

# Knowing Your School

A series of briefing notes for school governors from the National Governors' Association produced in association with partners



## Governors and staff performance

Briefing note: 4

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## National Governors' Association

The National Governors' Association aims to improve the wellbeing of children and young people by promoting high standards in all our schools and improving the effectiveness of their governing boards. NGA represents governors and trustees across England in both local authority maintained schools and academies. In these notes, 'schools' includes academies.

The NGA is a membership organisation: governing boards can join at a standard (£77 for 2015/16) or GOLD rate (£260). To join NGA and receive regular updates, visit the following website:

Website: [www.nga.org.uk](http://www.nga.org.uk)

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## National Coordinators of Governor Services (NCOGS)

NCOGS is a national organisation of professionals working in local authorities, diocesan authorities and independent providers of governor services. NCOGS exists to support and enable the delivery of high quality services to governors to ensure effective governance. NCOGS is able to influence and initiate national policy associated with governance issues; identify common themes and issues emerging from the regions and use these to inform national priorities as well as disseminating good practice in training and operational practice of governor services.

The chair of NCOGS is currently Andy Kent: [chair@ncogs.org.uk](mailto:chair@ncogs.org.uk)

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# Governors and staff performance

## What is the governing board's role in staff performance?

The governing board is responsible for ensuring high standards of performance in the school. The performance of staff employed at the school will have an enormous effect on the learning of pupils, and therefore their achievements. If the governing board is unaware of how well members of staff are performing in their roles, it will be unable to evaluate the school's progress. If teaching is not good, the governing board needs to know and ensure actions are being taken to improve this in order to fulfil its duty. The governing board also has to manage the performance of the headteacher. In some multi-academy trusts (MATs) performance management of individual academy headteachers is not necessarily delegated down to local governance level. Those governing in MATs should refer to their scheme of delegation to be clear about what role and input they will have in the performance management process.

There are several reasons why governing bodies need to ensure robust staff performance development systems are in place:

- **School improvement:** Effective staff appraisal and development is one of the most important levers for school improvement and it, therefore, needs to be done well in order for children and young people to achieve their potential.
- **Effective self-evaluation:** Governing bodies have a statutory responsibility to conduct their schools so as to promote high standards of education; if there is no formal appraisal, then the picture of the school is incomplete and it will not be possible to set an effective improvement strategy.
- **Continuing professional development (CPD) for staff:** If there is no formal appraisal process, then it is more difficult to determine and arrange appropriate CPD, which again will impact on the standard of education offered.
- **Good employment practice:** The governing board has a duty of care to its staff, and appraisal is part of any effective organisation's staffing procedures. All staff deserve to be managed well and, as part of this, to have an effective appraisal which is carried out properly and informs their CPD.
- **Inspection:** Ofsted inspectors will look at the correlation between performance appraisal, pay, and the quality of teaching. The Ofsted Framework has been revised and increased expectations in relation to appraisal and governors' knowledge of the correlation between teaching quality, pupils' progress and pay progression.
- **Regulation:** In local authority (LA) maintained schools, teacher appraisal is a statutory requirement. There are specific regulations that govern teacher appraisal, but not the appraisal of non-teaching staff. Although these regulations do not apply in academies and free schools, it is still good practice for a governing board to ensure there is effective staff appraisal.

- **Pay:** The School Teachers' Pay and Conditions Document (STPCD) requires that pay progression (i.e. movement up a defined scale) for all teachers is linked to performance. In addition, teachers may receive a cost of living pay rise – usually this is entirely separate to performance related pay rises and is applied equally to all members of staff. For local authority maintained schools any cost of living pay rise will be determined by central Government through the School Teachers' Review Body.

**NB:** Although academies do not have to adhere to the STPCD, many will have staff subject to the Transfer of Undertaking for Protection of Employment (TUPE) and so remain subject to the STPCD. Many others have chosen to follow the STPCD and almost all others will have their own schemes to relate performance to pay.

## Is appraisal different from performance management?

Appraisal is one part of continuous year-round staff performance management or development. It is a key part of the annual cycle by which the performance of the staff of the school is assessed and developed. Most performance management/development cycles will include an annual appraisal meeting, at which the appraiser (or in the case of the headteacher, the appraisal panel) and the member of staff being appraised meet to discuss performance against the objectives set at the beginning of the year and the Teachers' Standards. Many cycles will also include a mid-year progress review. In this briefing note, when we refer to appraisal we mean the annual performance review meeting.

## What are governors expected to know?

In maintained schools, governing bodies must establish a policy for the annual appraisal of the teaching staff (including the headteacher) and in carrying out the headteacher's appraisal; the governing body must have the support and assistance of an appropriate external adviser. The external adviser should have experience and expertise in performance management and an understanding of school data and as with any appointment the individual should be recruited to a specific role description and person specification. The governing body must make the final decision on who to appoint and it is good practice to change your external adviser at least every three years. Governing bodies have a great deal of freedom to set their own appraisal policies, providing that teachers are assessed with regard to the Teachers' Standards and that any objectives set contribute to improving the education of pupils at the school.

There is no legal requirement for academies and free schools to have appraisal processes in place, but it is good practice; NGA would argue essential practice. In addition, academies are subject to the same Ofsted inspection regime as other schools, which requires evidence of appraisal systems and their effect on school standards.

Likewise, there are no regulations in relation to support staff, but as a matter of good practice, governing boards should have an appraisal mechanism in place for support staff and can adapt the teacher appraisal policy for this purpose.

Ofsted inspection teams will look at the correlation between teacher appraisals, pupil outcomes and pay. The *Ofsted Inspection Handbook* says that in relation to performance management, inspectors should ask headteachers for anonymised information relating to performance management, appraisal and pay progression over the previous three years. This should then be compared with the overall quality of teaching to see whether there is a correlation between the two. The handbook suggests that headteachers may like to provide the following information:

- the proportion of staff who progressed through thresholds over the last three years
- the proportion who did not progress through thresholds over the last three years
- a table showing for each salary point, the number of staff, points they have moved from and the number that met their performance management objectives
- the performance management information the school provides to governors
- any other relevant information with regard to the performance management process.

Ofsted says an outstanding school should:

“...focus relentlessly on improving teaching and learning and provide focused professional development for all staff, especially those that are newly qualified and at an early stage of their careers. This is underpinned by searching performance management that encourages, challenges and supports teachers’ improvement. As a result, the overall quality of teaching is at least consistently good and improving.”

## School Teachers’ Pay and Conditions Document

The School Teachers’ Pay and Conditions Document (STPCD) is a statutory publication which sets out the framework for teachers’ pay. It applies to all local authority maintained schools. Academies are not required to follow the provisions of the STPCD but many choose to do so. The STPCD is generally updated annually and comes into force from 1 September. The current document can be found on the DfE’s website - [STPCD 2014](#).

The STPCD requires that all pay progression for teachers on the main, upper, leading practitioner, and unqualified teacher pay ranges must be explicitly linked to performance. Main, upper, and unqualified teacher pay ranges have only minima and maxima, and it is for individual governing boards to determine how teachers progress between those two points. For leading practitioners, governing boards must determine an individual range within the overall minima and maxima, with progression up that range linked to performance.

The Department for Education’s (DfE’s) expectation is that pay policies will provide for progression and that those performing more highly should have the opportunity to move between the minima and maxima more rapidly.

From September 2014 changes were made to the way in which leadership pay will be calculated. Although leadership pay must continue to be calculated with reference to leadership groups, these groups now only have minima and maxima and it is for individual governing boards to determine the range for headteachers, deputy and assistant headteachers with the minima and maxima. These new arrangements only apply to

members of the leadership team appointed on or after 1 September 2014, or where the governing board reviews the pay of a member/members of the leadership team.

Governing boards will need to ensure that their pay policies take account of the new requirements in relation to leadership pay.

### **Five questions governing boards should ask:**

1. Do all staff receive an effective annual appraisal?
2. How effectively do we appraise the headteacher?
3. What should our pay policy say about performance and progression?
4. What is the correlation between appraisal outcomes, pay, and the quality of teaching and learning in our school?
5. How effective is performance management in improving teaching and learning?



## Question 1:

### Do all staff receive an effective annual appraisal?

Appraisal of staff (other than the headteacher) is a management responsibility and not one the governing board should be directly involved in. However, in order to carry out its role as the body accountable for school performance, the governing board does need, and has a right, to know about performance of staff, and the outcomes of staff appraisal are a key source of this information. In addition, the full governing board (even if it has delegated the responsibility to a committee) is ultimately responsible for pay decisions and, therefore, should receive a report on the pay implications of the appraisal reviews (see question 4).

Of course the process must be treated with confidentiality. However, the desire to maintain confidentiality does not override the need for the headteacher and governing board to quality-assure the operation and effectiveness of the appraisal system. Governors must be confidential with this information and any breaches would have to be dealt with using the governing board's Code of Conduct. Staff governors in maintained schools are excluded by regulation from taking part in any discussion by governors relating to the performance or pay of another member of staff.

Ofsted expects to see “anonymised information on the performance management of teaching staff and its relationship to salary progression provided to those responsible for the governance of the school.” We believe 'anonymised' in this context to mean that any summary of performance against objectives given to governors will not name specific members of staff. However, in many cases it may be possible for governors to identify who those members of staff are, especially in smaller schools or departments, and obviously where there is only one such post-holder (e.g. one reception teacher) they will be identifiable, even if un-named. Some senior leaders choose to present reports without attempts to anonymise. **Any such information, whether anonymous or not, must be treated confidentially** and not disclosed outside the meeting at which it was discussed. Appraisal information is classed as ‘personal information’ under the Data Protection Act, and must be treated in line with requirements of that Act.

The headteacher in conjunction with the governing board needs to decide exactly what format that information takes. Some schools report all objectives to the governing board, as well as the number of objectives staff actually met (i.e. teacher A met all his/her objectives, teacher B met three objectives and partially met two, and teacher C met only one of his/her objectives). If you are not receiving the objectives themselves, you will need to have other ways of understanding how performance is being measured and assessed. This could take the form of summary comments by the headteacher.

Governors also need to be assured that all members of middle and senior management who act as appraisers have been appropriately coached or trained to do so.

Both appraisers and those being appraised need to be familiar with the SMART acronym: objectives should be specific, measurable, achievable, relevant and time-related. The objectives must be set with reference to improving the education of pupils at that school and

the school development plan as it pertains to improving the school's educational performance and provision. Teachers' performance must also be assessed against the Teachers' Standards. The headteacher and all members of the teaching staff should be aware of the Teachers' Standards. It is imperative that those governors sitting on the headteacher's appraisal panel should have a good knowledge of the system but all governors should be aware of them. You may wish to consider attaching them as an annex to your appraisal policy: [DfE Teachers' Standards](#)

(Even with SMART objectives, appraisers have to make judgements as to the extent to which objectives have been met, and those judgements should be as objective as possible, based on evidence available.)

## Question 2:

### How effectively do we appraise the headteacher?

An outstanding school focussed on and successful in improving outcomes for children and young people needs to be led by an effective headteacher. Therefore, good performance management and development of the headteacher, including effective appraisal, is an important part of the governing board's drive for school improvement.

Regulations require governing bodies of maintained schools to appoint an external reviewer to support and advise them in the appraisal of the headteacher. The external reviewer needs not only to have a good understanding of school performance data but of performance management and appraisal and what good objectives look like. This appointment should be confirmed each year at a full governing body meeting, and should not be delegated to the headteacher to decide. Academies are free to determine their own processes; it will be for each academy to determine whether the relevant people have the skills and experience to carry out the principal's appraisal without an external adviser. In a multi-academy trust (MAT) the local governing committee will usually be advised by an executive leader or education adviser employed by the MAT

The headteacher's appraisal is usually delegated to two or three review governors; in maintained schools this panel must be appointed at a governing body meeting. The skills and experience of the panel should be carefully considered, for example, do any governors have senior management roles in their own working life in which they have experience of appraising staff? It is usual practice for staff to be appraised by a line-manager who has an understanding of the individual's performance. As the chair is the governor who will know the most about the performance of the headteacher on a week-to-week basis, unless there are exceptional circumstances, the chair should be part of the appraisal panel.

It is essential that those undertaking the appraisal have received appropriate training, but for those who have professional experience of appraisal, this may take the form of coaching from the external adviser to introduce any aspects that may be particular to schools. It is good practice to rotate the membership of the headteacher's review panel at least every two or three years. Not all members should change at the same time, but one new member



each year brought in can give a different perspective and prevent the group from becoming too cosy or too formulaic.

The headteacher's objectives are set by the appraisal panel after consultation with the external adviser and discussion with the headteacher. This discussion can be pivotal in ensuring the headteacher understands the expectations of the governing board. The objectives will, if achieved, contribute to the plans for improving the school's education, and, therefore, are likely to correlate with the priorities identified in the school strategy. As well as delivering the school's improvement priorities, there may also be an objective relating more to improving leadership & management e.g. an objective may be to improve the SLT's management skills or for the head to work more effectively with the governing board. A discussion about leadership styles might also feature as part of the headteacher's development objectives.

The panel must discuss with the headteacher the progress against the previous year's objectives; this may require a courageous conversation, which governors must not shy away from, but carry out constructively. The appraisal panel also makes a recommendation on pay to the pay committee (see question 3). [National Standards of Excellence for Headteachers](#) were published in January 2015. The standards fall under four headings: qualities and knowledge, pupils and staff, systems and process and the self-improving school system, under each heading sit six 'standards'. Unlike the Teachers' Standards, these have no statutory basis and should certainly be not used as a checklist against which to assess the performance of the headteacher. They may, however, provide a useful basis for discussing future opportunities and objectives for professional development

It is a matter for the governing board to determine whether the headteacher's objectives, and performance against them, will be shared with the whole governing board (apart from staff governors) or remain confidential to the review panel. It is not entirely clear why objectives would not be shared given the importance of the process in achieving school improvement. If the governing board does decide to share objectives, then this should only be done once they have been finally agreed with the headteacher. The governing board could decide that objectives relating to the school's development would be shared with the governing board, whereas those relating to the headteacher's personal development are not. However, if this information remains confidential from the rest of the governing board, the governing board as a whole does need to be assured the appraisal process is robust (see question 4). One way to do this may be to receive an independent summary report from the external adviser, or alternatively a governor who is not on the panel could be appointed to review the headteacher's performance appraisal and report back to the full governing board. The latter case would be to inform future practice.

Ofsted inspectors will expect to see evidence of governors performance managing the headteacher rigorously.

### Question 3:

## What should our pay policy say about performance and progression?

In maintained schools, the governing body must adopt a pay policy linked to the appraisal system, setting out the basis on which it determines teachers' pay. The pay policy should set out how all pay decisions are made, including the principles by which the governing body will exercise its discretion in pay matters. The pay policy also needs to set out how appeals against pay decisions can be made. Governing boards subject to the STPCD must review their pay policy annually. Even where the STPCD does not apply it is good practice to review pay policies regularly, at least every three years. Appraisal policies should also be subject to regular review, especially if changes to the pay policy are being made.

The STPCD requires that pay progression for teachers in maintained schools must be explicitly linked to performance. This will also be the case for any academies which have chosen to adopt the STPCD or which have staff still subject to the document.

The STPCD is generally updated annually and comes into force from 1 September. The current document can be found on the DfE's website - [STPCD 2014](#).

Pay policies must be precise about what is expected of teachers in order for them to move up the relevant pay range. Expectations need to be communicated clearly to appraisers and those undergoing appraisal. Where expectations are not set out clearly in the document governing boards will leave themselves open to challenge.

There are a number of model policies available to governing boards to adopt or adapt; the DfE provides a basic outline policy, as well as more extensive guidance, and has some exemplar policies on its website. The teaching unions provide guidance and/or model policies. In many cases, local authorities also provided model policies, which in most cases have been subject to negotiation with the teacher unions and in some cases agreement was reached.

The pay policy must be suitable for the circumstances of the individual school and the governing board and headteacher must make clear what expectations are placed on staff by the policy. Likewise any review of the pay policy must assess whether it still fits the circumstances of the school. Any changes to the pay policy must be communicated clearly to all those subject to it.

### Reviewing staff pay

The governing board must review the pay of all teachers annually. When setting the pay policy, the governing board will determine whether to delegate its responsibilities to a pay committee (made up of at least three non-staff governors) or to the headteacher (see below). Many governing bodies delegate pay responsibilities to one of their other committees, for example, staffing or resources committee. The committee then takes decisions regarding the pay following consideration of the recommendations of pay reviewers and the advice of the

headteacher. Although technically possible, it is not good practice for pay decisions to be considered by the full governing board in case of appeals against decisions. In maintained schools staff governors must not be involved in discussion about the pay or performance of any other member of staff.

Even where pay decisions are delegated to a committee, in a large secondary school rather than reviewing every decision, you may wish to consider viewing a sample from each department to assess the robustness of the process. The relevant committee should also receive an overall grid setting out how many staff are recommended for pay progression – this table should also include information about gender and ethnicity to ensure that no group is being treated more, or less generously than others. It is essential that governing boards ensure equality in decision making.

Governing boards can delegate pay decisions to headteachers and indeed in other sectors it would be unusual for the governing board to be involved in pay decisions for staff below senior leadership level. Where a governing board chooses to do this the relevant committee may wish to sample the pay decisions for some staff to assure itself that the process has been carried out appropriately. The committee should still receive a grid showing the number of staff who progressed by subject, gender and ethnicity.

Minutes of committees making pay recommendations should not be circulated to other members of the governing board until any appeals are heard in order to ensure governors hearing appeals are not influenced by prior discussions. The position of staff governors does leave governing boards in a quandary about the minutes of discussions in relation to staff pay and performance. There is no definitive legal ruling on this matter, but NGA's view is that minutes about discussions of the committee should not be circulated to staff governors.

### How does pay relate to performance for teachers subject to the STPCD?

**Classroom teachers:** From September 2014, teachers on the main, upper, and unqualified pay ranges will progress between the minima and maxima of that range in accordance with the pay policy adopted by the governing board. Leading practitioners will progress up the individual range set for them by the governing board. Progression must be explicitly linked to performance over the previous appraisal period. In addition, teachers may be eligible for Teaching and Learning Responsibility (TLR1 and TLR2) points. Governing boards must determine the overall number of TLR payments available in the school, and the levels and values of those payments. Governing boards are also able to award time-limited TLR3 points for teachers working on a specific project.

The STPCD sets out the circumstances under which teachers with particular responsibility for Special Educational Needs (SEN) will qualify to be paid an SEN allowance. Where a teacher qualifies to receive an allowance, the governing board must determine a spot value within the range published in the STPCD.

**Upper Pay Range:** Governing boards are responsible for determining how and when teachers can apply to move between the main and upper pay ranges. The school's pay policy should set out when teachers can apply, i.e. has the governing board stipulated that this can only be when a teacher reaches the top of the main pay range, or can a teacher

apply when s/he thinks s/he meets the criteria? Likewise, it is for governing boards to decide whether to allow teachers to apply at any point during the year or, as with the previous arrangements, to put in place a fixed deadline for applications. The STPCD sets out the basic requirement for meeting the upper pay range threshold. Individual pay policies should set out the precise criteria teachers will need to meet to move through to the upper pay range. As with the main pay range, the upper pay range now consists of a minima and maxima, and it is for governing boards to determine where on the range a teacher qualifying to be paid on that range should be.

**Teachers on the leadership spine:** this includes headteachers, deputy and assistant headteachers. Governing boards determine the number of leadership posts in schools. From September 2014 changes were made to the way in which leadership pay is calculated. These changes apply to members of the leadership team appointed on or after 1 September 2014 or where the governing board has chosen to review pay as a result of significant change in responsibilities.

For headteachers governing boards will need to determine a pay range which is linked to the group size of the school (based on the number on roll). Each group size has a minima and maxima and it is for governing boards to determine the range within these limits. While the expectation in the document is that the majority of headteacher salaries should be within the normal group size there is scope to pay above the maximum of the group size where the role is particularly challenging. Governing boards should always seek advice from their local authority or HR provider (or both) if considering paying their headteacher above the maximum for the group size for their school. Pay ranges for deputy and assistant headteachers should not exceed the maximum of the relevant group range and only in exceptional circumstances overlap with the headteacher's range.

The STPCD 2014 has removed references to the fact that headteachers should not progress more than two points up the relevant range. The governing board should have revised its pay policy to make explicit reference to the way in which the headteacher's pay progression will be determined. Progression up the pay range remains dependent upon the individual demonstrating "sustained high quality performance, but it is for governing boards to determine what that level of progression should be. Governing boards should only review the pay range when the responsibilities of the headteacher, or the challenges of the role have materially changed – i.e. the range should not be extended simply because the headteacher has reached the top of it. Judgements must be properly rooted in evidence and be made having regard to the most recent appraisals or reviews. Clearly, leaders will have to have achieved something beyond the normal job description and national standards. This could be taking the school out of 'special measures' in less than 12 months, for example, or improving progress and attainment substantially more than other schools. One key challenge is to identify the specific contribution the school leader/teacher made to the outcome, since most improvements result from team effort. Governors need to be forensic and relentless in their testing out of the evidence.

## Question 4:

### What is the correlation between appraisal outcomes, pay, and the quality of teaching and learning in our school?

Governors are obliged to ensure rigour in relation to teachers' pay. There should be a very close relationship between school performance trends; staff performance objectives and appraisal outcomes; and teacher and headteacher pay increases. As part of the inspection process, Ofsted inspectors assess governors' understanding of how their school makes decisions about teachers' salary progression and will consider whether governors "monitor performance management systems and understand how the school makes decisions about teachers' salary progression, including the performance management of the headteacher, to improve teaching, leadership and management. Governors can evaluate the effectiveness of performance management throughout the school by monitoring the correlation between the quality of teaching, pupil outcomes, and other priority indicators with appraisal outcomes and teachers' (and headteachers') salary progression.

To do this, the governing board clearly needs to understand the school's performance and the outcomes for pupils:

- What standards and rates of pupil progress are being achieved currently throughout the school?
- What does the three year trend look like (are outcomes staying level, improving or getting worse, year on year)?
- How good is teaching throughout the school?

For more detail on these, see other [Knowing your school](#) briefing notes.

Second, we need to compare the school level information with the percentage of objectives met at appraisal and make some initial hypotheses:

- If standards are falling but most appraisal objectives have been met, it suggests that appraisal is insufficiently robust;
- If standards are staying level and appraisal objectives have all been met, it may suggest that objectives are not sufficiently stretching;
- If standards are staying level and appraisal objectives are not generally being met, it may be indicative of problems to come, possibly some objectives are unrealistic or staff development is not having the required effect;
- If standards are rising and appraisal objectives have been met, it suggests that appraisal is probably sufficiently robust.

Further questions can be asked:

- Are the objectives sufficiently demanding and precise enough to mean something?
- To what extent do the objectives correlate with the schools' key priorities?
- To what extent are the objectives themselves related to improved pupil outcomes or the quality of teaching?

This review may lead to the headteacher and leadership team being asked to improve the precision and ambition of the appraisal objectives set for the teaching staff, and/or the continuous professional development offered to staff (see question 5).

The governing board also needs to be clear that the system is being applied objectively and fairly to all members of the teaching staff. When receiving the headteacher's recommendations about pay, governing boards should ask for the information to be split on the basis of teacher characteristics, e.g. age, ethnicity and gender. The governing board needs to be aware of its responsibilities under Equalities legislation, and if it appears that an identifiable group (e.g. White British females) are being particularly advantaged or disadvantaged by pay decisions, further information and explanation should be requested. In secondary schools, the information should also be provided by department, e.g. physics and history, to ensure that all departments are applying the pay and appraisal policy consistently.

## Question 5:

### How effective is performance management in improving teaching and learning?

As well as evaluating staff performance against objectives, appraisal discussions must also consider the Continuing Professional Development (CPD) needs of staff and how these needs will be best met within the resources available. As well as objectives related to performance, staff should also be set personal development objectives.

Governors must make sure that there adequate time and resources are devoted to CPD at the school. When setting the budget, governors may want to request benchmarking information to ascertain what is an acceptable level of investment. Having allocated the budget, the impact of the expenditure on CPD needs to be assessed and reported.

The outcomes of the resulting CPD should be part of an annual report on performance management from the headteacher to the relevant committee or full governing board. In addition to recommendations on pay awards arising from annual appraisal, the headteacher should report key information relating to the impact of the performance management policy and teachers' training and development. This report should not just cover the outcomes of annual appraisals, but also the effectiveness of ongoing performance management and development of staff and how this relates to the outcomes for children.



Governing boards need to be convinced that the resources being allocated to CPD are having a positive effect on the quality of teaching and learning in the school. Here are some suggested questions which governors may want to ask:

- How much money is being spent on the full variety of CPD activities? Do we need to increase this?
- How much time is allocated for staff to engage in professional learning? Is time allocated for all staff, including non-teaching staff?
- Is this time sufficient, or so we need to plan to extend this?
- Do CPD activities have specific outcomes, including where possible pupil outcomes, associated with them? Is the impact of each activity being evaluated upon these outcomes?
- What is the programme of CPD activities for the year? How long is each CPD focus being sustained for – are these one off activities or long-term approaches?
- Is the school building on the expertise and skills of its own staff, and how is the school working with other schools, including Teaching School Alliances?
- How is the school ensuring that it is engaging with quality providers? Is it strategically comparing courses and consultancy on a national database (such as Good CPD Guide.com)?
- What steps is the school taking to ensure that up-to-date, evidence-based approaches to teaching are being actively sought and embedded?
- Is every member of staff (including non-teaching staff) being proactively supported in their career development?
- Are appraisal and mid-year reviews used with all staff to discuss specific development needs and set a personal development objective?
- Does every member of staff feel supported and constructively challenged? Do they feel trusted and valued?
- How are school leaders ensuring that top-down quality assurance processes aren't hindering a culture of professional learning?

For further information on consideration of CPD, if you are a member of NGA, see <http://www.nga.org.uk/Guidance/Finance-and-Staffing/Staffing/GM-Nov-Dec-14-20-21-The-Self-Improving-School-the.aspx>

NGA has produced questions for governors to ask on a range of issues: <http://www.nga.org.uk/Guidance/Holding-your-school-to-account/Monitoring-Performance/Knowing-Your-School.aspx>

If you are not a member, further details can be obtained here: <http://www.nga.org.uk/Membership.aspx>