

PERTH AND KINROSS COUNCIL

JOINT NEGOTIATING COMMITTEE FOR TEACHING STAFF

LOCAL AGREEMENT

Strategic Framework for Employee Review and Development

In terms of the Local Recognition and Procedure Agreement, it is accepted by all signatories acting on behalf of the Council and the recognised unions that this agreement is a binding local agreement effective from 10 January 2007. This supersedes relevant provisions within the National Agreement and constitutes a formal amendment to the terms and conditions of employment for teaching employees within Perth and Kinross Council.

John Fyffe, Executive Director (Education & Children's Services), on behalf of
Perth and Kinross Council:

.....

Douglas Stewart (EIS), on behalf of Teachers' Trade Unions:

.....

PERTH AND KINROSS COUNCIL

LIFELONG LEARNING COMMITTEE – 10 JANUARY 2007

STRATEGIC FRAMEWORK FOR EMPLOYEE REVIEW AND DEVELOPMENT

REPORT BY THE EXECUTIVE DIRECTOR
(EDUCATION AND CHILDREN'S SERVICES)

ABSTRACT

This report is the revised version of the "A Strategic Framework for Employee Review and Development" within Education and Children's Services written in March 2006, which takes consideration of the comments from the Consultation. The Framework also includes amended Employee and Review Development Guidelines.

1 RECOMMENDATIONS

It is recommended that the Committee:

- (i) notes and accepts the contents of the Strategic Framework for Employee Review and Development;
- (ii) agrees to the proposals for the rolling out of training in the new system to all staff; and
- (iii) instructs the Executive Director (Education and Children's Services) to review the Strategic Framework in August 2010.

2 BACKGROUND

The previous framework, Staff Development Strategic Framework (Report No 04/07), was approved in January 2004. Within a three year plan this framework required to be amended in light of changing practice and evolving good practice.

3 PROPOSALS

It is proposed that:

- 3.1 this document complements the Perth & Kinross Council Employees Guide – Employee Review and Development, and re-establishes the basis on which staff can expect to be developed. The document sets out a Framework into Practice.
- 3.2 all staff members are reviewed annually.

- 3.3 There is a planned programme of training to ensure that all staff are familiar with the new system.

STAFF DEVELOPMENT AND TRAINING – Timeline for Action in the New System

January 2007	February	March	August	August 2008
<ul style="list-style-type: none"> ▪ A Strategic Framework for Staff Development agreed by Lifelong Learning Committee ▪ Each establishment to appoint a trainer ▪ From January onwards to April training will take place of trainers 	<ul style="list-style-type: none"> ▪ Training ongoing for all staff in the new system ▪ On-line facility available for all staff via ERIC or establishment internal system to include exemplars 	<ul style="list-style-type: none"> ▪ Training ongoing to ensure all staff have a consistent message ▪ On-line module sourced 	<ul style="list-style-type: none"> ▪ Implementation of Employee Review and Development Guidelines ▪ Hereafter all reviews take place annually ▪ CPD portfolio maintained by reviewee annually ▪ New system monitored 	<ul style="list-style-type: none"> ▪ Every staff member has had review using new system ▪ On-line training implemented



4 CONSULTATION

The Executive Director (Corporate Services), the Council Secretary and Head of Legal Services, have been consulted in the preparation of this report.

The Continuing Professional Development Reference Group has consulted, considered the responses and then contributed to this report.

Human Resources, Senior Management Team, Extended Management Team, Strategic Group members, JNC(T), Service Managers and Section Heads, and via these groups individual members of staff throughout Education and Children’s Service have been consulted. 20 responses have been received from groups or individuals which have informed the changes.

All staff within Education & Children’s Services therefore have had, through their Line Mangers, the opportunity to comment on the Framework.

5 RESOURCE IMPLICATIONS

The resource implications arising from this report will be contained from within Education and Children’s Services Revenue Budget (including relevant Grant funding). Money has been set aside to fund the rolling out of training across the service.

Funding would be required for on-line provision for Continuous Professional Development to be developed in 2007/2008 with links to Learning and Teachings “Glow” network.

6 COUNCIL PRIORITIES AND PRINCIPLES

6.1 This report takes forward the Service's Statement of Intent and links to Business Management and Improvement Plan Objective:

- Develop the range and quality of learning experiences for all
- Raise standards of performance and achievement

6.2 The recommendations within this report support the delivery of the following corporate priorities and/or corporate principles:

Priorities

- **Community Safety:** working towards creating safer communities in Perth and Kinross.
- **Economic Growth:** working towards ensuring Perth and Kinross has a prosperous, sustainable and inclusive economy.
- **Education and Lifelong Learning:** providing high quality learning opportunities for all age groups and with all communities in Perth and Kinross.
- **Health and Care:** improving the health of all the people in Perth and Kinross.

Principles

- **Accountability and Transparency:** ensuring that we are accountable and transparent to the community, the Community Planning Partners and the Scottish Executive in our decision-making, planning and delivery of services.
- **Communication:** ensuring that we communicate effectively with our employees, our Community Planning Partners and the community.
- **Community Involvement:** ensuring that we engage effectively with the community, Community Planning partners and employees regarding our activities and decisions, providing opportunities for participation and feedback.
- **Continuous Improvement:** ensuring that we use Best Value principles in all our service planning and delivery decisions.
- **Customer Focus:** ensuring that we focus on the needs of the customer when we are planning and delivering our services.
- **Equalities:** working towards equality of access to services, information and opportunities to participate in Council activities for all people in the community.
- **Partnership:** working with our Community Planning partners and all sectors of the local community to plan and deliver responsive and effective services.
- **Sustainability:** ensuring that we consider the long-term sustainability of our decisions.
- **Workplace Relations:** striving to maintain positive workforce relations and ensure that we develop and appropriately deploy, the skills, knowledge and ability of all our employees.

7 CONCLUSION

The strategy recognises the importance of investing in our staff. It promotes a coherent and equitable approach to development and training for all staff across the service and sets this development within a framework of reflection and self evaluation. It maps out an approach which will take the service forward and which if implemented and monitored effectively, will contribute to long term improvement in our service.

STUART POWELL EXECUTIVE DIRECTOR (EDUCATION AND CHILDREN'S SERVICES)

Contact Officer: Jean Cessford, Service Manager Support for Staff
Telephone 01738 476332 email jccessford@pkc.gov.uk
Address of Service: Pullar House
Date of Report 31 March 2006
Note: No background papers, as defined by Section 50D of the Local Government (Scotland) Act 1973 (other than any containing confidential or exempt information) were relied on to any material extent in preparing the above report.

Appendices:

Appendix No 1	A Strategic Framework for Employee Review and Development
Appendix No 2	Employee Review and Development Guidelines
Appendix No 2A	Self Evaluation – How to Use the Continuum – Advice & Checklist
Appendix No 2B	APT&C – Self Evaluation Form
Appendix No 2C	APT&C: Team Leaders / Managers – Self Evaluation Form
Appendix No 2D	Early Childhood Practitioners (0-8) – Self Evaluation Form
Appendix No 2E	Head Teacher/Depute Head Teacher or Principal Teacher - Self Evaluation Form
Appendix No 2F	Social Services Workforce: Registered Social Workers – Self Evaluation Form
Appendix No 2G	Social Services Workforce: Social Care Staff – Self Evaluation Form
Appendix No 2H	Social Services Workforce: Team Leaders/Managers – Self Evaluation Form
Appendix No 2I	Teacher/Chartered Teacher – Self Evaluation Form
Appendix No 2J	Record of Individual Review Meeting – Head Teacher/Depute Head Teacher or Principal Teacher – Sample Format



Formatted: Different first page

Education & Children's Services

A STRATEGIC FRAMEWORK FOR EMPLOYEE REVIEW AND DEVELOPMENT

Appendix 1

Updated: November 2006

Deleted: 31 March 2006



Contents

page

1. Vision and Commitment	3	
2. Context	3	
- <i>Developing a Learning Culture</i>	5	
3. Rationale	6	
4. Framework for Staff Development	6	
5. Framework into Practice	7	Deleted: 6
- <i>Entitlements</i>	7	Deleted: 6
- <i>Roles and Responsibilities</i>	7	
- <i>Central Admin Support</i>	8	
- <i>Operation of the System</i>	9	Deleted:
- <i>Consultation, Communication and Co-ordination</i>	10	Deleted: 8¶
- <i>Continuing Professional Development Reference Group</i>	10	-
- <i>Employee Review and Development</i>	11	Deleted: 9
		Deleted: 9
6. Capacity of the Service	11	Deleted: 10
- <i>Funding in Session 2005/06</i>	11	Deleted: 10
- <i>Budget Allocation</i>	12	Deleted: 10
		Deleted: 11
7. Award Bearing Courses	12	Deleted: 11
- <i>Level 1 – Service Requirements</i>	13	Deleted: 11
- <i>Level 2 – Service and Personal Development</i>	13	Deleted: 12
- <i>Planning for Staff Development</i>	14	Deleted: 13
- <i>Monitoring and Evaluation Staff Development</i>	14	Deleted: 13
8. Conclusion	15	Deleted: - . Training Implications . 13¶
		Deleted: 13
		Deleted: Appendix 1 . Timeline 15¶
		Appendix 2 . Employee Review & Development Guidelines . 16¶
	Page Break.....

OUR VISION AND COMMITMENT

“Our vision is a confident and ambitious Perth and Kinross, to which all can contribute and in which all can share. Our area will be a vibrant, successful, safe, healthy and sustainable environment, where learning and enterprise are nurtured and supported.”

We are committed to:

Leadership and Development of Staff

- Setting a clear policy framework and direction with transparent decision making
- Developing more effective workforce planning, continuing staff development and annual review
- Supporting and nurturing a culture of innovation
- Developing individual and collective responsibility and accountability

The “Policy Framework” has been taken into consideration in the creation of this document.

Deleted: This commitment takes consideration of the Strategic Framework.

CONTEXT

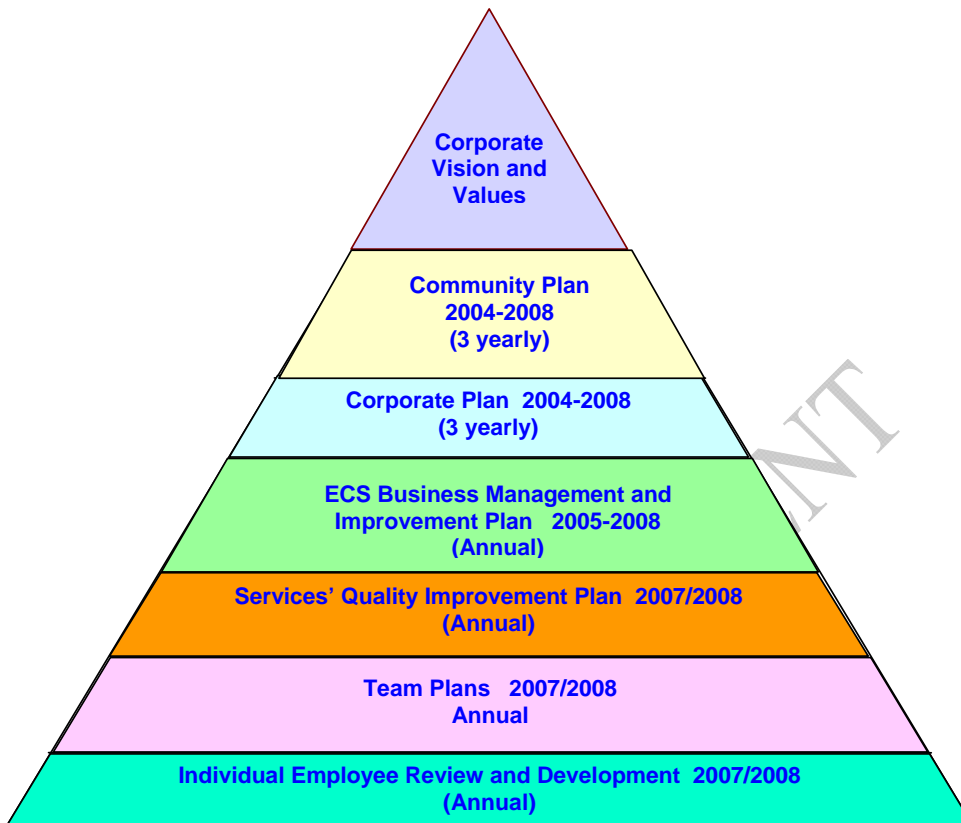
“People are the key to success in providing first class services. Organisations that are rated as “employers of choice” consistently outperform others to provide goods and services that exceed expectation. They know that the way they manage and develop their staff will be reflected in the way staff treat customers and service users.”

“Improving Front Line Services”

The Improvement Framework for Education & Children’s Services has, at its heart, the fundamental principle of improving services to ensure we are making things better for those who use the services we provide.

The Employee Review and Development process should also influence team plans, the Quality Improvement Plan and the Business Management and Improvement Plan. To achieve improvement the Employee Review & Development (ERD) process is an integral part of the Performance Reporting, Self Evaluation and Planning cycle.

Deleted:



The complex nature of the service and the wide and varied range of staff working within it must be recognised. The Council employs approximately 4,500 staff of which 2837 FTE staff work within Education and Children's Services.

This number includes social services workforce and social care officers, library staff, museum officers, community learning and development workers, Early Childhood Practitioners, teachers, classroom and support for learning assistants, clerical, administrative, technical and facility staff, staffing and finance workers.

These are diverse groups with different roles and functions. Staff development opportunities must therefore remain flexible to be appropriate to the specific needs of different groups. Nevertheless, a common understanding of the purpose and nature of staff development and its importance to all staff is fundamental to improving our integrated service.

Developing a Learning Culture

It will be crucial to the effectiveness of staff development that activities and opportunities are taken forward within an environment where all are recognised as learners and the continuing process of learning is understood and accepted. The Senior Management Team and managers within the service will play a key role in creating this environment and in encouraging staff to take responsibility for their own learning and for linking learning to service and professional improvement.

Staff will be encouraged to identify the most appropriate activities for the most effective outcomes and will be supported where necessary in this by their manager. Support will be given in exploring initiatives in work-based training, in coaching and mentoring and in achieving accreditation for in-house courses.

There are many ways to support staff development for example, including:

- Self evaluation and personal reflection
- Research – literary, small scale
- Planning and development of an aspect of project work
- Involvement in Working parties, committees and task groups both within and outwith team/sector
- National/International comparison studies and visits
- Activities related to achieving national standards such as SVQ 3 or 4, Chartered Teacher or Scottish Qualification for Headship
- Induction for new jobs
- Relevant professional reading within the context of their area of work
- Self directed learning
- Work shadowing/ observing associates within or outwith work place
- Attending networks/ curriculum panels/focus groups to share good practice
- Sharing knowledge, understanding and skills with others at meetings
- Work placements/ Business placements
- Secondments
- Mentoring/coaching
- Courses/ conferences

An Employee Survey which was carried out in 2005 found that:

- “Being made aware of training opportunities comes out as very important to employees, although they should be the main drivers rather than waiting to be told what is available.”

The 2005 INEA Inspection Follow Up Report, identified the following issues:

- “The provision for CPD, albeit in some cases unrelated to personal review, had been strong at the time of the initial inspection and had remained so.”

- “That implementation of “Employee Review” had been inconsistent since the initial inspection.
- “Where Employee Review had been established, Section Heads played a key role in scrutinising development needs.”
- Work was being undertaken to develop an authority wide overview of specific training undertaken and possible gaps.”
- “There were too few links between the outcomes of review and planned priorities for development.”

A Training Capacity Report was written in March 2006 which identified development areas and therefore highlighted training requirements for the period 2006-09.

RATIONALE

Staff are the most valuable resource of any organisation. The development and training of staff is a key factor in achieving success.

Within a combined service with common aims and purpose, ensuring equity of access to development and training across service sections within an agreed framework is fundamental to coherent service development.

The framework takes an inclusive approach to staff development and training, ensuring that the needs of all staff are considered and supported while recognising their individual personal and professional needs, balanced with service plan priorities.

FRAMEWORK FOR STAFF DEVELOPMENT

When building a framework it is important to create a clear and concise plan which allows people to know and understand the process.

They will:

- be aware of the range of development opportunities available
- know what is expected of them and others
- know how the system operates
- understand the annual development cycle (ERD) in supporting development including the CPD Portfolio
- evaluate their practice and the impact of their development work
- have a clear understanding of the capacity of the service

FRAMEWORK INTO PRACTICE

WHAT IS EXPECTED

Entitlements

Entitlements will allow managers to respond to the development priority needs of the service and staff.

Staff can expect:

- sustained induction training when entering the service
- annual review as part of the Council's Employee Review and Development Scheme
- to hold a CPD portfolio
- to access Award Bearing Courses where it is necessary and will impact on their job
- to seek appropriate training based on needs identified by the ERD cycle and/or the service
- to have a minimum entitlement of staff development time per year. This will be negotiated for staff groups, but will assume 5 days, or equivalent. Time for part-time staff will be pro-rata. Delayed Office Opening INSET Day would be part of this entitlement as per planned yearly cycle
- to have a clear annual plan of organised developmental activities within each service area
- to have time made available either for service-led activities or for individual development, according to the needs of service teams.

Roles and Responsibilities

The strategic responsibility for staff development and training lies with the Head of Support Services. It is recommended that:

- strategic development at authority level will be led by the Service Manager (Support for Staff)
- responsibility for the management and delivery of staff development and training be devolved to establishments / services within the context of the Business Management & Improvement Plan
- managers have responsibility for all staff within their establishment / service/teams
- the important role of managers as developers of their own staff is recognised and stressed
- the Continuing Professional Development Reference Group will act as a conduit for all matters relating to central training provision.

Each employee should take ownership of their own Staff Development by:

- being self reflective and evaluative about their practice and participate in the ERD process

- identifying opportunities for development on which they can take action themselves
- discussing possible development opportunities, particularly those which require funding and/ or time out of work with their line manager
- keeping their own Development Plan and Record accurate and up-to-date.

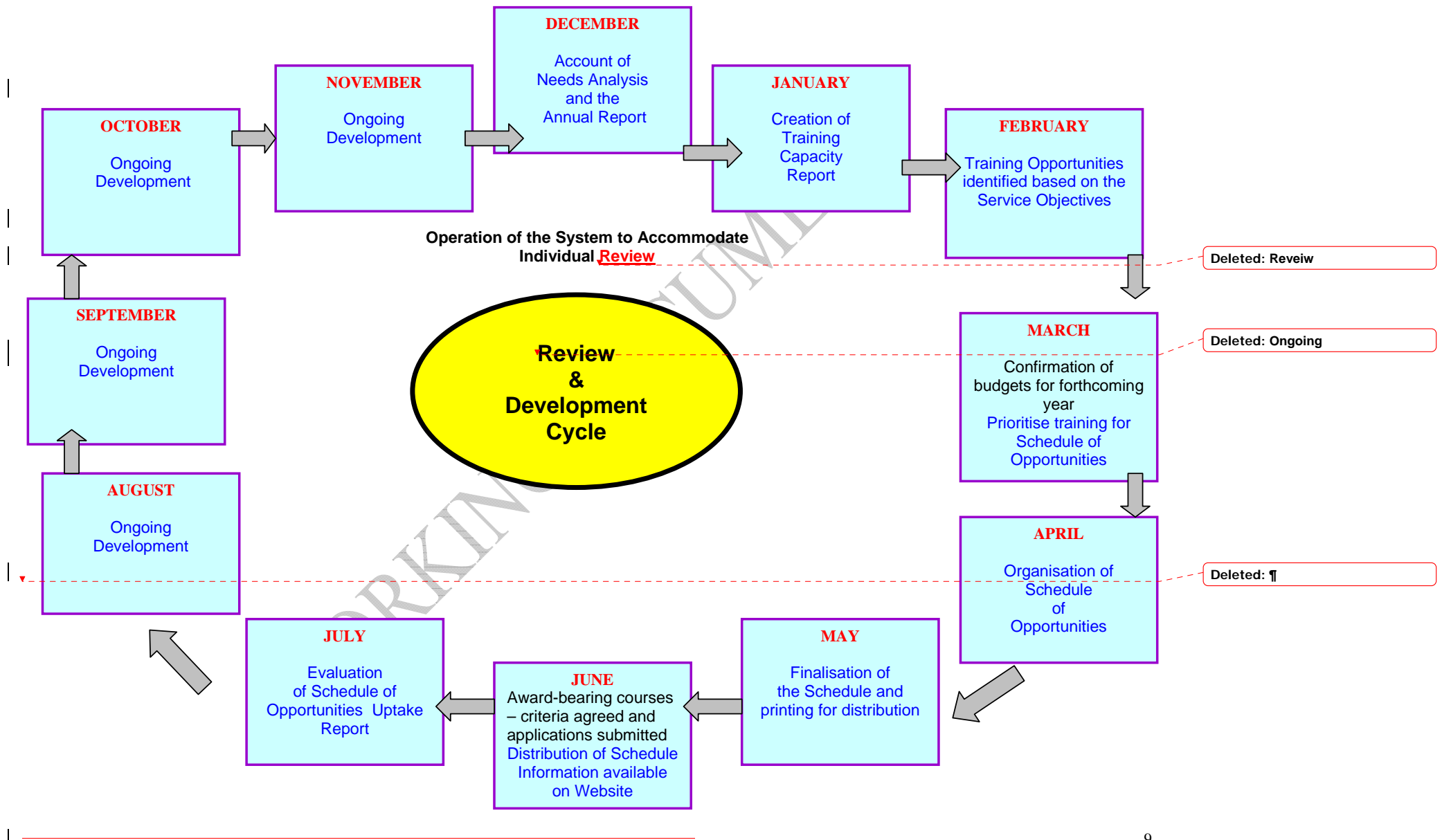
Each manager should:

- ensure that Training needs will be identified from the ERD process and Quality Improvement, Service and Team Plans
- keep a record of the annual review process of all people working within their establishment; a return should be made in January each year as part of the needs analysis process
- where in the position to do so identify training required and identify the budget from which it can be funded
- share identified needs of the individuals and or group which they have no power or ability to support, to the person in charge of staff development for the establishment/ service
- manage the application by the individual for award bearing course funding in sending signed form to CPD Reference Group
- arranges for the delivery of training developments essential for their staff eg Child Protection
- bring appropriate opportunities to the attention of their staff where appropriate to their development throughout the review cycle.

Central Admin Support will:

- be responsible for the organisation and administration of development and support for all managers in arranging the delivery of activities
- organising courses and activities planned centrally, including providing projected costs for managers based on best value
- compiling the Schedule of Staff Development Opportunities, advertising and distributing to establishments / sections
- communicating with services on applications for development activities
- confirming all organisational arrangements with tutors, speakers and venues
- providing management information on course up-take as required
- process request applications for training by individuals whose applications are sanctioned by their line manager
- organising training for individuals, including award-bearing courses
- arranging contracts with course providers
- monitoring and evaluation of all courses
- monitoring expenditure of all courses
- maximise resources, maintain an overview of development and training being undertaken and gather management information effectively.

Opportunities to develop management systems are continuously reviewed with a view to providing efficient and effective service.



OCTOBER
Ongoing Development

NOVEMBER
Ongoing Development

DECEMBER
Account of Needs Analysis and the Annual Report

JANUARY
Creation of Training Capacity Report

FEBRUARY
Training Opportunities identified based on the Service Objectives

SEPTEMBER
Ongoing Development

Review & Development Cycle

MARCH
Confirmation of budgets for forthcoming year
Prioritise training for Schedule of Opportunities

AUGUST
Ongoing Development

APRIL
Organisation of Schedule of Opportunities

JULY
Evaluation of Schedule of Opportunities Uptake Report

MAY
Finalisation of the Schedule and printing for distribution

JUNE
Award-bearing courses – criteria agreed and applications submitted
Distribution of Schedule Information available on Website

The current Education Management System (EMS) Training Manager module holds all information relating to central training opportunities, which is administered by the Training & Development Unit. By August 2008 an on-line system for managing a holistic approach to CPD will be developed.

Consultation, Communication and Co-ordination

Deleted: communication

Deleted: co

Building the framework for a coherent approach to staff development requires the commitment and involvement of a wide range of staff. All staff should feel able to contribute to the continuing debate about the nature of staff development and should be encouraged to take ownership of their own personal and career development. Empowering staff to take that responsibility is fundamental to creating the purposeful working culture we outline in our vision.

Continuing Professional Development Reference Group

This group was formed to act as a conduit for all matters related to staff development across the service. There are representatives from each part of the Service in this group: Culture and Community, Children, Education, Support and representatives from each of the school sectors. The meetings are chaired by the Service Manager (Support for Staff). The group had an advisory role as well as reviewing and making recommendations related to policy and the Schedule of Opportunities.

Current development and training consultation and communication networks across the service include:

- Strategy Groups
- Head Teacher Meetings
- Social Work Training Sub Group
- Secondary Continuing Professional Development Co-ordinators meetings
- Networks as the vehicle for staff development and sharing good practice e.g. Business Managers, Self Harm, Child Protection, Supply Teachers, SQH, Chartered Teachers, DHTs in primary and secondary, PTs in primary, Probationers, Probationer Mentors,
- Nursery teachers, Primary ASN staff, together with the Small Schools Network
- Curriculum Improvement networks as the vehicle for secondary subject specialist issues
- School admin / clerical focus groups
- School Staff Consultative Committee
- Section Heads
- Cross Service Teams

The Head of Service for Support will be responsible for ensuring effective communication and consultation with network groups.

Employee Review and Development

Employee Review and Development Guidelines 2006 - 2009 for staff in Education and Children's Service have been developed, (see Appendix 2) and are based on the Corporate Employee Review and Development Guide August 2004. In line with this guide, all ERD reviews will be undertaken annually.

CAPACITY OF THE SERVICE

Funding

Below is a list of Training budgets, which contribute to the central provision of Staff Development Opportunities. This contribution is significantly supported by time limited Grant Funding as indicated*. These Grants vary from year to year. Service budgets also support training needs.

Budget	Area
*National Priorities Action Fund Grant	Support for Teachers
*National Priorities Action Fund Grant	Schedule of Opportunities
*National Priorities Action Fund Grant	SEN Training of the total £152,391
Nursery	Nursery Training Grant/ Pelt and Transition Records
*Determined to Succeed Grant	Training and Development
*A Curriculum for Excellence Grant	
In Year Resources identified	Child protection Training for teachers
*Student Teacher Placement Grant	Student Teacher Placement
*Assessment for Learning Grant	Training in school - £25,000 is set aside for associated Schools Groups
APT&C Training	Award Bearing Courses
APT&C Training	Mandatory First Aid
Social Work Training Grant	Social Work Training Grant in conjunction with Adult Care
*Childcare Strategy Project Grant	Child Care Workforce Development Grant

Budget Allocations

Principles of allocation:

- section priorities and service plan actions – as identified through the quality improvement planning process to achieve agreed outcomes
- award-bearing courses– as identified currently by staff and managers and in future also through workforce planning initiatives in conjunction with the Employee Review & Development process
- any needs specific to support front-line services eg supply cover, protected training time and appropriate travel costs
- priority training already agreed through policy directives

In order to ensure consistency of support for all staff, resources require to be identified to enable individual and team development. Additional budgets to support specific development priorities may be required through the planning improvement process and may vary from year to year. The allocation of staff development and training budgets will be agreed by the Senior Management Team for each financial year.

Budgets will take account of:

- improvement priorities
- capacity issues across the services
- mandatory training for individual jobs and service requirements
- compulsory/essential training eg First Aid
- support for staff other than teachers in schools, in the light of entitlement to review and development
- any additional grant budgets to support CPD for teaching staff
- post registration training
- award bearing courses
- implications for small schools

Deleted: ¶

Award Bearing Courses

It is considered appropriate that award-bearing courses which address service requirements which link to personal development and workforce planning will be funded from a centrally held allocation.

It is recognised that, across the Service, the purposes for which funding for award-bearing courses may be considered can largely be categorised into 2 main areas.

Full payment of course fees is recommended and agreement for the full term of the course (subject to the budget position and a satisfactory interim report from training institution). A contract containing the conditions will be issued to each successful individual.

Deleted: ¶
¶
¶

Deleted: A

Deleted: ¶

Level 1 - Service Requirements

Including:

- statutory training
- training required to support implementation of government legislation or national guidelines
- training required as part of work-force planning; identified in job descriptions, contractual arrangements
- national priority for which additional ring-fenced monies are provided
- training to support workforce planning through staff retention and recruitment – succession training
- post specific training
- competency

Level 2 - Service and Personal Development

Including:

- support for service plan priorities
- training to support on-going service improvements
- training identified through review and development process
- post-qualification training
- personal/professional skill development identified through review and development process
- succession training

Each year, weighting will require to be given to applications for award-bearing courses. It is recommended that applications be considered by the Continuing Professional Development Reference Group based on the following criteria:

- agreement by appropriate Head of Service or delegate that the course is appropriate for the applicant and relevant to service priorities and outcomes of personal review
- categorisation in terms of the areas outlined above – Is it essential/desirable? – (balance of staff and categories of training should be sought where possible)
- applicant's position in relation to suitability of course applied for
- suggest at least 1 year's employment with the Council, if level 2
- if the 2nd year of a course – progress during first year should be considered and also a fresh application must be made for consideration by the Continuing Professional Development Group

- length of current working week/year – pro-rata funding should be considered
- refunding arrangements for withdrawal from a course of study
- budget considerations and cost-effectiveness of training

All staff in schools will normally apply to the Headteacher for support for award-bearing courses from devolved budgets. Exceptions may be in areas for which ring-fenced monies are held centrally, eg. Additional Support Needs specific grant, Scottish Qualification for Headship. It should be noted that no funding is available to support Chartered Teacher Modules.

Deleted: .

Deleted: .

Deleted: S

Deleted: .

Deleted: .H

Deleted: N

Deleted: however

Guidance will be given annually on support available from central budgets for award-bearing courses. Unsuccessful applicants will be notified.

Guidance will be given annually on any additional support available centrally.

Planning for Staff Development

All teams submit priority proposals for the forthcoming financial year taking into account the Improvement Framework.

A Needs Analysis exercise will be carried out each year in order to identify the resources, activities, and responsibilities required to fulfil the demands of the service. This will be prioritised against available budgets for each financial year.

Planning for staff development is an integral part of the quality improvement planning process for all services.

Monitoring and Evaluation Staff Development

All managers will be expected to:

- report annually on the employee review and development process;
- identify needs which require to be delivered centrally, and
- identify opportunities offered by individuals to share good practice.

Section Break (Next Page)



**PERTH &
KINROSS
COUNCIL**

**Education &
Children's Services**

Education & Children's Services



Employee Review and Development should be viewed as an integral part of quality improvement planning process. The process has to be balanced between individual, team and service development needs. It must enable maximum professional development to take place while still ensuring that the aims and objectives of the team/service, as expressed in the relevant quality improvement plans, can be achieved.

A sense of ownership of the process of Employee Review and Development should be encouraged amongst all staff involved. Good communication and a shared sense of purpose and direction are essential for effective Employee Review and Development. The role of management at both establishment and service levels has to be facilitative and supportive at every stage of the process. There is a shared responsibility on concerned to ensure that needs are prioritised and met.

2.4 Individual staff are required to reflect upon their own work against professional standards. From these reflections, areas for development should be identified and shared with their reviewer. The reviewer should also come to the review meeting prepared to record and acknowledge impact of the reviewee's work.

Page Break

2.5 A crucial function of the review process will be to help individuals to prioritise their needs. In so doing, it is important to ensure that these identified needs are achievable in terms of time and resources and are kept within manageable proportions for the individual as well as service as a whole.

2.6 The process is not a substitute for good management practice in relation to individual performance. Areas of performance should be a regular focus for professional discussion. The process will not be used as a disciplinary tool, nor as part of any performance related pay process. Performance which causes concern should be addressed as part of the normal authority management procedures.

3 Management of Employee Review and Development

3.1 The Senior Management Team of Education and Children's Service will have overall responsibility for ensuring that Employee Review and Development is managed effectively and within the Strategic Framework for Staff Development. The management will be devolved to others where appropriate.

Particular responsibilities in this area will include the following:

Ensuring that a current job description is maintained for every member of staff based on Single Status arrangements;

Co-ordinating arrangements for staff training and familiarisation with the Review & Development guidelines;

Ensuring each person has a designated reviewer from within their own service. Normally, this will be the individual's line manager;

Ensuring the views of all relevant services are sought prior to the review meeting of peripatetic staff. This would normally be done by the base school;

Co-ordinating the Annual Programme of Review Meetings and ensuring that they take place within the agreed timescale;

Maintaining an up to date record of all members of staff involved in the process and making an annual return to the Service Manager (Support for Staff);

Ensuring the agreed professional development needs of individual members of staff which have been identified during the review process are prioritised and communicated as required;

Ensuring that copies of review interview paperwork are kept in a secure location;

Ensure all staff members have an electronic CPD Portfolio.

3.2 The authority will provide support to services in all aspects of the management of the process as appropriate.

4 The Review Process

The review process will be undertaken by each staff member on an annual basis

Before the Review

4.1

Reviewee's are required to participate in the self evaluation activity by reflecting on the impact and progress of their work including revisiting the record of their previous review. (see Appendix 2 for paperwork and guidance on use).

The record of this self evaluation will be shared in advance with the reviewer.

The reviewer will prepare for discussion by familiarising themselves with the contents of the reviewee's self-evaluation and job description.

The reviewer will reflect upon the reviewee's work and progress in relation to the self-evaluation.

During the Review Meeting

The agenda for all Review Meetings will comprise the following:

the reviewee's completed self evaluation, record of CPD in relation to the reviewee's job description, the previous review record and the reviewer's reflections on progress will form the basis of discussion

the identification of a realistic number of specific outcomes for personal and professional development for the following year will be included in the discussion of the CPD Year Plan and Summary Evaluation and development activities

the identification of appropriate actions, staff needs, and support required to meet agreed outcomes will be a shared responsibility giving due consideration to a wide range of development opportunities (see Appendix 3)

work/life balance issues are an intrinsic part of Review Meetings

career review discussion will be optional

the identification of areas of skill and expertise which, if shared, could assist the development of other colleagues and/or establishments (optional).

- 4.3 Interviews should be conducted within a positive framework. Reviewers should ensure that time is protected from interruptions.
- 4.4 Review Meetings should be completed within one hour and should only be continued or carried over to another date or time in exceptional circumstances.
- 4.5 At the end of each agenda item the reviewer should confirm with the reviewee the main points which have been discussed. These will then be recorded.

After the Review

- 4.6 The reviewer will have the responsibility of drafting the written record of the Review Meeting. This should be carried out by completing the relevant pro forma (see Appendix) which requires the reviewer to summarise the main points as agreed during the Review Meeting and includes the identification of agreed outcomes and staff development activities.
- 4.7 The record should be completed and handed to the reviewee within 10 working days. The record should be agreed and signed off by both reviewer and reviewee.
- 4.8 The original Review Meeting record will be given to the reviewee with a copy being in a secure central location. This will be available to the Executive Director (Education & Children's Services) and / or Head of Establishment. All individuals will hold the record in confidence.

- 4.9 The reviewer will pass the record of identified staff development needs to the person in charge of collating and supporting staff needs for the section, service or establishment and will contribute to the assessment of general professional development needs within the context of improvement planning.
- 4.10 On an annual basis in December, a needs analysis return will be required by the Service Manager (Support for Staff) from those who are responsible for collation. This return identifies only needs which cannot be delivered by the section, service or establishment.
- 4.11 The reviewee is responsible for keeping an up to date record of CPD undertaken between reviews; a CPD Portfolio being available to each person for this purpose.

Appeals Procedure

- 5.1 The reviewee will have the right of appeal in matters relating to the Employee Review and Development process. In every case a named person will be indicated to whom an individual's appeal should be directed. This will normally be the next appropriate line manager.
- 5.2 The appeal will normally be heard by the next appropriate line manager
- 5.3 Both the reviewer and the reviewee have the right of appeal.
- 5.4 If the appeal is upheld then a further review will be carried out with a different reviewer.

Monitoring and Evaluation

- 6.1 It is the responsibility of the relevant Section Heads, Service Managers and Heads of Establishment to regularly monitor and evaluate the conduct of the Employee Review and Development process and to report formally on it every three years in the relevant quality improvement report. In the case of schools, this task will be delegated to the CPD Co-ordinator.

The relevant senior managers will be responsible for completing a monitoring and needs analysis form every year. In this way needs which are difficult to meet may be supported centrally.

- 6.3 The Service Manager (Support for Staff) will support schools and services in the monitoring and evaluating of the process as required.
- 6.4 The Service Manager (Support for Staff) will sample the process in services as part of its Quality Assurance procedures.



**PERTH &
KINROSS
COUNCIL**

Education &
Children's Services

Education & Children's Services

A STRATEGIC FRAMEWORK FOR EMPLOYEE REVIEW AND DEVELOPMENT

Appendix 1

Updated: 31 March 2006

Contents	page
Vision and Commitment	3
Context	3
- <i>Developing a Learning Culture</i>	5
Rationale	6
Framework for Staff Development	6
Framework into Practice	6
- <i>Entitlements</i>	6
- <i>Roles and Responsibilities</i>	7
- <i>Central Admin Support</i>	8
- <i>Operation of the System</i>	8
- <i>Consultation, Communication and Co-ordination</i>	9
- <i>Continuing Professional Development Reference Group</i>	9
- <i>Employee Review and Development</i>	10
Capacity of the Service	10
- <i>Funding in Session 2005/06</i>	10
- <i>Budget Allocation</i>	11
Award Bearing Courses	11
- <i>Level 1 – Service Requirements</i>	11
- <i>Level 2 – Service and Personal Development</i>	12
- <i>Planning for Staff Development</i>	13
- <i>Monitoring and Evaluation Staff Development</i>	13
- <i>Training Implications</i>	13
Conclusion	13
Appendix 1 Timeline	15
Appendix 2 Employee Review & Development Guidelines	16

-----Page Break-----

OUR VISION AND COMMITMENT

“Our vision is a confident and ambitious Perth and Kinross, to which all can contribute and in which all can share. Our area will be a vibrant, successful,

safe, healthy and sustainable environment, where learning and enterprise are nurtured and supported.”

We are committed to:

Leadership and Development of Staff

Setting a clear policy framework and direction with transparent decision making

Developing more effective workforce planning, continuing staff development and annual review

Supporting and nurturing a culture of innovation

Developing individual and collective responsibility and accountability

This commitment takes consideration of the Strategic Framework.

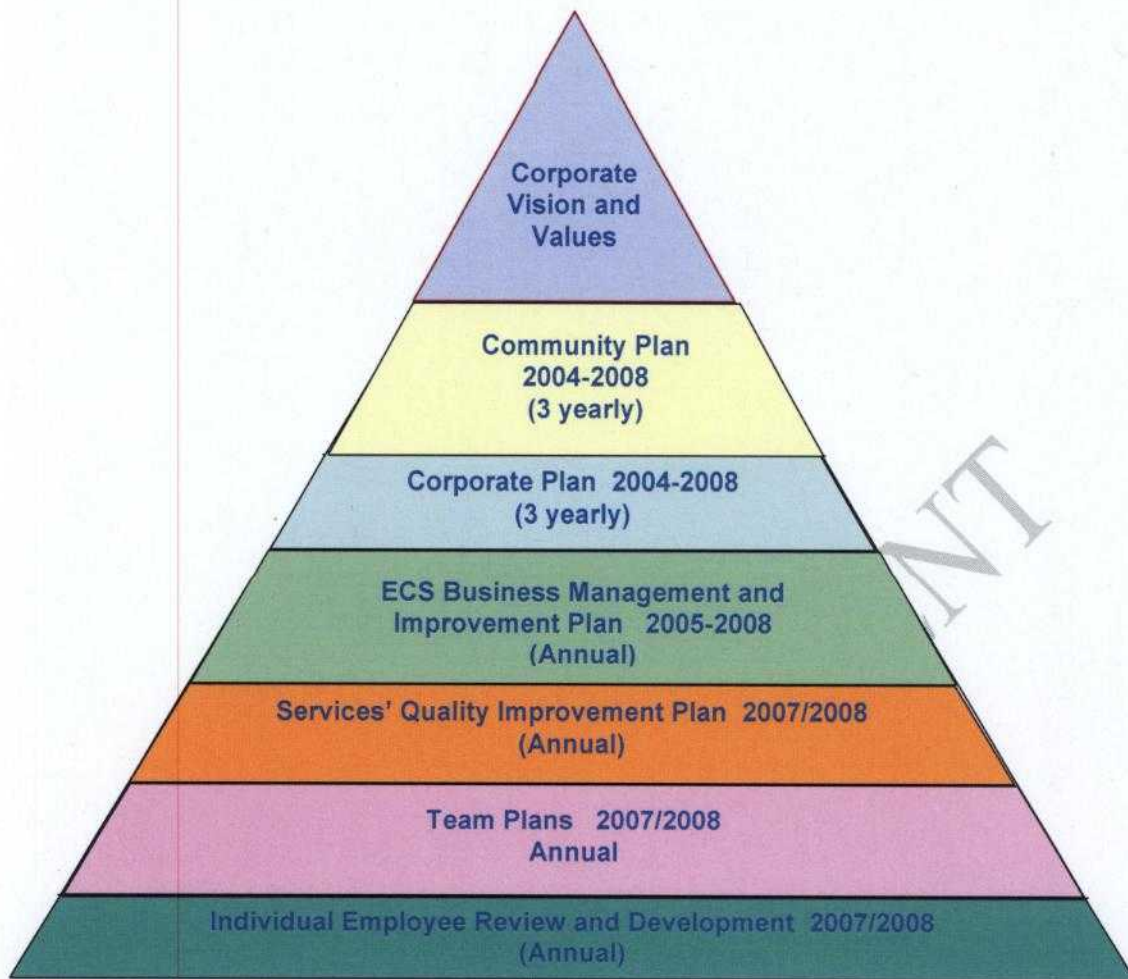
CONTEXT

“People are the key to success in providing first class services. Organisations that are rated as “employers of choice” consistently outperform others to provide goods and services that exceed expectation. They know that the way they manage and develop their staff will be reflected in the way staff treat customers and service users.”

“Improving Front Line Services”

The Improvement Framework for Education & Children’s Services has, at its heart, the fundamental principle of improving services to ensure we are making things better for those who use the services we provide.

The Employee Review and Development process should also influence team plans, the Quality Improvement Plan and the Business Management and Improvement Plan. To achieve improvement the Employee Review & Development (ERD) process is an integral part of the Performance Reporting, Self Evaluation and Planning cycle.



The complex nature of the service and the wide and varied range of staff working within it must be recognised. The Council employs approximately 4,500 staff of which 2837 FTE staff work within Education and Children's Services.

This number includes social services workforce and social care officers, library staff, museum officers, community learning and development workers, Early Childhood Practitioners, teachers, classroom and support for learning assistants, clerical, administrative, technical and facility staff, staffing and finance workers.

These are diverse groups with different roles and functions. Staff development opportunities must therefore remain flexible to be appropriate to the specific needs of different groups. Nevertheless, a common understanding of the purpose and nature of staff development and its importance to all staff is fundamental to improving our integrated service.

----- Page Break -----

Developing a Learning Culture

It will be crucial to the effectiveness of staff development that activities and opportunities are taken forward within an environment where all are

recognised as learners and the continuing process of learning is understood and accepted. The Senior Management Team and managers within the service will play a key role in creating this environment and in encouraging staff to take responsibility for their own learning and for linking learning to service and professional improvement.

Staff will be encouraged to identify the most appropriate activities for the most effective outcomes and will be supported where necessary in this by their manager. Support will be given in exploring initiatives in work-based training, in coaching and mentoring and in achieving accreditation for in-house courses.

There are many ways to support staff development for example, including:

- Self evaluation and personal reflection
- Research – literary, small scale
- Planning and development of an aspect of project work
- Involvement in Working parties, committees and task groups both within and outwith team/sector
- National/International comparison studies and visits
- Activities related to achieving national standards such as SVQ 3 or 4, Chartered Teacher or Scottish Qualification for Headship
- Induction for new jobs
- Relevant professional reading within the context of their area of work
- Self directed learning
- Work shadowing/ observing associates within or outwith work place
- Attending networks/ curriculum panels/focus groups to share good practice
- Sharing knowledge, understanding and skills with others at meetings
- Work placements/ Business placements
- Secondments
- Mentoring/coaching
- Courses/ conferences

An Employee Survey which was carried out in 2005 found that:

“Being made aware of training opportunities comes out as very important to employees, although they should be the main drivers rather than waiting to be told what is available.”

The 2005 INEA Inspection Follow Up Report, identified the following issues:

“The provision for CPD, albeit in some cases unrelated to personal review, had been strong at the time of the initial inspection and had remained so.”

“That implementation of “Employee Review” had been inconsistent since the initial inspection.

“Where Employee Review had been established, Section Heads played a key role in scrutinising development needs.”

Work was being undertaken to develop an authority wide overview of specific training undertaken and possible gaps.”

"There were too few links between the outcomes of review and planned priorities for development."

A Training Capacity Report was written in March 2006 which identified development areas and therefore highlighted training requirements for the period 2006-09.

RATIONALE

Staff are the most valuable resource of any organisation. The development and training of staff is a key factor in achieving success.

Within a combined service with common aims and purpose, ensuring equity of access to development and training across service sections within an agreed framework is fundamental to coherent service development.

The framework takes an inclusive approach to staff development and training, ensuring that the needs of all staff are considered and supported while recognising their individual personal and professional needs, balanced with service plan priorities.

FRAMEWORK FOR STAFF DEVELOPMENT

When building a framework it is important to create a clear and concise plan which allows people to know and understand the process.

They will:

- be aware of the range of development opportunities available
- know what is expected of them and others
- know how the system operates
- understand the annual development cycle (ERD) in supporting development including the CPD Portfolio
- evaluate their practice and the impact of their development work
- have a clear understanding of the capacity of the service

-----Page Break-----

FRAMEWORK INTO PRACTICE

WHAT IS EXPECTED

Entitlements

Entitlements will allow managers to respond to the development priority needs of the service and staff.

Staff can expect:

sustained induction training when entering the service

annual review as part of the Council's Employee Review and Development Scheme
to hold a CPD portfolio
to access Award Bearing Courses where it is necessary and will impact on their job
to seek appropriate training based on needs identified by the ERD cycle and/or the service
to have a minimum entitlement of staff development time per year. This will be negotiated for staff groups, but will assume 5 days, or equivalent. Time for part-time staff will be pro-rata. Delayed Office Opening would be part of this entitlement as per planned yearly cycle
to have a clear annual plan of organised developmental activities within each service area
to have time made available either for service-led activities or for individual development, according to the needs of service teams.

Roles and Responsibilities

The strategic responsibility for staff development and training lies with the Head of Support Services. It is recommended that:

strategic development at authority level will be led by the Service Manager (Support for Staff)
responsibility for the management and delivery of staff development and training be devolved to establishments / services within the context of the Business Management & Improvement Plan
managers have responsibility for all staff within their establishment / service/teams
the important role of managers as developers of their own staff is recognised and stressed
the Continuing Professional Development Reference Group will act as a conduit for all matters relating to central training provision.

Each employee should take ownership of their own Staff Development by:

being self reflective and evaluative about their practice and participate in the ERD process
identifying opportunities for development on which they can take action themselves
discussing possible development opportunities, particularly those which require funding and/ or time out of work with their line manager
keeping their own Development Plan and Record accurate and up-to-date.

Each manager should:

ensure that Training needs will be identified from the ERD process and Quality Improvement, Service and Team Plans
keep a record of the annual review process of all people working within their establishment; a return should be made in January each year as part of the needs analysis process

where in the position to do so identify training required and identify the budget from which it can be funded
share identified needs of the individuals and or group which they have no power or ability to support, to the person in charge of staff development for the establishment/ service
manage the application by the individual for award bearing course funding in sending signed form to CPD Reference Group
arranges for the delivery of training developments essential for their staff eg Child Protection
bring appropriate opportunities to the attention of their staff where appropriate to their development throughout the review cycle.

Central Admin Support will:

be responsible for the organisation and administration of development and support for all managers in arranging the delivery of activities
organising courses and activities planned centrally, including providing projected costs for managers based on best value
compiling the Schedule of Staff Development Opportunities, advertising and distributing to establishments / sections
communicating with services on applications for development activities
confirming all organisational arrangements with tutors, speakers and venues
providing management information on course up-take as required
process request applications for training by individuals whose applications are sanctioned by their line manager
organising training for individuals, including award-bearing courses
arranging contracts with course providers
monitoring and evaluation of all courses
monitoring expenditure of all courses
maximise resources, maintain an overview of development and training being undertaken and gather management information effectively.

Opportunities to develop management systems are continuously reviewed with a view to providing efficient and effective service.

-----Section Break (Next Page)-----

**Operation of the System to Accommodate
Individual Review**

WORKING DOCUMENT

Section Break (Next Page)

The current Education Management System (EMS) Training Manager module holds all information relating to central training opportunities, which is administered by the Training & Development Unit. By August 2008 an on-line system for managing a holistic approach to CPD will be developed.

Consultation, communication and co-ordination

Building the framework for a coherent approach to staff development requires the commitment and involvement of a wide range of staff. All staff should feel able to contribute to the continuing debate about the nature of staff development and should be encouraged to take ownership of their own personal and career development. Empowering staff to take that responsibility is fundamental to creating the purposeful working culture we outline in our vision.

Continuing Professional Development Reference Group

This group was formed to act as a conduit for all matters related to staff development across the service. There are representatives from each part of the Service in this group: Culture and Community, Children, Education, Support and representatives from each of the school sectors. The meetings are chaired by the Service Manager (Support for Staff). The group had an advisory role as well as reviewing and making recommendations related to policy and the Schedule of Opportunities.

Current development and training consultation and communication networks across the service include:

Strategy Groups

Head Teacher Meetings

Social Work Training Sub Group

Secondary Continuing Professional Development Co-ordinators meetings

Networks as the vehicle for staff development and sharing good practice e.g. Business Managers, Self Harm, Child Protection, Supply Teachers, SQH, Chartered Teachers, DHTs in primary and secondary, PTs in primary, Probationers, Probationer Mentors,

Nursery teachers, Primary ASN staff, together with the Small Schools Network

Curriculum Improvement networks as the vehicle for secondary subject specialist issues

School admin / clerical focus groups
School Staff Consultative Committee
Section Heads
Cross Service Teams

The Head of Service for Support will be responsible for ensuring effective communication and consultation with network groups.

Page Break

Employee Review and Development

Employee Review and Development Guidelines 2006 - 2009 for staff in Education and Children's Service have been developed, (see Appendix 2) and are based on the Corporate Employee Review and Development Guide August 2004. In line with this guide, all ERD reviews will be undertaken annually.

CAPACITY OF THE SERVICE

Funding

Below is a list of Training budgets, which contribute to the central provision of Staff Development Opportunities. This contribution is significantly supported by time limited Grant Funding as indicated*. These Grants vary from year to year. Service budgets also support training needs.

Budget	Area
*National Priorities Action Fund Grant	Support for Teachers
*National Priorities Action Fund Grant	Schedule of Opportunities
*National Priorities Action Fund	SEN Training of the total £152,391

Grant	
Nursery	Nursery Training Grant/ Pelt and Transition Records
*Determined to Succeed Grant	Training and Development
*A Curriculum for Excellence Grant	
In Year Resources identified	Child protection Training for teachers
*Student Teacher Placement Grant	Student Teacher Placement
*Assessment for Learning Grant	Training in school - £25,000 is set aside for associated Schools Groups
APT&C Training	Award Bearing Courses
APT&C Training	Mandatory First Aid
Social Work Training Grant	Social Work Training Grant in conjunction with Adult Care
*Childcare Strategy Project Grant	Child Care Workforce Development Grant

Page Break

Budget Allocations

Principles of allocation:

section priorities and service plan actions – as identified through the quality improvement planning process to achieve agreed outcomes
award-bearing courses– as identified currently by staff and managers and in future also through workforce planning initiatives in conjunction with the Employee Review & Development process
any needs specific to support front-line services eg supply cover, protected training time and appropriate travel costs
priority training already agreed through policy directives

In order to ensure consistency of support for all staff, resources require to be identified to enable individual and team development. Additional budgets to support specific development priorities may be required through the planning improvement process and may vary from year to year. The allocation of staff development and training budgets will be agreed by the Senior Management Team for each financial year.

Budgets will take account of:

improvement priorities
capacity issues across the services
mandatory training for individual jobs and service requirements
compulsory/essential training eg First Aid
support for staff other than teachers in schools, in the light of entitlement to review and development
any additional grant budgets to support CPD for teaching staff
post registration training
award bearing courses
implications for small schools

Award Bearing Courses

It is considered appropriate that award-bearing courses which address service requirements which link to personal development and workforce planning will be funded from a centrally held allocation.

It is recognised that, across the Service, the purposes for which funding for award-bearing courses may be considered can largely be categorised into 2 main areas.

Full payment of course fees is recommended and agreement for the full term of the course (subject to the budget position and a satisfactory interim report from training institution). A contract containing the conditions will be issued to each successful individual.

Level 1 - Service Requirements

Including:

statutory training
training required to support implementation of government legislation or national guidelines
training required as part of work-force planning; identified in job descriptions, contractual arrangements
national priority for which additional ring-fenced monies are provided
training to support workforce planning through staff retention and recruitment – succession training
post specific training
competency

Level 2 - Service and Personal Development

Including:

support for service plan priorities
training to support on-going service improvements

training identified through review and development process
post-qualification training
personal/professional skill development identified through review and development process
succession training

Each year, weighting will require to be given to applications for award-bearing courses. It is recommended that applications be considered by the Continuing Professional Development Reference Group based on the following criteria:

agreement by appropriate Head of Service or delegate that the course is appropriate for the applicant and relevant to service priorities and outcomes of personal review
categorisation in terms of the areas outlined above – Is it essential/desirable? – (balance of staff and categories of training should be sought where possible)
applicant's position in relation to suitability of course applied for
suggest at least 1 year's employment with the Council, if level 2
if the 2nd year of a course – progress during first year should be considered and also a fresh application must be made for consideration by the Continuing Professional Development Group
length of current working week/year – pro-rata funding should be considered
refunding arrangements for withdrawal from a course of study
budget considerations and cost-effectiveness of training

All staff in schools will normally apply to the Headteacher for support for award-bearing courses from devolved budgets. Exceptions may be in areas for which ring-fenced monies are held centrally, e.g. ASN specific grant S.Q.H. No funding however is available to support Chartered Teacher Modules.

Guidance will be given annually on support available from central budgets for award-bearing courses. Unsuccessful applicants will be notified.

Guidance will be given annually on any additional support available centrally.

Planning for Staff Development

All teams submit priority proposals for the forthcoming financial year taking into account the Improvement Framework.

A Needs Analysis exercise will be carried out each year in order to identify the resources, activities, and responsibilities required to fulfil the demands of the service. This will be prioritised against available budgets for each financial year.

Planning for staff development is an integral part of the quality improvement planning process for all services.

Monitoring and Evaluation Staff Development

All managers will be expected to:

report annually on the employee review and development process;
identify needs which require to be delivered centrally, and
identify opportunities offered by individuals to share good practice.

Page Break

CONCLUSION

This strategy recognises the importance of investing in our staff. It promotes a coherent and equitable approach to development and training for all staff across the service. It maps out an approach which will take the service forward on a phased basis and which, if implemented and monitored effectively, will contribute to long-term improvement in our service.

Given the nature of the service, it is recognised that aspects of the framework will require phased agreement and implementation and that this may vary across teams. It is planned, however, to take this forward as a coherent initiative, co-ordinated within Support Services. Elements of the framework will be subject to on-going monitoring and review and refinement in the light of evaluation. This will be included in appropriate action plans.

It is expected that the Framework would be reviewed in 3 years time.

Section Break (Next Page)

WORKING DOCUMENT



**PERTH &
KINROSS
COUNCIL**

**Education &
Children's Services**

Education & Children's Services



Page 1: Formatted	Icopland	23/11/2006 14:55:00
Font: 12 pt		
Page 1: Formatted	Icopland	23/11/2006 14:55:00
Font: 12 pt		
Page 1: Inserted	Icopland	23/11/2006 14:55:00
5		
Page 1: Deleted	Icopland	01/12/2006 12:02:00
Page 1: Inserted	Icopland	23/11/2006 14:56:00
6		
Page 1: Inserted	Icopland	23/11/2006 14:49:00
e		
Header and footer changes		
Page 1: Inserted	Icopland	23/11/2006 14:57:00
Page 1: Formatted	Icopland	23/11/2006 14:57:00
Right: 0.25"		
Page 1: Inserted	DMNAnderson	29/09/2008 09:00:00
P:\Committee\Lifelong Learning\Other Groups\JNC for Teaching Staff\Reports\2006\06.12.11 - ERD App2.doc		
Page 1: Deleted	DMNAnderson	29/09/2008 09:00:00
C:\Documents and Settings\LornaRobertson\Local Settings\Temporary Internet Files\OLK154\Appendix 2 - Employee Review Development Guidelines.doc		
Page 1: Inserted	LornaRobertson	06/12/2006 13:39:00
C:\Documents and Settings\LornaRobertson\Local Settings\Temporary Internet Files\OLK154\Appendix 2 - Employee Review Development Guidelines.doc		
Page 1: Deleted	DMNAnderson	29/09/2008 09:00:00
C:\Documents and Settings\Icopland\Desktop\Do not remove\Appendice 2.doc		
Page 1: Inserted	Icopland	23/11/2006 14:57:00
C:\Documents and Settings\Icopland\Desktop\Do not remove\Appendice 2.doc		
Page 1: Deleted	DMNAnderson	29/09/2008 09:00:00
C:\Documents and Settings\Icopland\Desktop\3-Strategic Framework for ERD - APPENDIX.update.doc		
Page 1: Inserted	DMNAnderson	29/09/2008 09:00:00
P:\Committee\Lifelong Learning\Other Groups\JNC for Teaching Staff\Reports\2006\06.12.11 - ERD App2.doc		
Page 1: Deleted	DMNAnderson	29/09/2008 09:00:00
C:\Documents and Settings\LornaRobertson\Local Settings\Temporary Internet Files\OLK154\Appendix 2 - Employee Review Development Guidelines.doc		
Page 1: Inserted	LornaRobertson	06/12/2006 13:39:00
C:\Documents and Settings\LornaRobertson\Local Settings\Temporary Internet Files\OLK154\Appendix 2 - Employee Review Development Guidelines.doc		
Page 1: Deleted	DMNAnderson	29/09/2008 09:00:00
C:\Documents and Settings\Icopland\Desktop\Do not remove\Appendice 2.doc		
Page 1: Inserted	Icopland	23/11/2006 14:57:00
C:\Documents and Settings\Icopland\Desktop\Do not remove\Appendice 2.doc		
Page 1: Deleted	DMNAnderson	29/09/2008 09:00:00
C:\Documents and Settings\Icopland\Desktop\3-Strategic Framework for ERD - APPENDIX.update.doc		
Page 1: Inserted	Icopland	23/11/2006 14:57:00
Page 1: Deleted	Icopland	23/11/2006 14:56:00
C:\Documents and Settings\Icopland\Desktop\3-Strategic Framework for ERD - APPENDIX.update.doc		

Page 1: Formatted Right, Right: 0.25"	lcopland	23/11/2006 14:57:00
---	----------	---------------------

Text Box changes

Page 1: Formatted Font: (Default) Arial, Bold, Font color: Blue	lcopland	01/11/2006 16:52:00
---	----------	---------------------

Page 1: Formatted Font: (Default) Arial, Bold, Font color: Blue	lcopland	01/11/2006 16:51:00
---	----------	---------------------

Header and footer text box changes

Footnote changes

Endnote changes

WORKING DOCUMENT

SELF EVALUATION
HOW TO USE THE CONTINUUM

Advice & Checklist

Self Evaluation for Employee Review & Development

Please read the following notes prior to completing the Self Evaluation Process

How to use the Continuum

The continuum provides a common language for setting and discussing goals for CPD within a supportive environment. It is a guide for self-reflection, assessment and conversation among colleagues. It is intended to help people interpret their job description and make informed decisions about their ongoing development. It can help people prepare for their ERD and build a portfolio. Loosely it describes the journey that people might take from induction. The Continuum is not meant to be used to define performance standards or expectations, but it is best used as one part of a comprehensive process of assessing the development of practice.

The Continuum is organised to describe five levels of development, which are labelled Beginning, Emerging, Applying, Integrating, and Innovating. These levels are not seen in a chronological sequence in a person's growth, but describe developmental levels of a person's performance. He/she may self-assess at a beginning or emerging level of practice in some areas on the Continuum and at advanced levels in some others, no matter how many years she or he has been working in his/her job.

It is hoped that various parts of the service will develop their own descriptions of what it means to be at each level and where they may be helpful.

Levels - a level of development in which the reviewee:

- Beginning: relies on ongoing assistance from experienced colleagues for support, guidance and survival, and is trying to remember and apply what she or he has learned.
- Emerging: still relies on more experienced colleagues for support but is moving toward becoming more self sufficient and independent
- Applying: is able to work independently, remembers and easily applies what she or he has learned
- Integrating: is fully skilled, confident and able to build in and on complex elements of development into his/her practice. The integrating person moves beyond his or her work in supporting others in developmental activities and is often a leader among peers
- Innovating: is consistently innovating and creating in all areas of his/her development. The innovating person contributes to the broader community through staff development, research, articles in professional journals, etc

Advice for Completing Self Evaluation by Reviewee

Stage 1 – about 1-2 weeks before review meeting

- Look at last year's review and your CPD portfolio and complete Page 1, Section 1 to identify what activities you have undertaken and reflect on what impact they have had on your practice

Stage 2

- Look at the statements under **each** heading in **each** section. Some may not be appropriate for your job description or at this stage
- All points should be considered by teachers but some in more detail and all should have been fully considered over a three year period in a cycle as they constitute the Standard for Full Registration
- Put a tick in one box that you feel describes your progress within the continuum of beginning to innovating
- Miss out bullet points which are not relevant to you at this time/or to your job
- It is alright to be at a variety of levels and stages of development – we always will be
- In Key Strengths box, outline areas of performance with which you are pleased, giving supporting evidence
- In Areas for Development, outline no more than two areas of your work you would wish to consider for development. The more detail you can give, the more fruitful will be the discussion

Stage 3

- If you have a particular area of expertise or skill, please consider offering this to help others. This may also offer a form of development for you
- You do not have to discuss career development
- You will always be offered the chance to talk about work life balance and other issues with your line manager. It is also quite acceptable to ask for a discussion with someone else

Stage 4

- Give the completed form to your line manager in time for him/her to prepare adequately for the meeting
- Based on your evaluation, they may consider areas of progress and other evidence and development opportunities which they can bring to the meeting

Advice for Reviewers

Stage 1

- Never use the review meeting to discuss disciplinary/competence issues
- Agree a date, place and time for the annual review meeting with reviewee
- Make arrangements for privacy and no interruption
- Consider reviewee's self evaluation and using the same format, evaluate reviewee's comments and progress throughout the year. Therefore come prepared for the meeting

Stage 2

- During the meeting, stick to the agenda which emanates from self evaluation
- Agree record of progress using the appropriate report format and headings provided
- Always start by celebrating success
- Ensure both parties are clear on who is taking responsibility for arranging the development opportunities
- Only discuss career development if asked
- Always offer opportunity to discuss work life balance

Stage 3

- Create a final draft of the record for signing
- File report appropriately
- Give development back page to Staff Development Co-ordinator, if appropriate

Stage 4

- Check on progress regularly throughout the year

Employee Review & Development

“BE PREPARED” – CHECKLIST FOR REVEIWEE AND REVIEWER

This Checklist may be used to support a successful review process

It is vital that both reviewee and reviewer invest time in being prepared for the annual interview.

	Reviewer	Reviewee
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Maintain continuing professional development activities throughout the year	<input type="checkbox"/>	<input type="checkbox"/>
Offer continuing professional development opportunities throughout the year	<input type="checkbox"/>	<input type="checkbox"/>
Regularly check on progress	<input type="checkbox"/>	<input type="checkbox"/>
Agree a date and place for an annual review meeting	<input type="checkbox"/>	<input type="checkbox"/>
Complete self evaluation a week in advance of meeting and give a copy to reviewer	<input type="checkbox"/>	<input type="checkbox"/>
Reviewer should consider evaluation and note and recognise progress and come prepared to support areas of discussion	<input type="checkbox"/>	<input type="checkbox"/>
Arrive punctually for meeting	<input type="checkbox"/>	<input type="checkbox"/>
Ensure privacy and no interruption	<input type="checkbox"/>	<input type="checkbox"/>
Make the meeting a priority – avoid postponement	<input type="checkbox"/>	<input type="checkbox"/>
Ensure discussion emanates from self evaluation	<input type="checkbox"/>	<input type="checkbox"/>
Consider the progress and celebrate success first	<input type="checkbox"/>	<input type="checkbox"/>
Record progress or issues on first page of report under main discussion points	<input type="checkbox"/>	<input type="checkbox"/>

- | | | |
|--|--------------------------|--------------------------|
| Prioritise areas for development ensuring they are “SMART” (specific, measurable, accessible, realistic, to a timescale) | <input type="checkbox"/> | <input type="checkbox"/> |
| Ensure both are clear on who is taking responsibility for arranging the development opportunity | <input type="checkbox"/> | <input type="checkbox"/> |
| Offer a discussion on career development | <input type="checkbox"/> | <input type="checkbox"/> |
| Discuss work-life balance at meeting or with someone else at a later date | <input type="checkbox"/> | <input type="checkbox"/> |
| Recap on the record and check wording to ensure that it is accurate and reflects discussion at meeting | <input type="checkbox"/> | <input type="checkbox"/> |
| Create final draft of record for checking and signing | <input type="checkbox"/> | <input type="checkbox"/> |
| Sign and date report | <input type="checkbox"/> | <input type="checkbox"/> |
| File report appropriately | <input type="checkbox"/> | <input type="checkbox"/> |
| Give copy of back page to Staff Development Co-ordinator, if appropriate | <input type="checkbox"/> | <input type="checkbox"/> |



EMPLOYEE REVIEW & DEVELOPMENT
APT&C

PRIVATE & CONFIDENTIAL
Individual Self Evaluation

Name _____

Date of Review Meeting _____

See attached sheet (How to Use the Continuum) for guidance.

You should complete this self evaluation pro-forma and pass a copy, along with a copy of your CPD record, to your reviewer at least seven days ahead of your review meeting along with Section 1 of your CPD portfolio as it will form the basis for discussion at the meeting. You should reflect upon your work during the past year against your own job description and your progress towards the outcomes in your CPD plan and the Improvement Plan, as well as revisiting your last review record. Please list your strengths and areas for development in each of the 5 professional areas. ***(NB not all bullet points may be appropriate to your job description.)***

- 1 Progress against outcomes identified at previous review and impact at individual, school and local authority level. You may want to attach part of your CPD portfolio to account for this.**

Large empty rectangular box for writing the self-evaluation response.

2. Reflection on previous year's work

Post Responsibility	Beginning	Emerging	Applying	Integrating	Innovating
• I provide support to managers and/or senior staff					
• I prepare reports for managers					
• I prepare and submit returns regularly (e.g. statistics)					
• I undertake duties in accordance with Quality Improvement Plan/Service Level Agreements/Service Objectives etc					
• I contribute to policymaking related to my job					
• I ensure security of information					
• I manage the procurement and delivery of resources					
• I promote the activities of the service within which I work					
• I develop and produce marketing and promotional materials to support the sustainability of the service					
• I identify, develop and deliver and support training in my area of expertise					
• I develop and deliver educational packages					
• I work to and within Health and Safety Standards within my area of work					
• I provide security controls for the building in which I work					
• I assist in securing the safety and welfare of all users to include fire drills, emergency cleaning, litter clearance, snow clearance, repairs, heating and lighting etc					
•					
•					
Key strengths with source of supporting evidence	Areas for Development				
<ul style="list-style-type: none"> ▪ ▪ ▪ 					

Communication		Beginning	Emerging	Applying	Integrating	Innovating
• I communicate effectively and efficiently by telephone, email, personally, verbally and in writing						
• I handle enquires timeously and courteously						
• I am responsible for diary management and scheduling of appointments and meetings						
• I attend meetings/case conferences/act as minute taker as appropriate to my job						
• I provide written and oral briefings and/or progress reports						
• I communicate effectively on a one-to-one basis						
• I advise and provide guidance to others within my area of expertise						
• I provide expert advice related to my service						
• I work both individually and as part of a team						
• I supervise staff (e.g. Clerical Assistants, Driver/Handymen, Workmen etc)						
• I liaise/correspond/develop partnerships with various parties and agencies						
• I develop and maintain effective and professional partnerships with other people/agencies to promote the service						
• I work with children and young people to prepare them for adulthood, citizenship and independence						
•						
•						
Key strengths with source of supporting evidence	Areas for Development					
<ul style="list-style-type: none"> ▪ ▪ ▪ 						

Standards and Quality		Beginning	Emerging	Applying	Integrating	Innovating
<ul style="list-style-type: none"> I organise my work with reference to filing/presenting/collecting/collating/maintaining and updating records/databases and resources 						
<ul style="list-style-type: none"> I produce and monitor work schedules and agree targets 						
<ul style="list-style-type: none"> I ensure a high standard of professional practice and performance 						
<ul style="list-style-type: none"> I support the service in effective information gathering, construction of research, data gathering, analysis, recording and evaluation 						
<ul style="list-style-type: none"> I carry out quality management checks and validation 						
<ul style="list-style-type: none"> I assist in resolution of queries and report of faults 						
<ul style="list-style-type: none"> I provide cover for sickness/absence and holidays 						
<ul style="list-style-type: none"> I ensure accuracy within my area 						
<ul style="list-style-type: none"> I participate in training as appropriate to my job 						
<ul style="list-style-type: none"> 						
<ul style="list-style-type: none"> 						
Key strengths with source of supporting evidence		Areas for Development				
<ul style="list-style-type: none"> ▪ ▪ ▪ 						

Resources		Beginning	Emerging	Applying	Integrating	Innovating
• I deliver services to identified timescales						
• I deliver services on budget						
• I provide support in financial record-keeping including budget costing, monitoring and reconciliation						
• I co-ordinate allocated resources in an efficient and effective manner						
• I manage resources to support the service to include distributing/checking/preparing/repairing/cataloguing/filing and storing/banking, delivery of mail and goods						
• I provide support in the use of computers/internet/ICT						
• I support and maintain computers						
• I maintain inventories/registers of facts and resources/carry out stock control						
• I perform database/MS Office/internet/web based tasks effectively						
• I manage sale of goods						
• I undertake safety checks on equipment and systems						
• I maintain equipment and facilities						
• I undertaken building work (e.g. painting/repairs etc)						
• I transport people						
• I move and handle goods						
•						
•						
Key strengths with source of supporting evidence		Areas for Development				
<ul style="list-style-type: none"> ▪ ▪ ▪ 						

3. Please describe any areas/skills which could offer to help other colleagues in their professional development:		
4a. Do you wish to discuss your career development? <i>(please tick appropriately)</i>	<input type="checkbox"/> YES	<input type="checkbox"/> NO
4b. If yes, please outline your career plan and consider what support you require:		
5. Are there any work or work life balance issues that if addressed, could help you to perform better in your job? (For example, additional flexibility in how and when or where you work, utilisation of employment policies and working practice – formally agreed or informally.)		
6. Are there any other issues relating to professional and personal development and/or your work over the last period which you wish to discuss?		



EMPLOYEE REVIEW & DEVELOPMENT

APT & C: Team Leaders / Managers

CONFIDENTIAL Individual Self Evaluation

Name

Date of Review Meeting

See attached sheet (How to Use the Continuum) for guidance.

You should complete this self evaluation pro-forma and pass a copy, along with a copy of your CPD record, to your reviewer at least seven days ahead of your review meeting along with Section 1 of your CPD portfolio as it will form the basis for discussion at the meeting. You should reflect upon your work during the past year against your own job description and your progress towards the outcomes in your CPD plan and the Improvement Plan, as well as revisiting your last review record. Please list your strengths and areas for development in each of the 5 professional areas. ***(NB not all bullet points may be appropriate to your job description.)***

- 1 Progress against outcomes identified at previous review and impact at individual and local authority level. You may want to attach part of your CPD portfolio to account for this.**

2. Reflection on previous year's work

Quality		Beginning	Emerging	Applying	Integrating	Innovating
• I create an appropriate ethos and set high standards of practice						
• I provide professional high quality support						
• I regularly monitor the quality of service delivery						
• I apply an up-to-date knowledge and understanding of my area of work						
• I promote a learning culture						
• I work in an inclusive and anti-discriminatory way						
Key strengths with source of supporting evidence		Areas for Development				
<ul style="list-style-type: none"> ▪ ▪ ▪ 						

Lead Improvement		Beginning	Emerging	Applying	Integrating	Innovating
• I promote effective channels of communication throughout the service at different levels						
• I actively engage in the Authority's process of continuous development						
• I support and maintain existing good practice						
• I demonstrate skills in strategic and team planning and in implementing change						
• I make effective judgements based on valid and reliable evidence						
• I establish creative and innovative approaches						
Key strengths with source of supporting evidence		Areas for Development				
<ul style="list-style-type: none"> ▪ ▪ ▪ 						

Use Resources Effectively					Beginning	Emerging	Applying	Integrating	Innovating
• I manage available resources to support effective service delivery									
• I negotiate best use of budgets									
• I monitor and evaluate the use of resources, including staff									
Key strengths with source of supporting evidence					Areas for Development				
<ul style="list-style-type: none"> ▪ ▪ ▪ 									

Partnership Working		Beginning	Emerging	Applying	Integrating	Innovating
• I embrace the principals of inclusion						
• I develop and maintain partnership with parents, children, young people and other service agencies						
• I participate in service planning and developments with other agencies						
Key strengths with source of supporting evidence		Areas for Development				
<ul style="list-style-type: none"> ▪ ▪ ▪ 						

3. Please describe any areas/skills which could offer to help other colleagues in their professional development:

4a. Do you wish to discuss your career development? Yes No

4b If yes, please outline your career plan and consider what support you require:

5. Are there any work or work life balance issues that if addressed, could help you to perform better in your job? (For example, additional flexibility in how and when or where you work, utilisation of employment policies and working practice – formally agreed or informally.)

6. Are there any other issues relating to professional and personal development and/or your work over the last period which you wish to discuss?



EMPLOYEE REVIEW & DEVELOPMENT
Early Childhood Practitioners (0-8)

Name

Date of Review Meeting

See attached sheet (How to Use the Continuum) for guidance.

You should complete this self evaluation pro-forma and pass a copy, along with a copy of your CPD record, to your reviewer at least seven days ahead of your review meeting along with Section 1 of your CPD portfolio as it will form the basis for discussion at the meeting. You should reflect upon your work during the past year against your own job description and your progress towards the outcomes in your CPD plan and the Improvement Plan, as well as revisiting your last review record. Please list your strengths and areas for development in each of the 5 professional areas. ***(NB not all bullet points may be appropriate to your job description.)***

- 1 Progress against outcomes identified at previous review and impact at individual, school and local authority level. You may want to attach part of your CPD portfolio to account for this.**

[Empty rectangular box for writing the self-evaluation response]

2. Reflection on previous year's work

Care and Welfare		Beginning	Emerging	Applying	Integrating	Innovating
<ul style="list-style-type: none"> ▪ I undertake all tasks in full compliance with Perth and Kinross Council Child Protection and Health and Safety Guidelines 						
<ul style="list-style-type: none"> ▪ I care for children who are unwell and respond to children's requirements for first aid with appropriate personnel and follow establishment's policies and guidelines 						
<ul style="list-style-type: none"> ▪ I supervise and assist children with personal care tasks including toileting, dressing and feeding 						
<ul style="list-style-type: none"> ▪ I support children with additional support needs 						
<ul style="list-style-type: none"> ▪ I manage pupil behaviour and classroom/nursery incidents fairly, sensitively and consistently, making sensible use of rewards and sanctions and seeking and using the advice of colleagues when necessary 						
<ul style="list-style-type: none"> ▪ I support children and families as appropriate 						
Key strengths with source of supporting evidence		Areas for Development				
<ul style="list-style-type: none"> ▪ ▪ ▪ 						

Curriculum		Beginning	Emerging	Applying	Integrating	Innovating
<ul style="list-style-type: none"> I have a detailed knowledge and understanding of the Early Years curriculum 						
In consultation and collaboration with teaching staff						
<ul style="list-style-type: none"> I contribute to the planning, delivery and evaluation of a range of learning experiences 						
<ul style="list-style-type: none"> I contribute to observation, tracking, recording, assessment and reporting 						
<ul style="list-style-type: none"> I ensure through a collaborative approach that materials and resources match children's interests and needs and that a stimulating and safe learning environment is created 						
<ul style="list-style-type: none"> I provide opportunities to participate in quality adult/child interaction to promote children's development including the acquisition of literacy and maths skills 						
Key strengths with source of supporting evidence		Areas for Development				
<ul style="list-style-type: none"> 						

Teamwork		Beginning	Emerging	Applying	Integrating	Innovating
▪ I support the work of the establishment by contributing to a welcoming and positive ethos						
▪ I work within, contribute to and, on occasion, lead teams eg leading discussion						
▪ I work effectively with other professionals and parents/carers in a delivery of integrated services for children and families						
▪ When requested and agreed, I participate and contribute positively to meetings, including parents meetings and staff meetings						
▪ I am a positive role model						
▪ I contribute to the Early Years team by sharing good practice and supporting new initiatives by joint recognition of the skills of others						
Key strengths with source of supporting evidence		Areas for Development				
<ul style="list-style-type: none"> ▪ ▪ ▪ 						

Continuous Development		Beginning	Emerging	Applying	Integrating	Innovating
<ul style="list-style-type: none"> I reflect on and act to improve my own professional practice through the self evaluation process 						
<ul style="list-style-type: none"> I keep up-to-date with current developments relating to the Early Years 						
<ul style="list-style-type: none"> I participate in professional development and review processes 						
<ul style="list-style-type: none"> I participate in negotiated training to support professional and personal development and the delivery of the Early Years Improvement Plan 						
Key strengths with source of supporting evidence		Areas for Development				
<ul style="list-style-type: none"> 						

Professional Values and Personal Commitment		Beginning	Emerging	Applying	Integrating	Innovating
<ul style="list-style-type: none"> I show in my day to day practice a commitment to fairness and inclusion 						
<ul style="list-style-type: none"> I take responsibilities for my professional learning and development 						
<ul style="list-style-type: none"> I value, respect and am an active partner in the community in which I work 						
Key strengths with source of supporting evidence	Areas for Development					
<ul style="list-style-type: none"> 						

3. Please describe any areas/skills which could offer to help other colleagues in their professional development:

4a. Do you wish to discuss your career development? Yes No

4b If yes, please outline your career plan and consider what support you require:

5. Are there any work or work life balance issues that if addressed, could help you to perform better in your job? (For example, additional flexibility in how and when or where you work, utilisation of employment policies and working practice – formally agreed or informally.)

6. Are there any other issues relating to professional and personal development and/or your work over the last period which you wish to discuss?



EMPLOYEE REVIEW & DEVELOPMENT

Head Teacher / Depute Headteacher or Principal Teacher

Name

Date of Review Meeting

See attached sheet (How to Use the Continuum) for guidance.

You should complete this self evaluation pro-forma and pass a copy, along with a copy of your CPD record, to your reviewer at least seven days ahead of your review meeting along with Section 1 of your CPD portfolio as it will form the basis for discussion at the meeting. You should reflect upon your work during the past year against your own job description and your progress towards the outcomes in your CPD plan and the Improvement Plan, as well as revisiting your last review record. Please list your strengths and areas for development in each of the 5 professional areas. ***(NB not all bullet points may be appropriate to your job description.)***

- 1 Progress against outcomes identified at previous review and impact at individual, school and local authority level. You may want to attach part of your CPD portfolio to account for this.**

2. Reflection on previous year's work

Lead and Manage Learning and Teaching		Beginning	Emerging	Applying	Integrating	Innovating
• I place effective learning and teaching at the heart of my responsibilities						
• I develop a culture of respect and good behaviour						
• I create an appropriate ethos and set high expectations						
• I regularly monitor and evaluate the quality of learning in school / my department						
• I apply an up to date knowledge and understanding of research in learning and teaching and its implications for improving practice						
• I offer effective leadership and management of the curriculum in accordance with general principles identified currently in Scottish Education policies						
• I set stretching targets for the whole school community / my department						
Key strengths with source of supporting evidence	Areas for Development					
<ul style="list-style-type: none"> ▪ ▪ ▪ 						

Lead and Develop People		Beginning	Emerging	Applying	Integrating	Innovating
•	I regularly review my practice and adapt my leadership and management approaches					
•	I build and sustain my personal credibility by modelling good practice					
•	I display confidence and courage in the way I deal with criticism and conflict					
•	I promote ambition					
•	I demonstrate a clear commitment to collegiality					
•	I develop, empower and support effective teams and individuals					
•	I develop leadership in others					
•	I treat people fairly and with respect					
•	I work within a structure of employment legislation and national and local agreements and policies governing employment					
Key strengths with source of supporting evidence		Areas for Development				
<ul style="list-style-type: none"> ▪ ▪ ▪ 						

Lead Improvement		Beginning	Emerging	Applying	Integrating	Innovating
• I actively engage in the Authority's process of continuous improvement						
• I support and maintain existing good practice						
• I encourage and promote constant improvement in the development of children and young people						
• I demonstrate personal commitment to continuous improvement						
• I demonstrate skills in strategic planning and in implementing change						
• I make effective judgements based on valid and reliable evidence						
• I establish creative, innovative approaches to develop appropriate curricula						
• I take a strategic role in the use of new technologies to enhance and extend learning						
Key strengths with source of supporting evidence		Areas for Development				
<ul style="list-style-type: none"> ▪ ▪ ▪ 						

Use Resources Effectively					Beginning	Emerging	Applying	Integrating	Innovating
• I manage available resources to support effective learning and teaching									
• I negotiate and secure agreement for budgets with the school staff / my team									
• I integrate DSM monies with school improvement and CPD plans									
• I monitor and evaluate the use of resources, including staff									
• I ensure that resources support the implementation of school policies and secure value for money									
Key strengths with source of supporting evidence					Areas for Development				
<ul style="list-style-type: none"> ▪ ▪ ▪ 									

Building Community					Beginning	Emerging	Applying	Integrating	Innovating
• I embrace the principles of inclusion									
• I apply up to date knowledge and understanding of research in Learning and Teaching									
• I communicate effectively within the school and the wider community									
• I develop and maintain partnership with parents, children, young people and other service agencies									
Key strengths with source of supporting evidence					Areas for Development				
<ul style="list-style-type: none"> ▪ ▪ ▪ 									

Professional Knowledge, Understanding, Skills and Abilities		Beginning	Emerging	Applying	Integrating	Innovating
Teaching and Learning						
<ul style="list-style-type: none"> I am able to plan coherent and progressive teaching programmes matched to pupils' needs and abilities, and I can justify what I teach 						
<ul style="list-style-type: none"> I communicate clearly making skilful use of a variety of media, and interact productively with pupils, individually and collectively 						
<ul style="list-style-type: none"> I use a range of teaching strategies and resources which I can evaluate and justify in terms of curriculum requirements and of the needs and abilities of my pupils 						
<ul style="list-style-type: none"> I set and maintain expectations and pace of work for all pupils 						
<ul style="list-style-type: none"> I work co-operatively with other professionals and adults 						
Classroom Organisation and Management						
<ul style="list-style-type: none"> I organise and manage classes and resources to achieve safe, orderly and purposeful activity 						
<ul style="list-style-type: none"> I manage pupil behaviour and classroom incidents fairly, sensitively and consistently, making sensible use of rewards and sanctions, and seeking and using the advice of colleagues when necessary 						
Assessment of Pupils						
<ul style="list-style-type: none"> I understand and apply the principles of assessment, recording and reporting 						
<ul style="list-style-type: none"> I use the results of assessment to evaluate and improve my teaching, and the learning and attainment of the children I teach 						
Professional Reflection and Communication						
<ul style="list-style-type: none"> I learn from my experience of practice and from critical evaluation of relevant literature in my professional development 						
<ul style="list-style-type: none"> I convey an understanding of practice and general educational matters in my professional dialogue and communication 						
<ul style="list-style-type: none"> I reflect on and act to improve my own professional practice, contribute to my own professional development, and engage in the process of curriculum development 						
Curriculum						
<ul style="list-style-type: none"> I have detailed knowledge and understanding of my area of school curriculum 						
<ul style="list-style-type: none"> I have sufficient knowledge and understanding to fulfil my responsibilities 						
<ul style="list-style-type: none"> I understand the curriculum and its development 						
<ul style="list-style-type: none"> I have sufficient knowledge and understanding to meet my responsibilities to teach cross-curricular aspects 						
Key strengths with source of supporting evidence		Areas for Development				
<ul style="list-style-type: none"> 						

3. Please describe any areas/skills which could offer to help other colleagues in their professional development:

4a. Do you wish to discuss your career development? Yes No

4b. If yes, please outline your career plan and consider what support you require:

5. Are there any work or work life balance issues that if addressed, could help you to perform better in your job? (For example, additional flexibility in how and when or where you work, utilisation of employment policies and working practice – formally agreed or informally.)

6. Are there any other issues relating to professional and personal development and/or your work over the last period which you wish to discuss?



EMPLOYEE REVIEW & DEVELOPMENT

Social Services Workforce: Registered Social Workers

**CONFIDENTIAL
Individual Self Evaluation**

Name

Date of Review Meeting

See attached sheet (How to Use the Continuum) for guidance.

You should complete this self evaluation pro-forma and pass a copy, along with a copy of your CPD record, to your reviewer at least seven days ahead of your review meeting along with Section 1 of your CPD portfolio as it will form the basis for discussion at the meeting. You should reflect upon your work during the past year against your own job description and your progress towards the outcomes in your CPD plan and the Improvement Plan, as well as revisiting your last review record. Please list your strengths and areas for development in each of the 5 professional areas. ***(NB not all bullet points may be appropriate to your job description.)***

- 1 Progress against outcomes identified at previous review and impact at individual and local authority level. You may want to attach part of your CPD portfolio to account for this.**

2. Reflection on previous year's work

Child Protection					Beginning	Emerging	Applying	Integrating	Innovating
<ul style="list-style-type: none"> I make assessments, carry out investigations and make recommendations related to child protection procedures 									
<ul style="list-style-type: none"> I develop, monitor and implement a child protection plan 									
<ul style="list-style-type: none"> I respond appropriately to any risks to the achievement of the plan 									
Key strengths with source of supporting evidence					Areas for Development				
<ul style="list-style-type: none"> 									

Children Looked After and Accommodated		Beginning	Emerging	Applying	Integrating	Innovating
• I assess and make recommendations about whether compulsory measure of supervision are necessary						
• I assess and make recommendations about whether a child should be accommodated away from home						
• I make recommendations and I write social work reports to the Reporter in the support of children						
• I plan rehabilitation, provide support to accommodated children						
• I provide throughcare and aftercare assessments, recommendations and planning						
Key strengths with source of supporting evidence		Areas for Development				
<ul style="list-style-type: none"> ▪ ▪ ▪ 						

Child Care Provision		Beginning	Emerging	Applying	Integrating	Innovating
<ul style="list-style-type: none"> I assess prospective foster carers and adoptive parents (including kinship carers and private foster carers) 						
<ul style="list-style-type: none"> I monitor, supervise and review foster carers and where appropriate, prospective adoptive parents 						
Key strengths with source of supporting evidence		Areas for Development				
<ul style="list-style-type: none"> 						

Core Skills		Beginning	Emerging	Applying	Integrating	Innovating
• I work in an inclusive and anti-discriminatory way						
• I assess, plan, deliver and evaluate care and support to individuals and families and involve extended family carers in key decisions						
• I take responsibility for monitoring and improving my knowledge and skills						
• I work with children, young people, families and partner agencies in achieving objectives						
• I seek and take account of views of service users and relevant others						
• I plan, deliver and evaluate specialist programmes to meet identified needs of young people						
Key strengths with source of supporting evidence		Areas for Development				
<ul style="list-style-type: none"> ▪ ▪ ▪ 						

Leading and Supporting Good Practice		Beginning	Emerging	Applying	Integrating	Innovating
• I actively use the skills and knowledge acquired during training throughout my daily work (eg post qualifying awards)						
• I take a lead role in mentoring the progress of new and/or other staff as requested by my team leader						
• I support my own and other staff development						
• I model good practice						
• I assist my team leader in preparing and implementing team plans						
Key strengths with source of supporting evidence		Areas for Development				
<ul style="list-style-type: none"> ▪ ▪ ▪ 						

3. Please describe any areas/skills which could offer to help other colleagues in their professional development:

4a. Do you wish to discuss your career development? Yes No

4b. If yes, please outline your career plan and consider what support you require:

5. Are there any work or work life balance issues that if addressed, could help you to perform better in your job? (For example, additional flexibility in how and when or where you work, utilisation of employment policies and working practice – formally agreed or informally.)

6. Are there any other issues relating to professional and personal development and/or your work over the last period which you wish to discuss?



EMPLOYEE REVIEW & DEVELOPMENT

Social Services Workforce: Social Care Staff

Name

Date of Review Meeting

See attached sheet (How to Use the Continuum) for guidance.

You should complete this self evaluation pro-forma and pass a copy, along with a copy of your CPD record, to your reviewer at least seven days ahead of your review meeting along with Section 1 of your CPD portfolio as it will form the basis for discussion at the meeting. You should reflect upon your work during the past year against your own job description and your progress towards the outcomes in your CPD plan and the Improvement Plan, as well as revisiting your last review record. Please list your strengths and areas for development in each of the 5 professional areas. ***(NB not all bullet points may be appropriate to your job description.)***

- 1 Progress against outcomes identified at previous review and impact at individual and local authority level. You may want to attach part of your CPD portfolio to account for this.**

Large empty rectangular box for writing the self-evaluation response.

2. Reflection on previous year's work

Promote effective communications for and about individuals		Beginning	Emerging	Applying	Integrating	Innovating
• I communicate effectively on difficult, complex and sensitive issues						
• I support individuals in communicating issues						
• I update and maintain records						
• I work effectively as a team member						
• I work in an inclusive and anti-discriminatory way						
Key strengths with source of supporting evidence		Areas for Development				
<ul style="list-style-type: none"> ▪ ▪ ▪ 						

Promote, monitor and maintain health, safety and security in the working environment		Beginning	Emerging	Applying	Integrating	Innovating
• I promote health, safety and security in the working environment						
• I monitor and maintain health and safety with respect to Perth and Kinross Policy						
• I evaluate my practice regularly						
Key strengths with source of supporting evidence		Areas for Development				
<ul style="list-style-type: none"> ▪ ▪ ▪ 						

Promote the wellbeing and protection of children and young people		Beginning	Emerging	Applying	Integrating	Innovating
• I work with children and young people in ways that promote their rights and responsibilities						
• I support children and young people to express their views and preferences about their health and wellbeing						
• I contribute to the protection of children and young people						
Key strengths with source of supporting evidence	Areas for Development					
<ul style="list-style-type: none"> ▪ ▪ ▪ 						

Contribute to assessment and care planning					Beginning	Emerging	Applying	Integrating	Innovating
<ul style="list-style-type: none"> I support the development and implementation of care plans 									
<ul style="list-style-type: none"> I contribute to the reviews of care plans 									
Key strengths with source of supporting evidence					Areas for Development				
<ul style="list-style-type: none"> 									

Support children and young people to achieve their potential		Beginning	Emerging	Applying	Integrating	Innovating
• I work with children and young people to develop and maintain supportive relationships						
• I support children and young people to identify, plan and access learning opportunities and activities						
• I work with children and young people to prepare them for adulthood, citizenship and independence						
• I prepare and support children and young people through group activities / group living						
Key strengths with source of supporting evidence		Areas for Development				
<ul style="list-style-type: none"> ▪ ▪ ▪ 						

Support families in their own homes		Beginning	Emerging	Applying	Integrating	Innovating
<ul style="list-style-type: none"> I carry through care plan actions in supporting parents 						
<ul style="list-style-type: none"> I help to develop parenting skills 						
<ul style="list-style-type: none"> I support individuals and the family to function more effectively as a family unit 						
Key strengths with source of supporting evidence	Areas for Development					
<ul style="list-style-type: none"> 						

Leading and supporting good practice		Beginning	Emerging	Applying	Integrating	Innovating
• I actively use the skills and knowledge acquired in training throughout my daily work						
• I take a lead role in mentoring / supervising the progress of new, or other staff, as requested by my team leader						
• I support my own and other staff development						
• I model good practice						
• I assist my team leader in preparing and implementing team plans						
Key strengths with source of supporting evidence		Areas for Development				
<ul style="list-style-type: none"> ▪ ▪ ▪ 						

3. Please describe any areas/skills which could offer to help other colleagues in their professional development:

4a. Do you wish to discuss your career development? Yes No

4b. If yes, please outline your career plan and consider what support you require:

5. Are there any work or work life balance issues that if addressed, could help you to perform better in your job? (For example, additional flexibility in how and when or where you work, utilisation of employment policies and working practice – formally agreed or informally.)

6. Are there any other issues relating to professional and personal development and/or your work over the last period which you wish to discuss?



EMPLOYEE REVIEW & DEVELOPMENT

Social Services Workforce: Team Leaders/Managers

Name

Date of Review Meeting

See attached sheet (How to Use the Continuum) for guidance.

You should complete this self evaluation pro-forma and pass a copy, along with a copy of your CPD record, to your reviewer at least seven days ahead of your review meeting along with Section 1 of your CPD portfolio as it will form the basis for discussion at the meeting. You should reflect upon your work during the past year against your own job description and your progress towards the outcomes in your CPD plan and the Improvement Plan, as well as revisiting your last review record. Please list your strengths and areas for development in each of the 5 professional areas. ***(NB not all bullet points may be appropriate to your job description.)***

- 1 Progress against outcomes identified at previous review and impact at individual and local authority level. You may want to attach part of your CPD portfolio to account for this.**

Large empty rectangular box for writing the self-evaluation response.

2. Reflection on previous year's work

Quality		Beginning	Emerging	Applying	Integrating	Innovating
• I create an appropriate ethos and set high standards of practice						
• I provide professional high quality supervision						
• I regularly monitor the quality of service delivery						
• I apply an up-to-date knowledge and understanding of social care research						
• I promote a learning culture						
• I work in an inclusive and anti-discriminatory way						
Key strengths with source of supporting evidence		Areas for Development				
<ul style="list-style-type: none"> ▪ ▪ ▪ 						

Lead Improvement		Beginning	Emerging	Applying	Integrating	Innovating
• I promote effective channels of communication throughout the service at different levels						
• I actively engage in the Authority's process of continuous development						
• I support and maintain existing good practice						
• I demonstrate skills in strategic and team planning and in implementing change						
• I make effective judgements based on valid and reliable evidence						
• I establish creative and innovative approaches						
Key strengths with source of supporting evidence		Areas for Development				
<ul style="list-style-type: none"> ▪ ▪ ▪ 						

Use Resources Effectively					Beginning	Emerging	Applying	Integrating	Innovating
• I manage available resources to support effective service delivery									
• I negotiate best use of budgets									
• I monitor and evaluate the use of resources, including staff									
Key strengths with source of supporting evidence					Areas for Development				
<ul style="list-style-type: none"> ▪ ▪ ▪ 									

Building Community		Beginning	Emerging	Applying	Integrating	Innovating
• I embrace the principles of inclusion						
• I develop and maintain partnership with parents, children, young people and other service agencies						
• I participate in service planning and developments with other agencies						
Key strengths with source of supporting evidence		Areas for Development				
<ul style="list-style-type: none"> ▪ ▪ ▪ 						

3. Please describe any areas/skills which could offer to help other colleagues in their professional development:

4a. Do you wish to discuss your career development? Yes No

4b. If yes, please outline your career plan and consider what support you require:

5. Are there any work or work life balance issues that if addressed, could help you to perform better in your job? (For example, additional flexibility in how and when or where you work, utilisation of employment policies and working practice – formally agreed or informally.)

6. Are there any other issues relating to professional and personal development and/or your work over the last period which you wish to discuss?



EMPLOYEE REVIEW & DEVELOPMENT

Teacher / Chartered Teacher

Name

Date of Review Meeting

See attached sheet (How to Use the Continuum) for guidance.

You should complete this self evaluation pro-forma and pass a copy, along with a copy of your CPD record, to your reviewer at least seven days ahead of your review meeting along with Section 1 of your CPD portfolio as it will form the basis for discussion at the meeting. You should reflect upon your work during the past year against your own job description and your progress towards the outcomes in your CPD plan and the Improvement Plan, as well as revisiting your last review record. Please list your strengths and areas for development in each of the 5 professional areas. ***(NB not all bullet points may be appropriate to your job description.)***

- 1 Progress against outcomes identified at previous review and impact at individual, school and local authority level. You may want to attach part of your CPD portfolio to account for this.**

2. Reflection on previous year's work

Professional Values and Personal Commitment					Beginning	Emerging	Applying	Integrating	Innovating
• I show in my day-to-day practice a commitment to fairness and inclusion									
• I take responsibility for my professional learning and development									
• I value, respect and am an active partner in the school community									
Key strengths with source of supporting evidence					Areas for Development				
<ul style="list-style-type: none"> ▪ ▪ ▪ 									

Professional Skills and Abilities		Beginning	Emerging	Applying	Integrating	Innovating
Teaching and Learning						
• I am able to plan coherent and progressive teaching programmes matched to pupils' needs and abilities, and I can justify what I teach						
• I communicate clearly making skilful use of a variety of media, and interact productively with pupils, individually and collectively						
• I use a range of teaching strategies and resources which I can evaluate and justify in terms of curriculum requirements and of the needs and abilities of my pupils						
• I set and maintain expectations and pace of work for all pupils						
• I work co-operatively with other professionals and adults						
Classroom Organisation and Management						
• I organise and manage classes and resources to achieve safe, orderly and purposeful activity						
• I manage pupil behaviour and classroom incidents fairly, sensitively and consistently, making sensible use of rewards and sanctions, and seeking and using the advice of colleagues when necessary						
Assessment of Pupils						
• I understand and apply the principles of assessment, recording and reporting						
• I use the results of assessment to evaluate and improve my teaching, and the learning and attainment of the children I teach						
Professional Reflection and Communication						
• I learn from my experience of practice and from critical evaluation of relevant literature in my professional development						
• I convey an understanding of practice and general educational matters in my professional dialogue and communication						
• I reflect on and act to improve my own professional practice, contribute to my own professional development, and engage in the process of curriculum development						
Key strengths with source of supporting evidence	Areas for Development					
<ul style="list-style-type: none"> ▪ ▪ ▪ 						

Professional Knowledge & Understanding		Beginning	Emerging	Applying	Integrating	Innovating
Curriculum						
• I have detailed knowledge and understanding of my area of school curriculum						
• I have sufficient knowledge and understanding to fulfil my responsibilities						
• I have sufficient knowledge and understanding to support child protection						
• I understand the curriculum and its development						
• I have sufficient knowledge and understanding to meet my responsibilities to teach cross-curricular aspects						
Education Systems and Professional Responsibilities						
• I have a broad, critical understanding of the principal features of the education system, educational policy and practice and of my part in it						
• I have detailed working knowledge of my sector/subject of the school in which I teach, and of my professional responsibilities within them						
Principles and Perspectives						
• I can articulate my professional values and practices and relate them to theory						
• I appreciate and use research to broaden my knowledge of learning and teaching						
Key strengths with source of supporting evidence	Areas for Development					
<ul style="list-style-type: none"> ▪ ▪ ▪ 						

3. Please describe any areas/skills which could offer to help other colleagues in their professional development:

4a. Do you wish to discuss your career development? Yes No

4b If yes, please outline your career plan and consider what support you require:

5. Are there any work or work life balance issues that if addressed, could help you to perform better in your job? (For example, additional flexibility in how and when or where you work, utilisation of employment policies and working practice – formally agreed or informally.)

6. Are there any other issues relating to professional and personal development and/or your work over the last period which you wish to discuss?

All reporting documents will take this format – the main points for discussion will echo those used in the Self Evaluation Form



EMPLOYEE REVIEW & DEVELOPMENT

CONFIDENTIAL
Record of Individual Review Meeting

HEADTEACHER / DEPUTE HEADTEACHER OR PRINCIPAL TEACHER

Name

Date of Review Meeting

1. Outcomes from Previous Review

APPENDIX 2J

Progress	Outstanding

2. Main discussion points

Lead and Manage Learning and Teaching
Lead and Develop People
Lead Improvement

All reporting documents will take this format – the main points for discussion will echo those used in the Self Evaluation Form



EMPLOYEE REVIEW & DEVELOPMENT

CONFIDENTIAL
Record of Individual Review Meeting

HEADTEACHER / DEPUTE HEADTEACHER OR PRINCIPAL TEACHER

Name

Date of Review Meeting

2. Main discussion points (continued)

Use Resources Effectively
Building Community
Professional Knowledge, Understanding, Skills and Abilities

All reporting documents will take this format – the main points for discussion will echo those used in the Self Evaluation Form

3. Agreed Outcomes and areas of development and timescales:

To be completed at Review meeting				Record to be completed throughout the year			
Outcome	Links to Plans	Action	Timescale	Activity	Date / Time Spent	Progress / Action / Outcomes	Difference made / Impact
a.							
b.							
c.							

All reporting documents will take this format – the main points for discussion will echo those used in the Self Evaluation Form

4. Development Activity and Responsibility for Delivery

Development Activity	Responsibility
a.	
b.	
c.	

5. Any areas/skills to assist other colleagues

<p>Reviewee</p>	<p>Signed</p>
<p>Reviewer</p>	<p>Signed</p>
<p>Date of Meeting</p>	<p>Date Signed</p>

THIS SIDE ONLY COPIED TO STAFF DEVELOPMENT CO-ORDINATOR (WHERE APPROPRIATE)