



# St. Peter's C.E. Junior School

Stilwell Close, Yateley, Hampshire GU46 6XH.

<i>Policy Number:</i> P/2/Oct09	<i>Date Agreed:</i> 8 <sup>th</sup> October 2009
<i>Policy Title:</i>	<i>Authorised By:</i>
<b>PERFORMANCE MANAGEMENT FOR STAFF</b>	<u>W.M.Thompson</u>
<i>Area:</i> Personnel	<i>Due for Review:</i> October 2010
<p><i>The Governing Body believes that fairness and consistency of judgement is essential to the operation of the school. All members of the school have equality of opportunity to achieve their full potential and will not be discriminated against because of age, disability, gender, sexual orientation, nationality, race, or religion. The Governing Body believes that the school always has to be aware of the potential for unconscious discrimination, to avoid assumptions about individual members of the school based on stereotypes and to use the teaching and learning arrangements actively to encourage everyone to achieve their full potential.</i></p> <p><i>All our policies are consistent with our duty of care to protect our pupils and to provide a learning environment which is safe and healthy.</i></p> <p><i>In all our dealings, we respect the strict code of confidentiality that underpins our school ethos.</i></p>	

## APPLICATION OF THE POLICY

This policy applies to the head teacher, all teachers and support staff employed in the school except those on contracts of less than one term, teachers undergoing induction (*ie NQTs*) and those who are the subject of formal or informal capability procedures.

The policy indicates where there are different processes that apply to teachers or support staff. The policy applies the statutory regulations for teachers and local HCC agreements for support staff.

The policy does not apply to any member of staff who is the subject of serious concerns about their capability, since the actions required in those circumstances are not compatible with the principles of performance management.

## PURPOSE

This policy sets out the framework for a clear and consistent assessment of the overall performance of the Headteacher, teachers and support staff and for supporting their development needs within the context of the school's improvement plan and their own professional and development needs. Where staff are eligible for pay progression, the assessment of performance throughout the cycle against the performance criteria 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 pay flexibilities in accordance with the School Teachers' Pay and Conditions Document and local agreements for support staff.

## **PRINCIPLES OF PERFORMANCE MANAGEMENT IN THE SCHOOL**

We believe that an effective performance management process is:

- the engine room of school improvement
- the means by which we value and celebrate the contribution colleagues make to the education of children
- an opportunity to identify those professional learning opportunities that will be key to achieving the objectives agreed
- a key part of our school self-evaluation process
- a vehicle for realizing the vision of the school and the professional and personal aspirations of those who work here.
- A sustained professional and developmental dialogue between the reviewer and the reviewee throughout the school year.

**The school** will manage the performance of members of staff in accordance with the goals of the school improvement/development plan.

**Individual staff** will have a responsibility for their own development in accordance with these goals and with their own work/life balance.

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

The arrangements for performance management link with those for school improvement, school self-evaluation and school development planning. The performance management process will be a main source of information as appropriate for school self-evaluation and the wider school improvement process.

Similarly, the school improvement and development plan and the school's self evaluation form are key documents for the performance management process.

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

## **CONSISTENCY OF TREATMENT AND FAIRNESS**

The Governing Body is committed to ensuring consistency of treatment and fairness in the operation of performance management.

To ensure this the following provisions are made in relation to moderation, quality assurance and objective setting.

### **Quality assurance**

At St Peter's, the Headteacher has determined that s/he will be the reviewer for all teachers and the Caretaker. The SENCO will be the reviewer for all LSAs, in conjunction with the Headteacher. The Finance Manager will be the reviewer for office staff. The Deputy Headteacher will be the reviewer for the senior lunchtime supervisor and for the lunchtime supervisors.

The Headteacher will moderate all the planning statements to check that the plans recorded in the

statements of all staff:

- 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 and fairness

When moderating performance management statements of support staff the Headteacher has the right to comment on these and make governors aware of any inconsistencies and the financial implications of those assessments.

**The Governing Body will:** nominate a 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 Governing Body will review the quality assurance processes when the performance policy is reviewed.

### **Objective setting**

The objectives set will be rigorous, challenging, achievable, time-related, 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 work/life balance. They shall also take account of the individual's professional aspirations and any relevant pay progression criteria. The objectives 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, in exceptional circumstances where a joint determination cannot be made, the reviewer will make the determination.

In this school:

- teachers, including the Headteacher, and support staff will not necessarily all have the same number of objectives
- one of the objectives for teachers and LSAs will relate to the progress of children.
- all teachers may, and in the case of those on the Upper Pay Spine and Leadership Spine including the Headteacher, will have a whole school objective
- all teachers, including the Headteacher, and support staff may have a team objective, as appropriate.

Though performance management is an assessment of overall performance, objectives cannot cover the full range of an individual's roles/responsibilities. Objectives will, therefore, focus on the priorities for an individual for the cycle. At the review stage, those aspects of an individual's roles/responsibilities not covered by the objectives will be considered in summary only as part of the overall assessment of performance.

### **Setting Objectives (Planning stage of the cycle)**

The governing body recognizes the importance of clarity in the setting of objectives.

Objectives should be set on the basis of being challenging to the individual but at the same time, accepted

as achievable by both the reviewer and reviewee. Therefore, objectives set for all individual members of staff (or groups, in the case of certain support staff) in the school will include the following aspects:

- i) A 'headline' statement that sets out the desired outcome of the objective
- ii) Details of specific tasks and processes required to be completed to meet the objective
- iii) Timescales applying to the process or parts of the process
- iv) Details of what information will be used to monitor progress and measure success (including for teachers and learning support roles the nature of lesson observations (*see protocol attached*))
- v) Details of how such monitoring information will be obtained. This will normally be based on information that is already collected routinely in the school or which arises naturally from the relevant activity.
- vi) Details of support, guidance, training and development agreed to meet the objective.
- vii) Reference to any relevant nationally or locally determined performance criteria relating to the objective (including national teaching standards and pay progression criteria where appropriate).

### **Reviewing Progress**

Objectives should be reviewed part-way through the performance management cycle. If circumstances change significantly, it will be appropriate for objectives to be revised to recognize those changes and to ensure that they remain both challenging and achievable.

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.

Review statements will be provided to the member of staff within ten working days of the date of the review meeting. This time scale also applies to interim reviews where changes are made to the objectives part-way through the annual cycle.

### **IPP reviews for support staff**

The IPP process requires the reviewer/line manager to make an assessment of performance against three criteria:

1. **IMPROVEMENT REQUIRED** – the employee has failed to meet a number of targets and performance and/or behaviour has not met expectations
2. **MEETING EXPECTATIONS** – the employee meets the job standards, targets/objectives. Performance is in line with that of most other employees
3. **EXCEEDING EXPECTATIONS** – the employee exceeds achievement against targets, and provides significant support to others. Performance demonstrably exceeds that of most employees and the requirements of the job.

### **PAY RECOMMENDATIONS**

For **teachers**, pay recommendations are made as part of the review process between the line manager and the teacher. These recommendations will impact on the teachers entitlement to accelerated progression on the main scale and progression up the upper pay spine or leadership spine (see Pay Policy for further details), and will therefore be considered by the Governors' Pay Committee. A separate, though supplementary, threshold assessment will be required for movement from the Main Scale to the Upper Pay Spine. The Headteacher will agree with the teacher, through the performance management process, what needs to be achieved to enable this movement.

For **support staff**, pay consequences are determined by the IPP ratings above, (with effect from April 2008) as follows: (in addition to normal pay awards)

1. Improvement required – no step payable on the relevant scale (NB if an 'improvement required' rating is given in the subsequent year, no pay award should be applied).
2. Meeting expectations – one step payable on the relevant scale until the top of the normal scale is reached. This will be the outcome in most assessments.
3. Exceeding expectations – two steps payable on the normal scale until the maximum of that scale is reached. Progression to the higher salary steps of the salary range is subject to this rating being achieved.

### **APPEALS**

At specified points in the performance management process teachers and head teachers have a statutory 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. Support staff are entitled to appeal against the outcome of their review process.

The appeals process will be conducted in accordance with the process defined in the school's pay policy.

The main steps in that process would be:

1. If not satisfied with the content of the planning or review statement, a member of staff should seek to resolve this through informal discussion with the reviewer within ten working days of receiving the written confirmation
2. If still not satisfied, the individual should set out the grounds of appeal in writing and send it to the reviewer within ten working days.

3. The Headteacher should meet with the individual to hear the grievance and seek a resolution of the concerns. The outcome of this meeting should be communicated in writing to the individual within ten working days of the meeting, setting out the right of appeal. This step will only apply if the reviewer is not the Headteacher.
4. Any appeal against this decision should be submitted in writing within ten working days to the Clerk to the Governing Body. Appeals will be heard by the governing body's grievance/appeal panel within twenty working days of receipt of the appeal. The decision of the appeal panel will be final and confirmed in writing, normally within two working days of the hearing.

The Regulations give teachers a right to access the school's grievance procedure for dealing with such issues. The above process is similar to that procedure and meets the statutory requirements for grievance processes.

### **CONFIDENTIALITY**

The whole performance management process and the review statements generated under it, in particular, will be treated with confidentiality at all times, as outlined in the school's confidentiality policy. Only the reviewee's line manager or, where s/he has more than one, each of her/his line managers will be automatically provided with access to the reviewee's plan recorded in her/his statement. Relevant aspects of the statements may also be shared in confidence with other senior managers (or Governors in the case of the Headteacher), who have responsibility for professional development or pay decisions. Objectives may be shared more widely with staff agreement where this contributes to team development and school improvement processes. Reviewees will be told who has been granted access.

Information from statements may be shared in these circumstances but this does not necessarily mean that copies of the statements will be provided, for example, information could be shared about areas of objective setting without providing copies of the actual objectives/planning statement.

### **TRAINING AND SUPPORT**

The school's Continuous Professional Development (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 staff 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 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.

## **APPOINTMENT OF REVIEWERS FOR THE HEAD TEACHER**

### **Appointment of Governors**

In St Peter's, the Governing Body is the reviewer for the Headteacher and to discharge this responsibility on its behalf appoints 3 governors of which one will be a foundation governor.

Where a head teacher is of the opinion that any of the governors appointed by the governing body under this regulation is unsuitable for professional reasons, s/he may submit a written request to the governing body for that governor to be replaced, stating those reasons. There is no automatic right to have a governor replaced.

### **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 review of the performance of the head teacher.

## **APPOINTMENT OF REVIEWERS**

### **i) Teachers**

The Headteacher will be the reviewer for all teachers in this school.

### **ii) Support Staff**

The Headteacher will delegate the role of reviewer to relevant managers as mentioned earlier.

### **iii) General**

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 or other reasons, s/he may submit a written request to the head teacher for that reviewer to be replaced, stating those reasons. There is no automatic right to have the reviewer replaced.

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

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 for that role.

## **THE PERFORMANCE MANAGEMENT CYCLE**

The performance of all staff 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 be based on the academic year for all teachers and the financial year for all support staff. It will begin no later than October 19<sup>th</sup> each academic year for teachers.

Pay adjustments for support staff based on the academic year will take effect from 1<sup>st</sup> April.

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. Staff with contracts for less than one term are excluded from this scheme.

### **NEW APPOINTMENTS**

Where an employee starts their employment at the school part-way through a cycle, the head teacher or, in the case where the employee is the Headteacher, the governing body shall determine the length of the first cycle for that individual, with a view to bringing his/her cycle into line with the cycle for other staff at the 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 the individual is the Headteacher, the governing body shall determine whether the cycle shall begin again and whether to change the reviewer.

### **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 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;
- staff training and development needs.

The Governing Body is committed to ensuring that the performance management process is fair and non-discriminatory and the Headteacher's report should take account of the following criteria to show that the process has been applied equitably and fairly

- Race/Ethnic origin
- Sex
- Sexual orientation
- Disability

- Religion and belief
- Age
- Part-time contracts
- Trade union membership.

The Headteacher will also report on whether there have been any appeals or representations on an individual or collective basis on these grounds.

### **REVIEW OF THE POLICY**

The Governing Body will review the performance management policy every school year at its July meeting. 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, local agreements 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 consultation with all staff.

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

### **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.

## **ANNEX 1 - CLASSROOM OBSERVATION PROTOCOL**

The Governing Body is committed to ensuring that classroom observation is developmental and supportive and that those involved in the process will:

- carry out the role with professionalism, integrity and courtesy;
- evaluate objectively;
- report accurately and fairly; and
- respect the confidentiality of the information gained.

The total period for classroom observation arranged for any teacher by their line manager 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 and the nature of the objectives set.

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 further 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, classroom observation will only be undertaken by those who have had adequate preparation and have 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 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. This is not part of the time specified for monitoring in this policy. Neither is time on classroom observation undertaken as part of OFSTED inspections or capability procedures.

In this school:

Drop-ins will only be undertaken by the head teacher

Drop-ins will only inform the performance management process where evidence arises which merits the revision of the performance management planning statement, in accordance with the provisions of the regulations.