

St Lawrence CE Primary School



Performance Management Policy

Ref : STLAW.039
Version 4.0

This document has been reformatted to a new St Lawrence CE Primary School standard template and all version numbers have been reset, as part of the review of all policies in November 2011.

Index

Index	2
Version History	3
Change History	3
Document Information	4
Approval Information – Governors	
Approval Information – School	
1. Application of policy	6
2. Purpose	6
3. Links to school Improvement, School Self Evaluation and School.....	7
Development Planning	8
4. Consistency of treatment & fairness	8
4.1. Quality Assurance	9
4.2. Objective Setting	10
5. Assessment against relevant standards	10
6. Reviewing Progress	11
7. Appeals	12
8. Confidentiality	13
9. Training and support	13
10. Appointment of appraiser for the head teacher	14
10.1. Appointment of Governors	14
10.2. Appointment of School Improvement Partner	14
11. Appointment of appraisers for teachers	14
12. The appraisal period	15
13. Retention of statements	15
14. Monitoring and evaluation	16
15. Review of the policy	17
16. Access to documentation	17
17. Classroom observation protocol	17
APPENDIX 1: CLASSROOM OBSERVATION PROTOCOL	18

Version History

Version Number	Date created	Status
0.1	May 2011	Draft
0.2	September 2012	Draft
1.0	October 2012	Approved
1.1	July 2013	Draft
2.0	August 2013	Approved
2.1	11 th August 2015	Draft
3.0	31 st August 2015	Approved
3.1	20th January 2018	Draft
4.0	30 th January 2018	Approved

Change History

Page Number	Change
3	Amend policy review period
4	Amend Governors names
5	Amend teachers names
12	Amend twice a term to once a term
12	Insert head of school in addition to executive head teacher
12	Replace head teacher with head of school
11 12 14 16	Replace head teacher with executive head teacher

Document Information

Policy name :	Performance Management Policy
Policy reference:	STLAW.039
Version:	4.0
Date created :	20 th January 2018
Review period :	Every 3 years
Date of approval :	30 th January 2018
Date of next review :	January 2021

Approval Information - Governors

Position	Chair of Governors
Name	Mr Paul Evans
Signature	
Date	

Position	Co-opted Governor
Name	Mrs Helen Ashby
Signature	
Date	

Position	Co-opted Governor
Name	Ms S North
Signature	
Date	

Position	Foundation Governor
Name	Mrs P Jones
Signature	
Date	

Position	Staff Governor
Name	Mr M Lambie
Signature	
Date	

Position	Parent Governor
Name	Mrs Rachel Voiculescu
Signature	

Approval Information - School

Position	Executive Head Teacher
Name	Mrs Sue Blackburn
Signature	
Date	

Position	Class 1 Teacher
Name	Mrs Alison Moore
Signature	
Date	

Position	Class 2 Teacher
Name	Mrs Sallie Roberts
Signature	
Date	

Position	Head of School
Name	Mr Mark Lambie
Signature	
Date	

Position	
Name	
Signature	
Date	

Position	
Name	
Signature	
Date	

Position	
Name	
Signature	
Date	

Position	
Name	
Signature	
Date	

This policy takes into account that the Education (School Teachers' Appraisal) (England) Regulations 2012 regulations replace the Education (School Teacher Performance Management) (England) Regulations 2006.

1. Application of 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 (i.e. NQTs) and those who are the subject of capability procedures.

This policy is the required document referred to in the Education (School Teachers' Appraisal) (England) Regulations 2012 (regulation 3) and it sets out the appraisal process for such teachers

2. Purpose

This policy sets out the framework for a clear and consistent appraisal 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 and against the Teachers Standards published by the Secretary of State in July 2011 and any other standards which are applicable to the performance of the teacher. Revised pay progression arrangements come into force with effect from 1 September 2013.

September 2013 will be the last time that annual pay increments are awarded to teachers based on their length of service. Thereafter, decisions about teachers' pay progression will be linked to performance, with their first annual performance related progression pay increases being made in September 2014.

Where teachers are eligible for pay progression, the assessment of performance throughout the appraisal period against the performance criteria specified in the statement will be the basis on which the recommendation is made by the appraiser.

The deadline for the current round of Threshold applications (round 13) is 31 August 2013 in Wales and in England for teachers not covered by the 2012 appraisal regulations. For teachers in England who are covered by those regulations it is 31 October 2013. Subject to the consultation, Ministers have agreed that round 13 will run its course and that eligible teachers in England who are now on point 6 of the main pay scale will be able to apply for threshold assessment by 31 October 2013 under the arrangements set out in the 2012 STPCD.

From 1 September 2009 (Threshold Round 10) for teachers subject to the 2006 performance management regulations who request assessment against the post-threshold standards, head teachers in England will normally only use the evidence recorded in their performance management (PM) review/appraisal statements covering the two-year period prior to the receipt of the request for assessment.

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.

3. 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 appraisal 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 appraisal process.

All appraisers are expected to explore the alignment of teachers' objectives with the school's priorities and plans. The objectives should also reflect teachers' professional aspirations.

4. Consistency of treatment & 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.

4.1. Quality Assurance

The executive head teacher has determined that she will delegate the appraiser role for some teachers for whom she is not the line manager. In these circumstances the executive head teacher will moderate all planning statements to check that the plans recorded in the statement 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 regulations and the requirements of equality legislation

The Governing Body will nominate a governor, who will not be involved in the executive head teacher's performance management, to ensure that the executive 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 Governing Body will review the quality assurance processes when the performance policy is reviewed.

4.2. Objective Setting

Performance will be assessed against the relevant standards as well as objectives.

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 teacher being able to achieve a satisfactory balance between the time required to discharge their professional duties and the time required to pursue personal interest 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 our school.

Depending on the objectives, achievement should have impact on one or more of the following:

- pupil progress
- wider outcomes for pupil
- improvements in specific element of practice, such as behaviour management or lesson planning
- impact on effectiveness of teachers or other staff
- wider contribution to the work of the school

The appraiser and teacher will seek to agree the objectives but where a joint determination cannot be made, the appraiser will make the determination.

Objectives for each teacher will be set before, or as soon as practicable after, the start of each appraisal period.

In this school all teachers, including the executive head teacher, will have no more than 3 objectives and all teachers, including the executive head teacher, will have a whole school objective.

Though appraisal is an assessment of overall performance of teachers, head of school and the executive 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 appraisal period. At the review stage it will be assumed 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.

5. Assessment against relevant standards

As well as objectives, teachers performance will be assessed against the set of standards contained in the document entitled 'Teachers' Standards' published by the Secretary of State and may include any other set of standards relating to the teachers' performance published by the Secretary of State as the head teacher, governing body or local authority determines as being applicable to the performance of that teacher. Appraisers will inform teachers of the relevant standards.

6. 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 and in line with the schools observation policy.

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 by those with QTS. 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 and head of school (including the executive head teacher) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

Other methods of assessments will/may also include *self-assessment, peer review, tracking pupil progress, the views of pupils and parents.*

Teachers will be given constructive feedback on their performance throughout the year in interim meetings which will take place **once a term**. General supportive discussions may also take place throughout the year and as soon as practicable after observations have taken place or other evidence has come to light.

The feedback will highlight particular areas of strength as well as any areas that may require attention. Support should be discussed and agreed where necessary with the teacher.

At the end of the appraisal period assessment of performance against an objective will be on the basis of the performance criteria set at the beginning of the appraisal period. 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 appraisal period is annual, but on occasions it may be appropriate to set objectives that will cover a period over more than one appraisal period. 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 appraisal period and will be recorded in the planning and review statement at the beginning of the appraisal period.

If someone does not meet an aspect of the performance review and/or is not eligible for pay progression, it does not automatically mean they will be managed through the capability procedure.

7. Appeals

At specified points in the performance management process teachers, head of school and executive head teachers have a right of appeal against any of the entries in their planning and review statements. Where a teacher 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.

8. Confidentiality

The whole appraisal process and the statements generated under it, in particular, will be treated with strict confidentiality at all times. Only the teacher's line manager or, where she/he has more than one, each of her/his line managers will be provided with access to the teacher'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. Teachers will be told who has requested and has been granted access.

9. Training and support

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

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 part of the executive head teacher's annual report to the governing body about the operation of the appraisal process 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 teacher 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.

10. Appointment of appraiser for the executive head teacher

10.1. Appointment of Governors

In this school the Governing Body is the appraiser for the executive head teacher and to discharge this responsibility appoints three governors of which 1 will be Foundation or Community governor.

Where the executive head teacher is of the opinion that any of the governors appointed by the governing body under this regulation is unsuitable for professional reasons, she may submit a written request to the governing body for that governor to be replaced, stating those reasons.

10.2. Appointment of School Improvement Partner

The local authority has appointed a school improvement partner for the school who will provide the Governing Body with advice and support in relation to the management and appraisal of the performance of the head teacher.

11. Appointment of appraisers for teachers

In the case where the executive head teacher is not the teacher's line manager, the head teacher may delegate the duties imposed upon the appraiser, in their entirety, to the teacher's line manager. In this school the head of school will be the appraiser for all teachers.

12. The appraisal period

The performance of teachers must be reviewed over an appraisal period of 12 months. Performance planning and reviews must be completed for all teachers by 31 October and for head teachers by 31 December.

The appraisal period in this school, therefore, will run from 1st October to 30th September for teachers, and from 1st September to 31st August for the executive 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 appraisal period will be determined by the duration of their contract.

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

Where a teacher transfers to a new post within the school part-way through an appraisal period, the head teacher or, in the case where the teacher is the head teacher, the governing body shall determine whether the appraisal period shall begin again and whether to change the appraiser.

13. Retention of statements

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

14. Monitoring and evaluation

The governing body will monitor the operation and outcomes of appraisal arrangements.

The executive head teacher will provide the governing body with a written report on the operation of the school's appraisal policy annually. The report will not contain any information which could enable any individual to be identified. The report will include:

- The operation of the appraisal policy;
- The effectiveness of the school's appraisal procedures;
- Teachers' training and development needs

The Governing Body is committed to ensuring that the appraisal process is fair and non-discriminatory.

On appointment, all teachers will be invited to provide the following personal data:

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

The executive head teacher will, therefore, also report annually to the Governing Body, in a confidential section, appropriate details of:

1. any appeals or representations on an individual or collective basis on the grounds of alleged discrimination under any of the categories above in relation to appraisal
2. cases, including the circumstances, where teachers have not made satisfactory progress towards objectives
3. any instances where the training and development set out in the training and development annex of a planning and review statement has not been provided

Where the relevant personal data is available the executive head teacher will include an analysis of the cases specified in 1 to 3, above. However, the report will not enable any individual to be identified.

15. Review of the policy

The Governing Body will review the appraisal policy every school year at its autumn meeting.

The Governing Body will take account of the executive head teacher's report in its review of the appraisal 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 teachers are fully conversant with the appraisal arrangements, all new teachers who join the school will be briefed on them as part of their introduction to the school.

16. 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.

17. Classroom observation protocol

All classroom observation will be undertaken in accordance with the appraisal regulations and the school's classroom observation policy.

APPENDIX 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.

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.

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 be 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 teaching and learning.

Clearly the performance management arrangements are integral to fulfilling this duty and the 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 of school and executive 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.