



# Performance Management Policy

<b>Date of last review:</b>	2022	<b>Review period:</b>	2 Years
<b>Date of next review:</b>	2024	<b>Written by:</b>	Rebecca Garratt
<b>Type of policy:</b>	Statutory	<b>Committee:</b>	Finance & Resources
<b>Signature:</b>			

## **INTRODUCTION**

This policy has been written for both teachers and non-teaching staff. For this policy, Performance Management will be used for teachers and non-teaching staff.

This policy should be read in conjunction with 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.

## **APPLICATION OF THE POLICY**

The policy applies to the head teacher and to all teachers employed by the school except teachers on contracts of less than one term, those undergoing induction (*i.e.* *ECTs*) and those who are the subject of capability procedures. The policy also applies to all staff excepting the arrangements for pay progression which will apply to teachers alone.

## **PURPOSE**

This policy sets out the framework for a clear and consistent assessment of the overall performance of staff and the Headteacher and for supporting their development needs within the context of the school's self-evaluation (SEF) and the school's development plan (SDP) and their own professional needs. Where teachers 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.

## **LINKS TO SCHOOL DEVELOPMENT PLAN AND SCHOOL SELF EVALUATION**

To comply with the requirement to show how the arrangements for performance management link with those for school development and school self-evaluation 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 development plan and the school's self-evaluation framework are key documents for the performance management process.

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

# Performance Management



Headteacher Performance Management by Governors and external SIP. By 2<sup>nd</sup> week in Sept. Targets agreed based on SDP/SEF.

Using HT Targets, SDP and SEF agree whole school focus of Performance Management Targets.

SLT Performance Management with Headteacher by 3<sup>rd</sup> week in September: recorded on 'Every'.

Staff who wish to proceed to the Upper Pay Scale need to submit the request by 31<sup>st</sup> October to the Headteacher – **must have had two successful consecutive performance management cycles.**

DHT Teaching/Learning/Curriculum reviewer for TLRs and Communication manager by end of September recorded on 'Every'.

HoC follow appraisal policy in Russell House.

SBM reviewer for Site Manager, Office Manager, IT & Technical Support Manager and Holiday Club Leader by 31<sup>st</sup> October recorded on 'Every'.

DHT Safeguarding & Families Reviewer for family support workers by 31<sup>st</sup> October recorded on 'Every'.

Pathway Leaders reviewer for none TLR teachers in Pathway.  
In addition: Pathway 1 & 2 Leader reviewer for Pupil Review Manager  
By 31<sup>st</sup> October recorded on 'Every'.

Teachers reviewer for TA's in class team by 31<sup>st</sup> October recorded on 'Every'.

Mid-Year Review to be completed with reviewee and reviewer by end of February and recorded on 'Every'.

## **APPOINTMENT OF REVIEWERS FOR THE HEADTEACHER**

### **Appointment of Governors**

In this school:

The Governing Body is the reviewer for the Headteacher and to discharge this responsibility on its behalf may appoint 2 or 3 governors.

Where a Headteacher 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 External Adviser**

The Governing Body will appoint an external adviser to provide advice and support in relation to the management and review of the performance of the Headteacher.

## **APPOINTMENT OF REVIEWERS FOR TEACHERS**

In the case where the Headteacher is not the teacher's line manager, the Headteacher may delegate the duties imposed upon the reviewer, in their entirety, to the teacher's line manager. In this school the Headteacher has decided that:

The Headteacher will be the reviewer for those teachers s/he directly line manages and will delegate the role of reviewer, in its entirety, to the Deputy Headteachers/Assistant Headteacher for those teachers s/he directly manages.

Pathway Leaders will be the reviewers for teachers which they line manage.

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

## **APPOINTMENT OF REVIEWERS FOR NON-TEACHING STAFF**

Teachers will act as reviewers for teaching assistants in their respective classes.

The Headteacher will act as the reviewer for the non-teaching staff s/he directly line manages.

The School Business Manager will act as the reviewer for the Site Manager, Office Manager, IT Manager and Holiday Club Lead.

Where a member of staff is of the opinion that the person to whom the Headteacher has delegated the reviewer's duties is unsuitable for professional reasons, s/he may

submit a written request to the Headteacher 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 Headteacher 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 in the staffing structure as the member of staff's line manager.

## **TRAINING AND SUPPORT**

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

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

An account of the training and development needs of staff in general, 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.

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.

## **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. They shall also take account of staff's professional aspirations and any relevant pay progression criteria. They should be such that, if they are achieved, they will contribute to improving the progress of pupils at the school.

Staff will prepare for their performance management review by reviewing their strengths and development areas prior to meeting with their reviewer.

Teachers will also self-assess against teachers' standards.

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:**

- All staff, including teachers and the Headteacher, will have no more than 3 objectives.
- The Head and Deputy Headteacher's targets will include objectives on strategic whole school development and overall pupil performance as well as ensuring achievement and maintenance of teachers' standards.
- Teachers' objectives will be chosen from a consideration of:
  - Individual pupil progress in key skills (ipsative assessment);
  - The key skill of communication;
  - Pathway/school/department priorities;
  - Coordination of a specific area;
  - Self-evaluation against SEN/threshold standards/teachers' standards;
  - Notes from file monitoring and classroom observations.
- **Teachers'** engagement in their professional development is recognised as a contractual responsibility. Teachers will be expected to engage in professional development related to their performance management targets. Teachers will also be expected to have achieved and maintain all of the teachers' standards.
- Objectives for **non-teaching classroom staff** will be chosen from a consideration of support for:
  - The learner;
  - The teacher;
  - The school/Pathway priorities for development;
  - Teaching Assistants responsibility areas.
- Objectives for **administration staff** will relate to their areas of responsibility covering:
  - Finance;
  - Personnel;
  - Premises;
  - Administration;
  - Reception;
  - Technology.

Though performance management is an assessment of overall performance of staff and the Headteacher, objectives cannot cover the full range of a 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.

## **THE PERFORMANCE MANAGEMENT CYCLE**

The performance of teachers must be reviewed on an annual basis. Performance planning and reviews must be completed for all teachers and support staff by 31 October and for Headteachers by 31 December, however at WFS it will be by the end of the second week in September.

A midterm review of the commitments made within the performance management statement will be conducted at the end of February.

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 staff start their employment at the school part-way through a cycle, the Headteacher or, in the case where the member of staff is the Headteacher, the governing body shall determine the length of the first cycle for that member of staff, with a view to bringing their cycle into line with the cycle for the 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 Headteacher or, in the case where the member of staff is the Headteacher, the governing body shall determine whether the cycle shall begin again and whether to change the reviewer.

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

## **RETENTION OF STATEMENTS**

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

### **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.

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 staff and the headteacher 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 Headteacher and 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.

## **MONITORING AND EVALUATION**

The governing body will monitor the operation and outcomes of performance management arrangements.

The Headteacher 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 training and development needs.

## **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 Headteacher has determined that:



- s/he will moderate all the planning statements for teachers and teaching assistants, and non-teaching staff;
- 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.

Where inconsistencies are found, statements will be returned to the reviewer to be rewritten within 10 working days.

### **The Governing Body will:**

Nominate the Chair of the Governing Body, who will not be involved in the Headteacher's performance management or any appeal regarding the Headteacher's performance management to ensure that the Headteacher's planning statements is 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 quality assurance processes when the Performance Management Policy is reviewed.

## **REVIEW OF THE POLICY**

The Governing Body will review the Performance Management Policy every two years through its staffing committee or if there are any statutory or Government changes.

The Governing Body will take account of the headteacher'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.

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.

## **ACCESS TO DOCUMENTATION**

Copies of the School Development Plan and Self Evaluation Framework are published on the website.

## **CLASSROOM OBSERVATION PROTOCOL**

All classroom observation will be undertaken in accordance with the performance management regulations, the associated guidance published by the Rewards and Incentives Group and the classroom observation protocol that is appended to this policy in Annex 1.

## **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.

Classroom observations for performance management for teachers will be integrated within the routine observation cycle of the Leadership Team. The total period for classroom observation arranged for any teacher will not exceed three hours per cycle having regard to the individual circumstances of the teacher.

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, and any particular aspects of the teacher's performance which will be assessed.

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 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 QTS.

In addition to this, school classroom observation will only be 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.

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 teacher has the right to append written comments on the feedback document.

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. Headteachers have a right to drop in to inform their monitoring of the quality of learning.

**In this school:** drop-ins will be undertaken by the Headteacher supported by the Deputy Headteacher and members of the Leadership Team alongside Pathway Leaders and TLR holders.

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.