



Thistly Meadow Primary School

PERFORMANCE MANAGEMENT POLICY

Approved by Governors (date)

Signed on behalf of the Governing Body

Chair of Governors

Thistly Meadow Primary School

PERFORMANCE MANAGEMENT POLICY

Scope

This procedure applies to Teachers and support staff based in the Thistly Meadow Primary School, except those on contracts of less than one term, those undergoing induction (i.e. NQTs) and those who are subject to the School's capability policy.

Throughout this policy, unless indicated otherwise, all references to 'Teacher' include the Head teacher/Principal when they are the individual being appraised.

The main purpose of performance management is to ensure that all staff have the opportunity to discuss their performance and development needs in relation to their job role.

The focus of performance management is on continuous development and performance improvement, and the performance management process is an essential element of this.

Purpose

This policy sets out the framework for a clear and consistent assessment of the overall performance of Teachers and support staff, for supporting their development within the context of the school/college's development plan for improving educational provision and performance, and the standards expected of all Teachers and support staff.

The performance management policy will also be used to address any concerns that are raised about an employee's performance. If concerns are such that they cannot be resolved through the performance management process, there will be consideration of whether to commence the capability policy.

Timescales

Performance management is an ongoing cycle, the preparation and self-evaluation against the relevant standards will take place in the summer term (or by a specific date).

School and individual objectives will be set and performance formally appraised each year in the autumn term for Teachers and the summer term for support staff.

Teachers and support 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 this policy. The length of the period will be determined by the duration of the contract.

Where a Teacher or support staff starts their employment at the school part way through a cycle, the Head teacher, or in the case where the employee is the Head teacher, the Governing Body, shall determine the length of the first cycle for that Teacher or support staff, with a view to bringing the cycle into line with the cycle for other Teachers and support staff as soon as possible.

Where a Teacher or support staff transfers to a new post within the school part way through the cycle, the Head teacher or, in the case where the employee is the Head teacher, the Governing Body, shall determine whether their cycle shall begin again and whether to change the appraiser.

Appointment of Appraisers

The Head teacher will be appraised by a sub-group of the Governing Body, and this will be supported by a suitably skilled and/or experienced external adviser who has been appointed by the Governing Body.

The Head teacher and senior leadership team will decide who will undertake appraisals of the teaching and support staff. It will normally be the member of staff with a clear line management overview of the work of the member of staff being appraised.

Performance Management Process

Preparation & Self Evaluation

During the summer term, the Head teacher will determine the standards against which all teaching staff will be assessed against. For the Head teacher, the sub-group of the Governing Body, with the support of an external adviser, will determine the standards against which the Head teacher will be evaluated. Staff will be made aware of the standards and at which level they are expected to be performing. All Teachers will be evaluated against the 'Teachers' Standards'.

For support staff, during the summer term, both parties should review the job description and the duties and responsibilities stated within it. In cases whereby formal standards, e.g. School Business Management Competency Framework, exist for the staff group concerned, the appraiser will clarify that these are the standards against which a staff member should be performing and will be assessed.

The following standards may also be used if relevant:

- National Head teacher Standards (2014);
- National Standards for Subject Leaders (1998);
- SenCo Standards;

- Draft National Standards for School Leaders;
- School Leadership Standards;
- National occupational standards for supporting teaching and learning in schools.

Appraisal Meeting

Appraisers and Appraisees will meet to undertake a formal Appraisal Meeting to discuss previously set objectives and targets to assess evidence on whether the objectives have been met, and set objectives for the forthcoming appraisal cycle. The outcome will be recorded on an appraisal statement form.

The objectives will be reasonable and appropriate to the career stage of the individual concerned.

For Teachers, in order to comply with 'The Education (School Teachers' Appraisal) Regulations 2012, each Teacher will have objectives set which, if achieved, contribute to the academy's plan for improving the educational provision and performance.

Completion of the Appraisal Statement

It is the responsibility of the Appraiser to complete the appraisal statement and forward it to the Appraisee for comment/approval within a reasonable time after the appraisal meeting (or specify duration for completion of appraisal statement). At this point, the Appraisee can add any comments they wish to make in the relevant section of the form.

Once both parties are in agreement with the content, they should both sign and retain copies. The Governing Body and Head teacher/Principal will ensure that all written appraisal records are retained in a secure place for six years after which they can be destroyed.

The appraisal form will include the following:

- Details of the objectives for the appraisal period in question;
- An assessment of the individual's performance of their role and responsibilities against their objectives and relevant standards;
- An assessment of the individual's training and development needs and identification of any action that should be taken to address them;
- A recommendation on pay (for Teachers);
- Identified support for the forthcoming appraisal period.

For Teachers, a recommendation regarding pay will be considered by the Head teacher who will refer it to the (name of appropriate committee) of the Governing Body, after which the outcome will be confirmed to the Teacher in writing within one month of the determination.

Ongoing Review of Performance

The level and nature of ongoing assessment required will be confirmed within the appraisal meeting and statement. It should be carried out in a supportive fashion and reflect the performance and development needs of the individual. Any feedback on performance will be given promptly, highlighting particular areas of strength as well as any areas that need attention and is to determine any appropriate action required.

Observation (for Teachers)

Teachers' performance will be regularly observed but the amount and type of classroom observation will depend on the individual circumstances of the Teacher and the overall needs of the school.

Classroom observation will be carried out on all teachers. In addition to formal observation, Head teachers or other leaders with responsibility for teaching standards may 'drop in' in order to evaluate the standards of teaching 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. Teachers (including the Head teacher) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

Other means of assessing performance may include:

- Planning and work scrutiny;
- Termly meeting with appraiser;
- Mid-cycle review meeting with appraiser;
- Observation / scrutiny of leadership and management activities where appropriate;
- Other feedback obtained during the cycle relevant to the Teacher's overall performance;
- Focused and moderated APP work with specific groups;
- Learning walks;
- Pupil behaviour and their management;
- Quality of learning environment;
- Pupil attitude survey;
- Specific internal as well as external tests;
- Lesson plans and showcase innovative approaches;
- Pupil conferences.

Feedback

Teachers and support staff will receive constructive feedback on their performance throughout the year, and for Teachers, as soon as practicable after observation has taken place, or other evidence has come to light. Feedback will include discussion with the

individual, will highlight particular areas of strength as well as any areas that need attention and will determine any appropriate action required.

Pay progression (for teachers)

Where Teachers are eligible for pay progression, the recommendation made by the appraiser will be based on the assessment of their performance against the agreed objectives. The decision made by the relevant decision-making body will be based on the statutory criteria and guidance set out in the academy's pay policy, STPCD and the relevant teacher standards.

Transition to Capability

Where it is apparent that there are performance concerns, support will be offered as soon as possible, without waiting for the formal annual assessment.

If an appraiser identifies through the appraisal process, or via other sources of information, for example parental complaints, that the concerns are such that, if not rectified, could lead to capability procedures, the appraiser, the Head teacher, or a member of the leadership team, will, as part of the appraisal process meet the individual to:

- Give clear written feedback to the individual about the nature and seriousness of the concerns'
- Give the individual the opportunity to comment on and discuss concerns;
- Meet with the individual to discuss targets for improvement alongside a programme of support (the employee may be represented by a Trade Union representative or work colleague);
- An improvement plan which includes appropriate supportive measures which may include coaching, training, in-class support (where relevant), structured observations or mentoring, that will help to address those specific concerns;
- Make clear how progress will be monitored and when it will be reviewed;
- Explain that if the individual does not make the required improvement then it may be necessary to refer to the capability procedure.

The individual's progress will continue to be monitored as part of the performance management process and a reasonable time given for the individual's performance to improve; this will vary in individual cases. During this monitoring period the individual will be given regular feedback on progress and arrangements will be made to modify the support programme if appropriate.

If, on consideration, the required improvement has been made and there is no longer a possibility that capability procedures will be invoked the individual is to be informed of this.

Alternatively if, on consideration of the evidence, it is concluded that it is appropriate to progress to the capability procedure, the appraiser, Head teacher or member of the leadership

team will meet with the individual to inform them.

Confidentiality & Quality Assurance

The performance management and capability processes will be treated with confidentiality. However, the desire for confidentiality does not override the need for the Head teacher and Governing Body to quality assure the operation and effectiveness of the appraisal system.

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The Head teacher will moderate all the planning statements to check that the plans recorded in the statements of Teachers and employees 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.

Monitoring & Evaluation

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 that 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' and Employees' training and development needs
- An assessment of the performance management process to ensure that it is fair and non-discriminatory.

Version	Date	Comment
LCC Version: v2016-M1	Date agreed: 7 th September 2016 Review date: September 2018	Agreed at JPR

APPRAISAL STATEMENT



Staff Name: **Position:**.....

Line Manager: **Position:**.....

Date of Meeting:.....

NOTES

INDIVIDUAL AIMS AND OBJECTIVES (Overall performance against previous year)

No.	Objective	Met y/n/in part	Line manager comments	Staff comments

General comments – Line Manager

General comments – Member of Staff

PAY RECOMMENDATION (Teachers only)	
Pay point during the previous cycle:	
Is the Teacher eligible to be considered for (non-automatic) pay progression?	YES <input type="checkbox"/> NO <input type="checkbox"/>
Is pay progression recommended (eligible teachers only)*?	YES <input type="checkbox"/> NO <input type="checkbox"/>

* If a teacher is eligible for non-automatic pay progression but this is not recommended then reasons should be provided in writing and the letter should include information about the process for appeal.

Signed (Line Manager)		Date	
Signed (Staff member)		Date	

INTERIM APPRAISAL REVIEW

Staff Name: Position:.....

Line Manager: Position:.....

Date of Meeting:.....

NOTES

INDIVIDUAL AIMS AND OBJECTIVES (progress against objectives)

No.	Objective	Progress y/n/in part	Line manager comments	Staff comments

General comments – Line Manager

General comments – Member of Staff

Signed (Line Manager)		Date	
Signed (Staff member)		Date	

ANNUAL PLANNING MEETING



Staff Name:

Position:.....

Line Manager:

Position:.....

Date of Meeting:.....

SCHOOL AIMS AND OBJECTIVES (taken from SDP)	

PLANNING STATEMENT FOR THE FORTHCOMING YEAR (include any elements carried forward from the previous year)				
No.	Objective (Specific, Measurable, Achievable, Realistic/Rigorous, Timescales)	Performance Criteria (What success looks like)	Evidence Base (Incl. extent, pattern & focus of planned classroom observation where applicable)	CPD / Support

OTHER EVIDENCE TO BE CONSIDERED (For assessment of overall performance – optional)

JOB DESCRIPTION REVIEW – List amendments to be made (if any)	Date amended

NOTES

Signed (Line Manager)		Date	
Signed (Staff member)		Date	

TRAINING AND DEVELOPMENT

Objective No.	Knowledge/skill required	Proposed Method of Learning/Development	Responsibility of (Head teacher, staff member etc)	Priority 1=High 2=Medium 3=Low	Timescales to achieve by

NOTES

Signed (Line Manager)		Date	
Signed (Staff member)		Date	