



## **Continuing professional development and performance management policy**

The intention of the policy is to ensure we fulfil the requirement that:-

- The performance of all staff members including the leader is assessed annually
- All staff members have opportunities to progress professionally and personally by providing appropriate and effective personal training and development

The focus for development will reflect the needs of Crofton Early Learners, national initiatives and will be linked to Crofton Early Learners' Improvement Plan and staff appraisal.

### **Aims and Objectives**

We aim to:-

- Improve Crofton Early Learners' performance by developing the effectiveness of all staff, both as individuals and as a team
- Promote and improve professional standards and high levels of expertise
- Motivate and enhance staff morale
- Increase job satisfaction
- Encourage staff to plan their career development and identify and exploit career opportunities
- Promote a shared commitment to high standards
- Recognise and celebrate achievement and success
- Improve the quality of education for children, by helping practitioners to carry out their duties more effectively;
- Help practitioners to recognise their achievements and help them to identify ways of maintaining high quality or enhancing their professional skills, performance and job satisfaction;
- Assist in planning the in-service training and professional development of practitioners individually and collectively;
- Provide help to practitioners who wish to improve their performance, through appropriate guidance and training;
- Enhance the overall management and development of the pre-school.

### **CPD**

All staff should be committed to ongoing training and development. Staff should be prepared to attend appropriate training sessions offered by Bromley Early Years or other approved provider and to undertake relevant approved Level 2 (or above) qualifications as required in the new EYFS. Staff undertaking Early Educator Qualifications at level 2 or above will be offered a course fully funded by CEL. The expectation is that the employee will complete at least 2 years with CEL following completion of the course. Departure from the setting within the 2 years will require a level of repayment of training costs. Participants will be asked to sign a repayment agreement for courses costing over £1,000.

### **Implementation**

#### **Roles**

Performance is a shared responsibility.

The Trustees have a responsibility to:-

- Agree the continuing professional development and performance management policy

- Ensure that the performance of pre-school practitioners is regularly reviewed
- Monitor the performance management process
- Undertake the Leader's performance management.

The Leader has a responsibility to:-

Implement the performance management policy

### **Performance Management Cycle**

Performance management is an ongoing cycle, not an event, involving 3 stages:-

PLANNING

MONITORING PERFORMANCE

REVIEWING PERFORMANCE

At Crofton Early Learners the end of year review (Stage 3) and planning (Stage 1) happen at the same time.

### **Stages 1 and 3 – Reviewing Performance and Planning**

#### **All Staff**

Yearly appraisals for staff take place in the summer term. Each member of staff is required to complete a self-appraisal form prior to the meeting with the Leader or Deputy Leader. They should bring to their Appraisal meeting the following:-

- Up to date Job Description
- Completed staff appraisal form

The Self-Appraisal Forms are used as the focus to discuss his/her achievements and to identify any development needs. The focus of the review is on how to raise performance and improve effectiveness. It involves:

- Reviewing, discussing and confirming the employees essential tasks and objectives, i.e. job description
- Recognising strengths and achievements and taking account of factors outside their control
- Confirming actions agreed with the employee at their last review
- Identifying areas for development and how these will be met
- Recognising personal development, agreeing new clear objectives and completing an
- Individual Plan for the year ahead

Objectives will be challenging but realistic and take account of the employee's job description and their existing skill and knowledge base.

We use the following principles when discussing objectives:

The Leader will ensure that the employee understands what his or her objectives involve, is in a position to achieve them, knows what they need to do to achieve them and understands when and how they will be reviewed.

- Objectives are written clearly and concisely and are measurable
- Objectives focus on issues/matters over which an employee has direct influence/control and take into account fully the wider socio-economic, cultural and other external influences on children
- Objectives for employees will relate to the objectives in the Development Plan as well as his/her own professional needs

The Leader will record the objectives that will apply for the review period. These will be jointly agreed. If there are any differences of opinion about the objectives the pre-school practitioner may add comments to the written record of objectives.

If the Leader and representatives of the Trustees are unable to agree objectives, the Trustees appointed to review the performance of the Leader should set and record the objectives. This will normally involve the chair and one other Trustee. The Leader may add comments to the written record of objectives. Professional development opportunities are needed to support agreed objectives, to develop strengths and address areas for development or professional growth. The development page of the Individual Plan will be used to record action.

The Leader evaluates the pre-school practitioner's overall performance including assessment of the extent to which objectives have been met and the pre-school practitioner's contribution to the life of Crofton Early Learners during the review period.

Within 10 days of the review meeting the Leader will prepare a written review statement recording the main points made at the review and the conclusions reached. These will include identified development needs and activities recorded in a separate appendix (but forming part of) the review statement.

The pre-school practitioner may, within 10 days of first having access to the statement, add to its comments in writing.

## **Stage 2 – Monitoring Progress**

The employee and Leader will keep progress under active review throughout the year, using observations and other relevant information. They will discuss any supportive action needed and keep development plans up to date. A mid-year review meeting will take place.

The Leader will consult the employee before seeking to obtain information, written or oral, relevant to the employee's performance from other people.

Peer monitoring is to be encouraged as a way of sharing good practice.

Information gained from appraisal meetings will be used by the Leader to plan for a range of Continued Professional Development (CPD) activities/training.

Any common issues raised at appraisals will be shared with staff and Trustees and, where appropriate, a common solution obtained.

## **Managing Weak Performance**

Good management, with clear expectations and appropriate support, will go a long way towards identifying and handling weaknesses in performance.

The review meeting and review statement do not form a formal disciplinary or capability procedure. However, relevant information from review statements may be taken into account by those who have access to them, in making decisions and in advising those responsible for taking decisions or making recommendations about performance, pay, promotion, dismissal or disciplinary matters.

## **Access to Outcomes**

The Individual Plan and the review statement are personal and confidential documents and will be kept in a secure place.

There will be only two copies of the review statement – one held by the practitioner/employee and another by the Leader on the individual staff file. The chair of Trustees may request access to this.

A copy of the Leader's review statement will go to the chair of committee.

Information about performance review will be made available as listed below:

- The Leader will ensure that individual training and development needs are reflected in the Development Plan and the Programme for Professional Development for Crofton Early Learners

- The Leader will report annually to the Trustees on performance management procedures in the setting and the training and development needs of the staff
- The Leader will keep review statements for at least three years.

**Complaints**

**The Review**

Within 10 days of receiving the new statement:

Pre-school practitioners can record their dissatisfaction with aspects of the review on the review statement.

Where these cannot be resolved with the Leader the practitioner can raise the issue with the Chair of Trustees.

The Leader can record their dissatisfaction with aspects of the review on the review statement.

Where these cannot be resolved with the appointed committee members they can raise their concerns with the Chair of Trustees

The Review Officer, i.e. Chair of Trustees, will investigate the complaint and take account of comments made by the job holder.

The Chair will conduct a review of the complaint within 10 working days of referral. They may decide that the review statement should remain unchanged, or may add any observation of their own.

The Review Officer may decide, with the agreement of the person responsible for carrying out the original review, or in the Leader’s case all the appointed Trustees to:

- a) amend the review statement,
- b) to declare that the review statement is void and order a new review or part of the review to be repeated.

Where a new review is ordered, Trustees not involved in the initial performance management process will be appointed to carry out the review of the Leader.

This policy was adopted by

CEL TRUSTEES

On

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OCTOBER 2020

Date to be reviewed

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OCTOBER 2023  
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