



### Statement of Intent

This policy sets out the framework for a clear and consistent assessment of the overall performance of all staff, including the Headteacher, and for supporting their development within the context of each school's plan for improving educational provision and performance, and the standards expected of all staff. It also sets out the arrangements that will apply when staff fall below the levels of competence that are expected of them.

This policy applies to the Headteacher and to all staff employed by the school, except those on contracts of less than one term, those teachers undergoing induction and those who are subject to the capability procedure (See Capability Policy).

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

### Policy Aims

- To enhance the quality of learning and teaching;
- To enhance the professional development of staff.
- To support the school in achieving its strategic goals.
- To deliver a fully effective service to students and the community through well trained, motivated, committed and competent staff.
- To set out arrangements when staff are experiencing difficulties in meeting the standard expected of them.

- To address any concerns that are raised about a member of staff's performance.

Additionally, performance management should:

- Recognise achievement and consolidate good practice;
- Support career planning;
- Provide a mechanism for prioritising workload;
- Provide a means of identifying staff development needs and improve the planning and delivery of this;
- Promote professional relationships and dialogue within school

## **Management Process**

Throughout the school the Performance Management process will be a supportive and developmental process designed to ensure that all staff have the skills and support they need to carry out their role effectively. It will help to ensure that all staff are able to continue to improve and develop their professional practice.

### **The Performance Management Period**

The Performance Management Cycle will run for twelve months from the 1<sup>st</sup> September to 31<sup>st</sup> August.

Staff employed on a fixed-term contract of less than one year will have their performance managed in accordance with the principles underpinning this policy. The length of the period 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 Headteacher or, in the case where the employee is the Headteacher the Governing Body shall determine the length of the first cycle, with a view to bringing his/her cycle into line with the cycle for other employees as soon as possible. The appropriate manager will inform the staff member of the arrangement where this applies.

### **Appointing Appraisers**

The Headteacher will be appraised by the Governing Body, supported by a suitably skilled and/or experienced external adviser who has been appointed by the Governing Body for that purpose.

For teachers, all appraisers of teachers, other than those appraising the Headteacher, will be teachers who have qualified teacher status, will be suitably trained and, preferably, will have

current or recent teaching experience. The Headteacher will appraise members of the School's Leadership Team and will decide who will appraise other teachers and staff.

For all other staff the appraiser will be an appropriate manager, as determined by the Headteacher.

Where a staff member has an objection to the Headteacher's choice, their concerns will be carefully considered by the Headteacher and, where both possible and appropriate, an alternative appraiser will be offered.

## **Setting Objectives**

The Headteacher's objectives will be set by the Governing Body panel after consultation with the external adviser.

Objectives for each staff member will be set before or as soon as practicable after, the start of each appraisal period, no later than the end of October. The objectives set for each staff member will be specific, measurable, achievable, realistic and time-bound, and will be appropriate to the member of staff's role and level of experience.

The appraiser and member of staff will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change.

The objectives set for each staff member will, if achieved, contribute to the school's plans for improving the school's educational provision and performance, and improving the education of pupils at the school.

This will be ensured by:

- Quality assuring all objectives against the school development plan.
- Better inspection outcomes.
- Improved pupil outcomes.
- Improved pupil behaviour.
- Improved relationships with parents.
- More efficient use of resources.
- A better work dynamic.

At each performance management cycle, staff will be informed of the specific standards against which their performance management cycle will be assessed and they will be

assessed as meeting the standards unless clear, compelling evidence to the contrary is provided.

All other staff will be assessed against the relevant job description for their post in school and the context in which they work in school.

The agreed objectives will contain a description of what success may look like. Where use of numerical targets is appropriate, these will be reasonable, in the circumstances in which the staff member works and it will be recognised that factors outside the staff member's control may significantly affect success.

Setting too many objectives, or, for example, using sub-targets, can lead to staff experiencing unreasonable workload and pressure, making the objectives more difficult to achieve. Therefore, other than in exceptional circumstances, no staff member will normally be given more than three objectives but the number of targets may vary between staff members taking account of the difficulty and/or complexity the targets set.

The appraiser will take into account the effects of an individual's circumstances, including any disability, when agreeing objectives. For example, this might include a reasonable adjustment to allow an individual slightly longer to complete a task than might otherwise be the case. When staff return from a period of extended absence, objectives may be adjusted to allow them to readjust to their working environment.

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.

## **Moderation**

The school will operate a system of moderation to ensure that all appraisers are working to the same standards. The Headteacher will be responsible for ensuring that targets are moderated across the school to ensure that they are consistent between staff with similar experience and levels of responsibility. Additionally, the Headteacher will ensure that all appraisal processes comply with the school's performance management policy, the relevant regulations and the requirements of equality legislation.

All appraisers will be provided with training to enable them to discharge all aspects of their role appropriately and effectively, including the conduct of performance management

reviews, objective setting, classroom observation, and providing quality feedback to appraisees.

The Governing Body will review the quality assurance processes when the performance policy is reviewed.

## **Reviewing Performance**

### **Individual Assessment Review**

The school believes that assessment against targets is important both in assessing teachers' performance to identify any particular strengths and areas for development. Performance will be reviewed on an on-going basis, evaluating information from a range of sources and not just the appraisal meetings.

Teachers and all other staff must first review themselves against the relevant standards using methods as reasonable directed by the Headteacher. A performance management meeting with appraisers will then take place during the performance management period. This will consider:

- Progress against previous performance management targets
- Progress against relevant standards
- Teacher standards
- Any other relevant supporting evidence

### **Individual Observation**

The school believes that observation of classroom practice and other responsibilities is important both in assessing practitioner's performance to identify any particular strengths and areas for development they may have, and for gaining useful information which could inform school improvement. Observations will be carried out in an atmosphere of support and co-operation.

The following guidelines will be adhered to:

- The number of official observations will not exceed three sessions each year.
- Observations will not exceed one hour per session.
- The focus and timing of annual observation sessions must be agreed in consultation with the teacher.

- Observations will be conducted with professionalism, integrity and courtesy
- Observations will be conducted objectively
- Observation reports must be accurate and fair
- Confidentiality of the information in the report will be respected.

Performance will be regularly observed but the amount and type of classroom observation will depend on the individual circumstances of the employee and the overall needs of the school. Classroom observation will be carried out by those with Qualified Teacher Status. In addition to formal observation, Headteacher or other leaders with responsibility for educational standards may “drop in” in order to evaluate standards of provision and to check that high standards of professional performance are established and maintained. The length and frequency of “drop in” observations will vary depending on specific circumstances. These ‘drop in’ sessions will not form part of the PM process however may be used where serious concerns arise.

Those employees, who have responsibilities outside the classroom, should also expect to have their performance of those responsibilities observed and assessed.

## **Development and Support**

The PM Cycle process is supportive and will be used to inform continuing professional development. The School wishes to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development.

Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual teachers.

### **Feedback**

Staff will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place, or other evidence has come to light. Feedback will highlight particular areas of strength as well as any areas that need attention.

### **Staff experiencing difficulties**

Where there are concerns about any aspects of staff performance and where the staff member is experiencing difficulties achieving the satisfactory standard of performance, the appraiser will meet the member of staff formally. At least 5 working days’ notice of the meeting will be given and the staff member will be informed that he/she has the right to be assisted by a representative of an independent trade union or workplace colleague at the meeting.

The meeting will:

- Give clear feedback to the employee about the nature and seriousness of the concerns.
- Give the employee any opportunity to comment and discuss the concerns.
- Agree any support that will be provided to help address those specific concerns.
- Make clear how and by when, the reviewer/observer will review progress.
- Explain the implications and process if no or insufficient improvement is made.

When progress is reviewed, if the reviewer/observer is satisfied that the employee has made or is making sufficient improvement, the performance management process will continue as normal, with any remaining issues continuing to be addressed through that process.

### **Transition to capability**

Where there are serious concerns regarding a staff member's performance or insufficient or no improvement has been made during a review period under 3.5.5, the member of staff will receive written notification that their performance is below the required standard and inviting them to a transition meeting with the appraiser and Headteacher to determine whether formal capability proceedings need to be commenced or the appraisal process remains in place. The member of staff may be assisted by a trade union representative or work colleague and will have at least 5 working days' notice of the meeting.

Where the transition meeting decides that the member of staff should be managed under the capability procedure the member of staff will be invited to a formal capability meeting. Any progression to the capability procedure will only happen where there is evidence to support sustained underperformance which the PM process and subsequent support fails to address. The capability procedures will be conducted as in the school Capability Policy.

### **Annual assessment**

Each employee's performance will be formally assessed in respect of each performance management cycle period. In assessing the performance of the Headteacher, the Governing Body must consult the external adviser.

This assessment is the end point to the annual PM process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year in interim meetings which will take place.

The employee will, as soon as practicable, have access to their online PM report. Throughout the school, teachers will receive their online appraisal reports by 31<sup>st</sup> October or 31<sup>st</sup> December for the Headteacher. The performance management report will include:

Details of the employee's objectives for the performance management cycle in question.

- An assessment of the employee's performance of their role and responsibilities against their objectives and the relevant standards.
- An assessment of the employee's professional development needs and identification of any action that should be taken to address them.
- A recommendation on pay where that is relevant.

The assessment of performance and of professional development needs will inform the planning process for the following PM Cycle.

### **Appeals**

Staff will have the right to comment on the appraisal report and through discussion the need to appeal may be avoided.

Appraisees have a right of appeal against any of the entries in the appraisal report.

The first line of appeal will be by making representations at a meeting with the appraiser. If the matter is still unresolved after this stage the matter will be heard by the Appeals Committee of the Governing Body using the school's grievance procedures.

The Headteacher will notify any staff member who has not been recommended for pay progression of the date when the Governing Body meets to consider pay recommendations, following which the teacher may exercise the right of appeal, assisted by a companion who may be a colleague, a trade union official or a trade union representative. Appeals on matters relating to pay progression will be dealt with under the procedure set out in the school's pay policy.

## **General Principles Underlying this Policy**

### **Confidentiality**

The appraisal processes will be treated with confidentiality. Only the appraiser's line manager or, where he or she had more than one, each of his or her line managers will be provided with access to the appraisee's plan recorded in his or her statements. This will be done upon request and only where this is necessary to enable the line manager to discharge



his or her line management responsibilities. Appraisees will be consulted on requests for access to statements in the context of this policy.

The process of gathering evidence for performance review will not compromise normal professional relationships between staff. The governing body recognises that the appraiser will consult with, and seek to secure the agreement of, the appraisee before seeking information from other colleagues about his or her work.

However, the desire for confidentiality does not override the need for the Headteacher and Governing Body to quality-assure the operation and effectiveness of the appraisal system. The Headteacher or appropriate colleague might, for example, review all staff members' objectives and written appraisal records personally – to check consistency of approach and expectation between different appraisers. The Headteacher might also wish to be aware of any pay recommendations that have been made.

### **Definitions**

Unless indicated otherwise, all references to “teacher” includes the Headteacher.

### **Retention**

The Governing Body and Headteacher will ensure that all written performance management records are retained in a secure place for six years and then destroyed.

### **Consistency of Treatment and Fairness**

The Governing Body is committed to ensuring consistency of treatment and fairness. It will abide by all relevant equality legislation, including the duty to make reasonable adjustments for teachers with disabilities. The Governing Body will abide by all relevant equality legislation.

### **Delegation**

Normal rules apply in respect of the delegation of functions by governing bodies, Headteacher and trustees.

### **Grievances**

Where a member of staff raises a grievance during the appraisal process, the process may be temporarily suspended in order to deal with the grievance if this is deemed necessary.

### **Sickness**

If long-term sickness absence appears to have been triggered by the commencement of monitoring or a formal capability procedure, the case will be dealt with in accordance with the school's absence policy and will be referred to the occupational health service to assess

the member of staff's health and fitness for continued employment and the appropriateness or otherwise of continuing with monitoring or formal procedures. In some cases, it may be appropriate for monitoring and/or formal procedures to continue during a period of sickness absence.

## **Monitoring and Evaluation**

The Governing Body and Headteacher will monitor the operation and effectiveness of the school's Performance Management arrangements.

The Headteacher will provide the Governing Body with a written report on the operation of the school's appraisal and capability policies annually. The report will not identify any individual by name. The report will include an assessment of the impact of these policies on:

- Race
- Sex
- Sexual Orientation
- Disability
- Religion and Beliefs
- Age
- Part-time Status
- Maternity and Pregnancy

The Headteacher will report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination.