

The Ridings High School

**PERFORMANCE MANAGEMENT
POLICY**

June 2007

Introductory Notes

- In determining this policy the school, in its deliberations, has been mindful of its responsibility to:
 - minimise workload, particularly in the context of concerns regarding work/life balance
 - minimise bureaucracy, particularly in the context of the school's encompassing responsibilities for self-evaluation, development and improvement.
- Given the more recent use of the acronym SIP to denote a School Improvement Partner, this policy refers to the School Development Plan (SDP) rather than School Improvement Plan.
- Where the regulations (and so the policy) uses the word 'term' it is assumed that this refers to the 'older' meaning as it relates to Autumn, Spring or Summer. Where referring to internal organisation reference will be made to Terms 1 – 6.

DRAFT PERFORMANCE MANAGEMENT POLICY

The Governing Body of The Ridings High School adopted this performance management policy on 2 October 2007.

APPLICATION OF THE POLICY

- The policy applies to the head teacher and to all teachers employed by the school except teachers on contracts of less than one term, those undergoing induction (ie NQTs) and those who are the subject of capability procedures.
- 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.

PURPOSE

- This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers and the head teacher and for supporting their development needs within the context of the school's development plan and their own professional needs.
- Where teachers are eligible for pay progression, the assessment of performance throughout the cycle, against the performance 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 relevant regulations and the school's pay policy which provide details of the arrangements relating to teachers' pay in accordance with the School Teachers' Pay and Conditions Document.

DEVELOPMENT PLANNING

- **The School Development Plan (SDP) is a key document for the performance management process.**
- The arrangements for performance management link with those for school self-evaluation, school development and school improvement planning, and will provide significant information supporting school self-evaluation and the wider school development/improvement process.
- All reviewers are expected to pursue 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, fairness and non-discrimination in the operation of performance management, and that provisions are made in relation to moderation and quality assurance.**
- The head teacher has determined that he will delegate the reviewer role for all teachers for whom he is not the line manager. In these circumstances the head teacher will moderate a sample of 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 nominate three governors who will not be involved in the head teacher's performance management or any appeal regarding the head teacher's performance management to ensure that the head teacher's planning statement is consistent with the school's improvement priorities and complies with the school's performance management policy and the Regulations.
- The Governing Body will review the quality assurance processes when the performance policy is reviewed.

PLANNING

- The reviewer should start from the assumption that the reviewee is meeting the requirements of their job description, the relevant duties and the relevant professional standards.
- There is no need for every aspect of the reviewee's responsibilities to be covered in the plans.
- Plans should focus on priorities and actions where specific action is required.

(For further advice regarding planning, context, planning content and evidence to be used, **see Appendix A 'Planning Protocol'**.)

OBJECTIVE SETTING

- The objectives set will be rigorous, challenging, 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 given the desirability of the reviewee being able to achieve a satisfactory balance between the time required to discharge her/his professional duties and the time required to pursue his personal interests outside work.
- 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 improving the progress of pupils at the school.
- The reviewer and reviewee will seek to agree the objectives but where a joint determination cannot be made the reviewer will make the determination.
- All teachers, including the head teacher, will have no more than four (4) objectives.

(See Appendix A – 'Planning Protocol')

CLASSROOM OBSERVATION PROTOCOL

All classroom observation will be undertaken in accordance with the performance management regulations, and the classroom observation protocol that is appended to this policy.

(See Appendix C – 'Classroom Observation Protocol')

REVIEWING PROGRESS

- Performance should be a matter of on-going monitoring and evaluation in support of personal professional development. At the final review no concerns should be identified which have not been raised previously, and addressed appropriately.
- 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.**
- 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 head teachers 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.

(See Appendix E – ‘Appeals Process’)

Details of the appeals process will be covered in the school’s pay policy.

CONFIDENTIALITY

The whole performance management process, and in particular the statements generated under it, 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, 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 Continuing Professional Development (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 head teacher’s annual report to the governing body about the operation of the performance management in the school.
- Given the competing demands within the school budget of CPD provision, a decision on relative priority will be taken with regard to the extent to which:
 - the CPD identified is essential for a reviewee to meet their objectives; and
 - the extent to which the training and support will help the school to achieve its priorities. **(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 HEAD TEACHER

Appointment of Governors

- The Governing Body is the reviewer for the head teacher and, to discharge this responsibility on its behalf, will appoint 3 governors.
- Where the head teacher is of the opinion that any of the governors appointed by the governing body under this regulation is unsuitable for professional reasons, he may submit a written request to the governing body for that governor to be replaced, stating those reasons.

Appointment of School Improvement Partner

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 head teacher.

APPOINTMENT OF REVIEWERS FOR TEACHERS

- The head teacher will be the reviewer for those teachers he directly line manages and will delegate the role of reviewer, in its entirety, to the appropriate line managers for all other teachers, consistent with the school's staffing structure.
- The maximum number of reviews that any reviewer will be expected to undertake per cycle is six (6).
- The head teacher will determine the appropriate line manager best placed to manage and review the teacher's performance. (All teachers holding positions of responsibility, Leadership and TLR, will be potential reviewers.)
- Where a teacher is of the opinion that the person to whom the head teacher has delegated the reviewer's duties is unsuitable for professional reasons, s/he may submit a written request to the head teacher 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 head teacher 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 head teacher 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 head teachers by 31 December. An appropriate pay recommendation will be made on completion of the review.

(See Appendix D – ‘Making a Pay Recommendation’.)

- The performance management cycle to be planned for, and reviewed, will run from 1 September to 31 August, for both teachers and the head teacher.
- 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.
- Where a teacher starts their employment at the school part-way through a cycle, the head teacher or, in the case where the teacher is the head teacher, 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.
- Where a teacher transfers to a new post within the school part-way through a cycle, the head teacher or, in the case where the teacher is the head teacher, the governing body shall determine whether the cycle shall begin again and whether to change the reviewer.

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 head teacher 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;
 - reference to any appeals/representations, either individual or collective, on the grounds of any form of discrimination.

REVIEW OF THE POLICY

- The Governing Body will review the performance management policy every school year at its Spring meeting.
- The Governing Body will take account of the head teacher'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.

ACCESS TO DOCUMENTATION

Copies of the following documents are available on the school's intranet:

- School Development Plan
- Current Performance Management Regulations and RIG Guidance

Note in particular Regulations:

No 15 – 'Quality Assurance and moderation of plans'

No 16 – 'Revision of Plans'

No 19 – 'Appeals'

No 20 – 'Use and retention of statements'

- A copy of the 'Professional Standards for Teachers in England'

Planning Protocol

- **Timing:** It is intended that the review of the previous cycle, and the planning of the next cycle, will be finalised on an identified Inset Day in October. This will allow for the appropriate timings for drafting and completing prior to 31 October. (It is accepted that any 'appeals' will extend timing beyond 31 October.) To expedite this planned timing it is assumed that preliminary review/planning activities will have taken place during Term 6 – Gained Time (Inset?) ie. reports from contributors to reviews received; finalising on-going discussions about performance.
- The plans agreed should be realistic and manageable and enable the reviewee to achieve a satisfactory work/life balance. They should cover:
 - the reviewee's objectives;
 - the arrangements for observing the reviewee's performance in the classroom;
 - any other evidence which will be taken into account in assessing the reviewee's performance;
 - the performance criteria against which the objectives will be assessed;
 - the support that will be provided to help the reviewee to meet the performance criteria;
 - timescales for the achievement of objectives, and within which support will be provided, where these differ from the length of the review cycle;
 - the reviewee's training and development needs and the actions that will be taken to address them.
- The matters referred to above shall be determined having regard to:
 - the reviewee's job description;
 - any relevant pay progression criteria;
 - any relevant whole-school or team objectives specified in the School Development Plan;

- what can be reasonably 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 professional duties, and the time required to pursue his personal interests outside work;
 - the reviewee's professional aspirations;
 - the relevant professional standards.
- **Objectives:** All teachers will have three objectives. TLR postholders will have an additional objective. Objectives will cover:
 - Personal teaching – data related
 - Whole school – SDP related
 - Subject related (Also reflects appropriate professional standards)
 - TLR Responsibility (Including data relating to whole subject responsibilities.)

Seeking to be more structured in the approach to planning should contribute to issues of consistency, fairness and non-discrimination.

- **'Professional standards':** These provide the backdrop to discussions about performance and future development. They define the professional attributes, knowledge, understanding and skills for teachers at each stage. These standards will also inform planning/reviewing that relates to pay recommendations.

(See Appendix D – 'Making a Pay Recommendation')

- The other evidence which will be taken into account will normally be in the form of data or written feedback from specific individuals. Those providing evidence should always have direct professional knowledge of the reviewee's work eg. subject/pastoral leaders; SMB (duties).
- The other evidence may relate to any areas of the reviewee's work which are not to be reflected directly in the reviewee's objectives or classroom observation and help the reviewer to make a judgement about the overall performance of the reviewee. For example, evidence about the outcomes of the reviewee's engagement in professional development, including feedback on the contribution they have made to the development of others, might be considered in this context.

'Lesson Observation – hours'

- The **Regulations** state that the 3 hours maximum per cycle relates to classroom observation under the terms of Performance Management Regulations 17 (4).
- The RIG **Guidance** has expressed the view that
 - 3 hours should be the maximum time for classroom observation to suit all the school's purposes.
 - there should be no observations in addition to those agreed in the planning and review statement except: voluntary peer observation; Ofsted; Local Authority; head teacher. ('right to drop in' which may be delegated to appropriate members of the leadership group).
 - head teachers might consider 'that drop in will not be needed'.
- **The school's intention is that, other than that which relates to the head teacher, the 3 hours maximum will relate to all other school classroom observation, including Performance Management, but excluding peer observation.** (Ofsted and Local Authority observation clearly are not part of school observation.)
- **Of that 3 hours:**
 - A maximum of 2½ x 50 minute lessons will relate to Performance Management and include the observation of subject/tutorial/PHSE activities.
 - 1 x 50 minute lesson will be available for the school's faculty/departmental monitoring under the auspices of the Director of Professional Development.
- **The head teacher will retain the right to observe lessons**, separate to that three hour provision, in the context of his duty to evaluate the standards of teaching and learning, which he may delegate appropriately.

(The length of any such observation will **not** be determined by the descriptor 'drop in')
- **Lesson Observation Feedback:** A maximum of 2 hours per reviewee will be identified within the annual 'Allocation of Hours' (1265 hours Directed Time) for personal oral feedback relating to the 3 hours lesson observation. This could be fulfilled pre-school, post-school or breaktime by agreement, or if mutually convenient, PPA time or lunchtime could be used, in lieu of the times previously identified.

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.
- Classroom observations will only be undertaken by persons with QTS.
- The total period for classroom observation arranged for any teacher under the Performance Management Regulations will not exceed three hours per cycle having regard to the individual circumstances of the teacher.

(See Appendix B – “Lesson Observation – hours”.)

- It is desirable that observations are completed during Terms 1 – 4 although it is recognised that certain objectives may require assessment later than this.
- The arrangements for classroom observation recorded in the reviewee’s statement shall:
 - Specify the primary purpose of each observation to be undertaken (eg. key stage, subject area, pastoral).
 - Specify any particular aspects of the reviewee’s teaching performance that will be assessed during each observation.
- Information gathered during the observation will be used, as appropriate for a variety of purposes including to inform school self-evaluation and school development/improvement strategies.
- In keeping with the commitment to supportive and developmental classroom observation those being observed will receive a minimum of five school days notice.
- A detailed lesson plan will be required of the reviewee prior to the observation.
- 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. The lesson observation record will reflect current Ofsted expectations. (If issues emerge 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, where appropriate, action taken in accordance with the regulations and guidance.)
- The teacher has the right to append written comments on the feedback document. (Additional written notes do not form part of the formal Lesson Observation.)

EMERGING ISSUES

- 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.
- The head teacher's lesson observations will only inform the performance management process where evidence arises which merits the revision of the performance management planning statement in accordance with the Regulations.

RETENTION OF LESSON OBSERVATIONS

- All observations will be recorded anonymously on IMOIE for school evaluation purposes.
- The Head will retain a separate, personal list of qualitative judgements relating to individual staff for purposes where identification of staff is necessary.

Making a Pay Recommendation

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

(Progression may be affected by referral to the 'Capability Procedure' but this would be instigated during the 'cycle' and the PM process would be suspended.)

- 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

Reviewers' pay recommendations are passed to the head teacher as part of the planning and review statement and the head teacher passes the pay recommendation on to the governing body.

- There is no change in the arrangements for making pay decisions. As now, it is for the relevant body (either the governing body or its pay committee) to consider recommendations and make decisions about pay.
- Regarding 'Crossing the Threshold':
 - Staff will be made aware of the appropriate Professional Standards in the years approaching this point.
 - These standards will play a significant part in Planning and Reviewing during those years immediately prior to this point.
 - The reviews will provide the Head teacher with the appropriate evidence on which his decisions will be made.

Appeals Process

The specified points at which teachers and head teachers have a right of appeal are:

- Receipt of the final version of the planning record. [Regulation 28 (2) (a)]
- Receipt of an amended planning record, resulting from 'moderation'. [Regulation 29(3)(e)]
- Receipt of an amended planning record, during the PM cycle. [Regulation 30(2)(d)]
- Receipt of the final version of the review statement. [Regulation 32(4) (d)]

See Regulation 33