



Model Whole School Performance Management Policy

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MODEL WHOLE SCHOOL PERFORMANCE MANAGEMENT POLICY

The Governing Body of Beacon Hill School adopted this performance management policy at its Staffing Committee held on 11th February 2010.

1. APPLICATION OF THE POLICY

The policy applies to all staff employed by the school except those on contracts of less than one term, or those members of staff undergoing an induction or probationary period of employment, as well as those who are the subject of capability procedures.

It should be read in conjunction with the Whole School Pay Policy, which provides details of the arrangements relating to the pay of Teachers and Support Staff in accordance with their respective conditions of service.

2. PURPOSE

This policy sets out the framework for a clear and consistent assessment of the overall performance of staff and for supporting their development needs within the context of the school's improvement plan and their own professional needs.

Where teachers¹ or support staff are eligible for pay progression, the assessment of performance throughout the cycle against the performance criteria specified in their statement will be the basis on which the reviewer makes the recommendation.

3. LINKS TO SCHOOL IMPROVEMENT

This Policy has been developed to ensure that the arrangements for performance management link with those for school improvement, school self-evaluation and school

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

development planning. To minimise workload and bureaucracy involved in the process it is expected that the performance management process will be the main source of information, as appropriate, for school self-evaluation and the wider school improvement process.

Similarly, where it is applicable, the school improvement and development plan and the school's self evaluation form will be key documents for the performance management process. All Reviewers will therefore be expected to explore the alignment of reviewees' objectives with the school's priorities and plans. The objectives should also reflect reviewees' professional aspirations.

4. 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 is undertaken the following provisions are made in relation to moderation, quality assurance and objective setting.

Moderation & Quality Assurance

The Headteacher has determined that she will:

- I. be the Reviewer for all staff in school

The Headteacher, where they have determined not to be the Reviewer of all staff, will delegate this role for some or all staff, where they are not the line manager, to an appropriate member of staff/line manager. In these circumstances the Headteacher will:

- a) choose not to moderate any planning statements.

In relation to the quality assurance of the performance management arrangements for the Headteacher, the Governing Body will:

- a) nominate the Chair of the Governing Body, who will not be involved in the

Headteacher's performance management or any appeal regarding the Headteacher's performance management to ensure that the Headteacher's planning statement is consistent with the school's improvement priorities and complies with the school's performance management policy and appropriate regulations.

The Governing Body will review the quality assurance processes when the performance management policy is reviewed.

Objective Setting

The objectives set will be rigorous, challenging, achievable, time-bound, fair and equitable in relation to staff with similar roles/responsibilities and experience, and will have regard to what can reasonably be expected of any member of staff in that position, given the desirability of the reviewee being able to achieve a satisfactory balance between the time required to discharge their professional duties and the time required to pursue their personal interests outside work². 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 will make the determination.

The Governing Body have determined that whilst not all staff will have the same number of objectives, all staff, including the Headteacher, will be subject to a maximum of 6 objectives in any one cycle. In determining these objectives the Reviewer will ensure that:

- all staff, including the Headteacher, will have a whole school objective
- all staff, will have a team objective, where this is appropriate

Though performance management is an assessment of overall performance of teachers, support staff and the Headteacher, objectives cannot cover the full range of

² They shall also take account of teachers and support staff's professional aspirations and any relevant pay progression criteria.

an individual staff member's roles/responsibilities. Objectives will, therefore, focus on the priorities for an individual for the cycle. At the review stage it will be assumed that those aspects of roles/responsibilities not covered by the objectives or any amendment to the statement have been carried out satisfactorily.

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. 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. 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 cycle and will be recorded in the planning and review statement at the beginning of the cycle.

5. APPEALS

At specified points in the performance management process the Headteacher and all staff 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 Whole School Pay Policy

6. 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.

7. 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 general training and development needs of staff, 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 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.

Staff 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.

8. APPOINTMENT OF REVIEWERS

The Headteacher

The Governing Body is the reviewer for the Headteacher and to discharge this responsibility may (*insert option a/b/c/ below*) on its behalf.

- (a) appoint 2 or 3 governors (community schools) or;

Where a Headteacher 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 for that governor to be replaced, stating those reasons.

In relation to the appointment of School Improvement Partner or External Adviser the Governing Body note that (insert option a/b below):

- (a) 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 review of the performance of the Headteacher or;

Teaching Staff

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. In this school the Headteacher has determined that:

- (a) they 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. In such circumstances these line managers will be the Deputy Head Teacher.

Support Staff

In the case of support staff where the Headteacher is not the line manager they may delegate the duties imposed upon the reviewer, in their entirety, to the line manager. In this school the Headteacher has determined that:

- (a) she will be the reviewer

Where a member of staff has more than one line manager the Headteacher will

determine which line manager will be best placed to manage and review their performance. However, where a member of staff is of the opinion that the person to whom the Headteacher has delegated the reviewer's duties is unsuitable for professional reasons, she may submit a written request to the Headteacher for that reviewer to be replaced, stating those reasons.

Where it becomes apparent that the reviewer will be absent for the majority of the cycle or is unsuitable for professional reasons the Headteacher may perform the duties himself/herself or delegate them in their entirety to another teacher or member of support staff as appropriate. Where this is not the reviewee's line manager they will be at least at an equivalent or higher status in the staffing structure of the school.

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

All line managers to whom the Headteacher has delegated the role of reviewer will receive appropriate preparation and training for that role.

9. THE PERFORMANCE MANAGEMENT CYCLE

Though the performance of teachers must be reviewed on an annual basis, the Governing Body has extended this to all staff, ensuring a Whole School approach to Performance Management. Performance planning and reviews must be completed in line with this policy and the agreed cycle for performance, which have been determined as:

- for all teachers this will be by 31 October
- for the Headteacher this will be by 31 December.
- for support staff this will be by 31 July

To ensure that the performance planning and reviews are completed on time, the performance management cycle in this school will therefore run as follows:

- for the Headteacher from _____ to _____

- for teachers, and from _____ to _____
- for support, and from _____ to _____

All staff who are employed on a fixed term contract of less than one year will have their performance managed in accordance with the principles underpinning the provisions of this policy. The length of the cycle will be determined by the duration of their contract.

Where a member of staff starts their employment at the school part-way through a cycle, the Headteacher or, in the case where this is the Headteacher, the governing body shall determine the length of the first cycle for that member of staff, with a view to bringing this cycle into line with the cycle for other members of that staff group within school as soon as possible.

Where a member of staff transfers to a new post within the school part-way through a cycle, the Headteacher or, in the case where it is the Headteacher, the governing body shall determine whether the cycle shall begin again and whether to change the reviewer.

10. RETENTION OF STATEMENTS

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

11. MONITORING AND EVALUATION

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

The Headteacher 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. On appointment, all staff 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 Headteacher 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 performance management
2. cases, including the circumstances, where staff 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 Headteacher will include an analysis of the cases specified in 1 to 3, above. However, the report will not enable any individual to be identified.

12. REVIEW OF THE POLICY

The Governing Body will review the performance management policy every school year

at its Staffing Committee Meeting in the Spring Term.

The Governing Body 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.

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 staff.

To ensure staff are fully conversant with the performance management arrangements, all new staff that join the school will be briefed on them as part of their introduction to the school.

13. ACCESS TO DOCUMENTATION

Copies of the school improvement plan and SEF are published on the school's intranet and/or can be obtained from the school office.

14. CLASSROOM OBSERVATION PROTOCOL

All classroom observation (of teachers and classroom based support staff) will be undertaken in accordance with performance management regulations and associated guidance published by the Rewards and Incentives Group, where this is applicable. A classroom observation protocol 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 applicable staff 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 member of staff should reflect and be proportionate to the needs of the individual.

In this school 'proportionate to need' will be determined by:

The arrangements for classroom observation will be included in the planning and review statement and will include the amount of observation, specify its primary purpose, any particular aspects of 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 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 informing on 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 member of staff has the right to append written comments on the feedback document. No written notes in addition to the written feedback will be kept.

A Headteacher 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 Headteachers may consider the classroom observations they have agreed for performance management are sufficient and that drop in will not be needed.

In this school:

Option 1

drop ins will only be undertaken by the Headteacher

OR

Option 2

as this school is a large school, drop ins will be undertaken by the Headteacher supported by the following appropriate and designated member(s) of the leadership team _____

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.