

St John's Mead School



Valuing effort, valuing others, valuing self.

PERFORMANCE MANAGEMENT POLICY

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St John's Mead CE VC Primary School

Performance Management Policy

1. Introduction

This school is committed to performance management to develop all staff and improve teaching and to raise standards of achievement for all pupils. 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

2. Rationale

Performance management is a school 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.

We want to improve school performance by developing the effectiveness of teachers, both as individuals and as teams. Evidence suggests that standards rise when schools and individuals are clear about what they expect pupils to achieve.

The arrangements for performance management will be implemented on the basis of:

- (i) Fairness
- (ii) Equal Opportunity

3. Roles

Performance management is a shared responsibility.

a) The Governing Body

The Governing Body has a strategic role in: -

- Agreeing the schools performance management policy;
- Ensuring the performance of teachers at the school is regularly reviewed;
- Monitoring the Performance Management process.

b) The Headteacher

The Headteacher is responsible for: -

- Implementing the school's performance management policy.
- Ensuring that performance management reviews take place

c) Team Leader and Teacher

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

- Objectives are discussed and agreed;
- Regular and objective feedback is given;
- Adequate coaching, training and development is provided;
- Performance review takes place

d) External Adviser

An External Adviser will provide advice to the Governing Body on setting performance objectives for the Headteacher. The External Adviser will also provide support to the Governing Body in reviewing performances at the end of the review cycle.

4. Responsibility for Reviews

The Headteacher's performance management review will be carried out by three governors.

The Head teacher will decide who acts as Team Leader for each teacher on the basis of responsibilities for learning in the school, a judgement about who has the best overview of the teachers work and the ability to provide support to staff.

The Team Leaders for this school are as follows: -

- Head teacher M Warr
- Deputy Head teacher L Phillips
- Early Years Co-ordinator S Smith

5. Timing of Reviews

The one-year performance management cycle links with the planning for school management and target setting. The Governing Body needs to ensure that objectives have been agreed or set by the end of December

The timetable is shown below: -

a) Objectives set in the Autumn Term

The objectives set will inform the school management policies for the following financial and academic year. Account will be taken of professional development objectives in setting the school's overall priorities for staff development.

b) Monitoring and Feedback

There will be at least 1 classroom observation for each teacher.

c) Formal Reviews beginning of the Autumn Term

Account will be taken of Key Stage results and other outcomes e.g. QCA tests from June/July in considering pupil progress. For each teacher new objectives will be set and future professional development activities discussed. A new individual plan will be completed for each teacher.

The review process will inform the School Development Plan and school management policies for the next financial and academic year.

6. Performance Management Cycle

Performance Management is set in the context of the school's plans for development, against the background of the LEA's Education Development Plan (EDP), national and local initiatives on improving teaching and any recent Ofsted inspection report on the school. Performance Management is an ongoing cycle involving 3 stages: -

- planning
- monitoring performance
- reviewing performance

a) 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 the teacher's job description and their existing skill and knowledge base.

There should be three objectives agreed. Agreeing objectives does not mean itemising every activity but picking out key expectations and yardsticks. The range of objectives should reflect the nature of the job, including leadership and management areas as appropriate. Where a teacher 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 practice. Leadership group staff and those with management allowances will have objectives relating to their additional responsibilities. Headteacher's objectives will cover school leadership and management as well as pupil progress.

In discussing objectives the following principles will apply: -

1. The Team Leader ensures that the teacher understands what his/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.
2. Objectives are written clearly and concisely and are measurable.
3. Objectives focus on issues over which the teacher has direct control/influence and take into account fully the wider socio-economic, cultural and other external influences on pupils.
4. Objectives for each teacher should relate to the objectives in the school development plan as well as 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 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 the objectives. The head 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 action.

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 each year required by Regulations. It is not a requirement to observe Headteachers with teaching responsibilities. In this school there will be one full lesson observation per year supplemented by any fuller observation of whole or part of a lesson which are agreed to be useful for developmental purposes.

When carrying out a lesson observation the observer will try to ensure that 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

Stage 3: Reviewing Performance

The annual review of the teacher's performance will use the recorded objectives as a focus to discuss his/her achievements 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; and
- 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 manager.

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. The review statement should be completed as soon as possible after the review.

7. Links between pay, career stages and performance management.

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 reviews will be used to inform applications by teachers and assessment by heads.
- 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.

8. Managing Weak Performance

The review meeting and review statement do 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.

9. 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.

10. 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 central file, to which the team leader 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.

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

- The head teacher should ensure that individual training and development needs are reflected in the school development plan and the programme for professional development;
- The head teacher 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 head teacher 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; and
- The CEO 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.

11. 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 head. Where the head is the team leader; the teacher can raise the issue with the Chair of Governors.

Headteachers 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's review to act as review officer. No governors who are a teacher or staff member can be involved in performance review.

The review officer (who could be the head, the Chair of Governors or the governors appointed by the governing body) will investigate the complaint and take account of comments made by the jobholder. The review officer should conduct a review of the complaint within 10 working days of referral. S/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's case all the 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.

12. Evaluation of the policy

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

The Governing Body and the Headteacher will check that effective and challenging objectives are set, that all reviews are completed on time and the assessment of performance is consistently applied in the school.

Professional Development Objective

Objective

Success Criteria

Key Milestones

Pupil Progress Objective

Objective

Success Criteria

Key Milestones

Leadership & Management Objective

Objective

Success Criteria

Key Milestones

Date objectives agreed _____

Date of next review _____

Post Holder _____