

ST BARTHOLOMEW'S SCHOOL

PERFORMANCE MANAGEMENT POLICY **(Teachers and the Headteacher)**

Reviewed by Learning Resources Committee, Spring 2011

Approved by Full Governing Body, Spring 2011

To be reviewed Spring 2012

Purpose

- Performance Management is a process to support the development of all teachers, to improve teaching and learning and to support school improvement and raise standards of attainment.
- The policy covers all teachers except those in their induction year who are covered by separate procedures.
- Policy to read in conjunction with Performance Management for teachers and Head Teacher (RICs 2006).

Guidance

- Performance Management is a shared responsibility.
- The Governing Body has a strategic role in agreeing the school's Performance Management Policy, ensuring that performance of teachers at the school is regularly reviewed and for monitoring the Performance Management process.
- The Headteacher is responsible for implementing the school's Performance Management Policy, appointing Reviewers, moderating the objectives set, and to ensure consistency. It is the individual teacher's responsibility to ensure that Performance Management reviews take place.
- Performance Management involves the designated Reviewer and teacher working together to ensure that objectives are linked not only to school improvement priorities but the criteria set out in the Standards for classroom teachers (Annex B). Both Reviewer and Reviewee have a responsibility to ensure that regular and objective feedback is given, adequate coaching, training and development is provided and that the performance review takes place.
- The School Improvement Partner will provide advice to the Governing Body's representatives on the setting of performance objectives for the Head and will support them in reviewing performance at the end of the review cycle.

Roles

- There are statutory responsibilities for the Governing Body, the Chair of Governors, the Headteacher, the governors responsible for reviewing the performance of the Headteacher, The Reviewers and teachers.
- These responsibilities are specified in detail in Annex A of the Policy.

- Each faculty will have a link governor to act as an “ombudsman”, in the case of disagreement which could lead to a complaint.
- The Headteacher will determine who is to review each teacher. This will normally be a Reviewer who, on the basis of faculty responsibility for teaching and learning, has the best overview of the teacher’s work and the ability to provide support to the individual. Designated reviewers will be given training in order to fulfil their role.

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

- the Head should ensure that training and development needs from the review statement are given to the person responsible for training and development at the school (Annex E);
- the Head should report annually to the 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;
- the Chief Education Officer can request from the Chair of Governors a summary of the performance assessment section of the Head’s review statement.

The Head should keep review statements for at least three years.

The timing of the Performance Management Cycle

It is an annual cycle.

- Objective setting – in the first half of the Autumn Term.
- Monitoring – throughout the year
- Draft Review – to be completed by the end of the Summer Term; the final statement is to be completed following exam results in the Autumn Term and sent to the Headteacher (by 30th September).

Deadlines

- Copies of documents are to be with the Headteacher and Head of Faculty by Objective setting: 30 September Year 1
Final Statement: 30 September Year 2
- On receipt of all teachers’ objectives by 30th September, in the interests of fairness, equity and consistency of judgement between teachers with similar roles and responsibilities, the Headteacher or appointee will seek to ensure that objectives are appropriate and will contribute to improved whole school outcomes. The Headteacher will intervene at the outset of the Review process to change the planning statement if necessary. The Headteacher, or appointee, will have ten days in which to address any such issue at the start of the Review.

Implementation

The process will establish that teachers are meeting all expectations in respect of the discharge of their responsibilities. It will involve a three-stage annual review process. Prior to the meeting in which objectives will be set, the teacher will complete the self evaluation.

Setting Objectives

- In order to facilitate a Review of overall performance, reference will be made to each teacher's job description, the School Improvement Plan, the Standards for classroom teachers.
- In determining the objectives, what might reasonably be expected of any teacher at the stage in their career, their aspirations and work life balance, should be borne in mind.
- Each teacher will discuss and agree their objectives with the reviewer who will record these on the planning record (Annex D).
- The Reviewee's objectives will be such that, if achieved, they will contribute to the progress of students at the school.
- To ensure that all teachers are enabled to contribute to the School Improvement Priorities, individual teachers' objectives will normally cover approximately four aspects which typically might include.
 - a school improvement issue
 - a TDP issue
 - student progress target – positive value added
 - a target(s) for professional development which relate to the standards for classroom teachers
- In setting the objectives, there will be a balance between the needs of the school and individual development priorities
- Performance / success criteria will be specified at the outset for each objective including areas of 'totality' of performance not covered by the objectives
- The reasonable professional support which will be planned in order to support the teacher in meeting objectives will be recorded and kept under consideration during the Review cycle (Annex E).
- If there are any differences of opinion about the objectives, the teacher may add comments to the written record of objectives.
- At the planning stage, the Reviewee, who is post threshold, a Deputy or Assistant Head, or an AST and eligible for an increment, must make this known to the Reviewer, who may at the end of the review process, be making a recommendation to the Head who will pass this unchanged to the pay committee.
- There will be two copies of the planning and review statement, one for the Head and one for the Reviewee. Those with line management responsibility for the Reviewee may have access to the Head's copy on request.

- The Head's objectives will cover school leadership and management as well as student progress.
- If the Head and the Governing Body representatives are unable to agree objectives, the governors appointed to review the performance of the Head should set and record objectives. The Head may add comments to the written record of objectives.

The Review process

- Statutory guidance limits formal performance management observation to a maximum of three hours.
- The three hour limit does not apply in the case of :
 - Drop in observations carried out by the Leadership Team and line managers with responsibility for monitoring the quality of teaching and learning in the school.
 - Any additional , unlimited observation triggered by concerns
 - Peer observation
 - Observations carried out by OfSTED
 - Observations carried out by local authorities in pursuance of their statutory intervention responsibilities
- The Reviewer will undertake classroom observation sufficient to make an informed judgement. This will include a minimum 60 minutes' lesson observation.
- The primary purpose of each observation should be specified, but any aspect of performance that emerges during the observation may be assessed and taken into account
- The Protocol for Observations (Annex C) must be adhered to
- The teacher and Reviewer 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.
- The Reviewer will consult the teacher and secure agreement before seeking to obtain information, written or oral, relevant to the teacher's performance from other people who have direct professional knowledge of the reviewee's work.

Reviewing Performance

- The focus of the review is on the totality of performance how to further improve performance and effectiveness.
- The annual Review of the teacher's performance will use the recorded objectives, observation records, any additional information and make reference to The Standards for classroom teachers. This will be combined with agreeing objectives for the following performance management cycle.
- Within 10 working days of the review meeting, the Reviewer will prepare a written review statement recording the main points made at the review and the conclusions reached,

including any identified development needs. Annex E. Once written, the Reviewer will give the teacher a copy of the statement. The teacher may within 10 days of first having access to the statement, add to it comments in writing.

Access to outcomes

- There will only be two copies of the review statement – one held by the teacher and another held by the Head on a confidential central file, to which the line managers or 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.

Links between pay, career stages and performance management

NQTs – the final review meeting of the induction period can be used to agree objectives and professional development opportunities as the first stage of the teacher’s subsequent performance management cycle, (DfES 0458/2003 with September 2007 amendments).

- The Performance Management Review must consider the totality of performance. Consequently, this will be the only evidence presented by the Reviewer, if a recommendation about pay progression is made. The Headteacher should pass this, unaltered, to the Governing Body.
- 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 will be used to inform applications by teachers and assessment by Heads.

Complaints

The Review

Within 10 days of receiving the review statement:

- Teachers can record their dissatisfaction with aspects of the review on the review statement. Where these cannot be resolved with the Reviewer, they can raise their concerns with his/her faculty ‘ombudsman’ or the Head. Where the Head is the Reviewer, the teacher can raise the issue with the Chair of Governors.
- The Headteacher can record his/her dissatisfaction with aspects of their review on the review statement. Where these cannot be resolved with the appointed governors, they can raise their concerns 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 to act as Review Officer. No governor who is a teacher or staff member can be involved in the Headteacher’s performance review.
- If a teachers’ (other than the Head) complaint remains unresolved the individual can have all parts of the complaint heard by a panel of Governors (on Appeal). The teacher should make a request for an Appeal to the Clerk to the Governors.

Managing Weak Performance

If serious weaknesses are identified in a teacher or headteacher's performance, performance management should cease and the school's capability procedure be substituted. At the initial stage of the capability procedure the teacher and their representative should be provided with the evidence from the performance management process which has prompted its implementation.

Specific issues

- Part time teachers and those employed in more than one school
 - performance management applies as for full time teachers
- Teachers who join the school mid cycle
 - should have a Reviewer appointed
 - may request their previous Head to forward documentation to the new school
- Teachers who are absent for a significant part of the cycle
 - overall Review takes account of what is reasonable
- Fixed term contracts of one term or more
 - as appropriate, conduct performance review as if they were permanent

Evaluation

Evaluation will include:

- an annual report to governors;
- regular review, via JCC, in order to consult with staff and Trade Union representatives.

.....
Signed by Chairman

.....
Date

Annex A

Roles and Responsibilities

Governing Bodies:

- Establish the school's performance management policy, monitor the operation and outcomes of performance management arrangements, and review the policy and its operation every year.
- Ensure equality in the application of performance management arrangements.
- Appoint 2/3 governors to review the headteacher's performance on an annual basis.
- Work with the SIP to advise appointed governors on the headteacher's performance.
- Make decisions about pay and career progression based on pay recommendations made by reviewers.
- Retain a copy of the headteacher's planning and review statement (normally the Chair of Governors).
- Where the headteacher makes such a request, to action requests for evidence from the performance management process to be transferred if the headteacher transfers mid-cycle.
- Ensure the content of the headteacher's planning and review statement is drafted having regard to the need to be able to achieve a satisfactory work life balance.
- Undertake action in relation to appeals in line with the school's procedures.

Headteachers:

- Report annually to the governing body on performance management arrangements and on training and development needs.
- Play an active role in their own performance management and professional development including taking action as agreed at review meetings.
- Act as performance reviewers and, where appropriate, delegate the role of performance reviewer in its entirety.
- Retain copies of all review and planning statements and provide others with access to statements where appropriate.
- Take account of review outcomes in school improvement planning and ensure the school produces and resources an effective plan for the professional development of its workforce.
- Establish a protocol for classroom observation for inclusion in the performance management policy.
- Action any request from a teacher for evidence from performance management to be transferred if the teacher moves school mid-cycle.
- Evaluate standards of teaching and learning and ensure proper standards of professional practice are established and maintained.
- Ensure that the teacher's planning and review statement is drafted having regard to the need for a satisfactory work life balance.

Teachers:

- Take responsibility for their own performance management and professional development including taking action as agreed at review meetings.
- Where the role of reviewer has been delegated to them in accordance with the regulations, act as reviewers for other teachers.
- Contribute to the annual planning and assessment of other teachers where appropriate.

Annex C

Draft Protocol for Performance management Lesson Observations

Reviewers will always treat other teachers with respect and courtesy.
Observation needs to be objective; it must be developmental.

Before the lesson:

- The Reviewer and teacher should agree which lesson will be observed and the main focus of the observation at least a week in advance
- The teacher should provide the Reviewer with a lesson plan and background data relating to students' needs (eg SEN G&T) before the start of the lesson

The teacher should be aware that the Reviewer will have the following expectations:

- That learning objectives are shared (displayed and articulated)
- That the needs of individual learners are met
- That there is effective TA deployment (as appropriate)
- That the impact of teaching on learning will be critical to any judgement about quality
- The 'what is good teaching / what is good learning' document will form the basis of the overall judgement about quality

During the lesson:

The Reviewer will look at students' work and talk with students to

- Check students' understanding of the work and whether they know how to make further progress.
- Briefly check marking and assessment, when looking at written work
- Check for evidence that homework is set and marked in accordance with school policy

After the lesson:

- The Reviewer will always make time to thank the teacher and to identify the discussion / feedback meeting time.
- Verbal feedback within ONE working day
- Written feedback with FIVE working days.

Observation Review meeting:

- The Reviewer and teacher should set aside sufficient time to discuss the qualities in the lesson and potential areas for development.
- The review should be a discussion in which the teacher is given the opportunity to identify strengths and potential development areas.
- To ensure objectivity and consistency, use of the 'what is good teaching; what is good learning' document will form a part of every lesson review.

The Reviewer is responsible for making a professional judgement on the overall best fit in relation to the 'what is good teaching / learning' document. Copies of the completed record sheet should be kept by the Reviewer, teacher and a copy sent to The Deputy Headteacher: Teaching and Learning.

Annex D

Review statement and planning document

CONFIDENTIAL

Reviewee's name:	Reviewer's name:
Assessment of performance for the performance management cycle just ended, making reference to recorded objectives, observation record, any additional information and The Standards. Recommendation for pay progression (where reviewee is eligible).	
Objectives for next cycle (normally to include SDP, TDP, student progress and professional development):	
Focus of planned classroom observation(s).	
Other evidence to be sought (as appropriate).	

Support:

Reviewee signature:

Reviewer signature:

Reviewee comments: