



Lealholm Primary School

Performance Management Policy

Introduction

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

Rationale

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, staff and the headteacher and for supporting their development needs within the context of the school's improvement plan 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.

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.

Links to School Improvement, School Self-Evaluation and School Development Planning

To comply with the requirements 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 headteacher has determined that s/he will: be the reviewer for all teachers and staff
- The Governing Body will review the quality assurance processes when the performance management policy is reviewed.

Objective Setting

The objectives set will be rigorous, challenging, achievable, time-bound, fair and equitable in relation to teachers with similar roles/responsibilities and experience, and will have regard to what can reasonably be expected of any teacher 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 teacher'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.

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

In this school:

all teachers, including the headteacher, will have no more than 3 objectives

Though performance management is an assessment of overall performance of teachers and the headteacher, objectives cannot cover the full range of a teachers role/responsibilities. Objectives will, therefore, focus on the priorities of an individual for the cycle. At the review stage it will be assumed that those aspects of a teachers roles/responsibilities not covered by the objectives or any amendments 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 teachers and headteachers 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 his/her statement, upon request, where this is necessary to enable the line manager to discharge his/her line management responsibilities. Reviewees will be told who has requested and 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 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 reviewees.

An account of the training and development needs of teachers in general, including the instances where it did not prove possible to provide any agreed CPD, 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 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. Teachers 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 the Reviewers for the Headteacher

Appointment of Governors

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 School Improvement Partner or External Adviser

The Local Authority has appointed a school EDA for the school who will provide the governing body with advice and support in relation to the management and the review of the performance of the head teacher.

Appointment of the Reviewers for Teachers

In the case where the head teacher is not the teacher's line management, the head teacher may delegate the duties imposed upon the reviewer, in their entirety, to the teacher's line manager. In this school the head teacher has decided that: The headteacher will be the reviewer for all teachers in the school.

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

Where a teacher 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 headteacher for that reviewer to be replaced, stating those reasons.

When 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 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 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 the teachers must be reviewed on an annual basis. Performance planning and reviews must be completed for all teachers and staff by the end of the autumn term and for headteachers by 31st December.

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

Where a teacher starts their employment at a school part way through a cycle, the headteacher or, in the case where the teacher is the head teacher, the governing body shall determine the length of the first cycle for that teacher, with a view to bringing his cycle into line with the cycle for other teachers at the school as soon as possible.

Where a teacher transfers to a new post within the school part way through a cycle, the headteacher or, in the case where the teacher 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 and review statements will be retained for a minimum of 6 years.

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;
- teachers' training and development needs.

The Governing Body is committed to ensuring that the performance management process is fair and not discriminatory and the following, monitoring data should be included in the head teachers'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 headteacher 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 last meeting of the Summer Term.

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.

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.

To ensure that teachers are fully conversant with the performance management arrangements, all new teachers who join the school will be briefed on them as part of their introduction to the school.

Access to Documentation

Copies of the school development plan and SEF can be obtained from the school office.

Classroom Observation Protocol

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

Annex 1

Lesson Observation Guidelines

These guidelines refer to lesson observations undertaken as part of performance management arrangements in school.

Purposes

Classroom observations are used to monitor the quality of teaching and learning in school as part of the school self-evaluation and performance management. They should support a culture of continuous improvement by helping individuals develop their professional practice.

Principles

Classroom observations:

- Should be supportive and developmental
- Should be multi-purpose, wherever possible, to minimise the potential burden of observations
- Should be undertaken in accordance with the school's performance management policy
- Will be undertaken by performance reviewers but may also be done by others who have appropriate professional expertise, for example subject leaders
- Should be made possible by sufficient timetable release time being provided
- Should not be done in PPA time

Frequency and Duration

Classroom observation undertaken in relation to performance management should be agreed in the review statement at the start of the review cycle. This will amount to no more than three hours in total, and may be less than three hours in many cases. However, if concerns arise during the review cycle there is scope to revise the amount of observation agreed at the start of the cycle (possibly to more than three hours). This should be agreed in a written addition to the review statement, following a meeting to revise arrangements.

Observations may be for whole lessons or parts of lessons, depending on the agreed focus.

Teachers should have the opportunity to engage in further classroom observations (beyond those undertaken for performance management purposes) by agreement. For example, peer observations agreed to by teachers are not part of the performance management arrangements, but many teachers will see the value of engaging in such observations as part of their professional development.

Any observations made by Ofsted or the local authority in relation to statutory duties fall outside normal observation arrangements.

Effective classroom observations should:

- Provide a performance reviewer with evidence of the quality of a reviewee's classroom practice (quality of teaching and learning)
- Help the headteacher develop an overview of the quality of teaching and learning in school
- Provide teachers with feedback on practice which aids reflection and self-evaluation and helps continuous development
- Identify and celebrate good practice
- Help to improve classroom performance by identifying areas for development which will extend expertise

Planning

The observations to be undertaken for performance management purposes should be agreed in the planning and review statement at the beginning of the performance management cycle. Nearer to the time of observation, and at least two weeks before it, the following should be firmed up:

- The exact focus for the observation and criteria to be used (if different to general lesson observation criteria)
- A time for the observation
- How and when the feedback will take place

Protocols and Methodology

The teacher being observed should assist the process by:

- Having relevant planning to hand, for example lesson plan or scheme of work
- Providing any relevant information on pupils, such as grouping arrangements within class and/or location of pupils with SEN

The criteria used for lesson observation should:

- Be agreed and understood by the teacher being observed and the observer
- Be used to evaluate the quality of teaching and learning
- Be used to provide constructive feedback and identify areas for possible improvement and development

All observers should demonstrate:

- Courtesy and objectivity in the conduct of observation and related meetings
- A respect for the confidentiality of any information gained in the course of carrying out the observation and giving feedback

During the lesson being observed they should:

- Sit somewhere which provides a good view of the activities of the pupils and teacher. S/he should be as unobtrusive as possible
- Talk to pupils, where appropriate, about their understanding and experiences so long as it does not disrupt the progress of the lesson
- Look at work being done in the lesson and, where appropriate, look at earlier work done by the pupils

Recording the observation

- It is important to record observations as the lesson progresses rather than relying on memory to recall what took place. A timeline could be used to help with this.
- Teacher activity and impact on pupil activity should be noted

Giving feedback

- Before giving feedback the observer needs to take time to reflect on the lesson and to identify the key messages from his/her notes. The teacher also needs time to collect his/her thoughts on the lesson
- Feedback following a lesson observation should include a clear judgement on lesson quality and enable teachers to build on what they are doing well and feel confident about introducing change where necessary
- Feedback should be given as soon as possible after the observation and no later than the end of the next day. It should always be out of the hearing of others and where disruptions can be kept to a minimum. There should be enough time allocated for a professional discussion around the feedback to take place.
- PPA time should not be used for giving feedback
- The observer should focus on how effective the lesson was in enabling learning to take place and the ways in which the teaching and activities contributed to it. When making an assessment, observers should always refer to the evidence they are drawing on and link it to the agreed observation criteria
- Recommendations, targets or action points set as a result of the observation should be practical and achievable and leave the teacher feeling that they can make progress. Clearly agreed deadlines and review timescales should be provided. If specific support and/or training is needed this should be noted, with a clear statement of who will organise this. It is likely that most CPD needs arising from observation will be met 'in house'.
- A short written record should be produced in line with school policy and presented to the teacher being observed within five working days of the observation. The teacher should be given the opportunity to add any comments they feel are appropriate to the record sheet.

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