



MARK RUTHERFORD SCHOOL

“.....providing a range of experiences for all our students which will encourage them to develop their full potential and equip them to become lifelong learners.”

PERFORMANCE MANAGEMENT POLICY DRAFT

Reviewed: June 2007

Draft PERFORMANCE MANAGEMENT POLICY

The Governing Body of Mark Rutherford School adopted this performance management policy on

APPLICATION OF THE POLICY

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

- a) teachers on contracts of less than one term;
- b) those undergoing induction;
- c) 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 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, the assessment of performance throughout the cycle against the agreed objectives and 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 which 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

To comply with the requirement to show how the arrangements for performance management link with those for school improvement, school self-evaluation and school development planning and to minimise workload and bureaucracy the performance management process will be one of the main sources of information as appropriate for school self-evaluation and the wider school improvement process.

Similarly, 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. The objectives should also reflect reviewees' professional aspirations.

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.

Quality assurance

The Headteacher has determined that 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 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

The Governing Body will:

Choose not to quality assure the planning statement.

The Governing Body will review the quality assurance processes when the performance policy is reviewed.

OBJECTIVE SETTING

The objectives set will be rigorous, challenging, measurable, 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 in that position. The reviewer will take into account the desirability of the reviewee being able to achieve a satisfactory balance between the time required to discharge his or her professional duties and the time required to pursue his or her personal interests outside work, consistent with the school's strategy for achieving a work/life balance for all staff. They shall also 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 improve the progress of pupils at the school.

Performance Criteria

The performance criteria should indicate what success would look like at the end of the cycle. The performance criteria should provide clarity about the basis on which the reviewer will assess the overall performance of the reviewee based on progress towards the achievement of the objectives, classroom observation, and other evidence. These matters should be taken into account with the reviewee's job description, the relevant professional standards, and what can reasonably be expected of the reviewee. Where the reviewee is eligible, the relevant pay progression criteria in the STPCD should also be taken into account.

The reviewer and reviewee will seek to agree the objectives but where a joint determination cannot be made the reviewer will make the determination.

In this school, teachers, including the Headteacher will not necessarily all have the same number of objectives. All teachers, including the Headteacher, will have a whole school objective, with a measurable outcome, which will be related to teaching and learning.

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.

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, will be assessed favourably.

Preparing for the Planning and Review Meetings

The planning and review meeting should be a professional dialogue between the reviewer and the reviewee. Reviewees should take an active part in the meeting making sure they put forward their views about their performance and future development. Staff should reflect on their performance during the last PM cycle; ensure that they have copies of any relevant documentation and evidence, and written feedback on classroom observations; identify issues that have affected their performance positively or negatively; consider any issues about the planned support they needed or received; reflect on how far they have met the agreed performance criteria.

In preparing for the next cycle they should consider: what they would like to achieve taking into account the Whole school, department, year group Ofsted improvement plans; the professional standards which apply to their current career stage and those to which they might progress. Staff should also identify what professional development might help them to progress further and consider their professional aspirations.

For teachers applying to cross the threshold to the upper pay scale and who are being considered for movement on the upper pay scale, a satisfactory review statement will be taken as evidence of sustained and substantial achievement and contribution, notwithstanding any absence of a positive pay recommendation.

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 the Headteacher have a right of appeal against any of the entries in their planning and review statements. Where a reviewee wishes to appeal on the basis of more than one entry this would constitute one appeal hearing.

Details of the appeals process are available from the Headteacher or from the governing body. The Headteacher will notify any teacher who has not been recommended for pay progressions of the date when the governing body meets to consider pay recommendation. Such a notification will take place 4 weeks before the meeting to allow the teacher to make a representation to the Principle before the final decision of the governing body

CONFIDENTIALITY & Professional Relationships

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 will be

provided with access to the reviewee's plan recorded in her/his statement. This will be done upon request, where this is necessary to enable the line manager to discharge her/his line management responsibilities. 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.

An account of the training and development needs of teachers in general, including the instances where it did not prove possible to provide any agreed CPD, will form a part of the Headteacher's annual report to the governing body about the operation of the performance management in the school.

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;
- (b) the extent to which the training and support will help the school to achieve its priorities.
- c) Training and support will meet the requirements of the school's best value practice and be cost effective

The school's priorities will have precedence. Teachers should not be held accountable for failing to make good progress towards meeting their performance criteria where the support recorded in the planning statement has not been provided.

APPOINTMENT OF REVIEWERS FOR THE HEADTEACHER

Appointment of Governors

In this school the Governing Body is the reviewer for the Headteacher and to discharge this responsibility on its behalf may appoint 2 or 3 governors.

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.

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 Headteacher.

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 some or all other teachers.

- Line managers on the Leadership pay spine will be the reviewers for all those teachers they line manage
- Line managers will be responsible for no more than 4 reviewees

Where a teacher has more than one line manager the principal 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 submit a written request to the Headteacher 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 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.

THE PERFORMANCE MANAGEMENT CYCLE

The performance of teachers must be reviewed on an annual basis. Performance planning and reviews must be completed for all teachers by 31 October and for Headteachers by 31 December.

The performance management cycle in this school, therefore, will run from 31st October 2007 to 30th October 2008 for teachers, and from 31st December 2007 to 30th December 2008 for the Headteacher.

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.

What to do if Plans Change Mid Cycle

There may be occasions when it is necessary to review what has been agreed in the review statement during the performance cycle, for example:

- Where the reviewees post and/or responsibilities have changed
- If there have been difficulties accessing agreed support

- Where the reviewee has been on maternity or long term sick leave
- Where there are concern about the reviewees performance
- Where reasonable adjustments required under the Disability Discrimination Act need to be made

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.

If plans are changed during the cycle as a result of a concern being raised about a reviewee's performance this would not automatically mean that there would be an unsuccessful outcome to the end of year review. The reviewee should, with the reviewers support aim during the rest of the cycle to address the concerns that have been raised.

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 evidence form the performance management process which has prompted its implementation.

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.

Assessing Performance at the end of the cycle

The reviewer assembles information about the reviewee's performance as detailed on the planning and review statement. All evidence must be shared between reviewer and reviewee before the review meeting to ensure an informed discussion.

At the review meeting, the reviewer and reviewee should seek to achieve a shared understanding of the progress made towards meeting the performance criteria and if appropriate, explore any issues that might have impeded the reviewee's performance.

Both parties should seek to agree an assessment of the overall performance of the reviewee against the performance criteria agreed at the beginning of the cycle. This should include, where the reviewee is eligible, making a recommendation on pay progression, taking into account the pay progression criteria. If the reviewee and the reviewer cannot agree then the reviewer's view will be recorded. This should be recorded on the planning and review statement. The reviewee may add comments to the statement.

Making a Pay Recommendation

There is no change to the arrangements for pay progression. Annual increments continue to apply as set out in the STPCD for classroom teachers on the main scale. Therefore, reviewers do not need to make a recommendation in support of the annual

increment. The only exception to this is where the reviewer, in accordance with the school's pay policy, is considering a discretionary additional point where provided for in the STPCD.

Reviewers will need to make a recommendation where the reviewee is on:

- The pay scale for post threshold teachers
- The pay spine for members of the Leadership group
- The pay spine for advanced skills teachers

Reviewer's recommendations are passed to the Headteacher as part of the planning and review statement. The Headteacher will then pass the pay recommendation on to the governing body.

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 Headteacher 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;
- teachers' training and development needs.

The Governing Body is committed to ensuring that the performance management process is fair and non-discriminatory and the following monitoring data should be included in the Headteacher's report because they represent the possible grounds for unlawful discrimination:

- *Race*
- *Sex*
- *Sexual orientation*
- *Disability*
- *Religion and belief*
- *Age*
- *Part-time contracts*
- *Trade union membership.*

The Headteacher will also report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination under any of the categories above.

REVIEW OF THE POLICY

The Governing Body will review the performance management policy every school year. 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 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.

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.

ACCESS TO DOCUMENTATION

Copies of the school improvement and development plan and SEF are published on the school's intranet and/or can be obtained from the Office Manager.

CLASSROOM OBSERVATION PROTOCOL

All classroom observation will be undertaken in accordance with the performance management regulations, *the associated guidance published by the Rewards and Incentives Group* and the classroom observation protocol that is appended to this policy in Annex 1.

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 for the purposes of performance management arranged for any teacher will not exceed three hours per cycle having regard to the individual circumstances of the teacher. There is no requirement to use all of the three hours. The amount of observation for each teacher should reflect and be proportionate to the needs of the individual. Three hours should be regarded as a maximum and not a standard. These observations should fall within the calendared observation cycle in order to reduce workload and bureaucracy.

The arrangements for classroom observation will be included in the plan in the planning and review statement and will include

- the amount of observation,
- specify its primary purpose,
- specify any particular aspects of the teacher's performance which will be assessed,
- specify the duration of the observation,
- specify when during the performance management cycle the observation will take place and
- Specify who will conduct the observation.

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 to inform school self-evaluation and school improvement strategies in accordance with the school's commitment to streamlining data collection and minimising bureaucracy and workload burdens on staff.

In keeping with the commitment to supportive and developmental classroom observation those being observed will be notified in advance.

Classroom observations will only be undertaken by persons with QTS. In addition, in the school classroom observation will only be undertaken by those who have had adequate preparation and the appropriate professional skills to undertake observation and to provide constructive oral and written feedback and support, in the context of professional dialogue between colleagues.

Oral feedback will be given as soon as possible after the observation and no later than

the end of the following working day.

Written feedback will be provided within five working days 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.

If concerns arise during the review cycle or the reviewee's circumstances change, there is scope, following appropriate discussion, to revisit the amount of observation agreed at the beginning of the cycle. In such circumstances additional classroom observation, including observation which exceeds three hours within the review cycle, may be agreed. This should be recorded in a written addition to the review statement.

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. No written notes in addition to the written feedback will be kept.

A Headteacher has a duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained. The Headteacher and senior staff have a right to drop in to inform their monitoring of the quality of learning.

Clearly the performance management arrangements are integral to fulfilling this duty and the Headteacher may consider the classroom observations they have agreed for performance management are sufficient and that drop in will not be needed.