



# **Performance Management Policy (Teachers)**

**Brierley CE (VC) Primary School**

### **Our Vision**

Though we are many, we are one body. Together, we learn and grow.

God is at the heart of all we do, shining His light to guide us on our journey. Together, we face change and transformation with courage.

In love, we nurture all to be resilient, hopeful and aspirational; to become the very best version of ourselves, knowing that we are loved.

Each member of our school community is honoured and celebrated for their unique character and qualities: difference is met with dignity and compassion. Though we are many, we are one body.

Our community at Brierley stretches beyond the school, where we share God's message of love through our actions, our thoughts and our words as we continue on life's path.

### **Application of the policy**

The revised appraisal arrangements came into force with effect from 1 September 2012. They are set out in the Education (School Teachers' Appraisal) (England) Regulations 2012 (the Appraisal Regulations) which replace the Education (School Teacher Performance Management) (England) Regulations 2006 (the 2006 Regulations). The 2006 Regulations continue to apply to any performance management cycle which is in progress on 1 September 2012, unless the governing body or local authority decides to end that cycle early and to begin a new appraisal period starting on or after that date.

The Appraisal Regulations set out the principles that apply to teachers in all maintained schools and unattached teachers employed by a local authority, in each case where they are employed for one term or more. They retain the key elements of the 2006 Regulations but allow schools more freedom to design arrangements to suit their own individual circumstances. They provide the minimum national framework within which schools should operate. This policy, which covers appraisal, applies to the head teacher and to all teachers employed by the school or local authority, except those on contracts of less than one term and those undergoing induction (*ie* NQTs).

Schools and local authorities must stay within the legal framework set out in the Appraisal Regulations and in other relevant legislation that affects all employers (for example legislation on equality, employment protection and data protection).

Schools and local authorities must have an appraisal policy for teachers and a policy, covering all staff, which deals with lack of capability. This policy applies only to teachers, including head teachers. It has been written in the context of schools, but the same principles apply to unattached teachers.

This policy covers appraisal only and replaces the informal stage of the capability procedure which is dealt with in the related Capability Procedure for Teachers Policy. On 1 September 2012 it supersedes the previous performance management model policy and guidance, which had been designed to support the 2006 Regulations.

## **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.

The Appraisal procedure at Brierley CE (VC) Primary School will be a supportive and developmental process designed to ensure that all teachers have the skills and support they need to carry out their role effectively. It will help to ensure that teachers are able to continue to improve their professional practice and to develop as teachers.

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 this policy. The length of the period will be determined by the duration of their contract.

*There is flexibility to have a longer or shorter appraisal period when teachers begin or end employment with a school or local authority or when unattached teachers change post within the same authority.*

The head teacher 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.

In this school the task of appraising the head teacher, including the setting of objectives, will be delegated to a sub-group consisting of two/three members of the Governing Body.

The head teacher will decide who will appraise other teachers. All appointed appraisers will have access to appropriate training and development in the role.

### **Links to school improvement, 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 a major 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 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 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.

#### **Objectives**

The head teacher's objectives will be set by a Governing Body sub-group (nominated governors) after consultation with the external adviser.

A reasonable number of objectives for each teacher will be set before, or as soon as practicable after, the start of each appraisal period. The objectives set for each teacher, will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the teacher's role and level of experience. The appraiser and teacher 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 that are beyond the control of the teacher/appraiser.

The objectives set for each teacher 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 Brierley CE school. This will be ensured by amongst other things quality assuring all objectives against the school improvement plan.

Before, or as soon as practicable after, the start of each appraisal period, each teacher will be informed of the standards against which that teacher's performance in that appraisal period will be assessed. Schools will ensure that they have systems in place to allow all teachers to be assessed against the set of standards contained in the document called "Teachers' Standards" published in September 2012 and against other sets of standards published by the Secretary of State that are relevant to them ie. Post Threshold/Leadership.

The objectives 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.

At Brierley

- all teachers, including the head teacher, will have no more than four 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

### **Quality assurance**

The head teacher 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 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 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.

### **Reviewing progress**

This school believes that observation of classroom practice and other responsibilities is important both as a way of assessing teachers' performance in order to identify any particular strengths and areas for development they may have and of gaining useful information which can inform school improvement more generally. All observation will be carried out in a supportive fashion.

In this school 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 only by those with QTS. In addition to formal observation, head teachers or other leaders with responsibility for teaching standards will "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.

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.

Teachers will receive constructive and confidential 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. Where there are concerns about any aspects of the teacher's performance the appraiser will meet the teacher formally to:

- give clear feedback to the teacher about the nature and seriousness of the concerns;
- give the teacher the opportunity to comment and discuss the concerns;
- agree any support (eg coaching, mentoring, structured observations), that will be provided to help address those specific concerns;
- make clear how, and by when, the appraiser will review progress *(it may be appropriate to revise objectives, and it will be necessary to allow sufficient time for improvement. The amount of time is up to the school but should reflect the seriousness of the concerns);*
- explain the implications and process if no – or insufficient – improvement is made.

When progress is reviewed, if the appraiser is satisfied that the teacher has made, or is making, sufficient improvement and continuing to meet the relevant standards, the appraisal process will continue as normal, with any remaining issues continuing to be addressed through that process.

## **Annual assessment**

Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the head teacher, the Governing Body must consult the external adviser.

The teacher will receive as soon as practicable following the end of each appraisal period – and have the opportunity to comment in writing on – a written appraisal report. In this school, teachers will receive their written appraisal reports by 31 October (31 December for the head teacher) or as soon as practicable on their return to work following any periods of absence. The appraisal report will include:

- details of the teacher's objectives for the appraisal period in question;
- an assessment of the teacher's performance of their role and responsibilities against their objectives and the relevant standards;
- an assessment of the teacher's training and development needs and identification of any action that should be taken to address them;
- a recommendation on pay where that is relevant ie. progression from UPS 1 through to UPS 3. *(NB – pay recommendations need to be made by 31 December for head teachers and by 31 October for other teachers);*

The assessment of performance and of training and development needs will inform the planning process for the following appraisal period.

## **Transition to capability**

If the appraiser is not satisfied with progress, the teacher will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the capability procedure, and will be invited to a formal capability meeting. The capability procedures will be conducted as detailed in the associated Capability Procedure for Teachers.

## **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. If an individual, however, wishes to disclose such information with others on a voluntary basis then this would be permissible.

### **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.

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 induction to the 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.

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



### **Review of 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 can be obtained from the school office.

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