

## PRS Training

Implementing performance management effectively can be a challenge, particularly when adopting the new regulations as well. For those managing reviewers, the task of overseeing the process can seem daunting. This concise and effective training day enables managers to get 'up to speed' on the performance management process and on training other reviewers in the school.

**PRS Training** is optional. If you wish to find out more, please indicate this on the order form below.

**PRS Training** is not included in the **PRS Toolkit**.

### Objectives of the training day

- To consider the principles of effective performance management.
- To get to know the new regulations.
- To address the tensions between the reviewer's role as colleague and friend and that of manager and judge.
- To produce an effective system for setting objectives across the school.
- To appreciate the importance of evidence

### Pricing

The **PRS Toolkit** is available as follows (all prices exclude VAT):

#### Primary/special schools

Number of reviewers	1-5	6	7	8	9+
Price	£245	£285	£325	£365	£405

#### Secondary/middle schools

Number of reviewers	1-10	11	12	13	14	15	16+
Price	£445	£485	£525	£565	£605	£645	£685

### Order form

Type of school:  Primary/special  Secondary/middle

Total number of reviewers in your school who will use the **PRS Toolkit**:

+VAT@17.5%  Total £

We would be interested in receiving **PRS Training**. Please contact me with further details.

#### PLEASE COMPLETE IN BLOCK CAPITALS

Name ..... Tel .....

School ..... Email .....

Address ..... Order no.....

..... Signature.....

Postcode.....

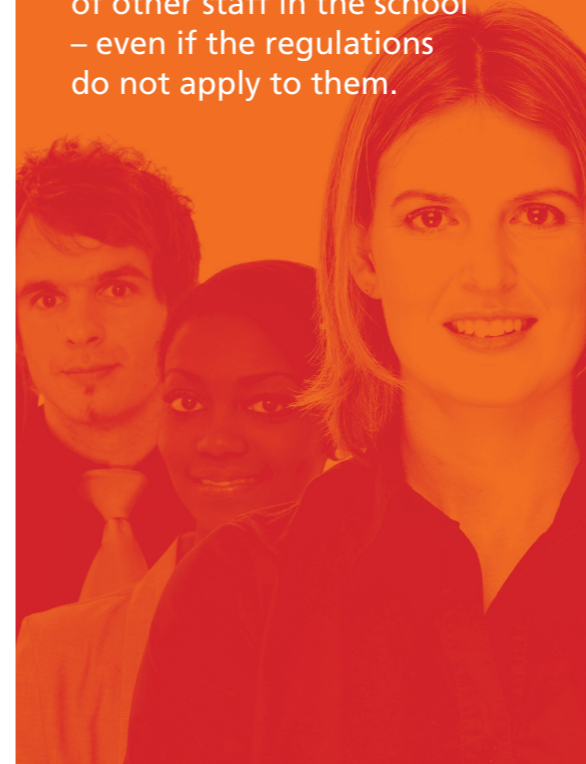
Fax back on  
**01223 363601**

A//ETC/PRS\_order\_form

etc

### Ethical Training and Consultancy led by Ian Draper

The Education (School Teacher Performance Management) (England) Regulations 2006 directly link teachers' performance with their eligibility for pay increases. The *Professional Reviewer Status (PRS) Toolkit* provides support for those charged with conducting reviews, giving everyone the confidence to be sure that decisions are sound and consistent. The *PRS Toolkit* also includes guidance and a validation process for reviewers of other staff in the school – even if the regulations do not apply to them.



# Validating Performance Management Reviewers

## Using the *PRS Toolkit*



### The *PRS Toolkit* includes:

- **PRS Assessment** – An online system for assessing and validating reviewers for use in school.
- **PRS Resources** – A comprehensive guide packed with practical advice to assist all those involved in performance management (ie governors, headteachers, reviewers, teachers and support staff).

An optional training day concentrating on the management of reviewers and the coordination of the review process is also available on request.

## PRS Assessment

The **PRS Toolkit** includes use of an online assessment system for the validation of reviewers within your school. Schools can use this to ensure that:

- reviewers are aware of their new responsibilities
- reviewers are confident that they have the appropriate skills and knowledge to perform reviews
- reviewers are capable of making sound judgements
- staff experience consistent and fair performance management in line with the school's performance management policy.

An appropriate senior colleague can award Professional Reviewer Status (PRS) to individual school-validated reviewers. Schools can also use the system to identify any areas in which reviewers would benefit from support.

The assessment system has versions for both reviewers of teachers and those reviewing other members of staff. Administered via a simple online interface, the assessment is in three parts, outlined below.



*A straightforward, easy-to-use method*

### Part 1: Knowledge test

This assesses the reviewer's knowledge of their obligations.

Reviewers who do not pass this assessment are directed to the relevant section of the resource material (see opposite) so that they can address the gaps in their knowledge.

### Part 2: Personal skills review

Reviewers undertake a self-assessment of their confidence in the skills and knowledge needed to conduct effective reviews. They also write a short action plan which addresses any areas they identify as a potential cause for concern.

An appropriate senior colleague confirms the outcome of the assessment once they are satisfied that it is a realistic reflection of the reviewer's capabilities and that the reviewer's action plan is robust.

### Part 3: Judgement test

Reviewers are presented with a case study of a member of staff who is undergoing performance management review. In the first part of the assessment, the reviewers suggest action steps, performance criteria and suitable evidence relating to SMART objectives for the member of staff. In the second part of the assessment, reviewers are then provided with a set of evidence relating to the staff member's performance, including outcomes of a recent observation and colleague testimony. They are asked to make a judgement about whether or not the member of staff achieved their objectives.

An appropriate senior colleague is provided with a set of model answers. They must confirm that they are satisfied that the reviewer's judgements meet the expectations and standards of the school.



## PRS Resources

A comprehensive set of guidance material for everyone involved in performance management is provided online and on CD-ROM. These convenient digital formats help to make disseminating information as simple as possible. The contents of the resource are listed below:

### Overview

- Requirements
- What is the cycle?
- Who is it for?
- Why is it needed?
- Standards
- Pay scales
- Special cases
- Continuing professional development
- Timescale
- Informing staff
- Support staff

### Governors

- Role
- Performance management policy
- Classroom observation protocol
- Pay policy
- CPD policy
- Fairness and consistency
- Anti-discrimination legislation
- Reviewing the headteacher
- Appeals

### Reviewers of teachers

- Role
- The planning meeting
- Objectives
- Evidence
- Performance criteria
- CPD
- Recording
- After the planning meeting
- Ongoing monitoring
- Classroom observation
- Revisions
- The review meeting
- Making pay recommendations

### Teachers

- Role
- Rationale
- The planning meeting
- Objectives
- Performance criteria
- Evidence
- CPD and CPD portfolios
- Recording
- After the planning meeting
- Ongoing monitoring
- Classroom observation
- Revisions
- The review meeting
- Receiving pay recommendations
- Complaints
- Using reviews

### Heads

- Role
- Audit of the current situation
- School improvement
- Support staff performance management
- Engaging staff
- Job descriptions
- Evidence protocol
- Fixing performance criteria
- Appointing reviewers
- Complaints
- Monitoring plans
- Pay recommendations
- Monitoring reviewers
- Access to statements
- Headteacher's report
- Your own review

### Reviewers of support staff

- Role
- Engaging staff
- The planning meeting
- Objectives
- Evidence
- Performance criteria
- CPD
- Recording
- After the planning meeting
- Ongoing monitoring
- Classroom observation
- Revisions
- The review meeting

### Support staff

- Role
- Rationale
- The planning meeting
- Objectives
- Performance criteria
- Evidence
- CPD and CPD portfolios
- Recording
- After the planning meeting
- Ongoing monitoring
- Classroom observation
- Revisions
- The review meeting
- Complaints
- Using reviews