

Performance Management Policy

1. Introduction

In Queen Elizabeth's Grammar, Alford we are committed to professional development for all staff to raise standards of achievement for all children. This policy covers all teachers except short-term supply teachers or those in their induction year. All teachers have been consulted in developing this policy. It sets a framework for all staff to agree and review priorities and objectives within the context of the academy's development plan and their own professional needs.

2. Rationale

Performance management means a shared commitment to high performance. It helps to focus attention on more effective teaching and monitoring to raise the quality of teaching and to benefit pupils, teachers and the school. It means providing appropriate and effective personal training and development to ensure job satisfaction, a high level of expertise and progression of staff in their chosen profession.

We want to improve academy performance by developing the effectiveness of teachers, both as individuals and as teams. The evidence is that standards rise when schools and individual teachers are clear about what they expect pupils to achieve. That is why performance management is important.

The following are key principles:

- i. Fairness – We all need to be aware of the potential for unconscious discrimination and to avoid assumptions about individuals based on stereotypes;

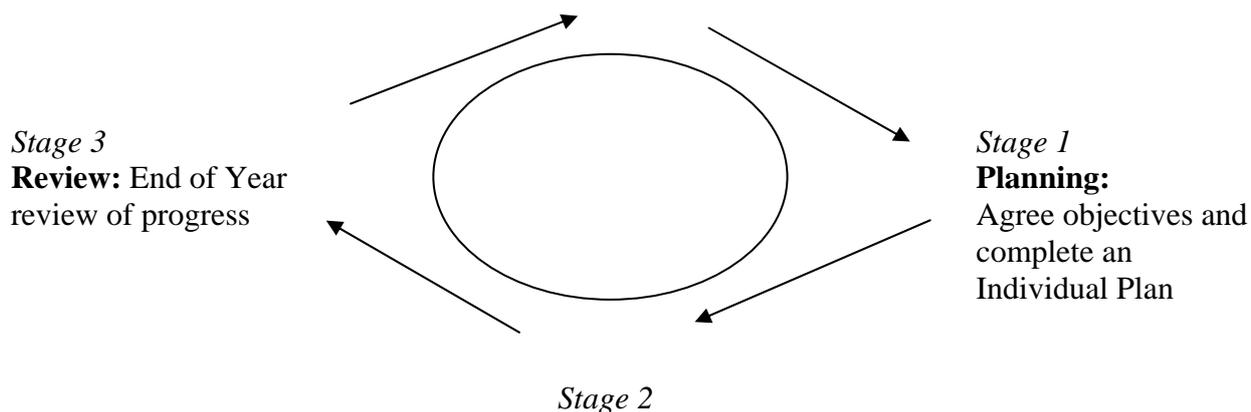
and

- ii. Equal Opportunity – All teachers should have the opportunity to achieve their potential through agreeing objectives, accessing development and assessing performance.

3. Performance Management Cycle

Performance Management is set in the context of our school's Self-Evaluation, whole school priorities and development plan, against the background of national and local initiatives.

Performance Management is an ongoing cycle, involving 3 stages of planning, monitoring performance and reviewing performance. Stages 1 and 3 may happen at the same time.



Monitoring:

Continuously throughout the year and a formal mid-year Review

Stage 1: Planning

Each teacher will discuss and agree objectives with their line manager and record these in an individual action plan on-line. Objectives should be challenging but realistic and take account of a teacher's job description and of their existing skill and knowledge base.

It is very helpful, and good practice, for a self-evaluation to take place before the planning and meeting with the line manager takes place.

There can be no hard and fast rule about how many objectives there should be, but we would expect a minimum of three and no more than six to be agreed. Agreeing objectives does not mean itemising every activity but picking out key expectations and yardsticks. The range of objectives should match the nature of the job, including the tutor role and leadership areas as appropriate.

Teacher objectives will cover pupil progress as well as ways of developing and improving teachers' professional practice. Staff with responsibility allowances will have objectives relating to their additional responsibilities. The head's objectives will cover school leadership and management as well as pupil progress. Objectives will link in with the academy's development plan.

We will follow the following principles in setting objectives:

- The line manager should ensure that the teacher understands what his or her objectives involve, is in a position to achieve them, knows what they need to do to achieve them and understands when and how they will be reviewed;
- Objectives are written clearly and concisely;
- Objectives are rigorous, challenging, achievable, time-bound, fair and equitable in relation to teachers with similar roles/responsibilities and experience;
- Objectives focus on issues/matters over which a teacher has direct influence/control and take into account fully the wider socio-economic, cultural and other external influences on pupils;
- Objectives will have regard to what can reasonably be expected of any teacher in that position, given the desirability of the reviewee being able to achieve a satisfactory balance between the time required to discharge his/her professional duties and the time required to pursue his/her personal interests outside work;
- They take account of the teacher's 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;
- Objectives for each teacher should relate to the whole-school priorities in the SEF, school development plan and any departmental or team plans as well as to his/her own professional needs.

The line manager should record the objectives, which will apply for either one or two years. These should be jointly agreed if possible. If there are any differences of opinion about the objectives, the teacher has the right to make comments on the written record of objectives. If the head and the governing body are unable to agree the objectives, the governors appointed to

review the performance of the head should set and record the objectives. The head may add comments to the record of objectives.

Learning opportunities should reflect the aspirations of the teacher over and above the immediate demands of their job. They should be designed to help and not inhibit the teacher. The development page of the individual plan will be used to record action needed to support agreed objectives, to develop strengths and address areas for development or professional growth.

Stage 2: Monitoring progress

The teacher and line manager will keep progress under active review throughout the year using classroom observation and other relevant information. They will discuss any supportive action needed and keep development plans up-to-date. Feedback should take account of how much time the teacher spends on different activities.

The line manager should consult the teacher before seeking to obtain information, written or oral, relevant to the teacher's performance from other people.

Classroom observation is accepted good practice with a maximum of three observations each year in line with new regulations. If evidence emerges about the reviewee's teaching performance which gives rise to concern during the performance management cycle, additional classroom observations may be arranged.

In planning lesson observations, we will follow these principles:

- Successful observation requires preparation and training, and a clear understanding of its purpose on the part of the teacher and line manager;
- For the purposes of Performance Management, classroom observations will only be undertaken by persons with QTS;
- The nature of the three lesson observations will be agreed at the planning (and review) meeting in October;
- Teachers will be given at least 5 working days' notice of any lesson observations;
- The academy's pro-forma must be used both for the lesson plan and for the lesson observation notes;
- It is important that the observer ensures that the lesson proceeds in as normal an atmosphere as possible;
- Brief verbal feedback must be given within 24 hours of any lesson observation;
- Detailed written feedback (with a summative judgement) and a discussion of what went well, what might be done better or differently next time must be given as soon as practicable, and within 5 working days of the lesson observation.

Stage 3: Reviewing Performance

The annual review of the teacher's performance will use the recorded objectives as a focus to discuss his/her achievements and identify any development needs. It will be combined with agreeing objectives for the following performance management cycle. The focus of the review is on how to raise performance and improve effectiveness. It will involve:

- Reviewing, discussing and confirming the teacher's essential tasks and objectives;
- Recognising strengths and achievements and taking account of factors outside the teacher's control;
- Confirming action agreed with the teacher at other reviews;

- Identifying areas for development and how these will be met;
- Recognising personal development needs; and
- Agreeing new clear objectives and agreeing a work and development plan for the year ahead.

The line manager should consider the teacher's total contribution to the life of the school during the review. It should take account of the stage the teacher is at in his or her career, eg teacher with 2 – 3 years' service, Subject Leader, Senior Leader. Where teachers are eligible, the line manager will make a pay recommendation

Within 10 days of the review meeting, the line manager will prepare a written review statement recording the main points made at the review and the conclusions reached, including identified development needs and activities recorded in a separate annex to (but forming part of) the review statement. Once written, the line manager will give the teacher a copy of the statement. The teacher may, within 10 days of first having access to the statement, add comments to it in writing.

4. Responsibility for Reviews

The headteacher has determined that she will delegate the reviewer role for some teachers for whom she is not the direct line manager. In these circumstances she 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 and comply with the school's performance management policy and the regulations and requirements of equality legislation.

We have carefully considered the practical arrangements for performance management in the school. Each reviewer (with the exception of SLT) will have a maximum of six reviewees; most will have about three reviewees (see pages 134-135).

The Governing Body is the reviewer for the Headteacher and to discharge this responsibility on its behalf it has appointed 3 governors.

5. Timetable

The performance management cycle is a continuous one year cycle and links in with our planning for school development and target-setting. The governing body needs to ensure that objectives have been agreed for the head by the end of December 2011 and for all other teaching staff by the end of October 2011.

Our timetable is shown below:

(a) Objectives set in October 2011

These will support our school development plan for the financial and academic years 2011/2012. We will take account of professional development objectives in setting the academy's overall priorities for staff development.

(b) Monitoring and Feedback

See the Monitoring Policy, page 141.

(c) Formal Review Meeting in October 2011

We will take into account external test/examination results from Summer 2011 in considering pupil progress. We will set new objectives and discuss future professional development activities. A new individual plan will be completed for each teacher.

(d) The process outlined in (c) above continues annually.

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 the cycle into line with others 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.

6. Links between pay, career stages and performance management.

Induction: the final review meeting of the induction period will be used to agree objectives and professional development planning which will form the basis for performance review subsequently; (Circular No. 5/99 The Induction Period for Newly Qualified Teachers para 58).

Information from performance review process will be used to inform aspects of the pay structure.

- Up to the Threshold – teachers can expect an annual increment if they are performing satisfactorily. Double increments for exceptional performance would need to be justified by review outcomes.
- Threshold – teachers who want to move to the upper pay spine should fill out the application form provided by the DfE. Evidence from reviews can be used as part of the teacher's applications and to inform the head's assessment.
- Performance Pay Points above the threshold, and for teachers in the leadership group – performance reviews will inform the line manager's recommendation about awarding performance pay points to eligible teachers.

Managing Weak Performance.

Good management, with clear expectations and appropriate support, will go a long way towards identifying and handling weaknesses in performance.

The review statement itself does not form part of any formal disciplinary or capability procedures. ***However, relevant information from review statements may be taken into account by those who have access to them in making decisions and in advising those responsible for taking decisions, or making recommendations about pay, promotion or disciplinary matters.***

Confidentiality

The individual plan and the review statement are personal and confidential documents and should be kept in a secure place. Data protection principles should be followed at all times.

7. Access to outcomes

There will only be three copies of the review statement – one held by the teacher, one by the line manager and another held by the head on a central file, to which the Governors responsible for

making decisions regarding pay could request access. A copy of the head's review statement should go to the Chair of Governors.

Information about performance reviews should be made available as listed below:

- The head should ensure that individual training and development needs are reflected in the school development plan and the programme for professional development;
- ***The head should report annually to the full governing body on performance management in the school, including the effectiveness of the performance management procedures in the school, and the training and development needs of teachers. NB The report will not contain any information which would enable any individual to be identified.***

The head should keep review statements for at least six years.

8. Complaints

The Review

The teacher can, within 10 days of receiving the statement, record comments indicating their dissatisfaction with aspects of the review on the review statement. Where these cannot be resolved and the teacher remains concerned about aspects of the review, the issue can be raised with the head. Where the head is the line manager, the individual concerned should raise the issue with the Chair of Governors.

In the case of the head or assistant head who is dissatisfied with the review, the issue should be raised with the Chair of Governors. Where the Chair of Governors has been involved in the review process, the governing body should appoint one or more governors, who have not participated in the head's review. No governor who is a teacher or staff member can be involved in the head's performance review. Such complaints should be made within 10 working days of first having access to the review statement.

The review officer (who could be the head, the Chair of Governors or the governors appointed by the governing body) shall investigate the complaint and take account of any representations made by the reviewee. S/he may order the review statement to stand with or without observations of his/her own; or with the agreement of the reviewer, or in the head's case, all the reviewers, amend the review statement; or order that the review statement be voided and order a new review or part of the review repeated. Where a new review is ordered all reviewers for the head will be replaced. For teachers, a new reviewer will be appointed by the head.

9. Evaluation of the policy

The head shall provide an annual report to the Governing Body in Term 1 on how effective the performance management procedures have been.

As a school committed to ensuring that individual teachers, teams and the school continue to improve, the Governing Body and the Head will check that effective and challenging objectives are set, that all reviews are completed on time and the assessment of performance is consistently applied in the school. We will evaluate the effectiveness of the policy in helping to improve standards of teaching and learning.

As part of our ongoing commitment, the Governing Body and the Head will update and amend the documentation and the process as required, after consultation with all staff and trade unions, to incorporate any major changes introduced (either by the DFE or the school) to ensure that the policy is up-to-date and effective in our academy.