



Policy No: 40. Staff – Self Evaluation Policy

Coordinator	Executive Operations Manager
Review Frequency	Annually
Policy First Issued	2014
Last Reviewed	Autumn Term 2016
Date policy considered by External HR Consultant	N/A
Date policy considered by External Solicitor	N/A
Agreed by Governors and adopted on	Due to be approved Jan 2018
Does this policy need to be agreed by Governors? If yes, which committee	Yes, Board of Governors
Due for Review	Autumn Term 2017
This policy is communicated by the following means:	
Governors	Governor consultation by email when policy reviewed and agreement
Staff	Policy folders on staff shared drive and in-house training
Parents	Academy website, Parent Evenings
Students	Academy website, assemblies, in lessons

Staff – Self Evaluation Policy

Rationale

One of our core values is that we are striving for excellence through continuous improvement. Self-evaluation is therefore essential to all our work at the UTC.

Strategic Development and Growth

The UTC has a Strategic Development Plan that links closely with the framework used by OFSTED in their evaluation process. Additionally, the UTC strategic development plan contains details of our growth strategy. The Strategic Development Plan is revised annually by the SLT in conjunction with the governing body and with the involvement of teachers and other staff.

The UTC has a self-evaluation framework that is updated termly and details our strengths and areas for improvement (SEF). Each subject and key area carries out an annual self-evaluation that forms part of our self-evaluation document. This forms the basis of a living action plan which informs the UTC Strategic Development Plan.

The senior leadership team; together with subject leaders monitor progress against annually revised targets in the strategic development plan through SLT meetings and our mentoring meetings. The Principal reports progress back to the governing body throughout the year.

Teaching and Learning

Evaluation of work experience, workshops and other employer led activities; lesson observations and learning walks form a key part of the evaluation of the quality of teaching and learning at the UTC. Line managers observe each teacher at least once a year and written feedback is given. This forms part of a wider programme of lesson evaluation, including paired and peer evaluation. Our Teaching & Learning Policy (T&L) provides details of our framework to improve the quality of Teaching & Learning.

Progress and Achievement

Individual teachers, subject leaders and the UTC regularly track the progress of students. Appropriate interventions are planned implemented to tackle any areas of underperformance. Each subject leader undertakes a detailed analysis of examination performance and this forms part of an annual UTC examinations analysis process. Strengths are recognized and celebrated and strategies for improvement area identified. Our system for tracking progress and analyzing performance is closely linked to external approaches to measuring performance, including RAISE, L3VA and the Data Dashboard.

Good practice in raising attainment is shared throughout the year as part of our in-house CPD programme. Teachers and subject leaders are supported in raising attainment through our four- weekly cycle of mentoring meetings. Our Assessment Recording and Reporting Policy (ARR) provides details our framework to track student progress and analyze performance.

Performance Management

Teaching & learning together with student progress & achievement are key elements of our performance management evaluation process. Additionally each member of staff has the

Staff – Self Evaluation Policy

opportunity to evaluate their work as part of our appraisal process as self-review is integral to this process. Outcomes for our appraisal process includes the identification of CPD needs for staff. These are reflected, according to our priorities in our Strategic Development Plan. Our In- house programme of CPD is tailored to meet some of these needs together with opportunities for external CPD. Additionally teacher and subject leaders are supported through our four weekly cycle of mentoring meetings.

Student and Parent Voice

We are committed to seeking the views of students and parents. Methods such as the Student Council, questionnaires, Parent Forum and Parent View are used to gain feedback.

Internal Quality Assurance

Teaching and Learning, Progress and Achievement and Performance Management are monitor by the Governing body throughout the year. This is achieved through standing items on governing meetings, together with a rolling programme to review different subjects and other key areas of the UTC. This evaluation feeds back into the UTC's strategic development plan.

External Quality Assurance

We welcome the opportunity to engage with other schools, and programmes (PIXL, Challenge Partners etc.) that can support us in quality assuring all aspects of the UTC.

Evaluation

This policy is reviewed annually.