



Maximising Potential

Performance Management Policy for Teachers

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1. Purpose

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the Headteacher, and for supporting their development within the context of the school's plan for improving educational provision and performance, and the standards expected for teachers. It also provides a framework to assist teachers who may be experiencing difficulty in achieving an adequate level of professional performance.

This policy is to be read in conjunction with the school's pay policy which provides details of the arrangements relating to teachers' pay in accordance with the STPCD.

2. Scope

This section of the policy applies to the Headteacher 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.

3. Introduction

- 3.1 Performance Management in the school is 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 helps to ensure that teachers are able to continue to improve their professional practice and to develop as teachers.
- 3.2 Teachers will receive constructive feedback on their performance throughout the year. Where there are concerns about any aspects of the teacher's performance these will be addressed early, fairly and objectively as part of the Performance Management process, with the aim being to achieve an adequate level of performance.
- 3.3 Where a teacher has not achieved an adequate level of performance, following the steps set out in the Performance Management policy, the teacher will be informed that the Performance Management process will stop and their performance will be managed in line with the capability procedure. Before any such course of action and where a teacher's performance becomes an emerging cause for concern, the informal interventions described in Appendix B1 will be adopted before formal capability procedures commence.
- 3.4 All teachers will be assessed against the current "Teachers' Standards" published by the Department for Education. Depending on their grade, some teachers may also be assessed against other relevant professional standards

applicable to their role (for example the post threshold teacher standards). However, the Teachers' Standards will not be used as a checklist against which the teachers' performance is assessed and the performance management process will start from the premise that all teachers are meeting the Teachers' Standards.

- 3.5 To ensure that sufficient time is available for teachers to make a meaningful contribution to the overall process, all performance management activities will take place within Directed Time (not including PPA time).

4. The Performance Management Period

- 4.1 The Performance Management period will run for a period of 12 months.

The Performance Management period in this school will run from September to September for teachers, and for the Headteacher.

- 4.2 An annual assessment will take place at the end of, or soon after the end of, the Performance Management period. Following this a written Performance Management report will be produced for the teacher concerned; the Headteacher and teachers will receive their Performance Management reports by 30th September.

- 4.3 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 period will be determined by the duration of their contract.

- 4.4 Where a teacher starts their employment at the school part way through the Performance Management period, the Headteacher or, in the case where the teacher is the Headteacher, the Governing Body, shall determine the length of the first Performance Management period for that teacher, with a view to bringing them into line with the period for other teachers at the school as soon as possible.

- 4.5 Where a teacher transfers to a new post within the school part way through the Performance Management period, the Headteacher or, in the case where the teacher is the Headteacher, the Governing Body, shall determine whether the Performance Management period shall begin again and whether to change the Reviewer.

5. Appointment of Reviewers for the Headteacher

- 5.1 The Headteacher’s performance management will be conducted by the directors of Trust, supported by the CEO.
- 5.2 In this school, the Performance Management of the Headteacher, including the setting of objectives, will be delegated to a sub-group of the directors as follows:

Option 1*	Three directors who will be supported by the CEO.
Option 2*	Two directors and the Chair of Governors from the LGB supported by the CEO.

(* To be determined by the Trust)

- 5.3 Where a Headteacher is of the opinion that the Chair of Governors appointed by the Local Governing Body under this regulation is unsuitable for professional reasons, they may submit a written request to the Trust for that governor to be replaced, stating those reasons.

6. Appointment of Reviewers for Teachers

- 6.1 In the case where the Headteacher is not the teacher’s line manager, the Headteacher may delegate the duties imposed upon the Reviewer, in their entirety, to the teacher’s line manager.
- 6.2 In this school the Headteacher has decided that:

Option 1*	The Headteacher will be the Reviewer for all teachers in this school.
Option 2*	The Headteacher will be the Reviewer for those teachers they directly line manage and will delegate the role of Reviewer, in its entirety, to the relevant line managers for some or all other teachers. Where the Headteacher has chosen option 2, then: line managers will be the Reviewers for all those teachers they line manage*; or

	the maximum number of reviews that any line manager will be expected to undertake per period is 3.
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(* Delete as appropriate)

- 6.3 Where a teacher has more than one line manager the Headteacher will determine which line manager will be best placed to manage and review the teacher's performance.
- 6.4 Where a teacher is of the opinion that the person to whom the Headteacher has delegated the Reviewer's duties is unsuitable for professional reasons, they may submit a written request to the Headteacher for that Reviewer to be replaced, stating those reasons.
- 6.5 Where it becomes apparent that the Reviewer will be absent for the majority of the Performance Management period or is unsuitable for professional reasons the Headteacher may perform the duties themselves or delegate them in their entirety to another teacher. Where this teacher is not the Reviewee's line manager the teacher will have a status in the staffing structure which is equivalent to or higher than the teacher's line manager.
- 6.6 A Performance Management cycle will not begin again in the event of the Reviewer being changed.
- 6.7 All line managers to whom the Headteacher has delegated the role of Reviewer will receive appropriate preparation for that role.

7. Objective Setting

- 7.1 The Headteacher's objectives will be set by the Trust directors (and LGB representative) in consultation with the CEO.
- 7.2 Objectives for each teacher will be set before, or as soon as practicable after, the start of each Performance Management period.
- 7.3 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. They will also be 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.
- 7.4 Documents relating to the school's self-evaluation and its improvement plan should be taken into account when setting objectives. This will ensure that teachers' objectives are in line with the school's priorities, and, if achieved, will contribute to the school's plans for improving the school's educational

provision and performance and improving the education and progress of students at the school

- 7.3 The Reviewer and Reviewee will seek to agree SMART objectives but where a joint determination cannot be made the Reviewer will make the determination. In such circumstances the Reviewee will be provided with the opportunity to record their objections.
- 7.4 Objectives should be set out in the planning element of the Performance Management report, and may be revised during the Performance Management period if circumstances change.
- 7.5 All staff will be assessed against the requirements of their job roles and any professional standards applicable to that role. Before, or as soon as practicable after, the start of each Performance Management period, each teacher will be informed of the standards against which they will be assessed.
- 7.6 Where relevant, objectives will also relate to any professional standards the employee is seeking to achieve and, in turn, will provide evidence for any associated pay progression.
- 7.7 In this school all teachers, including the Headteacher, will have 3 objectives.
- 7.8 Performance Management is an assessment of overall performance of teachers and the Headteacher; it is recognised that objectives cannot cover the full range of a teacher's roles/responsibilities. Objectives will focus on the priorities for an individual for the Performance Management period, reflecting their own professional development and the wider needs of the school, as outlined in paragraph 7.4. Teachers will be expected to meet the overall requirements of their job role, as set out in their job description, and the professional standards relating to their job. The Performance Management process, including the annual assessment, will take into account their overall performance in these matters, as well as their specifically agreed objectives.

8. Reviewing Performance

Observation

- 8.1 The amount of observation for each teacher should reflect and be proportionate to the needs of the individual, and the school. Proportionality will be determined during discussion at the Performance Management meeting, taking into account the objectives set, and whether the teacher works full or part-time. A total of three observations will be conducted for all purposes within a total time of up to three hours per year.

- 8.2 All Performance Management classroom observation will be undertaken in accordance with the Classroom Observation Protocol attached at Appendix A1.

Feedback

- 8.3 Teachers will receive constructive feedback on their performance throughout the year. Where observation has taken place, feedback will be provided as soon as possible after the observation. Similarly, feedback will be provided as soon as possible after any other evidence relating to performance comes to light. If there are concerns about any aspect of performance, these will be raised with the teacher concerned as soon as possible, and support and guidance will be provided. If no concerns are raised, it will be assumed that performance is satisfactory.
- 8.4 Feedback will highlight particular areas of strength as well as any areas that need attention.
- 8.5 Where there are concerns about any aspect of the teacher's performance, the Reviewer will meet the teacher to:
- give clear feedback to the teacher about the nature and seriousness of the concerns;
 - give the teacher the opportunity to comment and to discuss the concerns, and, if appropriate in the light of this discussion, revise the objectives;
 - where personal or domestic circumstances are identified as contributing to the employee's performance issues, a member of the senior leadership team should be informed as soon as possible.
 - agree a package of support (e.g. coaching, mentoring, joint planning, developmental lesson observations), that will be provided to help address the specific performance concerns;

The reviewee is encouraged to take advice from their Trade Union / Professional Association.

- 8.6 The support period should be reasonable and proportionate, and allow sufficient time for improvement. It will usually be 4 to 6 weeks, depending on the seriousness of the concerns.
- 8.7 The Reviewer will confirm the discussion, including the nature of the concerns, the agreed action and timescale for support, in writing to the employee.
- 8.8 Regular contact will be maintained by the reviewer during the support period to monitor progress of the support.
- 8.9 The Reviewer will consider the progress made at the end of the support period. If the Reviewer is satisfied that the teacher has made, or is making,

sufficient improvement, the Performance Management process will continue as normal, with any remaining issues continuing to be addressed through that process.

- 8.10 If the Reviewer is not satisfied with progress, the Reviewer will inform their SLT line manager and then meet the teacher, who may be accompanied by a trade union representative or work colleague, to:
- give clear feedback to the teacher about the nature and seriousness of the concerns;
 - give the teacher the opportunity to comment and to discuss the concerns;
 - where personal or domestic circumstances have become a contributing factor to the employee's performance issues, a member of the senior leadership team should be informed as soon as possible.
 - agree a further package of support (e.g. coaching, mentoring, joint planning, developmental lesson observations), that will be provided to help address the specific performance concerns;
 - set a review period of four weeks, making clear how, and by when, the Reviewer will review progress but including formal lesson observations in week three and week four of the four week review period; and
 - explain the implications and process if no, or insufficient, improvement is made, i.e. that the Performance Management policy will no longer apply and that their performance will be managed under the capability procedure.
- 8.11 The teacher will be notified in writing confirming the continued concerns and providing the detail of the support package. A copy will also be sent to the SLT line manager who may also be present at the meeting.

9. Annual Assessment

- 9.1 Each teacher's performance will be formally assessed in respect of each Performance Management period.
- 9.2 The assessment is the end point to the annual Performance Management process, and each teacher and Headteacher will have an annual assessment meeting with their Reviewer. In addition to the annual assessment, performance and development priorities will be reviewed and addressed throughout the year in interim meetings as and when appropriate.
- 9.3 The teacher will receive a written Performance Management report as soon as practicable following the end of each Performance Management period.
- 9.4 In this school, the teachers will receive their written Performance Management reports by 30th September and the Headteacher by 31st October.
- 9.5 The Performance Management report will include:

- details of the teacher’s objectives for the Performance Management period in question;
 - an assessment of the teacher’s performance of their role and responsibilities against teachers’ standards, other relevant professional standards, contribution to school improvement, and to the progress of students, the teacher’s individual objectives, and their job description.
 - an assessment of the teacher’s training and development needs and identification of any action that should be taken to address them (refer to section 11 below for further information); and
 - a recommendation on pay progression. If the reviewer has any concerns about making the recommendation then he/she should consult their SLT line manager before making the recommendation.
 - a section for “Teacher’s Comments” to be recorded
- 9.6 The assessment of performance and of any training and development needs will inform the planning process for the following Performance Management period.
- 9.7 All pay progression recommendations for teachers will be moderated by the Headteacher, in line with the school’s pay policy. In the event that the Headteacher considers that a change to the initial pay recommendation is necessary, they will discuss this with the Reviewer (if this role has been delegated), and then will explain the decision to the individual teacher concerned before the recommendation is submitted to the Pay Committee.
- 9.8 Reviewers are encouraged to agree the content of the Performance Management report with the teacher in all cases. Where agreement is not possible, the “Teacher’s Comments” section can be used to record any areas of disagreement.

10. Appeals

- 10.1 Teachers and Headteachers have a right of appeal against any pay related decisions made in their annual Performance Management report. Details of the appeals process are covered in the school’s pay policy.¹

A teacher who wishes to appeal against any other aspect of their Performance Management report will have their concerns considered by the Headteacher. Where the Headteacher has written the Performance Management report, the appeal will be conducted by the Chair of Governors or CEO.

¹ Appeals taken through the school’s pay policy would only apply if this was regarding a determination about performance related pay.

A teacher wishing to appeal should write to the Headteacher, setting out clearly the reasons why they are dissatisfied with the report, within five school working days of receiving the report.

The appeal will be heard by the Headteacher, the Chair of Governors or CEO, as appropriate. The teacher concerned and the Reviewer may attend the hearing to present their respective cases. The teacher may be accompanied by a trade union representative or work colleague. They will be notified in writing of the hearing at least seven school working days in advance.

The decision of the Headteacher, the Chair of Governors or CEO is final.

The outcome of the appeal will be confirmed in writing to both parties.

11. Confidentiality

- 11.1 The whole Performance Management process and the documents generated under it, in particular, will be treated with strict confidentiality at all times. Ofsted has the right to request Performance Management documentation, in an anonymised format, and the school will comply with such requests. Other than this, only the Reviewee's line manager or, where they have more than one, each of their line managers will be provided with access to the Reviewee's Performance Management report, upon request, where this is necessary to enable the line manager to discharge their line management responsibilities. Reviewees will be told who has requested and has been granted access.²

12. Retention of Documents

- 12.1 Performance Management documents will be retained for a minimum period of 6 years.

13. Training and Support

- 13.1 The school's Continuing Professional Development (CPD) programme will be informed by the training and development needs identified in the training annex of the Reviewees' Performance Management reports.

² The Headteacher and Reviewer will automatically retain a copy of the Performance Management report. If a Reviewee's line manager is not the Reviewer they will be provided with access to the report. The Local Governing Body shall be provided with access to the Reviewee's report for the purposes of exercising any discretion in relation to pay.

- 13.2 The Local 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.
- 13.3 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 Headteacher's annual report to the Governing Body about the operation of the Performance Management process in the school.
- 13.4 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 an 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 Performance Management report has not been provided.

14. Consistency of treatment and fairness

- 14.1 The Rowan Learning Trust is committed to ensuring consistency of treatment and fairness in the operation of Performance Management.
- 14.2 To ensure this, the following provisions are made in relation to quality assurance and moderation.

15. Quality Assurance

- 15.1 The Headteacher will moderate all Performance Management reports to check that the plans recorded for teachers at the school:

are consistent between those who have similar experience and similar levels of responsibility; and

comply with the school's Performance Management policy, the statutory regulations and the requirements of equality legislation.

Whether or not the Headteacher delegates the Performance Management process, he/she will be responsible for moderating all pay progression recommendations to ensure that there is a fair and consistent approach to pay progression throughout the school. This is in accordance with the school's pay policy.
- 15.2. The Local Governing Body will review the quality assurance processes when the Performance Management policy is reviewed.

16. Monitoring and Evaluation

- 16.1 The Local Governing Body will monitor the operation and outcomes of the Performance Management arrangements.
- 16.2 The Headteacher will provide the Local 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, including equal opportunity monitoring;
 - the effectiveness of the school's Performance Management arrangements;
 - teachers' training and development needs.
- 16.3 The Trust is committed to ensuring that the Performance Management process is fair and non-discriminatory.
- 16.4 The Headteacher will, therefore, also report annually to the Governing Body, in a confidential section, appropriate details of:
- any appeals or representations on an individual or collective basis on the grounds of alleged discrimination in relation to Performance Management detailed by protected characteristics;
 - cases, including the circumstances, where teachers have not made satisfactory progress towards objectives; and
 - any instances where the training and development set out in the training and development annex of an Performance Management report has not been provided.

17. Review of the policy

- 17.1 The Rowan Learning Trust will review the Performance Management policy, in consultation with the Trust, every school year.
- 17.2 The Rowan Learning Trust will take account of the Headteacher'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.
- 17.3 The Rowan Learning Trust will seek to agree any revisions to the policy with the recognised trade unions having regard to the results of the consultation.
- 17.4 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.

18. Access to documentation

- 18.1 Copies of the school development plan and self-evaluation form are published on the school's intranet and/or can be obtained from the school office.

Appendix A - Performance Management Classroom Observation Protocol

The Local 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 arrangements for Performance Management classroom observation will be included in the Performance Management report 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 process the observation will take place and who will conduct the observation.

In keeping with the commitment to supportive and developmental classroom observation those being observed will normally be given at least one calendar week's notice of the details of the date and time of the observation.

Where evidence emerges about the Reviewee's teaching performance which gives rise to concern during the Performance Management period, classroom observations may be arranged in addition to those recorded at the beginning of the period, following professional dialogue with the teacher concerned.

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.

Performance Management 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 Performance Management report these should also be covered in the written feedback and the appropriate action taken in accordance with the Performance Management policy.

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.

Appendix B - Guidance on devising an appropriate performance support package

1. The employee should be made fully aware that the aim of the support programme is to assist him/her in improving performance in the job to the appropriate standards.
2. The nature of the support programme will vary from case to case depending upon the difficulties faced by the employee, the amount of assistance that may be required, organisational arrangements in the school and the resources available.
3. When drawing up a support programme consideration may be given to:
 - identifying and arranging appropriate in-service training
 - arranging for the employee to observe good practice
 - arranging for the employee to plan lessons jointly with a colleague
 - a reorganisation of work areas, classes or rooms
 - arranging the observation of the employee's work by someone from the school or outside, who has good experience, and the ability to give constructive feedback on performance
 - providing additional management support
 - provision of a mentor to guide and support the employee towards an improvement in performance
4. The mentor's role is separate and distinct to that of monitoring officer who is responsible for assessing and reporting on performance.
5. The support programme should be confirmed in writing and contain:
 - details of the support arrangements
 - where appropriate, specific guidance towards the necessary improvement
 - the time period over which the support programme will be in operation and reviewed
6. A support programme should provide as much support as possible and appropriate at the beginning of the process but the level of support should reduce as the process continues. This tapering level of support maximises the employee's opportunity to make improvements in performance to the required standards, whilst at the same time, allowing the employee's capabilities to be assessed alone (i.e. without the additional support) at the end of the process.