



Performance Management Policy

(Policy and Procedure for Performance Management of Staff)

Signed by:	
Head Teacher	
Chair of Governors	
Date Adopted	
Date of Review	September 2017

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PERFORMANCE MANAGEMENT

Purpose

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the head teacher, and for supporting their development within the context of the school's plan for improving educational provision and performance, and the standards expected of teachers. A further policy, Capability Policy, sets out the arrangements that will apply when teachers fall below the levels of competence that are expected of them.

Application of the policy

This policy which covers appraisal, applies to the head teacher and to all teachers employed by the school or local authority, except those on contracts of less than one term, and those undergoing induction. (ie NQTs)

This policy does not apply to Teaching Assistants. The school operates an appraisal process for Teaching Assistants which is outlined in a separate policy, Performance Management (Teaching Assistants)

Appraisal

Appraisal in this school will be a supportive and developmental process designed to ensure that all teachers have the skills and support they need to carry out their role effectively. It will help to ensure that teachers are able to continue to improve their professional practice and to develop as teachers. The appraisal system is linked to the school's self evaluation, the whole school development plan, department development plans and the overall evaluations from lesson observations and learning visits. The school's CPD for teachers is based on the needs of individual teachers and school priorities.

The appraisal period

The appraisal period will run for twelve months from 1st November to the 31st October each year.

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 this policy. The length of the period will be determined by the duration of their contract.

Appointing appraisers

The head teacher will be appraised by the Governing Body, supported by a suitably skilled and/or experienced external advisor who has been appointed by the Governing Body for that purpose.

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In this school the tasks of appraising the head teacher, including the setting of objectives, will be delegated to a sub-group consisting of two members of the Governing Body, usually the Chair and Vice - Chair.

The head teacher will decide who will appraise other teachers.

Setting objectives

The head teacher's objectives will be set by the Governing Body after consultation with the external adviser.

Objectives for each teacher will be set before or as soon as practicable after the start of each appraisal period. The objectives set for each teacher, will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the teacher's role and level of experience. Teachers on the UPS will set at least one objective that acknowledges the UPS teacher standards. The appraiser and teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives following consultation with the Headteacher. Objectives may be revised if circumstances change.

The objectives set for each teacher will, if achieved, contribute to the school's plans for improving the school's educational provision and performance and improving the education of pupils at that school. This will be done by ensuring that Department and whole school Development Plans and teachers' objectives share common and updated objectives and are monitored and evaluated regularly.

Teacher's performance is assessed against the standards QTS, QTS/UPS. The headteacher is assessed against Core, Post –threshold and Headteacher standards.

Reviewing performance

Observation

Observation of classroom practice is important as a means of assessing teachers' performance in order to identify any particular strengths and areas for development. Lesson observations can also inform school improvement more generally. All observations will be carried out in a supportive, professional fashion with verbal and written feedback being given as soon as possible after the observation and not more than 48 hours afterwards unless there are extenuating circumstances such as staff absence.

In this school teachers' performance will be regularly observed but the amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the school. In addition to formal observation, head teachers or other leaders with responsibility for teaching standards may "drop in" in order to evaluate the standards of teaching and to check that high standards of professional performance are established and maintained. The length and frequency of "drop in" observations will vary depending on specific

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circumstances. A purpose of “drop in “ observations is to assess the school’s progress towards “ best practice is common practice”.

Teachers (including the head teacher) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed. Objectives set should reflect this.

Feedback will highlight particular areas of strength as well as any areas that need attention. Where there are concerns about any aspects of the teacher’s performance the appraiser will meet the teacher formally to:

- Give clear feedback to the teacher about the nature and seriousness of the concerns;
- Give the teacher the opportunity to comment and discuss the concerns;
- Agree any support (eg coaching, mentoring, structured observations), that will be provided to help address those specific concerns;
- Make clear how, and by when, the appraiser will review progress.
- Explain the implications and process if no-or insufficient-improvement is made.

It will be made to clear to the teacher that this meeting is not the “feedback meeting”. When progress is reviewed, if the appraiser is satisfied that the teacher has made, or is making, sufficient improvement, the appraisal process will continue as normal, with any remaining issues continuing to be address through that process.

Transition to capability

If the appraiser is not satisfied with progress, the teacher will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under capability procedure, and will be invited to a formal capability meeting.

Annual assessment

Each teacher’s performance will be formally assessed in respect of each appraisal period. In assessing the performance of the head teacher, the Governing Body must consult the external adviser.

This assessment is the end point to the annual appraisal process, but performance and development priorities will be reviewed and may be addressed throughout the year in interim meetings which will take place (for the headteacher, with at least one nominated Governor.)

The teacher will receive as soon as practicable following the end of each appraisal period – and have the opportunity to comment in writing on – a written appraisal report. In this school, teachers will receive their written appraisal reports by 31 October (31 December for the Head teacher). The appraisal report will include:

- Details of the teacher’s objectives for the appraisal period in question;

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- An assessment of the teacher's performance of their role and responsibilities against their objectives and the relevant standards;
- An assessment of the teacher's professional development needs and identification of a recommendation on pay where that is relevant
- Any change in who the reviewer is

The school has a separate Capability Policy.

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