



PERFORMANCE DEVELOPMENT REVIEW (TEACHING STAFF) POLICY

Approved By: Trust Board
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1. POLICY STATEMENT

- 1.1. As an employer the Girls' Learning Trust ('the Trust') is committed to recruiting, developing and retaining exceptional people who support our education mission: to empower girls to thrive through a holistic, rigorous and transformative education that nurtures their intellectual, emotional and personal growth.
- 1.2. The prioritisation of recruitment and retention strategies that attract and retain high performing people who align with our shared ethos is directly linked to our education mission. The Performance Development Review Policy forms part of the Trust's staff retention strategy, as well as its strategy to drive continuous improvement and to foster a culture of continuous professional development.
- 1.3. The performance development process is a supportive and developmental process designed to ensure that all teachers have or fully develop the skills and access to support they need to carry out their role effectively. It will help ensure that teachers are able to continue to improve their professional practice and to further develop as teachers.
- 1.4. By adopting this policy, we aim to:
 - Align the Trust's strategy with school development plans, department plans, and individual professional development plans to ensure the delivery of our education mission, positively impacting the lives of our students.
 - Provide a clear and transparent framework for ensuring that opportunities for meaningful conversations between colleagues is in place, enabling teachers to carry out their roles effectively and enabling line managers to support the development of potential and recognise and celebrate individual contributions.
 - Ensure consistency and standardisation across the Trust, with colleagues able to expect and receive similar levels of communication and support from their line managers no matter where they work.
 - Encourage opportunities for continuous, two-way feedback to help support the achievement of continuous professional development and wider school improvement.
 - Reduce unnecessary bureaucracy, paperwork and workload, supporting the wellbeing of all staff.
- 1.5. This policy should be read in conjunction with the following policies, which can be located on the GLT Staff Zone:
 - Teaching Staff Pay Policy
 - Capability Policy
 - Disciplinary Policy
 - Grievance Policy

2. SCOPE

- 2.1. This policy applies to all teachers on permanent and fixed-term contracts of 12 months or over. It does not apply to teachers who are within their probationary period (see clause 6.8).
- 2.2. This policy does not apply to casual staff.

- 2.3. This policy does not form part of an employee's contract of employment and may be amended by the Trust at any time.

3. LEGISLATION AND GUIDANCE

- 3.1. This policy has been written with reference to the DfE Teacher Appraisal Guidance for Schools.
- 3.2. When implementing this policy, the Trust will abide by:
- The Employment Relations Act 1999, which establishes a number of statutory work rights.
 - The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000 and the Fixed-Term Employee (Prevention of Less Favourable Treatment) Regulations 2002, which require the Trust to ensure part-time and fixed-term workers are treated fairly.
 - The Equality Act 2010, which requires the Trust to have due regard to the need to eliminate discrimination and advance equality of opportunity and foster good relations between people who share a protected characteristic and those who do not share it.

4. ROLES AND RESPONSIBILITIES

Trust Board

The Trust Board is accountable for the setting of this policy and for the monitoring of its implementation across the Trust.

HR & Remuneration Committee

HR & Remuneration Committee is a subcommittee of the Trust Board, with delegated responsibilities to review and approve policies, oversee the development and implementation of performance review systems ensuring that reviews are conducted regularly and fairly, and to promote a culture of continuous professional development.

Executive Leadership Team

The Chief Executive Officer, Chief People Officer and Headteachers are responsible for overseeing the implementation of this policy and for monitoring consistency across each school and the wider Trust.

Line Managers

Line Managers are responsible for ensuring the implementation of this policy within their teams, including the execution of regular one-to-one discussions and more structured Performance Development Review meetings.

Teaching Staff

Teaching staff are responsible for attending one-to-one meetings and Performance Development Review meetings in an engaged and prepared manner, to ensure their effectiveness.

5. PRINCIPLES

- 5.1. To ensure the effectiveness of this policy, the following principles should be adopted.
- i. Continuous conversations
The Performance Development Review process should be seen as a continuous process,

involving an ongoing dialogue between teachers and a more senior staff member (this could be their line manager, their Head of Department, Head of Year, or a member of the senior leadership team – referred to as “managers” in this document). This includes regular one-to-one meetings as well as more structured Performance Development Review meetings. The process should not be seen as a one-off event in the calendar year. Each school is responsible for making these arrangements at a local level to support their individual staffing structures.

ii. Two-way conversations

The Performance Development Review process is a two-way, collaborative and supportive process, providing teachers and their managers with the opportunity to:

- Reflect on professional development achievements.
- Understand school and/or wider Trust priorities for the year ahead.
- Consider their individual contribution to those priorities and any professional development requirements to help support the achievement of this.
- Identify areas of focus.
- Share feedback.
- Discuss and support career aspirations.

iii. Commitment and engagement

It is recognised that the success of the process is determined by the level of effort and commitment made by both the teacher and their manager. Meetings should be prepared for and adhered to by both parties.

iv. Open and constructive

The most helpful conversations are honest conversations, where all views are heard and where any problems are solved collaboratively. Teachers should be recognised for their work and, where there may be challenges, the message should be delivered kindly with clear and supportive action plans for development.

6. PROCESS

One-to-one meetings

- 6.1. Managers are responsible for arranging regular one-to-one meetings with their team members.
- 6.2. These meetings should be no less frequent than half termly.
- 6.3. The meetings should be no less than 20 minutes.
- 6.4. Where possible, the meeting should be conducted privately to ensure conversations can be open.
- 6.5. The meetings should be seen as low-stakes meetings with the purpose being to ensure an ongoing dialogue in relation to professional development.
- 6.6. Where possible, meetings should be noted. It may be helpful for the manager to summarise the discussion in a follow-up email, one note, or within a simple word document which tracks ongoing one-to-one discussions. This will form a useful tool for any subsequent conversations.

- 6.7. Where a performance development review meeting is due to take place, this will replace the one-to-one meeting.

Performance Development Reviews

- 6.8. The Performance Development Review cycle is between June and May each year.
- 6.9. Structured Performance Development Review meetings should take place twice per year between the following months:
- Review Meeting 1: Between June and July
 - Review Meeting 2: Between February and March
- 6.10. Where a teacher starts their employment at the school part-way through a cycle, they will first be subject to a 6-month probationary review period which includes opportunities for structured meetings with their line manager or a member of the senior leadership team. Once they have successfully passed their probation the Headteacher will determine the Performance Development Review cycle for that teacher, with a view to bringing their cycle in line with the cycle for other teachers as soon as possible.
- 6.11. A template form for completion, as well as guidance documentation, will be issued by the school, however, the key themes of these meetings are to:
- Review performance and achievements: reflecting on what has gone well and what could have gone better and reviewing any challenges.
 - Look ahead to the year: providing an opportunity for the teacher to hear from the line manager about key development plans for the department or school and how the teacher's work fits into this.
 - Discuss wellbeing: an opportunity to focus on the individual, to identify any barriers to success, to discuss work-life balance and to identify any additional support if necessary.
 - Consider focus areas: discuss and agree focus areas related to teaching and learning, professional standards and professional development.
 - Discuss career aspirations: understand the teacher's longer term career goals and how the school might support the achievement of this.
- 6.12. All forms should be completed and returned to the Headteacher's PA for recording.

7. INFORMAL CAPABILITY SUPPORT

- 7.1. Where there are concerns about any aspects of the teacher's performance, it is expected that this will have been raised with the teacher as part of the day-to-day line management taking place throughout the year. This should not be raised for the first time within the structured Performance Development Review meetings.
- 7.2. The Trust's Capability Policy should be referred to in instances where underperforming staff would benefit from a Performance Improvement Plan.
- 7.3. Where any underperformance is being managed through the Capability Policy, in the majority of cases it would be appropriate for Performance Development Review meetings and

objectives to reflect this process to ensure the two are aligned.

8. MONITORING

- 8.1. The implementation of this policy will be monitored by Headteachers, with Headteachers' PAs providing regular reports regarding the completion of Performance Development Review meetings.