terms of relevance to an individual's current and future role and any development needs noted.

It should be noted that the following examples have been taken from the national advice currently available. Updated advice will be provided on an ongoing basis.

Self-Evaluation Form

APPENDIX 5 (Cont.)

Indicators (examples)	Relevance to job				Level of current effectiveness		
	High	Med	Low	N/A	High	Med	Low
Managing Learning and Teaching:							
1. Develops and implements effective systems for curriculum planning enabling the needs of learners to be met and targets to be achieved.							
2. Develops arrangements which promote positive relationships and celebrate success.							
3. Promotes high expectations for achievement amongst all learners and staff.							
Managing People:							
4. Ensures that systems are in place to monitor, evaluate and improve the continuing professional development of individuals and working groups.							
5. Negotiates and agrees targets and appropriate support for teams and individuals.							
6. Agrees success criteria for ongoing monitoring and evaluation and provides constructive feedback to teams and individuals on their performance.							
Managing Policy and Planning:							
7. Reviews, develops and maintains structures which support a consultative approach to decision making.							
8. Encourages discussion of and gains agreement for school values, aims, policies and plans.							
Managing Resources and Finance:							
9. Identifies resources needed to support the implementation of school policies.							
10. Negotiates and secures agreement for budget with school staff.							
Interpersonal Abilities:							
11. Is a good listener, invites feedback, expresses ideas and feelings, provides good and timely information.							
Intellectual Abilities:							
12. Uses effective problem solving techniques, analyses problems and uses convergent and divergent thinking.							

Self-Evaluation Form for Non Teaching Staff

This Self-Evaluation Form has been designed to help individual staff members to evaluate their effectiveness and to identify their professional development needs.

The purpose of this form is to stimulate thought about current performance and development. It will be of most benefit when used throughout the Performance Review and Development year and before each review meeting where it will form a basis for discussion between Reviewer and Reviewee.

Suggested key areas are:

- Establishing Effective Working Relationships
- Planning Work
- Ensuring Quality
- Personal Effectiveness.

Each key area is broken down further into a number of more narrowly defined aspects to the job. These can be evaluated in terms of relevance to an individual's current and future role and any development needs noted.

Non teaching staff in managerial posts may want to refer to the indicators listed in the Self-Evaluation Form for Promoted Posts.

Self Evaluation Form for Non Teaching Staff

APPENDIX 6 (Cont.)

Indicators (examples)	Relevance to job				Level of current effectiveness		
	High	Med	Low	N/A	High	Med	Low
Establishes Effective Working Relationships:							
1. Supports and helps manager and colleagues when appropriate and possible.							
2. Establishes rapport with colleagues, pupils, parents, etc.							
Planning Work:							
3. Takes account of schools priorities when setting goals and objectives.							
4. Can be relied upon to monitor and manage achievement of objectives even when under pressure or in difficulty.							
5. Reviews progress and revises objectives as necessary.							
6. Meets deadlines and ensures the job is done.							
Ensuring Quality:							
7. Constantly reviews and evaluates progress and performance against original plan.							
8. Seeks and takes account of feedback from both internal and external sources.							
9. Identifies areas for improvement and takes relevant action.							
Personal Effectiveness:							
10. Continuously reviews and meets own development needs ensuring all interventions support school priorities.							
11. Speaks clearly, concisely and accurately and demonstrates active listening.							
12. Plans and prepares own contributions at meetings.							

Self-Development Plan

Indicator to be Developed	Method(s) of Fulfilment (observation, project, training course, visit)	Expected Outcome(s)	Completion Dates	Approximate Cost (time, fees, material, etc.)

Professional Review and Development

School Name

School Logo

Confidential

First names: _____

Surname: _____

Job title: _____

Department: _____

PRD Period: from _____ to _____

Reviewer: _____

Date Professional Duties last reviewed (and where necessary updated): _____

Identified Objective	Benefits to the individual and the school	Support Needed	Progress Review /Outcome
1.			
2.			
3.			

Objectives 2001/2002

APPENDIX 9 (Cont.)

Identified Objective	Benefits to the individual and the school	Support Needed	Progress Review /Outcome
4.			
5.			
6.			

Reviewer's Overall Assessment

Signature _____ Date _____

Reviewee's Overall Assessment

Signature _____ Date _____

Reviewer's Overall Assessment

Signature _____ Date _____

Reviewee's Overall Assessment

Signature _____ Date _____

Assessing Your Competence as a Reviewer

Competence areas:	Self Rating
Questioning	
Listening	
Attentive body language	
Reflecting	
Summarising	
Giving praise	
Giving constructive criticism	
Receiving feedback	
Knowing the objectives of the school and departments	
Setting objectives	
Gaining agreement	
Creating a learning environment	
Structuring an interview	
Creating an atmosphere where individuals are encouraged to talk	

Rating scale:

1 = High

2 = Medium

3 = Low

Do's and Don'ts for Reviewers

Do

- ❑ Be sure of how you will fulfil your responsibilities as a Reviewer.
- ❑ Meet with individual staff members to discuss and agree the completion of their Self-Evaluation Form and Objectives.
- ❑ Make sure each Reviewee's objectives link with the School Development Plan.
- ❑ Make sure that objectives are SMART.
- ❑ Make sure you know the Reviewee and their day to day work.
- ❑ Give regular feedback.
- ❑ Give praise and recognition for objectives that have been achieved exceptionally well.
- ❑ Encourage Reviewees to let you know what problems they are having.
- ❑ Let Reviewees know you are accessible, available and there to support them to achieve their objectives.
- ❑ Arrange a suitable time and place for Reviews.
- ❑ Make Reviews a two way process where the Reviewee does most of the talking. Give the Reviewee the opportunity to discuss results, problems and solutions.
- ❑ Encourage the Reviewee to put forward ideas for improving results particularly where results are below target.

Don't

- ❑ Concentrate on all the urgent and important day to day jobs you need to do and give your staff the impression that they are at the bottom of your list of priorities.
- ❑ Just leave them to get on with it.
- ❑ Ignore the whole picture and set objectives for the sake of going through the motions.
- ❑ Make objectives too easy or difficult, too general or vague.
- ❑ Go on appearances.
- ❑ Assume people know how they are doing.
- ❑ Focus on objectives that have not been achieved.
- ❑ Ignore problems hoping they will go away.
- ❑ Treat Professional Review and Development as a one off chore at the end of the school year.
- ❑ Carry out Reviews in the corridor, staff room or pub.
- ❑ Talk at, or lecture the Reviewee.
- ❑ Think you have all the answers and solutions.