

PERFORMANCE MANAGEMENT POLICY FOR ALL STAFF

CONTEXT

The arrangements set out in The Education (School Teacher Performance Management) (England) Regulations 2006) require that each Governing Body shall establish a written policy .

Regulation 9 states that this policy will:

- (a) state what results the policy is intended to achieve and how these will be measured;*
- (b) show how the school's arrangements for staff performance management link with those for school improvement, school self-evaluation and school development planning;*
- (c) show how the school will seek to achieve consistency of treatment and fairness between members of staff with similar experience or levels of responsibility;*
- (d) set out the timing of the cycle;*
- (e) include a classroom observation protocol;*
- (f) provide performance management training to be made available as the need arises;*
- (g) state the arrangements for monitoring and evaluating the policy: and*
- (h) Specify any ancillary or supplementary procedures necessary for the operation of the performance management of staff at the school in accordance with these Regulations.*

Oldcastle Primary School
PERFORMANCE MANAGEMENT POLICY

This policy applies to all employed at the school except teachers on contracts of less than one term, those undergoing induction and those who are the subject of capability procedures.

PRINCIPLES

We believe that an effective performance management system is:

- ❑ the means by which we value and celebrate the contribution colleagues make to the education of children and the effectiveness of our school.
- ❑ an opportunity to identify those professional learning opportunities that will be key to achieving the challenging but realistic objectives that are agreed
- ❑ a vehicle for realising the vision of the school through setting objectives focused on the SIP

Overall, there is a dual responsibility:

- **The school** will manage the performance of members of staff and ensure that their work consistently contributes to the goals of the school improvement plan.
- **The member of staff** will manage his/her own development, by continuously evaluating their skills, knowledge and understanding; contributing to the vision and aims of the school; progressing their career , and achieving a healthy and sustainable work/life balance.

We believe that sustained professional dialogue between reviewer and reviewee should be maintained throughout the year but that there are also specific formal opportunities to meet three times a year for planning, interim and final reviewing

Each year all staff will have an assessment of overall performance.

Where staff are eligible for pay progression, the assessment of overall performance will be the basis on which the recommendation is made.

Members of the school community involved on the process are expected to collate and keep their documentation for the performance management process

LINKS TO OTHER POLICIES

This policy should be read in conjunction with

a) the school's pay policy which provides details of the arrangements relating to teacher's pay in accordance with the School Teachers' Pay and Conditions Document and the Education (School Teacher (Performance Management) (England) Regulations 2007.

b) Agreed protocols and practice for classroom observation (Appendix A)

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

All reviewers are expected to explore the alignment of any reviewee's objectives with the school's priorities and plans, and to take due note of the reviewee's job description and progress against the professional standards.

CONSISTENCY OF TREATMENT AND FAIRNESS

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

To ensure this we will make the following provisions for moderation, quality assurance and objective setting.

Quality assurance

The reviewer, where s/he has delegated the reviewer's duties to another teacher, may review the contents of the planned objectives for any colleague in the school to ensure that they

- 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 approach to this will be reviewed regularly and be mindful of workload and management issues

The Governing Body agrees the contents of the performance management plan. It needs to ensure that it is also consistent with the school's improvement priorities and complies with the school's performance management policy and the Regulations.

The Governing Body will review the above process of moderation and quality assurance when

the performance policy is reviewed.

Objective setting

- ❑ In our school we will expect all teachers to agree

- 1 objective related to pupil progress
- 1 objective related to Leadership and Management
- 1 objective related to quality of teaching

Each of these objectives will link directly to the School Improvement Plan

- ❑ All support staff will have at least two objectives

- 1 objective related to pupil progress
- 1 objective related to personal development

Each of these objectives will link directly to the School Improvement Plan

- ❑ A general expectation is that all full time teachers will agree three objectives but that those with increased responsibilities may have more, or objectives which increase depth and breadth of what is identified
- ❑ The objectives set will be rigorous and challenging, but achievable, time-bound, fair and equitable in relation to staff with similar roles/responsibilities and experience
- ❑ Objectives may be set with different time frames so it might be possible for some objectives to be achieved in a term or less
- ❑ On occasions it may be appropriate to set objectives 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 will be recorded in the planning and review statement at the beginning of the cycle
- ❑ Reviewers need to have regard to what can reasonably be expected of any member of staff and ensure that the agreed objectives support the work life balance commitment of the school
- ❑ Planning/review meetings should take account of and reflect the member of staff's professional aspirations and build on and extend previous outcomes of the review process where relevant
- ❑ 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

- ❑ Though performance management is an assessment of the overall performance of members of staff, objectives cannot cover the full range of an individual's roles/responsibilities and should therefore focus on the priorities for the reviewee in that cycle
- ❑ At the review stage it will be assumed that those aspects of the 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.
- ❑ The assessment of performance against an objective will be on the basis of the performance criteria set and agreed 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 favorably.

Evidence

- ❑ As part of the planning process, the reviewee will agree the sources and types of evidence to be used in evaluating success against the performance/success criteria
- ❑ The evidence should arise – whenever possible – naturally from the nature of the activities being undertaken
- ❑ The role of classroom observation will be specified and where possible any relevant objectives will be incorporated into the schools classroom observation proformas (*see classroom protocol – appendix A*)
- ❑ At Interim review sessions evidence already gathered can be reviewed and others identified if necessary.

PROFESSIONAL LEARNING AND DEVELOPMENT (CPD) POLICY

- ❑ Professional learning opportunities will support the achievement of performance management objectives where appropriate.
- ❑ The quality and effectiveness of the professional learning undertaken will be evaluated against its contribution to achieving the objective
- ❑ It will be THE RESPONSIBILITY of the INDIVIDUAL to carry through what is identified if the support is recorded and agreed. The reviewer will expect to discuss progress in professional learning as part of the review process

- ❑ Where there are common needs in professional learning these will inform whole school and/or team INSET opportunities
- ❑ The Governing Body will ensure in the budget planning that, as far as possible, appropriate resources are made available and allocated equitably to support the professional learning opportunities agreed at the planning meeting
- ❑ An account of the professional learning needs of staff, including the instances where it did not prove possible to provide any agreed CPD, will form a part of the Headteacher's annual report to the Governing Body about the operation of the performance management in the school.
- ❑ In the case of competing demands on the school budget, a decision on relative priorities 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 reviewer

Governors will organise this in relation to the required legislation

The designated local authority School Improvement partner will provide the Governing Body with advice and support in relation to the management and review of the performance of the reviewee

For other members of staff

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

THE PERFORMANCE MANAGEMENT CYCLE

- ❑ The performance management cycle is annual and for our school will run from September to September for teaching and support staff
- ❑ It is expected that reviewers will continue the professional dialogue with their reviewee throughout the cycle, but more formally on three occasions – one a term.
- ❑ Performance planning will be completed for all teachers by 31 October
- ❑ A performance management cycle will not begin again in the event of the reviewer being changed.
- ❑ All line managers to whom the Headteacher has delegated the role of reviewer will receive appropriate support for that role.
- ❑ Staff 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.
- ❑ For staff starting their employment at the school part-way through the school's performance management cycle, the Headteacher will make appropriate arrangements for their performance to be managed during the remainder of the academic year.
- ❑ For staff already employed at the school who transfer to a new post within the school part-way through a cycle, the headteacher will determine whether to begin the performance management cycle again and whether to change the reviewer, depending on the extent to which the teacher's responsibilities and job description have changed.

RETENTION OF REVIEW STATEMENTS

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

ACCESS TO DOCUMENTATION

- ❑ Copies of the school improvement and development plan can be obtained from the school office
- ❑ Planning objectives may be shared, however review statements are confidential

APPEALS

- ❑ At specified points in the performance management process, staff may appeal against any of the entries in their planning and review statements. Where an appeal is lodged on multiple entries they will all be determined at the same appeal hearing. Details of the appeals process for this school are in the school's pay policy.

MONITORING AND EVALUATION

- ❑ The Governing Body will monitor the operation and outcomes of performance management arrangements.
- ❑ The Governing Body is committed to ensuring that the performance management process is fair and non-discriminatory and will require the following monitoring data to be included in the '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.
- ❑ Induction processes will ensure staff members are fully conversant with the performance management arrangements, all new staff who join the school will be briefed on them as part of these and new line managers/reviewers will be given appropriate training

HEAD TEACHER'S ANNUAL REPORT ON THE EFFECTIVENESS OF PM POLICY AND PRACTICE

- ❑ The Headteacher will provide the Governing Body with a written report on the operation of the school's performance management policy annually at the second spring meeting. The report will not contain any information which would enable any individual to be identified.

This report will include:

- the operation of the performance management policy;
- the effectiveness of the school's performance management procedures;
- the professional learning/CPD needs of the staff in order that the Governors can approve the training budget.

REVIEW OF THE POLICY

- ❑ The Governing Body will review the performance management policy every school year *at its second spring meeting*.
- ❑ The Governing Body will take account of the reviewer's report in its review of the performance management policy.
- ❑ The reviewer will include in his/her report 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.
- ❑ The policy will be revised as required to introduce any changes in regulation, associated guidance and statutory guidance to ensure that it is always up to date.
- ❑ The Governing Body will seek to agree any revisions to the policy with the recognised trade unions having regard to the results of the consultation with all teachers.

ANNEX 1

CLASSROOM OBSERVATION PROTOCOL

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;
- respect the confidentiality of the information gained.

The responsibility for identifying the quality of teaching and learning across the school lies with the reviewer and delegated colleagues. These activities will take place through procedures already agreed. In this school, the Headteacher will seek to discharge his/her responsibility for monitoring the quality of teaching and learning primarily through the planned classroom observations. Should the reviewer consider drop-ins to be necessary they will be carried out by the reviewer/and/or designated others.

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.

Informal monitoring and professional dialogue will take place as a natural part of the team work of the school

In terms of observation specifically focused on an individual's overall performance and identified performance management objectives, the total period will not exceed three hours per cycle having regard to the individual circumstances of the teacher.

The arrangements and format for classroom observation will be identified by reviewer and reviewee in relation to objectives and an approximate timing will be specified and recorded on the plan

Where evidence emerges about the reviewee's teaching performance which gives rise to concern, 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.

Although classroom observation is undertaken for a specific purpose, other 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 5 working days in advance.

Classroom observations will only be undertaken by persons with QTS.

Verbal feedback will be given as soon as possible after the observation and always within 24 hours of the observation taking place. It will be given during directed time in a suitable, private 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 Rewards and Incentives Group 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 teacher has the right to append written comments on the feedback document.** No written notes in addition to the written feedback will be kept.