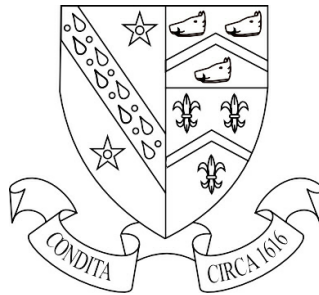


Polisi Rheoli Perfformiad



Ysgol Botwnnog

Dyddiad Cymeradwyo:

Dyddiad Adolygu:

[Atodiad A: Rhestr gyfeirio Aseiad o'r Effaith ar Lwyth Gwaith](#)

1. Y polisi hwn

Mae'r polisi hwn yn nodi'r trefniadau rheoli perfformiad ar gyfer pennaeth ac athrawon yr Ysgol. Mae'r corff llywodraethu, y pennaeth a'r awdurdod lleol wedi cytuno arno, ac mae'n dilyn gweithgarwch ymgynghori gyda phob aelod o staff a'r undebau llafur cydnabyddedig. Mae'r disgrifio'r diben, y gweithdrefnau, y rolau a'r cyfrifoldebau a fydd yn sicrhau bod trefniadau rheoli perfformiad yr ysgol yn cyfrannu at ddatblygiad proffesiynol ei staff ac er mwyn cyflawni amcanion datblygu ehangach ar gyfer yr ysgol a'i dysgwyr.

Adolygir y polisi bob blwyddyn a bydd unrhyw ddiwygiadau angenrheidiol yn destun gweithgarwch ymgynghori pellach gyda'r staff. Bydd y pennaeth yn rhoi adroddiad ysgrifenedig blynyddol i'r corff llywodraethu ynghylch gweithrediad ac effeithiolrwydd y polisi hwn, gan gynnwys yr anghenion hyfforddi a datblygu sy'n deillio o'r broses rheoli perfformiad.

Lluniwyd y polisi hwn gan roi ystyriaeth briodol i'r rheoliadau cyfredol ynghylch arfarnu a'r canllawiau cyfatebol a gyhoeddwyd gan Lywodraeth Cymru. Mae modd gweld y rhain trwy droi at:

Rheoliadau

www.legislation.gov.uk/wsi/2011/2940/contents/made

Canllawiau

www.wales.gov.uk/topics/educationandskills/publications/guidance/performance-man-for-teachers?lang=en

Nid yw'r polisi hwn yn berthnasol i:

- athrawon newydd gymhwyso (ANG) ar eu cyfnod ymsefydlu statudol, gan eu bod wedi cael eu heithrio o drefniadau rheoli perfformiad
- athrawon a gyflogir am gyfnod penodol sy'n llai nag un tymor ysgol.

2. Egwyddorion sylfaenol rheoli perfformiad

Mae rheoli perfformiad yn offeryn hollol gynhwysol er mwyn gwella ysgol. Mae'n pennu fframwaith er mwyn galluogi athrawon ac arweinwyr ysgolion i gytuno ar flaenoriaethau ac amcanion yng nghyd-destun cynllun gwella yr ysgol, ac i'w hadolygu. Mae rheoli perfformiad yn cynnig y cyfle i rannu'r ymrwymiad er mwyn cyflawni safonau uchel. Mae'n helpu i ganolbwyntio'r sylw ar addysgu mwy effeithiol, felly mae'n cynnig budd i ddisgyblion, athrawon a'r ysgol. Mae'n golygu cynnig cyfleoedd hyfforddi, datblygu ac arweiniad priodol ac effeithiol i unigolion er mwyn sicrhau eu bod yn fodlon gyda'u swydd, ynghyd â lefel uchel o ran arbenigedd a chyfleoedd i symud ymlaen yn eu gyrfa.

Bydd yr egwyddorion canlynol yn cynnig sail ar gyfer ein trefniadau rheoli perfformiad.

- Ymddiriedaeth, cyfrinachedd a deialog broffesiynol rhwng yr arfarnwr a'r sawl sy'n eu harfarnu.
- Cysondeb, fel bod pob aelod o staff yn cael eu trin mewn ffordd deg.
- Cydnabod cryfderau ac ymrwymiad i rannu arfer effeithiol.
- Ymrwymiad i ddarparu adborth adeiladol ynghylch perfformiad.
- Trylwyr ac wedi'i seilio ar dystiolaeth.
- Ymrwymiad ar y cyd i gyflawni cynllun gwella yr ysgol a blaenoriaethau cenedlaethol priodol.
- Bwriedir i'r Polisi fod yn ddatblygiadol ac yn gefnogol.
- Bydd y Polisi yn allweddol i weithgarwch hunanwerthuso a chynllunio gwelliant yr ysgol.

Mae'r Corff Llywodraethu yn cydnabod bod gan athrawon a'r pennaeth yr hawl i gael cydbwysedd rhwng bywyd a gwaith, a bennwyd yn Nogfen Cyflog ac Amodau Athrawon Ysgol (STPCD). O ganlyniad, aseswyd effaith y polisi ar lwyth gwaith (gweler [Atodiad A](#)) a bydd yr ysgol yn trefnu gweithgareddau rheoli perfformiad yn ystod amser cyfeiriedig, ond nid yn ystod amser cynllunio, paratoi ac asesu (CPA).

Mae'r Corff Llywodraethu wedi ymrwymo i'r cam o sicrhau bod y broses rheoli perfformiad yn deg ac nad yw'n gwahaniaethu mewn unrhyw ffordd.

3. Safonau proffesiynol

Mae gofyn i athrawon gyflawni Safonau Athrawon wrth eu Gwaith erbyn diwedd eu cyfnod ymsefydlu, ac mae'n rhaid iddynt barhau i'w cyflawni trwy gydol eu gyrfa. Mae gofyn i'r pennaeth gyflawni'r Safonau Arweinyddiaeth. Efallai y bydd ymarferwyr eraill yn dewis defnyddio'r Safonau Arweinyddiaeth fel cyfeirbwynt ar gyfer datblygiad eu sgiliau arweinyddiaeth pan fydd hyn wedi cael ei nodi fel blaenoriaeth ar gyfer eu datblygiad proffesiynol.

Dylid ystyried y safonau proffesiynol yn gyffredinol er mwyn cynnig cefndir ar gyfer trafodaeth ac er mwyn helpu ymarferwyr i nodi meysydd er mwyn sicrhau datblygiad pellach ynddynt.

Mae modd gweld y safonau proffesiynol trwy droi at:

www.wales.gov.uk/topics/educationandskills/publications/circulars/practitioners/?lang=en

4. Amseriad y cylch rheoli perfformiad

Bydd cylch rheoli perfformiad blynyddol yr ysgol yn cychwyn ym Medi ac yn cael ei gwblhau erbyn y Gorffennaf dilynol.

Mae'r cylch arfarnu wedi cael ei amseru mewn ffordd sy'n cyd-fynd gyda chylch cynllunio blynyddol yr ysgol.

5. Penodi arfarnwyr

Bydd y pennaeth yn penodi arfarnwr ar gyfer pob athro yn yr ysgol. Fel arfer, byddai'r arfarnwr yn rheolwr llinell y sawl sy'n cael eu harfarnu. Bydd yr arfarnwr yn cynnal pob agwedd ar yr adolygiad, gan gynnwys argymhellion ynghylch cyflog yr athrawon sy'n gymwys.

Mae gan athrawon a'r pennaeth yr hawl i wrthwynebu'r arfarnwr sy'n cael eu neilltuo ar sail cysondeb a thegwch.

Cynhelir arfarniad y pennaeth gan banel sy'n cynnwys:

- o leiaf ddau lywodraethwr a benodir gan y corff llywodraethu
- un neu ddau gynrychiolydd a benodir gan yr awdurdod lleol.

6. Y cynllun rheoli perfformiad

Bydd rheoli perfformiad yn gylch parhaus trwy gydol y flwyddyn, a fydd yn cynnwys tri cham sef cynllunio, monitro perfformiad ac adolygu perfformiad.

Bydd yr arfarnwr(arfarnwyr) yn cyfarfod gyda'r athro/pennaeth ar ddechrau'r cylch er mwyn cynllunio a pharatoi ar gyfer yr arfarniad blynyddol. Gallai'r cyfarfod hwn gael ei gyfuno gyda'r cyfarfod adolygu a gynhelir ar ddiwedd y cylch blaenorol.

Ni fydd gan unrhyw athro, gan gynnwys y pennaeth, fwy na thri amcan.

Bydd y cyfarfod yn ceisio cytuno ar y canlynol:

- Yr amcanion ar gyfer y cylch a'r gweithgareddau datblygu proffesiynol er mwyn cyflawni'r amcanion.
- Bydd y tri amcan yn ymwneud ag amcan y cytunwyd arno ar gyfer yr ysgol gyfan ac amcan adrannol wedi'i seilio ar y Cynllun Gwella Ysgol (CGY), ynghyd ag amcan sy'n adlewyrchu dyheadau'r athro o ran eu datblygiad proffesiynol.

- Bydd yr amcanion yn heriol, yn realistig, o fewn cyrraedd, yn cyfeirio at gyfnod o amser penodol ac yn deg mewn perthynas ag athrawon sy'n cyflawni rolau tebyg ac y mae ganddynt gyfrifoldebau a phrofiadau tebyg.
- Bydd yr amcanion y cytunir arnynt yn ystyried yr hyn y bydd yn rhesymol ei ddisgwyl gan unrhyw athro neu'r pennaeth, o ystyried buddioldeb sicrhau cydbwysedd bywyd a gwaith boddhaol ar gyfer y sawl sy'n cael eu harfarnu.
- Efallai y bydd yr arfarnwr yn diwygio'r amcanion mewn amgylchiadau arbennig, a bydd yn rhaid cofnodi'r rhesymau dros wneud hyn. Yn ogystal, efallai y bydd gwrthwynebiadau'n cael eu cofnodi gan y sawl sy'n cael eu harfarnu.
- Bydd yr arfarnwr a'r sawl sy'n cael eu harfarnu yn cadw cofnod o'r cyfarfod cynllunio.
- Ni cheir gofyniad i drefnu cyfarfodydd adolygu ffurfiol yn ystod y cylch, ond bydd modd cynnal trafodaethau anffurfiol a dylid cytuno ar y rhain yn ystod y cyfarfod cynllunio. Efallai y byddant yn cyd-fynd gydag adborth o arsylwadau gwersi a dylid cadw cofnod ysgrifenedig.

6.1 Gweithdrefnau Monitro

Mae'r gweithdrefnau monitro gan gynnwys y trefniadau er mwyn arsylwi addysgu fel a ganlyn:

- Dylid pennu uchafswm o dri arsylwad at bob diben, ac ni ddylid treulio mwy na thair awr ar hyn mewn blwyddyn. Bydd ffocws ac amseriad yr arsylwadau yn cael ei gytuno a'i gofnodi yn ystod y cyfarfod cynllunio.
- Bydd protocol arsylwi yn yr ystafell ddosbarth, y cytunwyd arno, yn cynorthwyo'r broses fonitro.
- Cyflawnir gweithgarwch arsylwi yn yr ystafell ddosbarth gan unigolion y maent yn meddu ar Statws Athro Cymwysedig (SAC) yn unig. Rhoddir cofnod i'r sawl sy'n cael eu harfarnu o'r arsylwad a gynhaliwyd o'r wers.
- Bydd yr arfarnwr yr arsylwi'r athro o leiaf unwaith. Ond efallai y cytunir yn y cyfarfod cynllunio y bydd rhywfaint o'r gwaith arsylwi yn cael ei gyflawni gan unigolion ac eithrio'r arfarnwr.
- Pan gynhelir yr arsylwad gan unigolyn ac eithrio'r arfarnwr, rhaid rhoi cofnod o'r arsylwad o'r wers i'r arfarnwr a'r sawl sy'n cael eu harfarnu.
- Bydd detholiad y gwersi a fydd yn cael eu harsylwi yn gytbwys, er mwyn adlewyrchu amrediad y gwaith a gyflawnir gan y sawl sy'n cael eu harfarnu.
- Bydd pob arsylwad yn ymateb i ofynion y Cynllun Datblygu Ysgol a bydd yr amcanion unigol perthnasol yn cydfynd â hyn.
- Nid yw'r canllawiau hyn yn cyfeirio at arsylwadau yn ystod arolygiad Estyn, neu gan Estyn mewn amgylchiadau pan fo adroddiad arolygiad yn categoreiddio ysgol fel ysgol y mae angen iddi sicrhau gwelliant arwyddocaol neu ysgol y mae angen pennu mesurau arbennig ar ei chyfer, neu athro sy'n destun gweithdrefnau ynghylch galluogrwydd.
- Ni fydd modd sicrhau unrhyw wybodaeth gan unigolyn arall, naill ai ar lafar neu'n ysgrifenedig, heb sicrhau caniatâd y sawl sy'n cael eu harfarnu.

Yn achos cynllun perfformiad y pennaeth yn unig, bydd cadeirydd y corff llywodraethu, o gael cais, yn darparu copi o amcanion y pennaeth i Estyn.

Penderfynir ar y trefniadau er mwyn monitro perfformiad yn erbyn yr amcanion, gan gynnwys defnyddio gweithgarwch arsylwi, yn ystod y cyfarfod cynllunio, ac fe'u cofnodir gan yr arfarnwr(arfarnwyr).

Bydd y sawl sy'n cael eu harfarnu a'r arfarnwr(arfarnwyr) yn parhau i adolygu'r cynnydd trwy gydol y cylch, gan gynnwys defnyddio trafodaeth anffurfiol.

Yn ystod y cylch arfarnu, mae gofyn i'r sawl sy'n cael eu harfarnu gadw cofnod adolygu a datblygu ymarfer (PRD) sy'n cynnwys y wybodaeth ddiweddaraf.

Diben y cofnod PRD yw cynorthwyo'r sawl sy'n cael eu harfarnu i:

- fodloni gofynion y rheoliadau arfarnu, er mwyn cadw cofnod diweddaraf:
 - o'u hasesiad eu hunain o'u perfformiad yn erbyn eu hamcanion rheoli perfformiad;

- o'r datblygiad proffesiynol a gyflawnwyd, neu gymorth arall a ddarparwyd, a sut y mae hyn yn cyfrannu at y broses o gyflawni amcanion;
- o unrhyw ffactorau y maent yn effeithio ar y perfformiad yn erbyn yr amcanion ym marn yr ymarferwr;
- cynnig ffocws ar gyfer y drafodaeth yn ystod y cyfarfodydd adolygu, a bydd modd ei drafod mewn ffordd anffurfiol yn ystod y cylch ac yn ystod y cyfarfod cynllunio ar gyfer y cylch nesaf.

Mae cofnod PRD yn gofnod personol a gedwir gan y sawl sy'n cael eu harfarnu, ond bydd gofyn ei ddefnyddio yn ystod y cyfarfodydd adolygu, ac fe ddylai gyfrannu at y cyfarfod cynllunio ar gyfer y cylch nesaf.

Ni fydd cofnod PRD yn rhan o'n datganiad arfarnu.

Dylai'r cofnod PRD fod yn ddogfen fer a chryno.

7. Y cyfarfod adolygu

Ar ddiwedd y cylch rheoli perfformiad, cynhelir cyfarfod adolygu ffurfiol lle y bydd yr arfarnwr a'r sawl sy'n cael eu harfarnu yn trafod cyflawniadau, unrhyw feysydd y mae angen sicrhau gwelliant ynddynt a gweithgareddau datblygiad proffesiynol. Ar sail y ddealltwriaeth bod y cyfarfod cynllunio yn broses ar wahân, mae modd cyfuno'r cyfarfod hwn gyda'r cyfarfod cynllunio ar gyfer y cylch blynyddol nesaf.

Bydd cofnod PRD yn cynnig ffocws ar gyfer y cyfarfod adolygu.

Diben y cyfarfod adolygu fydd:

- asesu'r graddau y mae'r sawl sy'n cael eu harfarnu wedi bodloni eu hamcanion
- pennu a fu perfformiad cyffredinol llwyddiannus wrth gadarnhau bod y sawl sy'n cael eu harfarnu yn parhau i gyflawni safonau proffesiynol perthnasol
- yn ôl yr angen, nodi'r angen am gymorth, hyfforddiant neu weithgarwch datblygu ychwanegol, a sut y bydd hyn yn cael ei gyflawni.

Rhoddir asesiad ffafriol ar gyfer cynnydd da sy'n cael ei sicrhau tuag at gyflawni amcan heriol.

Ni fydd modd sicrhau gwybodaeth ar lafar na gwybodaeth ysgrifenedig gan unrhyw unigolyn arall heb sicrhau caniatâd y sawl sy'n cael eu harfarnu.

8. Datganiad adolygu arfarniad

Cyn pen deg diwrnod ysgol o'r cyfarfod adolygu, bydd yr arfarnwr(arfarnwyr) yn rhoi datganiad ysgrifenedig i'r sawl sy'n cael eu harfarnu, a fydd yn nodi'r prif bwyntiau a wnaethpwyd yn ystod y cyfarfod adolygu a'r casgliadau a ffurfiwyd. Bydd crynodeb o anghenion datblygiad proffesiynol ynghlwm wrth y datganiad fel atodiad, ynghyd â syniad o'r ffordd y gallai'r rhain gael eu cyflawni.

Bydd yr arfarnwr yn ceisio cytuno ar eiriad terfynol y datganiad arfarnu gyda'r sawl sy'n cael eu harfarnu.

Cyn pen deg diwrnod ysgol o gael y datganiad arfarnu terfynol, bydd modd i'r sawl sy'n cael eu harfarnu ychwanegu sylwadau ysgrifenedig. Yna, bydd y sylwadau hyn yn rhan o'r datganiad.

Ni ddylai'r arfarnwr sicrhau gwybodaeth arall gan unrhyw unigolyn arall, ar lafar neu'n ysgrifenedig, sy'n berthnasol i berfformiad y sawl sy'n cael eu harfarnu, heb sicrhau caniatâd y sawl sy'n cael eu harfarnu.

Mae'r datganiad arfarnu a'r atodiad yn ddogfennau cyfrinachol ac mae'n rhaid eu cadw mewn man diogel. Dilynr darpariaethau'r Ddeddf Diogelu Data bob amser.

9. Argymhellion ynghylch datblygiad cyflog

Rhaid i'r arfarnwr neu athrawon cymwys wneud argymhellion ynghylch datblygiad cyflog o ganlyniad i'w hadolygiad rheoli perfformiad pan fydd athrawon wedi cyflawni neu wedi sicrhau cynnydd sylweddol tuag at gyflawni eu hamcanion. Rhaid i'r adolygiad perfformiad a gynhelir ar ddiwedd y cylch gyfateb â'r unig ffynhonnell tystiolaeth y bydd yn ofynnol i athrawon ei sicrhau er mwyn cefnogi datblygiad cyflog. Fodd bynnag, os bydd athrawon yn dymuno cyflwyno tystiolaeth ychwanegol, bydd modd iddynt wneud hynny, ond ni fyddant yn cael cais na chyfarwyddyd i gyflwyno tystiolaeth ychwanegol ac ni fyddant yn cael eu cosbi os byddant yn penderfynu peidio gwneud hynny.

10. Apeliadau

Mae modd i'r sawl sy'n cael eu harfarnu apelio yn erbyn y datganiad arfarnu cyn pen deg diwrnod ysgol o gael y datganiad arfarnu. Penodir swyddog apêl neu, yn achos y pennaeth, panel apêl, er mwyn cynnal adolygiad.

Cynhelir pob apêl yn unol â'r Rheoliadau Arfarnu cyfredol a chanllawiau cysylltiedig Llywodraeth Cymru.

Yn fyr, bydd y broses apêl yn cynnwys y camau canlynol.

- Bydd y sawl sy'n cael eu harfarnu yn cyflwyno apêl i'r corff llywodraethu.
- Penodir swyddog/panel apêl
- Rhoddir copi o'r datganiad arfarnu i'r swyddog/panel apêl cyn pen pum diwrnod ysgol o gael hysbysiad o apêl
- Cynhelir adolygiad o'r apêl cyn pen deg diwrnod ysgol o gael datganiad arfarnu.
- Rhaid i'r swyddog/panel apêl ystyried unrhyw gyflwyniadau a wneir gan y sawl sy'n cael eu harfarnu.
- Yna, gall y swyddog/panel apêl benderfynu:
 - bod yr arfarniad wedi cael ei gynnal mewn ffordd foddhaol
 - gyda chytundeb yr arfarnwr(arfarnwyr), y dylid diwygio'r datganiad arfarnu;
 - cyhoeddi gorchymyn bod arfarniad newydd yn cael ei gynnal.
- Os penderfynir y dylid cynnal arfarniad newydd, ni ddylai'r broses gymryd mwy na phymtheg diwrnod ysgol.
- Ni fydd modd i'r swyddog/panel apêl benderfynu:
 - bod modd gosod amcanion newydd
 - bod modd diwygio amcanion sy'n bodoli eisoes.

11. Defnyddio datganiadau arfarnu

Mae'r broses rheoli perfformiad gyfan, y datganiad amcanion a'r datganiad arfarnu yn ddogfennau personol a chyfrinachol, a byddant yn cael eu cadw mewn man diogel.

11.1 Athrawon

Rhaid i'r arfarnwr roi copi o'r datganiad arfarnu i'r sawl sy'n cael eu harfarnu a'r pennaeth. Yn eu tro, bydd y pennaeth, o gael cais, yn darparu copi:

- i'r arfarnwr;
- i swyddog apêl;
- i unrhyw lywodraethwyr y maent yn gyfrifol am wneud penderfyniadau neu roi cyngor am faterion mewn perthynas â chyflog.

Pan fo'r sawl sy'n cael eu harfarnu yn gymwys i fanteisio ar ddatblygiad cyflog dan STPCD, bydd yr arfarnwr yn cyfleu argymhelliad ynghylch datblygiad cyflog i'r pennaeth, yn unol â darpariaethau STPCD.

Bydd y pennaeth yn darparu copi o atodiad y datganiad arfarnu, sy'n nodi manylion unrhyw anghenion datblygiad proffesiynol, i'r unigolyn sy'n meddu ar y cyfrifoldeb dros gynllunio'r ddarpariaeth hyfforddiant a datblygiad ar gyfer yr ysgol gyfan.

Bydd y pennaeth yn cadw'r datganiad arfarnu mewn man diogel nes bydd o leiaf chwe blynedd wedi mynd heibio ers i'r datganiad arfarnu nesaf gael ei gwblhau. Mae'r cyfnod hwn yn cyd-fynd â threfniadau trothwy.

11.2 Pennaeth

Yn achos gweithgarwch rheoli perfformiad y pennaeth, bydd yr arfarnwyr yn rhoi copiâu o'r datganiad arfarnu i'r pennaeth, cadeirydd y corff llywodraethu a'r prif swyddog addysg. Yn ogystal, o gael cais, bydd arfarnwyr yn darparu copi i unrhyw lywodraethwyr y maent yn gyfrifol am wneud penderfyniadau neu am roi cyngor ynghylch materion sy'n ymwneud â chyflog.

Yn ogystal, o gael cais, bydd cadeirydd y corff llywodraethu yn darparu copi o ddatganiad arfarnu y pennaeth i:

- unrhyw swyddog a ddynodwyd gan y prif swyddog addysg i fod yn gyfrifol am berfformiad pennaethiaid;
- unrhyw swyddog apêl

Bydd cadeirydd y corff llywodraethu yn darparu copi o atodiad y datganiad arfarnu sy'n nodi anghenion ynghylch datblygiad proffesiynol, i'r unigolyn sy'n meddu ar y cyfrifoldeb dros gynllunio'r ddarpariaeth hyfforddiant a datblygiad ar gyfer yr ysgol gyfan.

Bydd y corff llywodraethu yn cadw'r datganiad arfarnu mewn man diogel nes bydd o leiaf chwe blynedd wedi mynd heibio ers i'r datganiad arfarnu nesaf gael ei gwblhau. Bydd y pennaeth yn cadw copi o'r datganiad arfarnu am yr un cyfnod hefyd.

Mae modd i'r corff llywodraethu (neu ei bwyllgorau) ystyried gwybodaeth sy'n ymddangos yn natganiad arfarnu y pennaeth yn ystod materion sy'n ymwneud â chynnig dyrchafiad i'r pennaeth, eu disgyblu neu eu diswyddo, neu mewn perthynas ag unrhyw ddisgresiwn ynghylch cyflog.

12. Atal tanberfformio

Bydd trefniadau rheoli llinell effeithiol, gan gynnwys gwneud defnydd effeithiol o'r gweithdrefnau a amlinellir yn y polisi hwn, yn helpu i atal tanberfformio trwy gyfrwng gweithgarwch adnabod, cynorthwyo ac ymyrraeth gynnar.

Os bydd perfformiad athro yn peri pryder difrifol ac os darparwyd tystiolaeth i ddangos hyn, dylid gweithredu cam anffurfiol y weithdrefn ynghylch medrusedd.

Mae modd ystyried gwybodaeth o'r datganiad arfarnu wrth wneud penderfyniadau ynghylch cyflog, dyrchafiad, diswyddo neu faterion disgyblu. Fodd bynnag, nid yw'r gweithdrefnau rheoli perfformiad a nodir yn y polisi hwn, gan gynnwys y cyfarfod adolygu a'r datganiad arfarnu, yn rhan o unrhyw weithdrefnau disgyblu, cymhwysedd neu fedrusedd.

13. Hyfforddiant a chymorth

Bydd rhaglen datblygiad proffesiynol parhaus (DPP) yr ysgol yn cael ei dylanwadu gan yr anghenion datblygiadol a hyfforddiant a nodir yn atodiad hyfforddiant datganiadau adolygu a chynllunio y sawl sy'n cael eu harfarnu. Wrth gynllunio'r gyllideb, bydd y corff llywodraethu yn sicrhau, gymaint ag y bo modd, bod adnoddau priodol ar gael ar gyfer unrhyw hyfforddiant a chymorth y cytunwyd arno ar gyfer y sawl sy'n cael eu harfarnu.

Ni fydd y sawl sy'n cael eu harfarnu yn atebol am fethu sicrhau cynnydd da tuag at gyflawni eu hamcanion rheoli perfformiad pan na ddarparwyd y cymorth a gofnodwyd yn eu datganiad cynllunio.

Bydd pob arfarnwr yn cael hyfforddiant er mwyn eu galluogi i gyflawni'r holl agweddau ar eu rôl mewn ffordd briodol ac effeithiol.

Llofnodwyd ar ran Cadeirydd y Llywodraethwyr: _____

Dyddiad: _____

Atodiad A: Rhestr Gyfeirio Asesiad o'r Effaith ar Lwyth Gwaith

| | |
|--|--------------------------|
| Aseswyd y polisi hwn yn erbyn y system y cytunwyd arni er mwyn monitro llwyth gwaith ac oriau gwaith athrawon a'r pennaeth. | <input type="checkbox"/> |
| Mae'r polisi hwn yn cydymffurfio gyda hawliau cytundebol athrawon ac mae'n cyd-fynd â nhw. | <input type="checkbox"/> |
| Cyflwynwyd y polisi hwn ac unrhyw weithdrefnau cysylltiedig ar ôl cynnal gweithgarwch ymgynghori llawn gydag undebau llafur athrawon. | <input type="checkbox"/> |
| Mae'r polisi hwn ac unrhyw weithdrefnau cysylltiedig yn cynnwys datganiad penodol ynghylch yr effaith ar lwyth gwaith. | <input type="checkbox"/> |
| Ni fydd y polisi hwn a gweithdrefnau cysylltiedig yn ychwanegu oriau gwaith ychwanegol. | <input type="checkbox"/> |
| Nid yw'r polisi hwn yn dyblygu unrhyw bolisi arall sy'n bodoli eisoes. | <input type="checkbox"/> |
| Nodwyd yr adnoddau sy'n angenrheidiol er mwyn cefnogi'r polisi hwn, gan gynnwys amser staff, unrhyw staff ychwanegol ac offer priodol. | <input type="checkbox"/> |
| Ni fydd gweithrediad y polisi hwn yn arwain at unrhyw gyfarfodydd/gweithgareddau ychwanegol nad ydynt wedi cael eu nodi yng nghalendr yr ysgol, eu cyhoeddi a'u diwygio trwy ymgynghori gydag undebau llafur athrawon. | <input type="checkbox"/> |
| Caiff pob aelod o staff (gan gynnwys y pennaeth) hyfforddiant er mwyn sicrhau bod y polisi hwn ac unrhyw weithdrefnau cysylltiedig yn cael eu cyflawni heb gynyddu'r faich o ran llwyth gwaith. | <input type="checkbox"/> |
| Caiff y polisi hwn ac unrhyw weithdrefnau cysylltiedig eu hadolygu bob blwyddyn er mwyn sicrhau na fydd beichiau ychwanegol o ran lwyth gwaith wedi cael eu hychwanegu gydag amser. | <input type="checkbox"/> |

Atodiad B: Tabled Cofnod Cynllunio

Enw'r Sawl sy'n cael eu Harfarnu: _____

Enw'r Arfarnwr: _____

Dyddiad y cyfarfod: _____

Amcanion:

1.

2.

3.

Datblygiad a hyfforddiant: _____

Adnoddau er mwyn cefnogi'r amcanion: _____

Gweithdrefn er mwyn monitro cynnydd: _____

Sylwadau'r sawl sy'n cael eu harfarnu: _____

Y sawl sy'n cael eu harfarnu (llofnod): _____

Arfarnwr (llofnod): _____

Dyddiad: _____

Atodiad C: Protocol Arsyli Gwersi

Cyflwyniad

Mae'r corff llywodraethu hwn wedi ymrwmo i'r cam o sicrhau bod gweithgarwch arsyli gwersi yn ddatblygiadol ac yn gefnogol ac y bydd y sawl sy'n ymwneud â'r broses:

- yn cyflawni'r rôl mewn ffordd broffesiynol a chwrtais, a gydag uniondeb;
- yn ceisio cytuno ymlaen llaw sut y bydd arsyliwadau gwersi yn cael eu cynnal;
- yn gwerthuso mewn ffordd wrthrychol;
- yn adrodd mewn ffordd fanwl a theg; ac
- yn parchu natur gyfrinachol y wybodaeth a gaiff ei sicrhau.

Cynllunio a pharatoi ar gyfer arsyliwadau gwersi

Gan gyd-fynd gydag ymrwymiad corff llywodraethu yr ysgol tuag at arsyliwadau gwersi cefnogol a datblygiadol, bydd y pennaeth yn:

- ymgynghori gydag athrawon ynghylch y patrwm arsyli gwersi y gallant ddisgwyl ei weld bob blwyddyn, gan geisio cytundeb gydag athrawon a chynrychiolwyr undebau ynghylch y trefniadau hyn;
- sicrhau bod y sawl sy'n cael eu harsyli at bob diben yn cael eu hysbysu o leiaf bum diwrnod gwaith ymlaen llaw;
- trefnu, cyn belled ag y bo modd, bod yr holl arsyliwadau yn cael eu cynnal ar adeg y bydd y sawl sy'n cael eu harfarnu a'r arsyliwr yn cytuno arno;
- sicrhau bod amser rhesymol rhwng arsyliwadau gwersi, beth bynnag fo diben yr arsyliwadau hynny;
- sicrhau bod gweithgarwch arsyli yn yr ystafell dosbarth yn cael ei gynnal gan unigolion y maent yn meddu ar statws athro cymwysedig (SAC) yn unig, ac y maent yn meddu ar y sgiliau proffesiynol a'r hyfforddiant priodol i gynnal arsyliwadau, ac i roi adborth a chymorth adeiladol ysgrifenedig ac ar lafar, yng nghyd-destun deialog broffesiynol rhwng cydweithwyr.

Cynhelir gweithgarwch cynllunio arsyliwadau ar ddechrau'r cylch rheoli perfformiad/arfarnu, a bydd yn cynnwys manylion ynghylch:

- swm y gwaith arsyli;
- ffocws y gwaith arsyli;
- hyd y gwaith arsyli;
- pryd yn ystod y cylch rheoli perfformiad y cynhelir y gwaith arsyli; a
- phwy fydd yn cynnal y gwaith arsyli.

Er mwyn sicrhau bod cyn lleied o waith arsyli gwersi ag y bo modd yn digwydd, ac er mwyn cefnogi ymdrechion i gyflawni ymrwymiad yr ysgol i'r cam o symleiddio trefniadau casglu data a lleihau biwrocratiaeth a'r faich llwyth gwaith ar y sawl sy'n cael eu harfarnu gymaint ag y bo modd, defnyddir y wybodaeth a gesglir at ddibenion lluosog, gan gynnwys hysbysu strategaethau hunan-wella a hunanwerthuso yr ysgol. Bydd hyn yn galluogi'r pennaeth, wrth iddynt gyflawni eu dyletswydd, i werthuso'r safonau addysgu a dysgu, gan sicrhau bod safonau cywir perfformiad proffesiynol yn cael eu sefydlu a'u cynnal.

Cyn cynnal unrhyw arsyliwadau gwersi, bydd cyfle i'r arfarnwr a'r sawl sy'n cael eu harfarnu i gyfarfod yn ystod amser cyfeiriedig er mwyn trafod cyd-destun y wers a fydd yn cael ei harsyli.

Cynnal arsyliwad

Cynhelir uchafswm o dri arsyliwad at ei gilydd at bob diben. Ni fydd yr amser a fydd yn cael ei dreulio ar yr holl arsyliwadau yn fwy na thair awr mewn blwyddyn a bydd yn rhaid cytuno ar y ffocws a'r amseriad yng nghofnod cynllunio rheoli perfformiad y sawl sy'n cael eu harfarnu.

Ni fydd disgyblion na llywodraethwyr yn cynnal arsyliwadau (er bod modd i lywodraethwyr, trwy gytuno gyda'r athro dan sylw ymlaen llaw, ymweld â gwrs er mwyn ymglyfarwyddo â'u maes cyswllt).

Adborth a chofnodion

Rhoddir adborth ar lafar cyn gynted ag y bo modd ar ôl arsylwadau gwersi ac erbyn diwedd y diwrnod gwaith nesaf fan bellaf. Rhoddir yr adborth yn ystod amser cyfeiriedig mewn amgylchedd addas a phreifat. Bydd amser i baratoi a rhoi adborth ynghylch arsylwadau gwersi at ddibenion rheoli perfformiad/arfarnu yn cael ei ddarparu yn ychwanegol i amser CPA.

Darparir adborth ysgrifenedig cyn pen pum diwrnod gwaith o'r arsylwad. Os bydd materion yn codi mewn arsylwad, nad oeddent yn rhan o ffocws yr arsylwad a gofnodwyd yn y datganiad cynllunio ac adolygu, dylid cynnwys y rhain yn yr adborth ysgrifenedig hefyd, a thrafod y camau gweithredu priodol gyda'r sawl sy'n cael eu harfarnu.

Bydd cofnod ysgrifenedig yr adborth yn nodi'r dyddiad pan gynhaliwyd yr arsylwad, y wers a arsylwyd a hyd yr arsylwad. Mae gan y sawl sy'n cael eu harsylwi yr hawl i atodi sylwadau ysgrifenedig i'r ddogfen adborth. Ni chedwir nodiadau ysgrifenedig ychwanegol i'r adborth ysgrifenedig a sylwadau'r sawl sy'n cael eu harfarnu. Rhoddir digon o amser yn ystod y diwrnod ysgol i'r arfarnwr baratoi cofnod ysgrifenedig o'r casgliadau y cytunwyd arnynt gyda'r sawl sy'n cael eu harfarnu ynghylch canlyniadau'r arsylwad yn y dosbarth.

Bydd modd i athrawon droi at yr holl gofnodion ysgrifenedig o'r arsylwad ar ôl eu gwersi ac os byddant yn gofyn am gopïau, darparir copïau iddynt.

Gweithdrefnau medrusedd ffurfiol ac arsylwi yn y dosbarth

I athrawon ar weithdrefn medrusedd ffurfiol, bydd rhan bwysig o'r cymorth a gynigir i'r athro yn swm o arsylwi yn y dosbarth wedi'i ddiffinio mewn ffordd eglur, gydag adborth ysgrifenedig ac ar lafar strwythuredig. Trafodir swm y gwaith arsylwi yn y dosbarth gyda'r athro a'u cynrychiolydd undeb llafur sy'n eu cynorthwyo a'u cynghori yn y broses ffurfiol.

Atodiad D: Templed Adborth Arsylwad Gwers

Dyddiad yr adborth: _____

Dyddiad yr arsylwad: _____

Dosbarth a arsylwyd: _____

Cryfderau:

Meysydd i'w datblygu:

Sylwadau'r athro:

Arsylwr (llofnod): _____

Y Sawl sy'n cael eu Harfarnu (llofnod): _____

Atodiad E: Cofnod Adolygu a Datblygu Ymarfer

| TEMPLED COFNOD ADOLYGU A DATBLYGU YMARFER | | | | | | | | | | |
|--|---|---------------------------------|---|-----------|-------------------|--|---------|------------------------------------|-----------------------|-----------------|
| Amcan | Gweithgareddau datblygiad proffesiynol a'r cymorth a ddarparwyd | | Cyfraniad gweithgareddau datblygiad proffesiynol a chymorth er mwyn cyflawni amcanion | | | Ffactorau y meant yn effeithio ar berfformiad yn erbyn yr amcanion | | Asesu cynnydd yn erbyn yr amcanion | | |
| | Disgrifiad | Dyddiad | O gymorth mawr | O gymorth | Heb fod o gymorth | Disgrifiad | Dyddiad | Cyflawnwyd | Cyflawnwyd yn rhannol | Heb eu cyflawni |
| <i>I'w lenwi yn ystod y cyfarfod cynllunio</i> | <i>I'w lenwi yn ystod y cyfarfod cynllunio</i> | <i>Ychwanegu wrth gadarnhau</i> | <i>Ticiwch yr un priodol</i> | | | <i>I'w ychwanegu yn ystod y cylch yn ôl yr angen</i> | | <i>Ticiwch yr un priodol</i> | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |

Atodiad F: Templed Datganiad ac Atodiad Arfarnu

DATGANIAD

Dyddiad y Cyfarfod Adolygu _____

Y Sawl sy'n cael eu Harfarnu: _____

Arfarnwr: _____

A fydddech gystal â rhestru'r amcanion, gan ddynodi a ydynt wedi cael eu cyflawni neu a oes angen eu datblygu ymhellach.

Amcanion:

1.

2.

3.

Meysydd lle y gwelir cryfder penodol (nodwch): _____

ATODIAD Y DATGANIAD

Meysydd i'w datblygu trwy gyfrwng hyfforddiant, datblygiad a chymorth:

Cymorth ac adnoddau i'w darparu gan yr ysgol (nodwch):

Sylwadau'r sawl sy'n cael eu harfarnu:

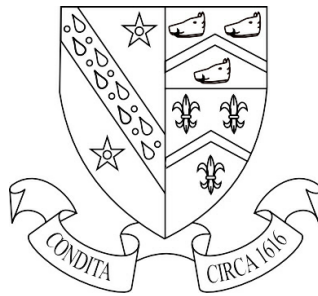
Cytunwyd ar gynnwys y cofnod hwn gan:

Y sawl sy'n cael eu harfarnu (llofnod): _____

Arfarnwr (llofnod): _____

Dyddiad y cafwyd y datganiad adolygu wedi'i gwblhau gan y sawl sy'n cael eu harfarnu: _____

Performance Management Policy



Ysgol Botwnnog

Date of Adoption:

Review date:

[Appendix A: Workload Impact Assessment checklist](#)

[Appendix B: Planning Record Template](#)

[Appendix C: Lesson Observation Protocol](#)

[Appendix D: Lesson Observation Feedback Template](#)

[Appendix E: Practice, Review and Development Record](#)

[Appendix F: Appraisal Statement and Appendix Template](#)

1. About this policy

This policy sets out the performance management arrangements for the head teacher and teachers of Ysgol Botwnnog. It has been agreed by the governing body, headteacher and local authority and follows consultation with all staff members and recognised trade unions. It describes the purpose, procedures, roles and responsibilities that will ensure that the school's performance management arrangements contribute to the professional development of its staff and to the achievement of wider development objectives for the school and its learners.

The policy will be reviewed annually and any necessary amendments will be the subject of further consultation with staff members. The headteacher will provide the governing body with an annual written report on the operation and effectiveness of this policy including the training and development needs arising from the performance management process.

This policy has been produced with due regard to the current appraisal regulations and accompanying guidance published by the Welsh Government. These can be found at:

Regulations

www.legislation.gov.uk/wsi/2011/2940/contents/made

Guidance

www.wales.gov.uk/topics/educationandskills/publications/guidance/performance-man-for-teachers?lang=en

This policy does not apply to:

- newly qualified teachers (NQTs) undergoing their statutory period of induction who are exempted from performance management arrangements
- teachers employed for a fixed period of less than one school term.

2. Principles underpinning performance management

Performance management is a school improvement tool which is fully inclusive. It sets a framework for teachers and school leaders to agree and review priorities and objectives in the context of the school's improvement plan. Performance management provides the opportunity of a shared commitment to achieving high standards. It helps to focus attention on more effective teaching and, therefore, benefits pupils, teachers and the school. It means providing appropriate and effective training, guidance and development opportunities to individuals to ensure job satisfaction, a high level of expertise and career progression.

The following principles will underpin our performance management arrangements.

- Trust, confidentiality and professional dialogue between appraiser and appraisee.
- Consistency so that all staff are treated fairly.
- Recognition of strengths and a commitment to share effective practice.
- A commitment to provide constructive feedback on performance.
- Rigorous and evidence-based.
- A shared commitment to meeting the school's improvement plan and appropriate national priorities.
- The Policy is intended to be developmental and supportive.
- The Policy will be central to school improvement planning and self-evaluation.

The Governing Body recognise the entitlement of a work/life balance for teachers and the headteacher as established within the School Teachers' Pay and Conditions Document (STPCD). Consequently, the policy has been workload impact assessed ([see Appendix A](#)) and the school will organise all performance management activities within directed time but not within planning, preparation and assessment (PPA) time.

The Governing Body is committed to ensuring that the performance management process is fair and non-discriminatory.

3. Professional standards

Teachers are required to meet the Practising Teacher Standards at the end of their induction period and must continue to meet them throughout their career. The headteacher is required to meet the Leadership Standards. Other practitioners may choose to use the Leadership Standards as a reference for their leadership development where this is identified as a priority for their professional development.

The professional standards should be considered as a whole to provide a backdrop to discussion and to help practitioners identify areas for further development.

The relevant professional standards can be found at:

www.wales.gov.uk/topics/educationandskills/publications/circulars/practitioners/?lang=en

4. Timing of the performance management cycle

The school's annual performance management cycle will start in September and be completed by **the following July**.

The appraisal cycle has been timed to link with the school's annual planning cycle.

5. Appointment of appraisers

The headteacher will appoint an appraiser for every teacher in the school. The appraiser would normally be the line manager of the appraisee. The appraiser will conduct all aspects of the review, including pay recommendations for teachers who are eligible.

Teachers and the headteacher have the right to object to an appraiser on the grounds of consistency and fairness.

The headteacher's appraisal will be carried out by a panel consisting of:

- at least two governors appointed by the governing body
- one or two representatives appointed by the local authority.

6. The performance management plan

Performance management will be a continuous cycle throughout the year involving three stages of planning, monitoring performance and reviewing performance.

The appraiser(s) will meet with the teacher/headteacher at the start of the cycle to plan and prepare for the annual appraisal. This meeting may be combined with the review meeting held at the end of the previous cycle.

All teachers, including the headteacher, will have no more than three objectives.

The meeting will seek to agree the following:

- The objectives for the cycle and professional development activities to support achievement of the objectives.
- The three objectives will relate to an agreed whole school objective and a departmental objective based on the School Improvement Plan (SIP), and an objective that reflects the professional development aspirations of the teacher.
- The objectives will be challenging, realistic, achievable, time-bound, fair and equitable in relation to teachers with similar roles, responsibilities and experiences.
- The agreed objectives will have regard to what can reasonably be expected of any teacher or the headteacher given the desirability of the appraisee to achieve a satisfactory work/life balance.

- Objectives may be revised by the appraiser in exceptional circumstances and the reasons must be recorded. Additionally, objections may be recorded by the appraisee.
- A record of the planning meeting will be kept by the appraiser and appraisee (see [Appendix B](#)).
- There will be no requirement to schedule formal review meetings during the cycle but informal discussions may take place and should be agreed at the planning meeting. They may coincide with feedback from lesson observations and a written record should be kept.

6.1 Monitoring Procedures

The monitoring procedures including arrangements for observation of teaching are as follows:

- There should be a limit of a total of three observations for all purposes and this should not exceed three hours per year. The focus and timing of the observations will be agreed and recorded at the planning meeting.
- An agreed classroom observation protocol will support the monitoring process (see [Appendix C](#)).
- Classroom observation will be undertaken solely by persons with Qualified Teacher Status (QTS). The appraisee will be given a record of the lesson observation (see [Appendix D](#)).
- The appraiser will observe the appraisee at least once. However, it may be agreed at the planning meeting that some of the observation will be carried out by a person other than the appraiser.
- Where the observation is undertaken by a person other than the appraiser, a record of the lesson observation must be given to the appraiser and the appraisee.
- The selection of the lessons to be observed will be balanced to reflect the range of work undertaken by the appraisee.
- All observations must respond to the objectives of the School Development Plan and the relevant individual objectives must match this.
- This guidance does not apply to observations during an Estyn inspection, or by Estyn in circumstances where an inspection report categorises a school as requiring significant improvement or special measures, or a teacher becoming subject to capability procedures.
- No information may be sourced from another person, either written or verbal, without the consent of the appraisee.

In the case of the headteacher's performance plan only, the chair the governing body will provide, on request, a copy of the headteacher's objectives to Estyn.

The arrangements for monitoring performance against the objectives, including the use of observation, will be decided during the planning meeting and recorded by the appraiser(s).

The appraisee and appraiser(s) will keep progress under review throughout the cycle, including the use of informal discussion.

Appraisees are required to maintain an up-to-date practice, review and development (PRD) record during the course of the appraisal cycle.

The purpose of the PRD record is to support appraisees in:

- meeting the requirements of the appraisal regulations to keep an up-to-date record of:
 - their own assessment of their performance against their performance management objectives;
 - professional development undertaken. or other support provided, and how this is contributing to the achievement of objectives;
 - any factors which the practitioner considers are affecting performance against the objectives;
- providing a focus for discussion at the review meetings and may be discussed informally during the cycle and at the planning meeting for the next cycle.

The PRD record is a personal record held by an appraisee but it will be required for use in the review meetings and should inform the planning meeting for the next cycle.

The PRD record will not form part of the appraisal statement.

The PRD record should be a short, concise document ([see Appendix E](#)).

7. The review meeting

At the end of the performance management cycle a formal review meeting will be held where the appraiser and appraisee will discuss achievements, any areas for improvement and professional development activities. On the understanding that the planning meeting is a separate process, this meeting may be combined with the planning meeting for the next annual cycle.

The PRD record will provide a focus for the review meeting.

The purpose of the review meeting will be to:

- assess the extent to which the appraisee has met their objectives
- determine whether there has been successful overall performance in confirming the appraisee continues to meet the relevant professional standards
- if necessary, identify the need for additional support, training or development and how this will be met.

Good progress towards the achievement of a challenging objective will be assessed favourably.

No information may be sourced from another person either written or verbal without the consent of the appraisee.

8. The appraisal review statement

Within ten school days of the review meeting the appraiser(s) will provide the appraisee with a written statement of the main points made at the review meeting and the conclusions reached. Appendixed to the statement will be a summary of professional development needs and an indication of how these might be met ([see appendix F](#)).

The appraiser will seek to agree the final wording of the appraisal statement with the appraisee.

The appraisee may, within ten school days of receiving the final appraisal statement, add comments in writing. These comments will then form part of the statement.

The appraiser must not obtain information from any other person, whether written or oral, relevant to an appraisee's performance without the consent of the appraisee.

Both the appraisal statement and the Appendix are confidential documents and must be kept in a secure place. The provisions of the Data Protection Act will be followed at all times.

9. Pay progression recommendations

Pay progression recommendations must be made by the appraiser or eligible teachers as a result of their performance management review when teachers have met or made significant progress towards meeting their objectives. The performance review at the end of the cycle must be the only source of evidence teachers require to support pay progression. However, should teachers wish to submit additional evidence they can do so, but they will not be requested or directed to submit additional evidence or penalised if they choose not to do so.

10. Appeals

The appraisee may appeal against the appraisal statement within ten school days of receiving the appraisal statement. An appeals officer or, in the case of the headteacher, an appeals panel will be appointed to conduct a review.

All appeals will be conducted in accordance with the current Appraisal Regulations and the associated Welsh Government guidance.

In summary, the appeal process will involve the following stages.

- Appraisee lodges appeal with the governing body.
- Appeals officer/panel appointed.
- Appeals officer/panel provided with copy of appraisal statement within five school days of receiving notice of appeal.
- Appeal review will be carried out within ten school days of receiving appraisal statement.
- The appeals officer/panel must take into account any representations made by the appraisee.
- The appeals officer/panel may then decide:
 - that the appraisal has been carried out satisfactorily
 - with the agreement of the appraiser(s), to amend the appraisal statement;
 - to order that a new appraisal be carried out.
- If there is a determination for a new appraisal, the process should take no more than fifteen school days.
- The appeals officer/panel cannot determine that:
 - new objectives can be set
 - existing objectives be revised.

11. Use of appraisal statements

The whole performance management process, the statement of objectives and the appraisal statement are personal and confidential documents and will be kept in a secure place.

11.1 Teachers

The appraiser must give a copy of the appraisal statement to the appraisee and to the headteacher. In turn, the headteacher will, on request, provide a copy to:

- the appraiser;
- an appeals officer;
- any governors responsible for making decisions or giving advice on matters in relation to pay.

Where the appraisee is eligible for pay progression under the STPCD, the appraiser will provide a recommendation on pay progression to the headteacher in line with provisions of the STPCD.

The headteacher will provide a copy of the Appendix to the appraisal statement detailing professional development needs to the person with whole-school responsibility for planning provision for training and development.

The appraisal statement will be kept by the headteacher in a safe and secure place until at least six years after the next appraisal statement has been finalised. This length of time is in line with threshold arrangements.

11.2 Headteacher

In the case of the headteacher's performance management the appraisers will give copies of the appraisal statement

to the headteacher, the chair of the governing body and the chief education officer. Appraisers will also, on request, provide a copy to any governors responsible for making decisions or giving advice on matters in relation to pay.

The chair of the governing body will also provide, on request, a copy of the headteacher's appraisal statement to:

- any officer designated by the chief education officer responsible for the performance of headteachers;
- any appeals officer.

The chair of the governing body will provide a copy of the Appendix to the appraisal statement detailing professional development needs to the person with whole-school responsibility for planning provision for training and development.

The appraisal statement will be kept by the governing body in a safe and secure place until at least six years after the next appraisal statement has been finalised. The headteacher will also keep a copy of the appraisal statement for the same period of time.

Information from the headteacher's appraisal statement may be taken into account by the governing body (or its committees) in matters relating to the promotion, discipline or dismissal of the headteacher or in relation to any discretion over pay.

12. Preventing underperformance

Effective line management arrangements, including the effective use of the procedures outlined in this policy, will help prevent underperformance through early identification, support and intervention.

If a teacher's performance is causing serious concern and evidence has been provided to demonstrate this, then the informal stage of the capability procedure should be applied.

Information from the appraisal statement can be taken into account when making decisions about pay, promotion, dismissal, or disciplinary matters. However, the performance management procedures set out in this policy, including the review meeting and appraisal statement, do not form part of any disciplinary, competency or capability procedures.

13. Training and support

The school's continuing professional development (CPD) programme will be informed by the training and developmental needs identified in the training Appendix of the appraisee's planning and review statements.

The governing body will ensure in the budget planning that, as far as possible, appropriate resources are made available for any training and support agreed for appraisees.

Appraisees will not be held accountable for failing to make good progress towards meeting their performance management objectives where the support recorded in their planning statement was not provided.

All appraisers will be provided with training to enable them to discharge all aspects of their role appropriately and effectively.

Signed on behalf of the Chair of the Governors: _____

Date: _____

Appendix A: Workload Impact Assessment Checklist

| | |
|--|--------------------------|
| This policy has been assessed against the agreed system to monitor the workload and working hours of teachers and the headteacher. | <input type="checkbox"/> |
| This policy complies with and is consistent with the teachers' contractual entitlements. | <input type="checkbox"/> |
| This policy and any related procedures were introduced following full consultation with the teacher trade unions. | <input type="checkbox"/> |
| This policy and any related procedures include a specific statement regarding workload impact. | <input type="checkbox"/> |
| This policy and related procedures will not add additional hours of working. | <input type="checkbox"/> |
| This policy does not duplicate any other existing policy. | <input type="checkbox"/> |
| The resources necessary to support this policy, including staff time, any additional staffing and appropriate equipment, have been identified. | <input type="checkbox"/> |
| The implementation of this policy will not result in any additional meetings/activities that have not been identified within the school calendar, published and revised in consultation with teacher trade unions. | <input type="checkbox"/> |
| All staff (including the headteacher) will be trained to ensure that this policy and any related procedures are carried out without increasing workload burdens. | <input type="checkbox"/> |
| This policy and related procedures will be reviewed annually to ensure that additional workload burdens have not been added over time. | <input type="checkbox"/> |

Appendix B: Planning Record Template

Name of Appraisee: _____

Name of Appraiser: _____

Date of meeting: _____

Objectives:

1.

2.

3.

Development and training: _____

Resources to support the objectives: _____

Procedure for monitoring progress: _____

Appraisee's comments: _____

Appraisee (signature): _____

Appraiser (signature): _____

Date: _____

Appendix C: Lesson Observation Protocol

Introduction

This governing body is committed to ensuring that lesson observation is developmental and supportive and that those involved in the process will:

- carry out the role with professionalism, integrity and courtesy;
- seek to reach agreement in advance on how lesson observations are to be carried out;
- evaluate objectively;
- report accurately and fairly; and
- respect the confidentiality of the information gained.

Planning and preparing for lesson observation

In keeping with the school governing body's commitment to supportive and developmental lesson observation the headteacher will:

- consult teachers on the pattern of lesson observation which they can expect annually and seek agreement with teachers and union representatives on these arrangements;
- ensure that those being observed for all purposes will be notified at least five working days in advance;
- arrange, as far as possible, for all observations to take place at a time agreed between the appraisee and the observer;
- ensure that there is a reasonable amount of time between lesson observations, irrespective of the purpose of those observations;
- ensure that classroom observation will be undertaken solely by persons with qualified teacher status (QTS) and the appropriate training and professional skills to undertake observation and to provide constructive oral and written feedback and support, in the context of professional dialogue between colleagues.

Planning for observation will take place at the start of the appraisal/performance management cycle and will include details of:

- the amount of observation;
- the focus of the observation;
- the duration of the observation;
- when during the performance management cycle the observation will take place; and
- who will conduct the observation.

In order that lesson observation is kept to a minimum, and to support efforts to deliver the school's commitment to streamlining data collection and minimising bureaucracy and workload burdens on appraisees, the information gathered will be used for multiple purposes, including informing school self-evaluation and school-improvement strategies. This will enable the headteacher, in the exercise of her/his duty to evaluate the standards of teaching and learning, and to ensure that proper standards of professional performance are established and maintained.

Before any lesson observation is conducted, there will be an opportunity for the appraiser and appraisee to meet within directed time in order that the context of the lesson to be observed can be discussed.

Conducting observation

There will be a limit of a total of three observations for all purposes. Under no circumstances shall the total time occupied by all observations exceed three hours per year and the focus and timing must be agreed in the appraisee's performance management planning record.

Neither pupils nor governors will undertake observations (although governors may, by prior agreement with the teacher concerned, visit a lesson to familiarise themselves with their link area).

Feedback and records

Oral feedback will be given as soon as possible after the lesson observation and no later than the end of the following working day. It will be given during directed time in a suitable, private environment. Time for preparation and feedback for lesson observation for performance management/appraisal purposes will be made available in addition to PPA time.

Written feedback will be provided within five working days of the observation taking place. If issues emerged from an observation that were not part of the focus of the observation as recorded in the planning and review statement, these should also be covered in the written feedback and the appropriate action discussed with the appraisee.

The written record of feedback will include the date on which the observation took place, the lesson observed and the length of the observation. The appraisee has the right to append written comments on the feedback document. No written notes in addition to the written feedback and appraisee's comments will be kept. The appraiser will be given sufficient time within the school day to put in written form the conclusions agreed with the appraisee on the outcomes of the classroom observation.

Teachers will have access to all written accounts of the observation after their lessons and if they request, copies will be provided.

Classroom observation and formal capability procedures

For teachers on a formal capability procedure an important part of the support offered to the teacher will be a clearly defined amount of classroom observation with structured oral and written feedback. The amount of classroom observation will be discussed with the teacher and their union representative who is supporting and advising them in the formal process.

Appendix D: Lesson Observation Feedback Template

Date of feedback: _____

Date of observation: _____

Class observed: _____

Strengths:

Areas for development:

Teacher's comments:

Observer (signature): _____

Appraisee (signature): _____

Appendix E: Practice, Review and Development Record

| TEMPLATE PRACTICE REVIEW AND DEVELOPMENT RECORD | | | | | | | | | | |
|--|---|------------------|--|---------|-----------|--|------|--|---------------|---------|
| Objective | Professional development activities and support provided | | Contribution of professional development activities and support to meeting objectives | | | Factors that are affecting performance against the objectives | | Assessment of progress against the objectives | | |
| | Description | Date | Very helpful | Helpful | Unhelpful | Description | Date | Met | Partially met | Not met |
| To be completed at the planning meeting | To be completed at the planning meeting | Add as confirmed | Tick as appropriate | | | To be added during the cycle, if necessary | | Tick as appropriate | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |

Appendix F: Appraisal Statement and Appendix Template

STATEMENT

Date of Review Meeting _____

Appraisee: _____

Appraiser: _____

Please list the objectives and indicate whether they have been met or whether they need further development.

Objectives:

1.

2.

3.

Areas of particular strength (specify): _____

APPENDIX TO STATEMENT

Areas to be developed through training, development and support:

Support and resources to be provided by school (specify):

Appraisee's comments:

The content of this record has been agreed by:

Appraisee (signature): _____

Appraiser (signature): _____

Date of receipt of the completed review statement by the appraisee: _____