

BRIERLEY CE (VC) PRIMARY SCHOOL

PERFORMANCE MANAGEMENT POLICY - TEACHERS

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 (ie NQTs) and those who are the subject of capability procedures.

INTERPRETATION

The Governing Body expects good practice and professionalism to underpin the performance management process. In the event of any inadequacy in, or dispute arising from, the interpretation of this policy, the "*Performance Management for teachers and head teachers – Guidance*" document produced by the Rewards and Incentive Group (RIG) shall be used to inform the meaning and intention of the policy's provisions. A copy of the Guidance can be referred to via the school office.

PURPOSE

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers and the head teacher 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 teachers' pay in accordance with the School Teachers' Pay and Conditions Document. It should be noted that satisfactory outcomes in the Performance Management process alone would not lead to pay progression where other criteria is required such as threshold assessment, etc.

LINKS TO SCHOOL IMPROVEMENT, SCHOOL SELF EVALUATION AND SCHOOL DEVELOPMENT PLANNING

To comply with the requirement 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 head teacher has determined that he will:

Be the reviewer for some teachers and delegate the role of reviewer for other teachers to members of the senior management team.

He will:

moderate all the planning statements to check that the plans recorded in the statements of teachers 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 school improvement plan, the regulations and the requirements of equality legislation

The head teacher, where s/he feels the statement does not meet these requirements, may meet with both the reviewer and the reviewee and may require a revised statement to be issued.

The Governing Body, where the head teacher considers that his/her own statement does not meet these requirements, will:

nominate the Chair of the Governing Body, (or in exceptional circumstances an alternative suitable Governor), who will not be involved in the head teacher's performance management or any appeal regarding the head teacher's performance management to ensure that the head teacher's planning statement is consistent with the school's improvement priorities and complies with the school's performance management policy and the Regulations. The nominated Governors may seek the advice of an Adviser of at least equal status to the External Adviser, to assist determination of the matter.

The Governing Body will review the quality assurance processes when the performance 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. They 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/her professional duties and the time required to pursue his/her personal interests outside work, consistent with the school's strategy for bringing downward pressure on working hours to achieve a reasonable work/life balance. 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 cannot be made the reviewer (or appointed governor in the case of the head teacher) will make the determination.

At Brierley

- all teachers, including the head teacher, will have no more than 4 objectives
- teachers, including the head teacher, will not necessarily all have the same number of objectives
- all teachers, including the head teacher, will have a whole school objective

Though performance management is an assessment of overall performance of teachers and the head teacher, objectives cannot cover the full range of a teacher's roles/responsibilities. Objectives will, therefore, focus on the priorities for an individual for the cycle. It will be assumed at the review stage that those aspects of a teacher'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.

Where circumstances significantly change during the cycle and have either a positive or negative impact on a planning statement or review considerations either the objectives or performance review or both can be reset and/or adjusted

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 and what has been achieved at the end 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 and periodic 'milestones' may be set. In such cases, the basis on which the progress being made towards meeting the performance criteria for the objective will be assessed against the 'milestones' at appropriate times and at the end of the first cycle and will be recorded in the planning and review statement at the beginning of the cycle.

The reviewer and the reviewee are encouraged to maintain ongoing dialogue during the course of a cycle to identify potential problems, additional support, changes in circumstances, etc at an early date with a view to achieving successful outcomes at the end of the cycle.

APPEALS

At specified points in the performance management process teachers and head teachers 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 her/his statement, upon request, where this is necessary to enable the line manager to discharge her/his line management responsibilities. Reviewees will be told who has requested and has been granted access.

Individual's performance management information may also be disclosed on a confidential basis to any party with a legitimate interest in either assisting the individual with an appeal or in determining the outcome of an appeal.

TRAINING AND SUPPORT

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

To ensure 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.

APPOINTMENT OF REVIEWERS FOR THE HEAD TEACHER

Appointment of Governors

In this school:

The Governing Body is the reviewer for the head teacher and to discharge this responsibility on its behalf will appoint 2 or 3 governors. These will be known as Appointed Governors

Where the head teacher 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 stating the reasons for that governor to be replaced. Where the Governing Body refuse the request the Chair of Governors will give reasons for refusal in writing.

Appointment of External Adviser

The appointment of an External Adviser is a legal requirement and will provide the Governing Body with advice and support in relation to the management and review of the performance of the head teacher. The Governing Body has the discretion to identify and appoint a suitable external adviser. The External Adviser should be acceptable to the head teacher but, wherever practicable, should not be chosen by him/her.

APPOINTMENT OF REVIEWERS FOR TEACHERS

In this school the head teacher has decided that:

The head teacher will be the reviewer for some teachers and will delegate directly the role of reviewer, in its entirety, to members of the senior management team for other teachers.

The maximum number of reviews that any line manager will be expected to undertake per cycle is 2.

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 head teacher stating the reasons for that reviewer to be replaced. . Where the head teacher refuses the request s/he will give reasons for refusal in writing.

Where it becomes apparent that the reviewer will be absent for the majority of the cycle or is unsuitable for professional reasons the head teacher 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 original reviewer or line manager whichever is more practicable.

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

being changed.

All teachers 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 teachers must be reviewed on an annual basis. Performance planning and reviews must be completed for all teachers by 31 October and for head teachers by 31 December.

The performance management cycle in this school, therefore, will run from 1 November in any year to 31 October the following year for teachers, and from 1 January in any year to 31 December in the same year for the head teacher.

Teachers 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 a teacher starts their employment at the school part-way through a cycle, the head teacher or, 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 head teacher or, where the teacher is the head teacher, the Governing Body, shall determine whether the cycle shall begin again and whether to change the reviewer.

Where a teacher transfers to another school part-way through a cycle s/he may request the head teacher, or, where the teacher is the head teacher, the Chair of Governors, to forward the current planning and review statement/s (where available) to the new head teacher or Chair of Governors respectively. Similarly a teacher or head teacher transferring into the school from another school may have their current planning and review statements where available taken into account in a revised planning statement and subsequent review and especially where they can be demonstrated as of relevance to this school.

RETENTION OF STATEMENTS

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

MONITORING AND 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 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 non-discriminatory and the following monitoring data should be included in the head teacher's report because they represent the possible grounds for unlawful discrimination:

- Race
- Gender
- Sexual orientation
- Disability
- Religion and belief
- Age
- Part-time contracts
- Trade union membership.

The head teacher 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 Autumn term meeting.

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. However it should be noted that this review will often be very close to the commencement of the performance cycle for teachers on 1 November and the Governing Body requires that this review process is managed expeditiously.

ACCESS TO DOCUMENTATION

Copies of the school improvement and development plan and SEF are published on the school's intranet and/or 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 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; and
- respect the confidentiality of the information gained.

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. There is no requirement to use all of the three hours. The amount of observation for each teacher should reflect and be proportionate to the needs of the individual.

In this school 'proportionate to need' will be determined by the senior management team.

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, any particular aspects of the teacher's performance which will be assessed, the duration of the observation, when during the performance management cycle the observation will take place and who will conduct the observation.

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. Where serious weaknesses are identified the performance management process for that individual will cease and the school's capability procedure will be substituted.

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 in advance.

Classroom observations will only be undertaken by persons with QTS. In addition, in this school, classroom observation will only 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. 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 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.

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

Clearly the performance management arrangements are integral to fulfilling this duty and head teachers may consider the classroom observations they have agreed for performance management are sufficient and that drop in will not be needed.

In this school drop ins will be undertaken by the head teacher.

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.