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## PERFORMANCE MANAGEMENT POLICY

Approved: Autumn 2016

**All school policies are reviewed by Governors annually**

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### 1 - Application of the Policy

The policy applies to the Headteacher and to all teachers employed by the school.

#### It does not apply to:

- teachers on contracts of less than two school terms.
- newly qualified teachers.
- Teachers who are currently subject to formal disciplinary procedures.

### 2 - Purpose

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers and the Headteacher and for supporting their development needs within the context of the school's improvement plan and their own professional needs. Where teachers are eligible for pay progression at the transitions within the main pay spine or upper pay spine, the assessment of performance throughout the cycle against the performance criteria specified in the statement will be the basis on which the recommendation is made by the reviewer.

### 3 - 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 source of information as appropriate for school self-evaluation and wider school improvement, as documented in the 3 year strategic plan. Similarly, the dynamic School Improvement Plan, composed of the school's individual Department Response Plans and Pastoral Response Plans, are key documents for performance management.

In addition to supporting the achievement of the objectives of the school, the school's performance management policy is designed to;

- lead to identification of professional development needs.
- be seen by staff as challenging, yet attainable.
- encourage the development of confident and professional judgements amongst teachers.
- increase teachers' participation in decision-making and enhancing a sense of control over their work.
- improve teacher morale and motivation.
- identify the resources and facilities, which may be needed to best support teachers.
- be manageable and not introduce bureaucratic burdens.

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

## 5 - Quality assurance

The Headteacher has determined that s/he will delegate the reviewer role for some or all teachers for whom s/he is not the line manager. In these circumstances the Headteacher will moderate a sample of objective setting forms from Teaching and Learning Responsibility (TLR) postholders, to check that the targets and planned actions recorded on the form;

- 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 one governor 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 objective setting form is consistent with the school's improvement priorities and complies with the school's performance management policy and the statutory regulations. This Governor will maintain confidentiality and simply report to the Governors regarding the consistency. The Governing Body will review the quality assurance processes when the performance policy is reviewed.

## 6 - Objective Setting

### Teaching Staff (Not including SLT)

The objectives set will be rigorous, challenging and achievable. They will have regard to what can reasonably be expected of any teacher. They shall also take account of any relevant pay progression criteria. Objectives for each teacher will be set before the start of each appraisal period. The objectives set for each teacher will, if achieved, contribute to the school's plans for improving the school's educational provision and specifically, the achievement of students at the school.

For TLR postholders, the reviewer and reviewee will seek to agree objective 3 but where a joint determination cannot be made the reviewer will make the determination and this will be recorded on the objective setting form.

In this school all reviewees will have 2 objectives, unless the reviewee holds a paid TLR post, in which case they will have 3 objectives. These objectives are numbered as follows:

### Objective 1 –Student Achievement

#### **“Students whom I teach will achieve well over the course of the academic year”**

This is a generic objective and a teacher will have been deemed as having made significant progress towards the above objective, if the following success criteria are met, in line with the relevant additional information in relation to this objective, provided below:

#### **Success criteria**

##### Staff who teach year 11 and/or year 13 classes

- a) The mean proportion of students in my year 11 class(s) making 'expected progress' will be within 20% of the proportions stated below, relative to their prior attainment:

<b>Mean Prior Attainment (PA) on entry from KS2</b>	<b>Proportion of students in this PA band making 'expected progress'</b>
Less than NC L4	51%
Greater than or equal to NC L4 but less than NC L5	70%
Greater than or equal to NC L5	78%

- b) For any students in my year 11 class(s) with a mean prior attainment of level 5 or above, the proportion of them exceeding 'expected progress' will be within 20% of the proportion stated below, relative to their prior attainment:

<b>Mean Prior Attainment (PA) on entry from KS2</b>	<b>Proportion of students in this PA band making 'more than expected progress'</b>
Greater than or equal to NC L5	30%

- c) The proportion of students in my year 13 class(s) who make 'expected progress' will be within a specified tolerance (\*) of the proportion stated below, relative to their prior attainment:

<b>All year 13 students</b>	<b>Proportion of students meeting or exceeding ALPS targets</b>
	60%

(\*) The tolerance applied will be 20% or 4 students (if the class size is between 8 and 20 students inclusive)

Staff who **do not** teach year 11 or year 13 classes

- a) The mean proportion of students in my class(s) making 'expected progress' will be within 20% of the proportions stated below, relative to their prior attainment:

<b>Mean Prior Attainment (PA) on entry from KS2</b>	<b>Proportion of students in this PA band making 'expected progress'</b>
Less than 4.0 (not inclusive)	51%
Greater than 4.0 (inclusive) but less than 5.0 (not inclusive)	70%
Greater than 5.0 (inclusive)	78%

- b) For any students in my class(s) with a mean prior attainment of level 5 or above, the proportion of them exceeding 'expected progress' will be within 20% of the proportion stated below, relative to their prior attainment:

<b>Mean Prior Attainment (PA) on entry from KS2</b>	<b>Proportion of students in this PA band making 'more than expected progress'</b>
Greater than or equal to NC L5	30%

**Relevant Additional Information**

- a) 'Expected progress' is defined as follows

Year 7 - 10

See annex 1

Year 11

For English Language, English Literature and mathematics, see annex 1. For all other subjects, see annex 2.

Key Stage 5

A student is deemed to have made 'expected progress' if they attain their ALPS target grade. Where their target grade is given as a 'split' grade (E.g. B/C), for performance management purposes, their target grade will be interpreted as the higher of the two grades.

- b) The performance of students who move between groups in a particular subject, during the course of the academic year will be attributed to the class in which they have spent the majority of the academic year (excluding study leave).
- c) If following a meeting with the Headteacher, it is deemed necessary and possible to further analyse student performance in (i) a class(s) according to the aspects of the course that were delivered by different members of staff (in the event of a shared class) or (ii) non-examination classes; this will be conducted.
- d) Should any of the following student groups (year 11 LA, year 11 MA, year 11 UA or year 13) not make expected/more than expected progress and contain (i) less than 10% of the total number of students taught by a member of staff or (ii) 4 students or fewer, then this student group will be disregarded.

## Objective 2 –Quality of teaching, learning and assessment

**“My engagement in the Self-Reflective Practitioner Programme (SRPP) aims to support students whom I teach making good or outstanding progress over time, through high quality teaching, learning and assessment”.**

This is a generic objective and the success criteria in relation to this objective is provided below:

### **Success criteria**

- a) The respective ‘reflective journal’ on School iP evidences the required 18 hours of CPI, in-line with the requirements of the SRRP.
- b) Attendance at the six compulsory CPI toolbox sessions (pro-rata for part-time staff)
- c) The two respective ‘reflection forms’ are completed by the reviewee and approved by the reviewer, at both the mid-point and end of the 2016-17 performance management cycle.

## Objective 3 –TLR Postholders only

This objective will be focused exclusively on either;

- **raising standards** in the area, for which the reviewee has responsibility.
- **improving the quality of provision** in the area, for which the reviewee has responsibility.

A guidance document, which provides teachers with a number of exemplar objectives, demonstrates the level of rigour that is required in this objective and an *indication* of the number of actions that should be documented. Whilst these examples are not exhaustive, they have been chosen to reflect the wide range of Teaching and Learning Responsibilities that are held by members of teaching staff. It is envisaged that line managers will use the relevant example(s) to write a bespoke objective for the member of staff that they are reviewing, rather than use one of the examples verbatim.

The examples provided within this guidance document have been moderated by the Headteacher and as such are appropriately specific, measurable, rigorous and have clear deadlines for action. Furthermore, to ensure consistency of treatment and fairness, in the writing of this objective, all are subject to further moderation and approval by the Headteacher.

In the case where a reviewee’s TLR is not directly line managed by their reviewer, the reviewer will still maintain overall responsibility for documenting the objective, however, they will liaise with the TLR line manager to agree a suitable objective.

Though performance management is an assessment of overall performance of teachers and the Headteacher, objectives cannot cover the full range of a teacher’s roles/responsibilities. Objectives will, therefore, focus on the priorities for an individual for the cycle. 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. There should be reference to the individual teacher meeting, the Professional standards relevant to their position, if appropriate, as determined on the pay scale as set by the School Teacher’s Pay and Conditions Document.

The following standards can be found in the school’s Learning Platform:

- Teachers
- Post-Threshold
- Excellent Teacher

### Senior Leadership Team (SLT)

The objectives applicable to each member of SLT will be determined by the Headteacher following consultation with the relevant member. There will be three objectives, each with a specific focus as follows: the first objective will relate to standards of whole school performance, the second objective will relate to the 3 year strategic plan and that team member’s contribution to raising standards in their curriculum and/or pastoral areas for which they have responsibility, documented in the Department Response Plan and/or the Pastoral Response Plan. The third objective relates specifically to an agreed area of focus, bespoke to the team member and which relates to their SLT Roles and Responsibilities. In line with other teaching staff, the general quality of teaching for each teaching member of SLT is expected to be at least ‘good’ and frequently ‘outstanding’. An additional objective relating to the individual member’s own teaching performance or

related student progress may be added by the team member or the Headteacher following consultation. The Business Manager will have a separately agreed financial objective which relates to income generation/costs savings. Professional development needs will be discussed and recorded in the review statement.

Review statements will be detailed and shall include substantive evidence supporting the conclusion reached in relation to each objective.

The decision relating to whether a *temporary* member of SLT follows the same objective setting process as permanent members of SLT or that of other teaching staff with a TLR, will be made by the Headteacher following consultation with the relevant member of staff.

### Headteacher

The Headteacher's objectives will be set by the Governing Body after consultation with an appointed external adviser.

## **7 - 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. 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 review statement. The objective (with any necessary amendments in light of past progress) will be set at the beginning of the next cycle.

## **8 - Outcome**

A successful Performance Management Review will be recorded when **all** of the following three criteria are met:

- 1) At least half of the individual student groups specified in objective 1 should make progress in line with objective 1 or when averaged, the proportion of individual students who have made progress in line with objective 1 should be greater than 70%.
- 2) The success criteria for objective 2 is met.
- 3) Objective 3 (applicable to TLR postholders only) is **fully met**

If the reviewer is satisfied that the reviewee has met **all** three of the above criteria, a review statement in-line with a '**successful**' outcome will be submitted and application for pay progression (where relevant) will be recommended.

If the reviewer is not satisfied that the reviewee has met **all** three of the above criteria, a review statement in-line with an '**unsuccessful**' outcome will be submitted and application for pay progression (where relevant) will not be recommended.

## **9 - Review Process**

A teacher may seek a review of any of the entries made in the statement by a reviewer (stage 1).

The following list includes (on a non-exhaustive basis) the usual reasons for seeking a review:

That the person by whom the decision was made;

- incorrectly applied any provision of the Performance Management policy;
- failed to take proper account of relevant evidence;
- took account of irrelevant or inaccurate evidence;
- was biased; or
- otherwise unlawfully discriminated against the teacher;

The review process is as follows:

1. The teacher receives the draft review statement within five working days of the review meeting.

2. If the teacher is not satisfied, he/she should seek a meeting with the Headteacher in writing stating the grounds for questioning a review statement. This should be done within 10 school days of the review.

3. The Headteacher should provide a hearing within 5 working days of receipt of the written grounds for questioning the review statement to consider this and give the teacher an opportunity to make representations in person, accompanied, if so desired by a colleague or member of their professional association. Following the hearing with the Headteacher the employee should be informed in writing of the decision.

## **10 - 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 and the Headteacher, will have access to the reviewee's objective setting form, to enable the line manager to discharge her/his line management responsibilities. The Assistant Headteacher with responsibility for CPI will have access to the 'support and CPI' section of all objective setting forms.

## **11 - Staff Development and CPI**

There is a direct link between 'performance management' and 'staff development and CPI'. As part of the objective setting process, reviewers will discuss the outcome and context of the previous year's review, with a view to identifying up to three key teaching, learning and assessment foci that will become the reviewee's priority for the forthcoming year. This process will be conducted in a supportive and developmental way and will include an opportunity to discuss any related CPI sessions (internal or external) that may be appropriate for the reviewee to attend.

As a consequence of the above, the school's CPI programme will be informed by the 'staff development and CPI section' of the objective setting form. 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. With regard to the provision of CPI 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 CPI 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. Teachers will not be held accountable for failing to make good progress towards meeting their performance criteria where the support recorded in the objective setting form has not been provided.

## **12) - Structured Support**

Structured support will follow all unsuccessful performance management review. The format of this support will vary considerably, depending on the individual circumstances and the extent to which the objectives have not been met. The starting point for such support will be for the reviewee to meet with the Assistant Headteacher (with responsibility for teaching, learning and assessment). Following this meeting, the reviewee and reviewer will receive a summary of the structured support that will be implemented, the relevant timescales and information regarding subsequent monitoring activity.

## **13 - Appointment of Reviewers for the Headteacher**

In this school the Governing Body is the reviewer for the Headteacher and this responsibility is carried out by the Pay Committee on its behalf. 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.

## **14 - Appointment of Reviewers for Teachers**

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 decided that:

- The Headteacher will be the reviewer for those teachers s/he directly line manages and will delegate

the role of reviewer, in its entirety, to the relevant line managers for all other teachers. Reviewers will be in the leadership group or have teaching and learning responsibility payments.

- Withstanding exceptional circumstances at the discretion of the Headteacher, the maximum number of reviews that any reviewer will normally be expected to undertake per cycle is 5.
- 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.
- 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, s/he may ask for an alternative reviewee, giving reasons for this. The Headteacher will consider any representations and his decision will be final and binding.
- 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. Where this teacher is not the reviewee's line manager the teacher will have an equivalent or higher status in the staffing structure as the teacher's 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.

## **15 - The Performance Management Cycle**

The performance of teachers must be reviewed on an annual basis. Objective setting (2016/17) and reviews (2015/16) for all teachers, including the senior leadership team, must be completed by Friday 4<sup>th</sup> November 2016. Therefore, the performance management cycle in this school will run from 5<sup>th</sup> November 2016 to 3<sup>rd</sup> November 2017.

- Where a teacher starts their employment at the school part-way through a cycle, the Headteacher or, in the case where the teacher is the Headteacher, the governing body shall determine the length of the first cycle for that teacher, with a view to bringing his cycle into line with the cycle for other teachers at the school as soon as possible.
- Where a teacher transfers to a new post within the school part-way through a cycle, the Headteacher or, in the case where the teacher is the Headteacher, the governing body shall determine whether the cycle shall begin again and whether to change the reviewer.

## **16 - Timing and Preparation for Planning and Review Meetings**

Objective Setting and review meetings will be scheduled as far in advance as possible. There should be at least five working days' notice prior to any objective setting meetings. For teachers in part-time employment, notice of objective setting and review meetings should be reasonable and conform to the intention of the policy with respect to teachers in full-time employment. Objective setting and review meetings will take place at a time agreed by the reviewer and reviewee.

## **17 - Retention of Statements**

Performance management objective setting and review statements will be retained as stated in the Data Protection Policy.

## **18 - 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 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 respond to current OfSTED guidance in terms of useful information for the Summative Evaluation Document (SED) and subsequent inspection.

## **19 - Review of the Policy**

The Governing Body will review the performance management policy annually. 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.

The Governing Body will seek to agree any revisions to the policy with the recognised trade union representatives, having regard to the results of the consultation with all teachers.

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.

## **20 - Access to Documentation.**

Relevant performance management documentation can be found on the school's Learning Platform.