



# Fierté Multi Academy Trust

## Performance Management Policy

2017-18

At the heart of our Trust are both the UNICEF Rights Respecting values and articles and Learning Behaviours. Through these, we aim to put **children's rights** at the heart of our schools. We work together to embed children's rights in our ethos and culture; to improve well-being and develop every child's talents and abilities to their full potential. We aspire to give children a sense of pride and achievement in all that they undertake.

### Introduction:

In the Fierté Multi Academy Trust we are committed to performance management to develop all staff and improve teaching and to raise standards of achievement for all children. To do this, we shall be introducing a Performance Management Policy based on the Performance Management system which comes into statutory force from September 2000. This policy covers all teachers except teachers on contracts of less than one year and 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 school's development plan and their own professional needs.

### 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 school 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.

We will implement our performance management arrangements on the basis of:

- Fairness. We all need to be aware of the potential for unconscious discrimination and to avoid assumptions about individuals based on stereotypes
- Equal Opportunity. All teachers should be encouraged and supported to achieve their potential through agreeing objectives, undertaking development and having their performance assessed.

### Roles:

Performance management is a shared responsibility. The Trust Board has a strategic role in:

- agreeing the school's performance management policy
- ensuring that performance of teachers at the school is regularly reviewed
- for monitoring the Performance Management process

The Headteacher of each academy is responsible for:

- implementing the school's Performance Management policy
- ensuring that performance management reviews take place

Performance management involves both the team leader and the teacher working together to ensure that:

- objectives are discussed and agreed
- regular and objective feedback is given
- adequate support, training and development is provided
- that the performance review takes place

An External Advisor will:

- provide advice to the Governing Body's representatives on the setting of performance objectives for the Headteacher ( Andrea Dawson)
- support them in reviewing performance at the end of the review cycle

*A more detailed breakdown of statutory roles and responsibilities is included in the summary of the Regulations at Annex A.*

### **Responsibility for Reviews:**

We have carefully considered the practical arrangements for performance management in the school. We have appointed two governors to carry out the head teacher's performance management review. The Headteacher will act as team leader for each teacher on the basis of:

- responsibilities for learning in the school
- best overview of teacher's work
- ability to provide support to staff

### **Timing of Reviews:**

The one year performance cycle links with our planning for school management and target-setting. The Trust Board needs to ensure that:

- objectives have been agreed or set for the Headteachers by the end of December each year
- for all other teaching staff by the end of September each year

Our timetable is shown below:

### **Objectives set in the Autumn Term:**

These will inform and support our school management policies for the relevant financial and academic year. We will take account of professional development objectives in setting the school's overall priorities for staff development.

### **Monitoring and Feedback:**

This section explains the school's arrangements for review, which will include at least one classroom observation per term for each teacher.

### **Formal Reviews Autumn Term:**

We will take into account Key Stage assessments and test results and other outcomes from tests in the summer term 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

**The process outlines above will continual annually.**

## **PERFORMANCE MANAGEMENT CYCLE:**

**Stage 1 – Planning:** Each teacher will discuss and agree objectives with their team leader and record these in an individual plan (an example of a blank individual plan is attached at Annex B). Objectives should be challenging but realistic and take account of a teacher's job description and their existing skill and knowledge base.

There can be no hard and fast rule about how many objectives there would be for a teacher, but we expect a minimum of three and no more than five or 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 leadership and management areas as appropriate. Where someone has a wide range of managerial duties, objectives might focus on specific areas of this work.

Teacher objectives will cover pupil progress as well as ways of developing and improving teacher's professional practice. Those with management allowances will have objectives relating to their additional responsibilities. The head teacher's objectives will cover school leadership and management as well as pupil progress.

We will adhere to the following principles in discussing objectives:

- The team leader 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 and are measurable ( these can be related to the key assessment opportunities across the academic year)
- Objectives focus on issues/matters over which a teacher has direct influence/control and take account fully of the wider socio-economic, cultural and other external influences on pupils
- Objectives for each teacher should relate to the objectives in the school development plan as well as to his/her own professional needs.

The team leader should record the objectives, which will apply for the review period. These should be jointly agreed if possible. If there are any differences of opinion about the objectives, the teacher may add comments to the written record of objectives.

If the Headteacher and the governing body representatives are unable to agree objectives, the governors appointed to review the performance of the Headteacher should set and record objectives. The Headteacher may add comments to the written record of objectives.

Professional development opportunities are needed to support agreed objectives, to develop strengths and address areas for development or professional growth. The development page of the individual plan will be used to record actions.

**Stage 2 - Monitoring Progress:** The teacher and team leader 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 team leader 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 minimum of one observation per year required by Regulations. It is not a requirement to observe head teachers with teaching responsibilities. In our school, we have agreed to have one full lesson observation per term, supplemented by any fuller observation of whole or part lesson, which are agreed to be useful for developmental purposes.

In planning observation, we will follow these principles:

- Successful observation requires preparation and training, and a clear understanding on the part of the teacher and the team leader of its purpose
- The nature of the observation will depend on its purpose
- It is important that the observer ensures that the lesson proceeds in as normal an atmosphere as possible
- Full, constructive and timely feedback offers an opportunity to discuss what went well, what might be done better or differently next time. When giving feedback, the team leader should take into account the range of activities carried out by the teacher and the time spent on each activity.

We will use the standard DfE proforma for observations as attached at Annex C. The teacher and the team leader should keep copies.

**Stage 3 – Reviewing Performance:** The annual review of the teacher’s performance will use the recorded objectives as a focus to discuss his/her achievement 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
- Agreeing new clear objectives and completing an individual plan for the year ahead

The team leader should evaluate the teacher’s overall performance, including an assessment of the extent to which objectives have been met, and the teacher’s contribution to the life of the school during the review period. It should take account of the stage the teacher is at in his or her career e.g. teacher with 2 – 3 years, service, advanced skills teacher, senior management.

Within 10 days of the review meeting, the team leader will prepare a written review statement recording the main points made at the review and the conclusions reached, including any identified development needs and activities recorded in a separate annex (but forming part of) the review statement. Once written, the team leader 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. Good practice shows that the review statement should be written as soon as possible after the review, whilst the facts are still fresh in the team leader’s memory.

## **LINKS BETWEEN PAY, CAREER STAGES AND PERFORMANCE MANGEMENT:**

**Induction:** 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 (Circular No: 5/99 – The Induction Period for Newly Qualified Teachers – para. 58).

Information from the performance review statement can be used to inform aspects of the new pay structure from September 2000

**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 DfEE. Evidence from review will be used to inform applications by teachers and assessment by head teachers.

**Performance Pay Points above the Threshold, Advanced Skills Teachers and teachers in the leadership group** – performance reviews will form part of the evidence which schools can use to make decisions 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 meeting and review statement 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 performance, pay, promotion, dismissal or disciplinary matters.

## **CONFIDENTIALITY:**

The individual plan and the review statement are personal and confidential documents and should be kept in a secure place. The principles and provisions of the Data Protection Act 1998 should be followed at all times by those who have access to the documents.

## **ACCESS TO OUTCOMES:**

There will be only two copies of the review statement – one held by the teacher and another held by the head in a central file, to which the team leader or Governors responsible for making decisions regarding pay could request access. A copy of the head teacher's review statement should go to the Chair of Governors.

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

- The Headteacher should ensure that individual training and development needs are reflected in the school development plan and the programme for professional development
- The Headteacher should ensure that training and development needs from the review statement are given to the person responsible for training and development at the school
- The Headteacher 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 teacher
- The CEO can request from the Chair of Governors a summary of the performance assessment section of the head teacher's review statement
- The Headteacher should keep review statements for at least three years

## **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 team leader, they can raise their concerns with the Headteacher. Where the Headteacher is the team leader, the teacher can raise the issue with the Chair of Governors

Head teachers can record their dissatisfaction with aspects of the 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 teacher's review to act as review officer. No governor who is a teacher or staff member can be involved in performance review.

The Review Officer (who could be the Headteacher, the Chair of Governors or the governors appointed by the governing body) will investigate the complaint and take account of comments made by the teacher (or Headteacher). The review office should conduct a review of the complaint within 10 working days of referral. She/he may decide that the review statement should remain unchanged or may add any observations of his/her own. The review officer may decide, with the agreement of the person responsible for carrying out the initial review, or in the head teacher's case, all appointed governors, to amend the review statement; or declare that the review statement is void and order a new review or part of the review to be repeated. Where a new review is ordered, new governors will be appointed to carry out the review of the Headteacher. For teachers, the Headteacher will appoint a new team leader. Any new review or part review ordered should be conducted within a further 15 days.

## **EVALUATION OF THE POLICY:**

The Headteacher shall provide an annual report to the Governing Body on how effective the performance management procedures have been.

As a school committed to ensuring that individual teachers and the school continues to raise standards, the Governing Body and the Headteacher, will:

- Check that effective and challenging objectives are set,
- Ensure that all reviews are completed on time and the assessment or performance is consistently applied in the school.
- Evaluate the effectiveness of the policy in helping to improve standards of teaching and learning

As part of our ongoing commitment, the Trust Board and the academy Headteachers will update and amend the documentation and the process as required. After consultation with all staff, major changes introduced by either the DfEE or the school will be incorporated in the policy, to ensure that the policy is up-to-date and effective in our school.

**Signed:**

**Chair of Governors**

**Reviewed; September 2017**

**To be reviewed: September 2018**

## **ANNEX A**

### **A Summary of statutory requirements set out in the new Appraisal Regulations**

#### **THE GOVERNING BODY**

- Must determine the procedures for the performance review of school teachers at a school. (It is proposed that the School Government Regulations will make it a statutory requirement that these should be embodied in a school performance management policy, developed after consultation with staff and reviewed annually.)

Is responsible for:

- Securing that the performance of teachers is reviewed in accordance with the Regulations
- Appointing an accredited external adviser from an approved list
- Deciding on the exact timing of the performance review cycle for the Headteacher
- Carrying out the performance review of the Headteacher. In so doing it appoints two or three governors to carry out the performance review. At Church schools, at least one of the representatives should be a foundation governor. Representatives should not include teachers or other members of staff at the school.
- Ensuring that, in the first performance review cycle, Headteacher objectives are set and recorded by 31<sup>st</sup> December 2000 and teacher objectives by the end of February 2001.
- Appointing one or more review officers where a complaint is made by the Headteacher about his/her performance review and the Chair of Governors has been involved in that performance review.

#### **THE CHAIR OF GOVERNORS:**

- Is the review officer for complaints from Headteacher where he/she has not been involved in the performance review, and for teachers where the Headteacher is the team leader

Must:

- Provide any review officer or new reviewer with a copy of the performance review statement and with the objectives relating to that statement
- Pass the training and development annex of the head's performance review statement to the person responsible for training and development in the school
- Provide on request, a summary of the overall assessment of performance section of the head teacher's review statement to the Chief Education Officer, or an adviser specifically designated by the Chief Education Officer
- Provide a copy of the head teacher's appraisal statement to the CEO, or a designated officer, where the school does not have a delegated budget

#### **THE GOVERNORS RESPONSIBLE FOR REVIEWING THE PERFORMANCE OF THE HEADTEACHER:**

Must:

- Seek advice from the appointed external adviser when setting objectives and reviewing the performance of the Headteacher
- Meet with the Headteacher and adviser at the start of the performance review cycle to plan and prepare for the performance review, and set and record Headteacher objectives relating to school leadership and management and pupil progress
- Meet with the Headteacher and adviser at the end of the performance review cycle to review the head teacher's performance and identify achievements, including assessment of achievement against objectives, and to discuss and identify professional development and needs/activities
- Write a performance review statement and give a copy to the Headteacher within 10 days of the review meeting, and allow 10 days for the Headteacher to add written comments
- Provide the Headteacher and Chair of the Governing Body with a copy of the head teacher's performance review statement

- On request, provide a copy of the head teacher's statement to those governors who are responsible for taking decisions in relation to promotion and pay, who should take account of this when making such decisions.

## **THE HEADTEACHER:**

- As proposed, will be responsible under the School Government Regulations for overseeing the implementation of the school's performance management policy and may be asked by the governing body to draft the policy for consultation with staff and agreement by the governing body.

Is responsible for:

- Appointing an appropriate team leader for each teacher, to carry out their performance review
- Deciding on the exact timing of the performance review cycle for teachers
- Deciding on the exact length of the first performance review cycle for teachers
- Providing a copy of a teacher's performance review statement to any review officer, including the objectives relevant to that statement
- Ensuring that current objectives are made available to a teacher's new team leader, if there is a change of reviewer

Must:

- Provide an annual report on performance management in the school to the governing body. It should contain:
  - A report on the operation of performance management in the school
  - The effectiveness of the school's performance management procedures
  - The training and development needs of the teachers
- Provide whoever is responsible for planning and co-ordinating teacher's training and development in the school with a copy of the part of the performance review statement that relates to training and development
- Keep teacher's performance review statements secured on file until at least three years after the next performance review statement has been finalised
- Review complaints by teachers about their performance review statement, where they are not the team leader
- Pass a copy of the performance review statement to those teachers for whom they are team leader
- On request, provide a copy of the performance review statement to those governors who are responsible for taking decisions in relation to promotion and pay, who should take account of this when making decisions
- On request, pass a copy of the performance review statement to a teacher's team leader