

## **Performance Management Policy**

### **Philosophy**

**The policy applies to the head teacher and to all staff employed by the school except staff on contracts of less than one term, those undergoing induction (eg NQTs) and those who are the subject of capability procedures.**

(NB. Text in **bold** is required by regulation.)

### **Aims**

This policy sets out the framework for a clear and consistent assessment of the overall performance of staff **and for supporting their development needs within the context of the school's improvement plan and their own professional needs. Where staff are eligible for pay progression, the assessment of performance throughout the cycle against the performance criteria specified in the statement will be the basis on which the recommendation is made by the reviewer. Recommendations do not guarantee pay progression and are not the sole basis for agreeing pay rises.**

#### **LINKS TO SCHOOL IMPROVEMENT, SCHOOL SELF EVALUATION AND SCHOOL DEVELOPMENT PLANNING**

To comply with the requirement to show how **the arrangements for performance management link with those for school improvement, school self-evaluation and school development planning** and to minimise workload and bureaucracy the performance management process will be the main source of information as appropriate for school self-evaluation and the wider school improvement process.

Similarly, the school improvement and development plan and the school's self evaluation form are key documents for the performance management process.

All reviewers are expected to explore the alignment of reviewees' objectives with the school's priorities and plans. The objectives should also reflect reviewees' professional aspirations.

#### **CONSISTENCY OF TREATMENT AND FAIRNESS**

The Governing Body is committed to ensuring consistency of treatment and fairness in the operation of performance management.

To ensure this the following provisions are made in relation to moderation, quality assurance and objective setting.

### **Quality assurance**

The head teacher has determined that she will **delegate the reviewer role for some or all of the staff for whom she is not the line manager. In these circumstances the head teacher will sample statements to check that the plans recorded in the statements of staff at the school:**

- **are consistent between those who have similar experience and similar levels of responsibility;**
- **comply with the school's performance management policy, the regulations and the requirements of equality legislation**

The Governing Body will choose not to quality assure the planning statement but will review the quality assurance processes when the performance policy is reviewed.

### **OBJECTIVE SETTING**

The objectives set will be rigorous, challenging, achievable, time-bound, fair and equitable in relation to staff with similar roles/responsibilities and experience, **and will have regard to what can reasonably be expected of any member of staff in that position given the desirability of the reviewee being able to achieve a satisfactory balance between the time required to discharge his professional duties and the time required to pursue his personal interests outside work**, consistent with the school's strategy for bringing downward pressure on working hours. **They shall also take account of the member of staff's career aspirations and any relevant pay progression criteria. For the staff only, objectives set should be such that, if they are achieved, they will contribute to improving the progress of pupils at the school.**

The reviewer and reviewee will seek to agree the objectives but **where a joint determination cannot be made the reviewer will make the determination.**

In this school staff and support staff, including the head teacher, will not necessarily all have the same number of objectives but most staff will have a minimum of three objectives. Teaching staff only must have three objectives, in addition, staff on the UPS scale will have a fourth mentoring or coaching target.

Though performance management is an assessment of overall performance of a member of staff and the head teacher, objectives cannot cover the full range of a member of staff's roles/responsibilities. Objectives will, therefore, focus on the priorities for an individual for the cycle. At the review stage it will be assumed that those aspects of a member of staff's roles/responsibilities not covered by the objectives or any amendment to the statement which may have been necessary in accordance with the provisions of the regulations, have been carried

out satisfactorily.

### **Reviewing Progress**

At the end of the cycle assessment of performance against an objective will be on the basis of the performance criteria set at the beginning of the cycle. Good progress towards the achievement of a challenging objective, even if the performance criteria have not been met in full, will be assessed favourably.

The reviewee will be expected to provide a range of evidence to assist in the judgment of their performance.

### **APPEALS**

**At specified points in the performance management process member of staff and head staff have a right of appeal against any of the entries in their planning and review statements.** Where a reviewee wishes to appeal on the basis of more than one entry this would constitute one appeal hearing. Details of the appeals process are covered in the school's pay policy.

### **CONFIDENTIALITY**

The whole performance management process and the statements generated under it, in particular, will be treated with strict confidentiality at all times. Only the reviewee's line manager or, where s/he has more than one, each of her/his line managers will be provided with access to the reviewee's plan recorded in her/his statement, upon request, where this is necessary to enable the line manager to discharge her/his line management responsibilities. Reviewees will be told who has requested and has been granted access.

### **TRAINING AND SUPPORT**

The school's CPD programme will be informed by the training and development needs identified in the training annex of the reviewees' planning and review statements. The governing body will ensure in the budget planning that, as far as possible, appropriate resources are made available in the school budget for any training and support agreed for reviewees. An account of the training and development needs of staff in general, will form a part of the head teacher's annual report to the governing body about the operation of the performance management in the school.

With regard to the provision of CPD in the case of competing demands on the school budget, a decision on relative priority will be taken with regard to the extent to which: (a) the CPD identified is essential for a reviewee to meet their objectives; and (b) the extent to which the training and support will help the school to achieve its priorities. The school's priorities will have precedence. The reviewee should not be held accountable for failing to make good progress towards meeting their performance criteria where the support recorded in the planning statement has not been

provided.

## **APPOINTMENT OF REVIEWERS FOR THE HEAD TEACHER**

**Appointment of Governors** This policy sets out the framework for a clear and consistent assessment of the overall performance of staff and the head teacher **and for supporting their development needs within the context of the school's improvement plan and their own professional needs. Where staff are eligible for pay progression, the assessment of performance throughout the cycle against the performance criteria specified in the statement will be the basis on which the recommendation is made by the reviewer. A recommendation does not guarantee that a pay progression will be agreed and is not the only basis for making this judgement.**

## **LINKS TO SCHOOL IMPROVEMENT, SCHOOL SELF EVALUATION AND SCHOOL DEVELOPMENT PLANNING**

To comply with the requirement to show how **the arrangements for performance management link with those for school improvement, school self-evaluation and school development planning** and to minimise workload and bureaucracy the performance management process will be the main source of information as appropriate for school self-evaluation and the wider school improvement process.

Similarly, the school improvement and development plan and the school's self evaluation form are key documents for the performance management process.

All reviewers are expected to explore the alignment of reviewees' objectives with the school's priorities and plans. The objectives should also reflect reviewees' professional aspirations.

## **CONSISTENCY OF TREATMENT AND FAIRNESS**

The Governing Body is committed to ensuring consistency of treatment and fairness in the operation of performance management.

To ensure this the following provisions are made in relation to moderation, quality assurance and objective setting.

### **Quality assurance**

The head teacher has determined that she will **delegate the reviewer role for some or all of the members of staff for whom she is not the line manager. In these circumstances the head teacher will sample statements to check that the plans recorded in the statements of staff at the school:**

- **are consistent between those who have similar experience and similar levels of responsibility;**
- **comply with the school's performance management policy, the regulations and the requirements of equality legislation**

The Governing Body will choose not to quality assure the planning statement but will review the quality assurance processes when the performance policy is reviewed.

### **OBJECTIVE SETTING**

The objectives set will be rigorous, challenging, achievable, time-bound, fair and equitable in relation to members of staff with similar roles/responsibilities and experience, **and will have regard to what can reasonably be expected of any reviewee in that position given the desirability of the reviewee being able to achieve a satisfactory balance between the time required to discharge his professional duties and the time required to pursue his personal interests outside work**, consistent with the school's strategy for bringing downward pressure on working hours. **They shall also take account of the member of staff's career aspirations and any relevant pay progression criteria. In addition, for staff, objectives should be such that, if they are achieved, they will contribute to improving the progress of pupils at the school.**

The reviewer and reviewee will seek to agree the objectives but **where a joint determination cannot be made the reviewer will make the determination.**

In this school, members of staff, including the head teacher, will not necessarily all have the same number of objectives but most members of staff will have a minimum of three objectives. Teaching staff must have three objectives, in addition, staff on the UPS will have a fourth mentoring or coaching targets.

Though performance management is an assessment of overall performance of members of staff and the head teacher, objectives cannot cover the full range of a reviewee's roles/responsibilities. Objectives will, therefore, focus on the priorities for an individual for the cycle. At the review stage

it will be assumed that those aspects of a reviewee's roles/responsibilities not covered by the objectives or any amendment to the statement which may have been necessary in accordance with the provisions of the regulations have been carried out satisfactorily.

### **Reviewing Progress**

At the end of the cycle assessment of performance against an objective will be on the basis of the performance criteria set at the beginning of the cycle. Good progress towards the achievement of a challenging objective, even if the performance criteria have not been met in full, will be assessed favourably.

The performance management cycle is annual, but on occasions it may be appropriate to set objectives that will cover a period over more than one cycle. In such cases, the basis on which the progress being made towards meeting the performance criteria for the objective will be assessed at the end of the first cycle and will be recorded in the planning and review statement at the beginning of the cycle.

### **APPEALS**

**At specified points in the performance management process all reviewees and head staff, have a right of appeal against any of the entries in their planning and review statements.** Where a reviewee wishes to appeal on the basis of more than one entry this would constitute one appeal hearing.

Details of the appeals process are covered in the school's pay policy.

### **CONFIDENTIALITY**

The whole performance management process and the statements generated under it, in particular, will be treated with strict confidentiality at all times. Only the reviewee's line manager or, where s/he has more than one, each of her/his line managers will be provided with access to the reviewee's plan recorded in her/his statement, upon request, where this is necessary to enable the line manager to discharge her/his line management responsibilities. Reviewees will be told who has requested and has been granted access.

### **TRAINING AND SUPPORT**

The school's CPD programme will be informed by the training and development needs identified in

the training annex of the reviewees' planning and review statements.

The governing body will ensure in the budget planning that, as far as possible, appropriate resources are made available in the school budget for any training and support agreed for reviewees.

An account of the training and development needs of reviewees in general, , will form a part of the head teacher's annual report to the governing body about the operation of the performance management in the school.

With regard to the provision of CPD in the case of competing demands on the school budget, a decision on relative priority will be taken with regard to the extent to which: (a) the CPD identified is essential for a reviewee to meet their objectives; and (b) the extent to which the training and support will help the school to achieve its priorities. The school's priorities will have precedence. Staff should not be held accountable for failing to make good progress towards meeting their performance criteria where the support recorded in the planning statement has not been provided.

#### **APPOINTMENT OF REVIEWERS FOR THE HEAD TEACHER**

##### **Appointment of Governors**

**In this school The Governing Body is the reviewer for the head teacher and to discharge this responsibility on its behalf may appoint 2 or 3 governors.**

**Where a head teacher is of the opinion that any of the governors appointed by the governing body under this regulation is unsuitable for professional reasons, s/he may submit a written request to the governing body for that governor to be replaced, stating those reasons.**

##### **Appointment of School Improvement Partner or External Adviser**

**The local authority has appointed a School Improvement Partner for the school, who will provide the Governing Body with advice and support in relation to the management and review of the performance of the head teacher.**

#### **APPOINTMENT OF REVIEWERS FOR MEMBERS OF STAFF**

**The head teacher will be the reviewer for those staff he directly line manages and will delegate the role of reviewer, in its entirety, to the relevant line managers for some or all other members of staff.**

Line managers will be the reviewers for all the staff they line manage.

**Where a member of staff has more than one line manager the head teacher will determine which line manager will be best placed to manage and review the member of staff's performance.**

**Where a member of staff is of the opinion that the person to whom the head teacher has delegated the reviewer's duties is unsuitable for professional reasons, s/he may submit a written request to the head teacher for that reviewer to be replaced, stating those reasons.**

**Where it becomes apparent that the reviewer will be absent for the majority of the cycle or is unsuitable for professional reasons the head teacher may perform the duties himself/herself or delegate them in their entirety to another member of staff. Where this member of staff is not the reviewee's line manager the member of staff will have an equivalent or higher status person in the staffing structure as their line manager.**

**A performance management cycle will not begin again in the event of the reviewer being changed.**

All line managers to whom the head teacher has delegated the role of reviewer will receive appropriate preparation for that role.

## **THE PERFORMANCE MANAGEMENT CYCLE**

**The performance of all staff must be reviewed on an annual basis. Performance planning and reviews must be completed for all staff by 31 October and for head staff by 31 December, or sooner as directed by the Headteacher..**

**The performance management cycle in this school, therefore, will run from September to July for staff, and from December to November for the head teacher.**

Staff who are employed on a fixed term contract of less than one year, will have their performance managed in accordance with the principles underpinning the provisions of this policy. The length of the cycle will be determined by the duration of their contract.

**Where a member of staff starts their employment at the school part-way through a cycle, the head teacher or, in the case where the member of staff is the head teacher,**



**the governing body shall determine the length of the first cycle for that member of staff, with a view to bringing his cycle into line with the cycle for other members of staff at the school as soon as possible.**

**Where a member of staff transfers to a new post within the school part-way through a cycle, the head teacher or, in the case where the member of staff is the head teacher, the governing body shall determine whether the cycle shall begin again and whether to change the reviewer.**

#### **RETENTION OF STATEMENTS**

**Performance management planning and review statements will be retained for a minimum period of 6 years.**

#### **To achieve our aims we will:**

The governing body will monitor the operation and outcomes of performance management arrangements. **The head teacher will provide the governing body with a written report on the operation of the school's performance management policy annually. The report will not contain any information which would enable any individual to be identified. The report will include:**

- **the operation of the performance management policy;**
- **the effectiveness of the school's performance management procedures;**
- **staff's training and development needs.**

The Governing Body is committed to ensuring that the performance management process is fair and non-discriminatory and the following monitoring data should be included in the head teacher's report because they represent the possible grounds for unlawful discrimination:

- Race
- Sex
- Sexual orientation
- Disability
- Religion and belief
- Age
- Part-time contracts
- Trade union membership.

The head teacher will also report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination under any of the categories above.

## **Review of the Policy**

**The Governing Body will review the performance management policy every school year** at its Summer Term Full Governing Body Meeting.

The Governing Body will take account of the head teacher's report in its review of the performance management policy. The policy will be revised as required to introduce any changes in regulation and statutory guidance to ensure that it is always up to date. To ensure staff are fully conversant with the performance management arrangements, all new staff who join the school will be briefed on them as part of their introduction to the school.

### **ACCESS TO DOCUMENTATION**

The school's improvement and development plan is published on the school's MLE and/or can be obtained from the school office.

### **CLASSROOM OBSERVATION PROTOCOL FOR TEACHERS AND HLTA STAFF ONLY**

**For all staff and HLTA support staff, all classroom observation will be undertaken in accordance with the performance management regulations,** the associated guidance published by the school.

### **ANNEX 1 - CLASSROOM OBSERVATION PROTOCOL FOR TEACHERS AND HLTA STAFF ONLY**

The Governing Body is committed to ensuring that classroom observation is developmental and supportive and that those involved in the process will:

- carry out the role with professionalism, integrity and courtesy;
- evaluate objectively;
- report accurately and fairly; and
- respect the confidentiality of the information gained.

**The total period for classroom observation arranged for any member of staff will not exceed three hours per cycle having regard to the individual circumstances of the member of staff.** There is no requirement to use all of the three hours. The amount of observation for each member of staff should reflect and be proportionate to the needs of the individual.

**The arrangements for classroom observation will be included in the plan in the planning and review statement and will include the amount of observation, specify its primary purpose, any particular aspects of the member of staff's performance which will be assessed,** the duration of the observation, when during the performance management cycle the observation will take place.

**Where evidence emerges about the reviewee's teaching performance which gives rise to concern during the cycle, classroom observations may be arranged in addition to those recorded at the beginning of the cycle subject to a revision meeting being held in accordance with the Regulations.**

Information gathered during the observation will be used, as appropriate, for a variety of purposes including to inform school self-evaluation and school improvement strategies in accordance with the school's commitment to streamlining data collection and minimising bureaucracy and workload burdens on staff.

In keeping with the commitment to supportive and developmental classroom observation those being observed will be notified in advance.

**Classroom observations will only be undertaken by persons with teaching responsibilities.** In addition, in this school classroom observation will only undertaken by those who have had adequate preparation and the appropriate professional skills to undertake observation and to provide constructive oral and written feedback and support, in the context of professional dialogue between colleagues.

Oral feedback will be given as soon as possible after the observation and no later than the end of the following working day. It will be given during directed time in a suitable environment.

**Written feedback will be provided within five working days of the observation taking place.** If issues emerged from an observation that were not part of the focus of the observation as recorded in the planning and review statement, these should also be covered in the written feedback and the appropriate action taken in accordance with the regulations and guidance.

The written record of feedback also includes the date on which the observation took place, the lesson observed and the length of the observation. **The observer has the right to append written comments on the feedback document.** During feedback the observer and observee will record the areas targeted for improvement before the next observation.

A head teacher has a duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained. Heads have a right to drop in to inform their monitoring of the quality of learning.

Clearly the performance management arrangements are integral to fulfilling this duty and head staff may consider the classroom observations they have agreed for performance management are sufficient and that drop ins will not be needed. As this school is a large school, drop ins will be undertaken by the head teacher supported by the following appropriate and designated member(s) of the leadership team: Deputy Headteacher, Assistant Headstaff, the AST, Directors of Learning, Subject Leaders, Senior Director of Student Achievement and Directors of Student Achievement in the case of PSHCE/Tutor Time

Drop ins will only inform the performance management process where evidence arises which merits the revision of the performance management planning statement, in accordance with the provisions of the regulations.

### **Success Criteria**

1. All staff have a performance management interview with a minimum of 3 targets.
2. All staff will have at least a mid year review of targets.
3. The Performance Management process will be seen as fair and equitable for all staff.
4. In addition, all teaching and HLTA staff are observed during the year.

Approved by Governing Body of Ashcroft High School:	July 2013
Policy Review date:	July 2014
Governors' Committee:	Full Governing Body
SLT staff responsible:	Mrs J Clarke
Statutory Policy: Yes / No	Yes