

Performance Management Policy

St Ethelwold's VA School



Approved by: [Name]

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1. Introduction

In this school we are committed to performance management to develop all staff, improve teaching and to raise standards of achievement for all children. The Performance Management Policy based on the Performance Management system that came into statutory force in September 2000; The National Teacher Standards that came into statutory force in September 2012 and Model Policy for Appraising Teacher Performance (NAHT/NUT/ATL). This policy applies to the headteacher and all teachers employed at the school except teachers on contracts of less than one term and those in their induction year (i.e. NQTs) or teachers on capability procedures. Although not statutory, the school will also appraise the work of teaching assistants in recognition of the vital role they play in raising and maintaining pupil and school standards. It sets a framework for all staff to agree and review priorities and objectives within the context of the school's development plan and their own professional needs.

2. Rationale

Performance management means a shared commitment to high performance. It is intended to be a supportive and developmental process designed to ensure that all teachers have the skills and support they need to carry out their role effectively. It helps to focus attention on more effective teaching and monitoring to raise the quality of teaching and to benefit pupils, teachers and the school. It means providing appropriate and effective personal training and development to ensure job satisfaction, a high level of expertise and progression of staff in their chosen profession.

The appraisal procedure will also be used to address any concerns that are raised about a teacher's performance. If concerns are such that they cannot be resolved through the appraisal process, there will be consideration of whether to commence the capability procedure

We will implement our performance management arrangements on the basis of:

- i. Fairness. We all need to be aware of the potential for unconscious discrimination and to avoid assumptions about individuals based on stereotypes; and
- ii. Equal Opportunity. All teachers should be encouraged and supported to achieve their potential through agreeing objectives, undertaking development and having their performance assessed.

3. Roles

Performance management is a shared responsibility. The Governing Body has a strategic role in agreeing the school's performance management policy, ensuring that performance of teachers at the school is reviewed and for monitoring the Performance Management process. The head teacher is responsible for implementing the school's performance management policy and ensuring that performance management reviews take place.

The choice of appraiser is for the head teacher. Where teachers have an objection to the head teacher's choice, their concerns will be carefully considered and, where possible, an alternative appraiser will be offered. All appraisers appointed by the head teacher will be qualified teachers and will have current or recent teaching experience.

Where it becomes apparent that the appraiser appointed by the head teacher will be absent for the majority of the appraisal cycle, the head teacher may perform those duties herself/himself or delegate those duties to another teacher for the duration of that absence.

If the head teacher appoints an appraiser who is not the teacher's line manager, the appraiser to whom she/he delegates those duties will have an appropriate position in the staffing structure, together with the necessary background knowledge, skills and training to undertake the role.

Where a teacher is experiencing difficulties and the head teacher is not the appraiser, the head teacher may undertake the role of appraiser. See also section on Teachers Experiencing Difficulties.

4. Responsibility for Reviews

We have carefully considered the practical arrangements for performance management in the school. We have appointed three governors to carry out the head's performance management review. The head has decided who shall act as team leader for each teacher on the basis of responsibilities for learning in the school. In doing this, the head has delegated responsibility to an appropriate team leader to ensure that each reviewer is responsible for a limited number of reviews.

5. Timing of Reviews

The appraisal period will run for twelve months normally from October to September.

The one year performance management cycle links with our planning for school management and target-setting. The Governing Body needs to ensure that objectives have been agreed or set for the head by the end of December.

Our timetable is shown below:

(a) Objectives are set in the second half of the summer term or first half of the autumn term.

This enables whole school assessments to be used for PM review of pupil progress and for new targets to be based on the latest data available.

This timescale also allows PM to inform the priorities of the SIP and CPD programme for the academic year.

(b) .Monitoring and Feedback

The staffing and organisational structure of the school is such that PM monitoring and feedback should form part of the normal process of school self-review and quality assurance without undue additional arrangements.

The teacher and team leader will keep progress under active review throughout the year using classroom observation and well established monitoring procedures, including;

- joint planning/evaluation arrangements
- quality assurance systems
- on-going and summative assessments of pupils
- regular team meetings (usually once a fortnight)

A more formal review of progress may be held mid-way through the academic year (Spring Term) if felt necessary with the final review as detailed above in (a).

(b) Formal Reviews

Formal reviews will take into account all the evidence gathered throughout the year as well as any provided by the teacher. At the same meeting new objectives can be set and future professional development activities identified. These will comprise a new individual plan for each teacher.

6. Performance Management Cycle

Performance Management is set in the context of our school's plans for development, against the background of the local education development plan (EDP), national and local initiatives on improving teaching and any recent OFSTED report for the school.

Performance Management is an ongoing cycle, not an event, involving 3 stages of planning, monitoring performance and reviewing performance. The end of year review and Stage 1 may happen at the same time.

Stage 1: Planning - Each teacher will discuss and agree a minimum of three and a maximum of six objectives with their appraiser and record these in an individual plan (an example of a blank individual plan is attached). Objectives should be challenging but realistic, should relate to National Teacher/TA

Standards and take account of the appraisee's job description, experience and their existing skill and knowledge base.

Teacher objectives will cover pupil progress as well as ways of developing and improving teachers' professional practice. School leaders will also have objectives relating to their additional responsibilities. The head's objectives will cover school leadership and management as well as pupil progress.

We will follow the following principles in discussing objectives:

- the appraiser should ensure that the teacher understands what his or her objectives 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;
- objectives are written clearly and concisely and are measurable;
- objectives focus on issues/matters over which a teacher has direct influence/control and take into account fully the wider socio-economic, cultural and other external influences on pupils; and
- objectives should relate to those in the school development plan and any departmental or team plans, as well as to the teacher's own professional needs.

The appraiser should record the objectives, which will apply for the review period. These should be jointly agreed if possible. If there are any differences of opinion about the objectives the teacher may add comments to the written record of objectives. Should the objectives not be agreed, the final decision on allocation of objectives rests with the head teacher.

If the head and the governing body representatives are unable to agree objectives, the governors appointed to review the performance of the head should set and record the objectives. The head may add comments to the written record of objectives.

If professional development opportunities are needed to support agreed objectives, they should be recorded on the development page of the individual plan.

Stage 2: Monitoring Progress - The teacher and appraiser will keep progress under active review throughout the year using classroom observation and well established monitoring procedures, including;

- joint planning/evaluation arrangements
- quality assurance systems
- on-going and summative assessments of pupils
- regular team meetings (usually once a fortnight)

They will discuss any supportive action needed and keep development plans up-to-date.

The appraiser may seek information, written or oral, relevant to the teacher's performance from other people i.e. subject leader, headteacher monitoring etc. In such cases they should consult the teacher concerned.

For the purposes of appraisal, teachers' performance will be observed on an appropriate and reasonable number of occasions and will, as far as possible, be agreed by the appraiser with the appraisee. The number and duration of appraisal observations will be in accordance with the school's observation protocol, which includes provision for exceptional circumstances where concerns have been raised about a teacher's performance, or where the teacher requests additional observation visits.

Head teachers or other leaders with responsibility for learning and teaching standards may "drop in" or undertake other observations to evaluate the standards of teaching and learning and to ensure that high standards of professional performance are established and maintained. The length and frequency of "drop in" or other observations, and the notice to be given, will vary depending on specific circumstances but will be in accordance with the school's classroom observation and drop-in policy.

Teachers (including the head teacher) whose posts have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed

In planning observation, we will follow these principles:

- successful observation requires preparation and training, and a clear understanding on the part of the teacher and appraiser of its purpose;
- the nature of the observation will depend on its purpose;
- it is important that the observer ensures that the lesson proceeds in as normal an atmosphere as possible;
- full, constructive and timely feedback offers an opportunity to discuss what went well, what might be done better or differently next time. When giving feedback, the team leader should take into account the range of activities carried out by the teacher and the time spent on each activity.

We will use the agreed proforma for observations as attached. Copies should be kept by the teacher and appraiser.

It is recommended that all teachers self assess their performance against the National Teacher Standards and maintain an up to date portfolio of evidence in order to inform the performance management process and keep the need for lesson observation to a minimum.

Stage 3: Reviewing Performance: The annual review of the teacher's performance will use the recorded objectives as a focus to discuss his/her achievements and identify any development needs. It will be combined with agreeing objectives for the following performance management cycle.

The focus of the review is on how to raise performance and improve effectiveness. It will involve:

- Reviewing, discussing and confirming the teacher's essential tasks and objectives;
- Recognising strengths and achievements and taking account of factors outside the teacher's control;
- Confirming action agreed with the teacher at other reviews;
- Identifying areas for development and how these will be met;
- Recognising personal development needs; and
- Agreeing new clear objectives and completing an individual plan for the year ahead.

The Performance Manager will evaluate the teacher's overall performance, including an assessment of the extent to which objectives have been met, and the teacher's contribution to the life of the school during the review period. It will take account of the stage the teacher is at in his or her career e.g. main scale, post threshold teacher, senior manager etc.

Within 10 days of the review meeting, the appraiser will prepare a written review statement recording the main points made at the review and the conclusions reached, including any identified development needs and activities recorded in a separate annex (but forming part of) the review statement. Once written, the appraiser will give the teacher a copy of the statement. The teacher may within 10 days of first having access to the statement, add to it comments in writing. The review statement will be written as soon as possible after the review, whilst the facts are still fresh in the team leader's memory.

Induction - the final review meeting of the induction period can be used to agree objectives and professional development opportunities as the first stage of the teacher's subsequent performance management cycle.

7. Links between pay, career stages and performance management.

- Subject to successful Performance Management Review teachers can expect an annual pay progression throughout the main scale.
- Appraisers may recommend double increments for exceptional performance.
- Pay recommendations need to be made by 31 October for teachers.
- Pay recommendations need to be made by 31 December for head teachers.
- Unsuccessful performance may result in the loss of an annual increment or further action.

8. Managing Weak Performance

When dealing with a teacher experiencing difficulties, the objective is to provide support and guidance through the appraisal process in such a way that the teacher's performance improves and the problem is, therefore, resolved.

Where it is apparent that a teacher's personal circumstances are leading to difficulties at school, support will be offered as soon as possible, without waiting for the formal annual assessment.

If an appraiser identifies through the appraisal process, or via other sources of information, for example parental complaints, that the difficulties experienced by a teacher are such that, if not rectified, could lead to capability procedures the appraiser, the head teacher, or a member of the leadership team, will, as part of the appraisal process meet the teacher to:

- give clear written feedback to the teacher about the nature and seriousness of the concerns;
- give the teacher the opportunity to comment on and discuss the concerns;
- give the teacher at least 5 working days' notice that a meeting will be held to discuss targets for improvement alongside a programme of support, and inform the teacher that he/she has the right to be assisted by a representative of an independent trade union or work place colleague, and at any future meetings where capability will be discussed;
- in consultation with the teacher at the above meeting, an action plan with support will be established (for example coaching, training, in-class support, mentoring, structured observations, visits to other classes or schools or discussions with advisory teachers), that will help address those specific concerns;
- make clear how progress will be monitored and when it will be reviewed;
- explain the implications and process if no – or insufficient – improvement is made.

The teacher's progress will continue to be monitored as part of the appraisal process and a reasonable time given for the teacher's performance to improve. This will depend upon the circumstances, but will normally be for a period of six weeks, with appropriate support as agreed in the Action Plan, in order that the aim of recovering and improving performance can be achieved. During this monitoring period the teacher will be given regular feedback on progress and arrangements will be made to modify the support programme if appropriate.

If sufficient progress is made such that the teacher is performing at a level that indicates there is no longer a possibility of capability procedures being invoked the teacher should be informed of this at a formal meeting with the appraiser or head teacher. Following this meeting the appraisal process will continue as normal.

If no, or insufficient, improvement has been made over this period, the teacher will be invited to a transition meeting to determine whether formal capability proceedings need to be commenced or the appraisal process remains in place. The teacher may be assisted by a trade union representative or work colleague and will have at least 5 working days notice of the meeting.

The review meeting and review statement do not form part of any formal disciplinary or capability procedures. However, relevant information from review statements may be taken into account by those who have access to them in making decisions and in advising those responsible for taking decisions, or making recommendations about performance, pay, promotion, dismissal or disciplinary matters.

Good management, with clear expectations and appropriate support, will go a long way towards identifying and handling weaknesses in performance.

9. Confidentiality

The individual plan and the review statement are personal and confidential documents and will be kept in a secure place. The principles and provisions of the Data Protection Act 1998 will be followed at all times by those who have access to the documents.

10. Access to outcomes

There will only be two copies of the review statement - one held by the teacher and another held by the head on a central file, to which the team leader or Governors responsible for making decisions regarding pay could request access. A copy of the head's review statement should go to the Chair of Governors.

Information about performance reviews should be made available as listed below:

- the head should ensure that individual training and development needs are reflected in the school development plan and the programme for professional development;
- the head should ensure that training and development needs from the review statement are given to the person responsible for training and development at the school;
- the head should report annually to the governing body on performance management in the school, including the effectiveness of the performance management procedures in the school, and the training and development needs of teachers; and
- the CEO can request from the Chair of Governors a summary of the performance assessment section of the head's review statement.

The head should keep review statements for at least three years.

11. Complaints

The Review: Within 10 days of receiving the review statement:

Teachers can record their dissatisfaction with aspects of the review on the review statement. Where these cannot be resolved with the team leader, they can raise their concerns with the head. Where the head is the appraiser, the teacher can raise the issue with the Chair of Governors.

Head teachers can record their dissatisfaction with aspects of the review on the review statement. Where these cannot be resolved with the appointed governors, they can raise their concerns with the Chair of Governors. Where the Chair of Governors has been involved in the review process, the governing body should appoint one or more governors who have not participated in the head's review to act as review officer. No governor who is a teacher or staff member can be involved in performance review.

The review officer (who could be the head, the Chair of Governors or the governors appointed by the governing body) will investigate the complaint and take account of comments made by the job holder. The review officer should conduct a review of the complaint within 10 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, or in the head's case all the appointed governors, 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 new governors will be appointed to carry out the review of the headteacher. For teachers, the headteacher will appoint a new team leader. Any new review or part review ordered should be conducted within a further 15 days.

12. Evaluation of the policy

The head shall provide an annual report to the Governing Body on how effective the performance management procedures have been.

The Governing Body and the headteacher will check that effective and challenging objectives are set; that all reviews are completed on time and the assessment of performance is consistently applied in the school. We will evaluate the effectiveness of the policy in helping to improve standards of teaching and learning.

As part of our ongoing commitment and only after consultation, the Governing Body and the headteacher will update and amend the documentation and the process as required to ensure that the policy is up-to-date.

Lesson Observation: Guidance.

1. The teacher plans effectively and sets clear objectives that are understood.

- a) Objectives are communicated clearly at the start of the lesson.
- b) Materials are ready.
- c) There is a good structure to the lesson.
- d) The lesson is reviewed at the end.
- e) The learning needs of vulnerable groups are incorporated with the teacher's planning.

2. The teacher shows good subject knowledge and understanding.

- a) Teacher has a thorough knowledge of the subject content covered in the lesson.
- b) Subject material was appropriate for the lesson.
- c) Knowledge is made relevant and interesting for pupils.

3. The teaching methods used enable all pupils to learn effectively.

- a) The lesson is linked to previous teaching or learning.
- b) The ideas and experiences of pupils are drawn upon.
- c) A variety of activities and questioning techniques is used.
- d) Instructions and explanations are clear and specific.
- e) The teacher involves all pupils, listens to them and responds appropriately
- f) High standards of effort, accuracy and presentation are encouraged.
- g) Appropriate methods of differentiation are used.

4. Pupils are well managed and high standards of behaviour are insisted upon.

- a) Pupils are praised regularly for their good effort and achievement.
- b) Prompt action is taken to address poor behaviour.
- c) All pupils are treated fairly, with an equal emphasis on the work of boys and girls, and all ability groups.

5. Pupils' work is assessed thoroughly.

- a) Pupil understanding is assessed throughout the lesson by the use of the teacher's questions
- b) Mistakes and misconceptions are recognised by the teacher and used constructively to facilitate learning.
- c) Pupil's written work is assessed regularly and accurately.

6. Pupils achieve productive outcomes.

- a) Pupils remain fully engaged throughout the lesson and make progress in the lesson.
- b) Pupils understand what work is expected of them during the lesson.
- c) The pupil outcomes of the lesson are consistent with the objectives set at the beginning.
- d) The teacher and pupils work at a good pace.

7. The teacher makes effective use of time and resources.

- a) Time is well utilised and the learning is maintained for the full time available.
- b) A good pace is maintained throughout the lesson.
- c) Good use is made of any support available e.g. learning assistants and older pupils.
- d) Appropriate learning resources are used, e.g. ICT

8. Homework is used effectively to reinforce and extend learning.

- a) Homework is set if appropriate.
- b) The learning objectives are explicit and relate to the work in progress.
- c) Homework is followed up if it has been set previously.

These areas will all be relevant to threshold assessment and progression, especially knowledge and understanding (2); teaching and assessment (1, 3, 4, 5, 7 and 8); pupil progress (6) and professional characteristics (1, 3, 4 and 5).

St Ethelwold's VA School

Criteria for the Award of Additional Performance Points

The following offers guidance on performance criteria when considering the award of additional performance points.

'The main source of evidence will normally be the review of teacher's performance carried out under the appraisal arrangements in place. Other verifiable evidence may also be taken into account and teachers can submit additional evidence if they wish.' (School Teachers' Pay and Conditions of Employment)

'Performance reviews will form part of the evidence which schools can use to make decisions about awarding performance pay points to eligible teachers.' (Performance Management Policy 2000)

For post-threshold teachers there must be evidence of **'sustained and substantial performance and contribution to the school.** The Government would expect performance and contribution to the school to show a **greater breadth and depth than is indicated by the threshold standards themselves**'. School Teachers' Pay and Conditions of Employment)

Evidence of sustained and substantial performance and a wider contribution to the school may comprise:

A. Main sources of evidence

- Consistently achieving and even exceeding challenging targets set out in an individual performance management plan, for pupil progress, professional development and leadership, verified with evidence during the performance management review process.
- Substantial progress demonstrated towards achievement of challenging targets set out in an individual performance management plan, verified with evidence during the performance management review process.
- Leading or making a substantial contribution towards the successful development of a key area of the School Improvement Plan.
- Leading staff through significant professional development activity that makes a measurable impact on provision, practice, or pupil progress, verified with evidence (Subject Leader File).

B. Other verifiable sources of evidence

- Consistently effective classroom practice leading to pupil progress beyond that which the school should normally expect, demonstrable through Quality Assurance systems and Cohort Tracking of pupil performance and progress.
- Consistently achieving and often exceeding the Teacher Standards and subject leadership and the school's Quality Indicators.
- The successful implementation of ambitious subject development plans; including monitoring and evaluation of standards and provision, and actions resulting in improvements to teaching and learning.
- The organisation of and involvement in successful curriculum enrichment activities beyond the class for which the teacher has personal responsibility.
- The organisation of and involvement in successful extra-curricular activities beyond the class for which the teacher has personal responsibility. (Note: This should not be an expectation, but should be taken into consideration for those who play a leading part.)

C. Additional evidence submitted (voluntary)

Note: A post threshold teacher may not fulfil all criteria but still qualify for additional points if deemed to fulfil most, whilst making continued and substantial progress towards others.