



Talavera Junior School
PERFORMANCE MANAGEMENT POLICY

Latest Review: Feb 2021
Next Review Planned: Feb 2022

Signed: _____ (Policy Owner)

Print Name: _____

Review Date: _____

Signed: _____ (Governor Approval)

Print Name: _____

Approval Date: _____

Talavera Junior School
PERFORMANCE MANAGEMENT POLICY

APPLICATION OF THE POLICY

The policy applies to the head teacher and to all teachers employed by the school except teachers on contracts of less than one term, those undergoing induction (ie NQTs) and those who are the subject of capability procedures.

PURPOSE

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers and the head teacher and for supporting their development needs within the context of the school's improvement plan and their own professional needs. Where teachers are eligible for pay progression, 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.

This policy should be read in conjunction with the school's pay policy that provides details of the arrangements relating to teacher's pay in accordance with the School Teachers' Pay and Conditions Document.

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 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.

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

Quality assurance

The head teacher has determined that s/he will delegate the reviewer role for some or all teachers. In these circumstances, the head teacher will moderate all the planning statements to check that the plans recorded in the statements of teachers at the school:

- are consistent between those who have similar experience and similar levels of responsibility;
- comply with the school's performance management policy, the regulations and the requirements of equality legislation.

OBJECTIVE SETTING

The objectives set will be rigorous, challenging, achievable, time-bound, fair and equitable in relation to teachers with similar roles/responsibilities and experience, and will have regard to what can reasonably be expected of any teacher/ LSA in that position. They shall also take account of the teacher's/LSA professional aspirations and any relevant pay progression criteria. They should be such that, if they are achieved, they will contribute to improving the progress of pupils at the school.

In this school, teachers, including the head teacher, will not necessarily all have the same number of objectives. The reviewer and reviewee will seek to agree the objectives but where a joint determination cannot be made, the reviewer will make the determination. LSA's will have a set number of objectives linked to the SIP and their area for development.

Though performance management is an assessment of overall performance of teachers, LSA's and the head teacher, objectives cannot cover the full range of a teacher's/ LSA's roles/responsibilities. Objectives will, therefore, focus on the priorities for an individual for the cycle.

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, may also 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.

APPEALS

At specified points in the performance management process teachers and head teachers have a right of appeal against any of the entries in their planning and review statements. Details of the appeals process are covered in the school's pay policy.

CONFIDENTIALITY

The whole performance management process and the statements generated under it, in particular, will be treated with strict confidentiality at all times. The reviewer, headteacher, deputy and SLT (where appropriate) will be provided with access to the reviewee's plan recorded in her/his statement. Reviewees will be told who has requested and has been granted access.

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.

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.

APPOINTMENT OF REVIEWERS FOR THE HEAD TEACHER

Appointment of Governors

In this school the *Governing Body* is the reviewer for the head teacher and will delegate this responsibility on its behalf to 2 or 3 appointed governors.

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.

Appointment of School Improvement Partner or External Adviser

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 FOR TEACHERS

In the case where the head teacher is not the teacher's line manager, the head teacher may delegate the duties imposed upon the reviewer, in their entirety, to the teacher's line manager. In this school the head teacher has decided that:

- The head teacher will be the reviewer for those teachers s/he directly line manages (eg. Leadership Team) and will delegate the role of reviewer for some or all other teachers.
- Where a teacher has more than one line manager the head teacher 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 head teacher has delegated the reviewer's duties is unsuitable for professional reasons, s/he may submit a written request to the head teacher 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 head teacher 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 head teacher has delegated the role of reviewer will receive appropriate preparation for that role.

THE PERFORMANCE MANAGEMENT CYCLE

The performance of teachers must be reviewed on an annual basis; however, additional interim reviews will be carried out to monitor progress towards objectives. Performance planning and reviews must be completed for all teachers/ LSA's by 31 October and for head teachers by 31 December.

The performance management cycle in this school, therefore, will run from September to July for teachers and head teacher.

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

Where a teacher starts their employment at the school part-way through a cycle, the head teacher or, in the case where the teacher is the head teacher, 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 head teacher or, in the case where the teacher is the head teacher, 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 head teacher 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;
- and
- teachers' training and development needs.

REVIEW OF THE POLICY

The Governing Body will review the performance management policy every school year through the appropriate delegated committee.

The policy will be revised as required to introduce any changes in regulation and statutory guidance to ensure that it is always up to date.

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

CLASSROOM OBSERVATION/ LEARNING WALK/ BOOK LOOK PROTOCOL

All classroom observations/ learning walks and book looks will be undertaken in accordance with the performance management regulations. The scrutiny proforma is shared in advance with teachers before the observation/ learning walk and book look.

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 will not exceed three hours per cycle having regard to the individual circumstances of the teacher.

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 and any particular aspects of the teacher's performance that will be assessed.

The arrangements may be:

- short observations;
- learning walks;
- book scrutinies;
- pupil progress meetings.

Where evidence emerges about the reviewee's teaching performance, which gives rise to concern during the cycle, classroom observations may be arranged in addition to those, recorded at the beginning of the cycle subject to a revision meeting being held in accordance with the Regulations.

Information gathered during the observation will be used, as appropriate, for a variety of purposes including informing school self-evaluation and school improvement strategies.

Classroom observations will only be undertaken by persons with QTS.

Verbal feedback will be given within 48 hours and written follow-up feedback will be provided in a timely manner 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. All arrangements will be recorded on the overarching performance management matrix for each member of staff.

A head teacher has a duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained. Heads have a right to drop in to inform their monitoring of the quality of learning. Where appropriate, the headteacher may delegate this responsibility.