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Professional Review and Development Policy

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(This policy supersedes the Career Review and Development Policy)

Introduction

Argyll and Bute Council is committed to providing an education of the highest quality to all its children and young people.

It recognises the high standards that already exist in our schools and sets out to encourage improvements and developments that will enhance established good practice.

The education service has published its aims and operational objectives in its improvement plan. Account is also taken of the council's aims and objectives, which are also published in the improvement plan.

The national agreement – *A Teaching Profession for the 21st Century (2001)* established the contractual context for professional review and development. It requires that:

- “Teachers shall have an ongoing commitment to maintain their professional expertise through an agreed programme of continuing professional development (CPD);
- every teacher will have an annual continuing professional development plan agreed with his/her immediate manager and maintain an individual CPD record;
- teachers will be expected to meet the full commitment of an additional 35 hours per annum for CPD.”

The agreement also states that CPD activities should be based on an assessment of individual need, which takes account of school, local and national priorities.

Head Teacher duties include a responsibility, “to promote the continuing professional development of all staff and to ensure that all staff have an annual review of their development needs”.

The Professional Review and Development process is the means whereby the developmental and training needs of all staff are identified and agreed in relation to their current practice, the requirements of the school or authority improvement plan, the wider and long term needs of the education service and national priorities. It provides support for teachers by ensuring that they are thoroughly prepared for their duties, in particular for their key role in teaching and learning.

Professional Review and Development, in general is central to raising achievement and improving the effectiveness of teaching and learning.

Successful implementation of the Professional Review and Development process will support practical improvements in the classroom and benefit pupils by raising the quality of their learning experience.

1 Principles

Professional Review and Development will be an essential element in school improvement. Every establishment and section of the education service should have mechanisms in place to ensure that all teachers are supported in the professional development.

This process is intended to give every member of staff an entitlement to an annual review of their professional skills and abilities, to discuss their current performance, to identify their needs for professional development and to agree a plan to meet these needs.

The operation of the process is entirely separate from that of the education service code of disciplinary procedures.

Pupils must be the beneficiaries of the Professional Review and Development process through improved classroom practice and more effective management from teachers and head teachers.

Professional Review and Development must be affirmed as a continuous process linked to the improvement planning cycles in the establishment and to the education service as a whole.

The professional development of each individual is recognised as crucial to the development and improvement of the education service that are provided for the communities of Argyll and Bute.

The Professional Review and Development process must have the full commitment of all staff, their professional associations and the education service. None of these bodies can exercise its responsibility for Professional Review and Development without the commitment of all.

Equality of opportunity and access to opportunity for all staff is a key principle underpinning Professional Review and Development. It is the responsibility of the head teacher/line manager and must reflect identified individual and school needs.

The Professional Review and Development interview should be clearly integrated into the normal life and management of the school and should result in minimum disruption for pupils.

This process offers an opportunity to recognise good practice and to value and appreciate the professional commitment of staff.

Staff should be encouraged to become reflective practitioners and to share this reflection with colleagues.

Evaluation should consider the impact on effective teaching and learning.

Professional Review and Development is a process, which involves all members of staff, including head teachers. The process makes references to teachers by this term should be interpreted as all-inclusive.

2 Aims and Objectives

The Professional Review and Development process is intended to:

- recognise the professional commitment to building excellence at every stage of a teacher's career;
- enable teachers to develop their full potential;
- enable teachers to execute their professional duties competently and confidently;
- review the professional development and training needs of all members of staff and enable teachers, with support, to formulate professional and personal development plans;
- recognise the unique needs, contributions, achievements and potential of individuals;
- implement the school and authority improvement plan effectively by ensuring the quality of professional development and training provision;
- provide for the continuing needs of the education service through a programme of professional development and training;
- improve the effectiveness of training provision through monitoring and evaluation.

3 Implementation

This policy supersedes the previous Career Review and Development Policy. The Professional Review and Development process will be implemented annually.

Responsibility for the implementation of this policy rests with head teachers at school level and with the Quality and Standards Manager and appropriate Heads of Service at authority level.

All managers have a responsibility to ensure that they are conversant with this Professional Review and Development policy and their duties contained therein.

Every establishment and section of the education service should have its own framework for the implementation of this policy. This framework should conform to the guidance issued by the authority.

Every school should have identified an individual with responsibility for the management of this process and an appropriate line management system to support responsibility and implementation.

Every member of the education service will have a job description and a person specification based on Annex B of *A Teaching Profession for the 21st Century (2001)*.

Procedures for Professional Review and Development should enable managers to maintain an overview of the work that staff are undertaking and recognise and address the need for the support and continuing development of their skills and expertise.

4 Code of Practice

The reviewer and reviewee will prepare fully for the interview. It is the duty of the reviewer to ensure that there is sufficient time for effective communication to take place.

The discussion which takes place will be confidential, although identified training needs will be forwarded to the school's staff development coordinator in order to produce a needs analysis that will inform both the school and authority continuing professional development plan.

The reviewee may request that another member of staff is present at the interview as a support reviewer.

Every reviewee has the right of appeal to a conciliator should it become impossible to reach consensus on issues discussed at the review meeting.

The maintenance of a portfolio of continuing professional development practice offers a systematic method of recording professional analysis and development throughout a teacher's career.

5 Resources

To enable the Professional Review and Development process to be implemented effectively adequate resources, both human and financial, will be allocated to professional development. Professional Review and Development is an identified priority in the authority improvement plan and the national framework for continuing professional development is a government priority.

Budgets for the support of continuing professional development have been devolved to schools and it is for each establishment manager in consultation with staff to decide on the allocation of funds to each priority.

6 Professional Development

For the Professional Review and Development process to be successful, professional development needs must be identified, resourced and addressed.

The range of experiences that contribute to teachers' professional development is very wide. It includes activities that can be undertaken during the 35-hour week in addition to those that contribute to the additional contractual 35 hours of continuing professional development per annum.

The following list is illustrative, not exhaustive:

- activities related to achieving the national standards (standard for full registration, standard for chartered teacher, standard for headship)
- self evaluation and personal reflection including preparation for the Professional Review and Development meeting
- subject based activities including involvement with professional bodies and associations
- attendance at in-service
- membership for school committees and task groups
- developing school, authority and national policies
- visits to and from colleagues in other schools
- co-operative teaching
- lesson observation and analysis
- secondments
- professional reading and research
- mentoring and supporting colleagues
- curricular planning and development
- management and leadership development opportunities
- teachers placement

- working with others as part of inter-agency teams involving colleagues from social work, health etc
- working with parents and carers

Within the Professional Review and Development process, the teacher and line manager should agree which activities will be considered as contributing to the additional contractual continuing professional development requirement.

7 National Standards

Three national standards have been designed to provide coherence and progression within continuing professional development.

The standards are:

- The Standard for Full Registration
- The Standard for Chartered Teacher
- The Standard for Headship

Teachers can support, progress and enhance their professional skill and abilities through activities relating to these national standards.

8 Professional Review and Development Arrangements in Argyll and Bute

8.1 Before the Review Meeting

In preparation for professional review the reviewee and the reviewer should consider the outcomes from, and the impact of, any professional development activities undertaken and reflect on possible future development needs. Progress toward achieving previously identified needs and developmental objectives should be recognised and recorded within the portfolio.

Self-evaluation should be recognised as a key component of the Professional Review and Development process and will assist individuals in the identification of strengths and areas for further development.

Time will be available for consultation and agreement regarding the time and date of the review meeting.

8.2 The Review Meeting

The review meeting should be conducted in a professional, relaxed and comfortable manner. Preliminary discussion should take cognisance of:

- The outcomes of previous meetings
- Job specification
- Areas within the job specification which might be the main focus for professional development
- Arrangements for self evaluation
- Individual needs for professional development and support

The portfolio should also be considered and discussed. The developmental needs should be identified, agreed and translated into developmental objectives. The reviewee and reviewer should record these developmental objectives.

Continuing professional development activities should be identified to address the individual needs and objectives. These activities form the planning section of the reviewee's portfolio for the year ahead.

8.3 After the Review Meeting

As soon as possible after the meeting the reviewer should prepare a report of the meeting. The report should be a record of the agreements reached for future action and should be read carefully by the reviewee before signing.

The section of the report, which deals with the agreed professional development programme, will be shared with the staff development co-ordinator in order that the necessary steps for implementation can be taken.

Access to individual files will be limited to the reviewee and reviewer.

Except in the case of appeals the report remains confidential to:

- The reviewee and reviewer
- The head teacher
- The Director of Community Services or his nominee

The reports will not be used in relation to disciplinary procedures. Separate arrangements exist for these procedures.

The reviewee and reviewer should keep copies of the report.

8.4 Head Teacher Review

It is the intention that line managers and peer colleagues will normally review head teachers. In terms of line management Heads of Service will maintain an overview of the Professional Review and Development process and participate in a number of reviews annually.

The authority would support the use of technology to assist the delivery of the process.

8.5 Alternative Reviewers

Where an individual requests an alternative reviewer the head teacher will arrange this. The decision to appoint a reviewer from out with the school will be made by the appropriate head of service.

8.6 Appeals Procedure

All individuals have the right of appeal.

If the appeal is concerning a professional judgement then further discussion with the reviewer in an attempt to reach a consensus should take place in the first instance. If further discussion fails then appeals can be made to either:

- A conciliator
- or*
- The reviewer's line manager

Conciliators will be trained personnel appointed from within the service. The conciliator will work with the reviewee and reviewer towards reaching agreement. If necessary the reviewer's line manager will arbitrate. Any continuing reservations can be noted in the final report.

If the appeal concerns procedures being improperly implemented then this can be pursued through the existing grievance procedures.

8.7 Continuing Professional Development Portfolio

An accurate and comprehensive record of development activities should be maintained by all staff. This record will include reference to when the activity was undertaken and its duration. It is important that reference is also made to the impact on professional behaviour or attitude and on learning and teaching.

All development opportunities should be recorded, including those, which have arisen throughout the course of the year and may not have been included in the original continuing professional development plan.

The portfolio remains the property of the individual staff member.

The portfolio could be used in the following ways:

- Present an analysis of personal and professional development
- Present illustrations of current skills and abilities
- Provide additional support in preparing for professional review
- Provide a basis for discussion with key colleagues
- Plan future professional development
- Self evaluate professional competence
- Record activities which may lead to accreditation

This portfolio will be required in order to gain access to the Chartered Teacher Programme.

The content of portfolios will vary but may include:

- Personal details
- Qualifications and employment history
- Curriculum vitae

- Analysis of professional experiences
- Self evaluation of professional competence
- Reflective commentary on developmental activities undertaken
- Relevant information relating to the preparation for national standards
- Certificates

This policy will be reviewed in 2008/09

9 References

- A Teaching Profession for the 21st Century (2001)
- Continuing Professional Development (2002)
- Standard for Chartered Teacher (2002)
- Chartered Teacher Status: Frequently Asked Questions (2002)
- Professional Review and Development: 2002
- Argyll and Bute Council – Education Service – Career Review and Development Policy (1998)