



Professional Development Review (PDR) Policy

1. Introduction

At BHASVIC we are committed to professional development review to develop all staff, including senior post holders, to improve teaching and to raise standards of achievement for all learners. This policy covers all staff except those who are new to the College and therefore covered by procedures for induction and probation. It sets a framework for all staff to agree and review priorities and targets within the context of the College's development plan and their own professional needs.

2. Rationale

All members of staff should be encouraged and supported to achieve their potential through agreeing targets, undertaking development and having their performance assessed.

3. Roles

Professional development review is a shared responsibility. Professional development review involves both the reviewer and members of staff working together to ensure that targets are discussed and agreed; regular and objective feedback is given; adequate coaching, training and development is provided.

4. Responsibility for Reviews

The reviewer will normally be the member of staff's line manager. The Chairman of the Corporation will conduct the review of the Principal and the Clerk to the Corporation. The Principal will act as reviewer for other senior post holders.

All reviewers shall receive training on target setting and on conducting professional development reviews. No reviewer will be permitted to undertake this role without such training.

5. Timing of Reviews

The professional development review arrangements operate on a continuous one-year cycle. The cycle will fit in with the College's quality assurance cycle as illustrated in appendix 1. The review meeting and setting of targets will take place by 31 August of each year. Teaching staff will have a minimum of one lesson observation each year, normally in the autumn or spring term. There will be a mid-year review of targets. These will be completed by the end of February. The review of targets and the setting of new targets will complete the cycle during the following summer term. Professional development/ training needs will be passed to the Staff Development Officer and will be incorporated into the annual Staff Development Plan where appropriate.

6. Documenting Reviews

All members of staff will be issued with a Professional Development Review (PDR) portfolio which will be used to keep all paperwork connected with target setting, reviews and professional development. The Staff Development Officer will produce standard forms and guidelines and make these available on the Staff Intranet.

7. Professional Development Review Cycle

Professional development review is set in the context of the College's plans for development, taking into account the background of the local and national Learning and Skills Council priorities, national initiatives on improving teaching and learning and any recent OFSTED report for the College. Professional development review is an ongoing cycle, not an event, involving three stages of planning, monitoring performance and reviewing performance. The end of year review and Stage 1 will normally happen at the same time.

Stage 1: Planning:

Each member of staff will discuss and agree targets¹ with their reviewer and record these in an individual plan. Targets should be challenging but realistic and take account of a member of staff's job description and their existing skill and knowledge base. For teachers who are tutors, both roles should be included in the target setting.

At least three and no more than five targets should be agreed. Agreeing targets does not mean itemising every activity but picking out key expectations and yardsticks. The range of targets should match the nature of the job, including leadership or management areas as appropriate. Where someone has a wide range of managerial duties, targets might focus on specific areas of this work. Targets may be revised at any time during the professional development review cycle if there is agreement between the reviewer and the member of staff.

Where this takes place, all reference to targets in this policy shall be read as reference to revised targets. Teachers' targets will include student progress (for example using sixth form college benchmarks for retention and achievement) as well as ways of developing and improving their professional practice. Members of staff with management responsibilities will have targets relating to their additional responsibilities.

The following principles will be followed in discussing targets:

- The reviewer should ensure that the member of staff understands what his or her targets involve, is in a position to achieve them, knows what they need to do to achieve them and understands when and how they will be reviewed.
- Targets are clear and concise, are measurable and are time-bound.
- Targets focus on matters over which a member of staff has direct influence/control and take into account fully any wider socio-economic, cultural and other external influences.
- Targets for each member of staff should relate to the targets in the College's Strategic plan and any departmental or team plans, as well as his / her own professional development needs.

The reviewer should record the targets which will apply for the review period. These should be jointly agreed. If there are any differences of opinion about the targets, this should be referred up the line management chain for resolution.

Professional development opportunities are needed to support agreed targets, to develop strengths and address areas for development or professional growth. The development and training section of the individual plan will be used to record action.

Stage 2: Monitoring Progress:

The member of staff and reviewer will keep progress under active review throughout the year. They will discuss any supportive action needed and keep development plans up-to-date. A brief mid-year review meeting will take place during the first half of the spring term (ie by the end of February).

¹ Training on target setting and on conducting PDRs will be provided to all reviewers/line managers

The reviewer should consult the member of staff before seeking to obtain information, written or oral, relevant to the member of staff's performance from other people.

For teaching staff, a minimum of one lesson observation will take place each year. This may be supplemented by any fuller observation of whole or part lesson which is agreed to be useful for developmental purposes. The College policy and procedures for lesson observation will be followed.

Stage 3: Reviewing Performance:

The annual review of a member of staff's performance and professional development will use the recorded targets as a focus to discuss his/her achievements and to identify any developmental needs. It will be combined with agreeing targets for the following professional development review cycle.

The professional development review will involve:

- Reviewing, discussing and confirming targets
- For support staff, reviewing their job description and updating it if necessary
- Recognising strengths and achievements and taking account of factors outside the member of staff's control
- Confirming action agreed with the member of staff at the mid-year (and any other) reviews
- Identifying areas for development and how these will be met
- Recognising professional development needs
- Discussion about any individual or departmental action points arising from the most recent round of lesson and tutorial observations
- An opportunity for staff to discuss with their reviewer any issues they may have with their work-life balance, and in particular, any matters that are making their work stressful.
- Agreeing new clear targets for the following year.

The reviewer should evaluate the member of staff's overall performance and professional development, including an assessment of the extent to which targets have been met.

Good practice shows that the review statement should be written as soon as possible after the review, whilst the facts are still fresh in the reviewer's memory.

Within seven working days of the review meeting, the reviewer will complete the written review statement, recording the main points made at the review and the conclusions reached, including any identified development needs and activities. The reviewer will then give the statement to the member of staff. The member of staff may, within five working days of receiving the statement, add to it comments in writing. The member of staff should then sign and date the statement, take a copy for their own PDR file and pass it back immediately to their reviewer. The reviewer should take a copy of the form for their records and then send the completed, signed statement to the Personnel Department within fourteen working days of the original review date in a sealed envelope marked PRIVATE & CONFIDENTIAL.

On receipt of the completed statement, the Personnel Department will record that the review has been conducted and forward it to the line management chain to be read and countersigned prior to the form being filed on the member of staff's personnel file.

8. Access to outcomes

There will be three copies of the review statement – one held by the member of staff, one by the reviewer and the original form held on the member of staff's personnel file, to which their reviewer and line manager(s) could request access. The review statements will be kept on file for at least three years.

9. Links between pay, career stages and professional development review.

Probation/Induction – the final review meeting of the probation/induction period for new staff shall be used to agree targets and professional development opportunities as the first stage of the member of staff's subsequent professional development review cycle.

Information from the professional development review statement will be used to inform aspects of the pay structure for staff. In all cases, the most recent professional development review will be taken into account when making decisions concerning pay increases.

a) Teaching staff

- **Up to point 6 of the Sixth Form College's Teachers' pay spine** – Teachers can expect an annual increment² if they are performing satisfactorily. Decisions about annual increments will be made on the basis of the PDR which was conducted the previous summer. If this is satisfactory, the teacher will receive their increment in September.
- **Applying for the Professional Standards Payment (PSP)** – Teachers who are eligible to move to the PSP pay spine should fill out the application form provided by the College by 15 July in the year they reach point 6 of the main pay spine. The Principal will use evidence from the PDR in June/July to inform decisions on the PSP application. If successful, payment will be made from 1 September.
- **Movement up the performance pay spine and up the management pay spine** – Applications for movement up the PSP or management spines must be received by 15 July. Evidence from the PDR in June/July will be used to inform decisions about movement up the performance pay spine. If successful, payment will be made with effect from 1 September (subject to national agreement and funding).

b) Support staff

- **Movement up the mini-spine**– Members of support staff can expect an annual increment within their grade of the Support Staff pay spine (until they reach the top point) if they are performing satisfactorily. Evidence from the June/July PDR will be used to inform decisions about movement up the mini-spine, which if satisfactory, will take effect from 1 September.
- **Standards Payment for Support Staff** - Members of support staff can expect to receive the annual standards payment (subject to national agreement) if they are performing satisfactorily. Applications for the Standards Payment are normally made in November, following the June/July PDR. If this is satisfactory, the member of staff will normally receive the Standards Payment in December (subject to national agreement).
- **Support staff who have an additional contract as a Personal Tutor** – Members of support staff who also have a contract as a Personal Tutor can expect an annual increment within the Support Staff (Personal Tutor) pay spine (until they reach the top point) if they are performing satisfactorily. Evidence from the June/July PDR will be used to inform decisions about movement up this pay spine, which if satisfactory, will take effect from 1 September.

² Teachers whose FTE falls below 0.50 will receive an increment every two years. The average FTE from the previous academic year will be used in calculating whether or not an increment is due from that September.

10. Managing Underperformance

The professional development review meeting and statement do not form part of any formal disciplinary or capability procedures. However, if a member of staff is in the process of a disciplinary investigation, or has a current disciplinary warning in force or is in capability, then it is expected that this would be recorded in the PDR as a matter of fact. The PDR should never be used to raise matters about underperformance for the first time. These should be dealt with as and when they arise.

11. Confidentiality

The review statement is a personal and confidential document and should be kept in a secure place. The principles and provisions of the Data Protection Act 1998 should be followed at all times by those who have access to the document.

12. Appeal

Within five working days of receiving the review statement:

- Members of staff can record their dissatisfaction with aspects of their professional development review on their review statement. Where this cannot be resolved with the reviewer, they can raise their concerns with their reviewer's line manager³ (the review officer).
- The review officer will investigate the disagreement and take account of comments made by the jobholder. The review officer should conduct a review of the dissatisfaction within ten working days of referral. S/he may decide that the review statement should remain unchanged or may add any observations of his/her own. The review officer may decide, with the agreement of the person responsible for carrying out the initial review, to amend the review statement; or declare that the review statement is void and order a new review or part of the review to be repeated. Where a new review is ordered, a new reviewer shall be appointed by the review officer. Any new review or part review ordered should be conducted within a further fifteen working days.

13. Monitoring and evaluation of the policy

As a College committed to ensuring that individual members of staff, departments and the College continue to improve, the corporation and the Principal will check that effective and challenging targets are set, that all reviews are completed on time and the assessment of professional development review is consistently applied in the College.

All line managers have a responsibility to check the quality of PDRs and that targets are appropriate. Where there are concerns, these should be raised with the reviewer at the earliest opportunity.

This policy will be reviewed every three years.

Document History: Updated at HR Committee 09/06/04 & approve by the Corporation July 2004 Approved at Corporation July 2007

³ In the case of the Principal, he/she may raise concern with the Remuneration Committee. Other senior Postholders may raise concern with the Chairman of the Corporation.

Appendix 1

Cycle for Professional Development Review (including elements of Staff Development, Quality Assurance and Lesson Observation cycles)

June	<ul style="list-style-type: none"> ▪ College's Strategic Plan reviewed; strategic aims and objectives and annual operating priorities for following year identified ▪ Initial work on DRAPs, GRAPs and SARAPs, including departmental priorities for the following year (related to college priorities) and priorities for team training needs identified. ▪ PDR for all staff starts: review of targets and new target setting.
July	<ul style="list-style-type: none"> ▪ Draft Staff Development Plan produced ▪ First sections of DRAPs submitted to DMs for validation ▪ PDR for all staff continues: review of targets and new target setting
August	<ul style="list-style-type: none"> ▪ SARAPs submitted (mid August) ▪ SARAP meetings with Principal begin (late August) ▪ Exam results published ▪ PDR for all staff completed by end of month: review of targets and new target setting
September	<ul style="list-style-type: none"> ▪ Data sheets (results, value-added etc) from MIS to HoDs ▪ SARAP meetings with Principal concluded ▪ DRAPs and GRAPs submitted
October	<ul style="list-style-type: none"> ▪ DRAP and GRAP meetings with Principal take place ▪ Final Staff Development Plan (plus review of previous year) to HR committee ▪ College SAR written and submitted to LSC in draft form by 31 October
Nov to April	<ul style="list-style-type: none"> ▪ Lesson observation and feedback (including tutorial observation)
November	<ul style="list-style-type: none"> ▪ College SAR to Q&C committee for recommendation to Corporation
December	<ul style="list-style-type: none"> ▪ College SAR to Corporation for approval
January to February	<ul style="list-style-type: none"> ▪ Mid-year reviews for all staff (to be completed by end of February) ▪ Mid year reviews for DRAPs, GRAPs and SARAPs
May	<ul style="list-style-type: none"> ▪ Student surveys and focus groups ▪ Surveys and focus groups on support departments