



## **POLICY FOR PERFORMANCE MANAGEMENT**

### **STATEMENT BY THE GOVERNING BODY**

The Governing Body of St. Anthony's Girls' School adopted this performance management policy for teaching staff in June 2007 in accordance with "The Education (School Teacher Performance Management) (England) Regulations 2006" which comes into force in September 2007.

The policy is based on the recommendations of the Rewards and Incentives Group in its "Model Performance Management Policy for Schools".

The Governing Body will review this policy on an annual basis.

**Mrs. Clare Barrett**  
**Chair of Governors**



## **GENERAL PRINCIPLES**

- The system of Performance Management will reflect and be fully consistent with the core Christian values of the school.
  
- All members of staff have a right to have their performance reviewed in a way that enhances their self-belief and supports their professional development.
  
- The system of Performance Management in place will be fair, open and transparent. It will help us identify, celebrate and disseminate good practice and will allow us to support development needs which are identified.
  
- All members of staff will be involved in the setting up and review of the system of Performance Management in place and will be kept fully informed of developments.
  
- The system of Performance Management must be clearly understood by all and all staff must receive guidance on the standard operating procedures.
  
- Members of staff will be engaged in the process of on-going monitoring and regular evaluation.
  
- The involvement of staff in the setting up and on-going review of the process will help us ensure that Performance Management becomes embedded in the school's cycle of self-evaluation.
  
- The school's system of Performance Management will be rigorous, intellectually challenging and robust but also straightforward and non-bureaucratic.



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- The process should be seen by all as positive, equitable and encouraging. It should be realistic and low-key and support us in our on-going efforts to provide the best education possible for our students in a caring, Christian and supportive environment.
  
- We will ensure that the procedures for Performance Management support the growth in trust between staff and their reviewers.
  
- Performance Management will help us to improve provision for our students through the professional development of all those involved in their education.
  
- One key outcome of Performance Management will be a series of training and professional development decisions for the individual member of staff. It is our clear intention to put the continuing professional development of staff at the heart of school development initiatives with a clear emphasis on identifying needs, forward planning and impact on learning.



## **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 (i.e. Newly Qualified Teachers) and 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 head teacher 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 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 arrangements relating to teacher's pay in accordance with the School Teachers' Pay and Conditions Document.

*\*\*"eligible for pay progression" means whether a teacher is eligible for a pay award of one or more scale or spine points. (Statutory Instrument 2006 No. 2661 Part 1, "Interpretation" section 2)*

## **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 the main, (though not the only), source 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 as set out in the School Improvement Plan, Department Improvement Plans and other school documentation as appropriate.

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 provisions set out below are made in relation to moderation, quality assurance and objective setting.



## **QUALITY ASSURANCE**

### **Teaching Staff**

The head teacher has determined that s/he will delegate the reviewer role for some or all teachers for whom s/he is not the line manager.

In these circumstances the head teacher will moderate all 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 head teacher may delegate part of this responsibility to members of the SLT.

### **The Head Teacher**

The Governing Body will nominate up to 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.



## **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.

They 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 his professional duties and the time required to pursue his personal interests outside work, consistent with the school's strategy for bringing downward pressure on working hours.

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 and at least one objective must be measurable against CVA data.

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 St. Anthony's all teachers, including the head teacher, will have no more than 3 objectives which must be linked to the priorities for improvement set out in the School Improvement Plan. In exceptional circumstances it may be necessary for a teacher to have more objectives.

Though performance management is an assessment of overall performance of teachers and the head teacher, 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.



### **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.

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.

The reviewer will have access to data which has been collected about the performance of the reviewee from other monitoring, evaluation and quality assurance processes established in the school.

While this formal review meeting is established by statute and will formally close the review cycle it is good practice for the reviewer maintain regular contacts with the reviewee on a more informal basis to monitor progress being made during the course 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. These moments are defined in the statutory document.

Where a reviewee wishes to appeal on the basis of more than one entry this would constitute one appeal hearing.

## **CONFIDENTIALITY**

The whole performance management process and the statements generated under it, in particular, will be treated with strict confidentiality at all times.

The Head teacher, the reviewer and the reviewee will have copies of the documentation generated by the process. The reviewee's line manager, if not the reviewer, 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, and to the lesson observation written feedback 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 to the documentation mentioned above.



## **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 activities 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.

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

The school's priorities will have precedence.

It is clear from (a) above that objectives should relate to outcomes and that any CPD needs identified are possible strategies for meeting these outcomes – stating that the reviewee will attend a specific course, therefore, should never constitute an objective.

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**

In St. Anthony's Girls' School the Governing Body is the reviewer for the head teacher and to discharge this responsibility on its behalf appoints 2 or 3 governors of which at least one will be a foundation governor.

Where a head teacher 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 head teacher.



## **APPOINTMENT OF REVIEWERS FOR TEACHERS**

In St. Anthony's Girls' School the head teacher 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.

In the case where the head teacher is not the teacher's line manager, the head teacher may delegate the duties imposed upon the reviewer, in their entirety, to the teacher's line manager. In large departments the teacher's line manager may not be the Subject Leader but one of the nominated post holders within the department or another member of staff with similar levels of responsibility.

Where a teacher has more than one line manager the head teacher will determine which line manager will be best placed to manage and review the teacher's performance.

The maximum number of reviews that any line manager will be expected to undertake per cycle is four except in exceptional circumstances.

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 what those professional reasons are. We understand "professional reasons" to mean:

- (a) when a reviewer has become the subject of capability proceedings,
- (b) where a member of staff appointed as reviewer does not have the relevant professional experience or expertise.

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



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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 member of staff may raise concerns with the head teacher where the absence of the reviewer is making management of the Performance Management process difficult.

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<sup>st</sup> October and for head teachers by 31<sup>st</sup> December.

The governing body will determine the timing of the performance management and review cycle for the head teacher and the head teacher shall determine the timing of the performance management and review cycle for the other teachers in the school.

The performance management cycle for teachers in St. Anthony's Girls' School will run from 1<sup>st</sup> September to 7<sup>th</sup> October. For the head teacher the cycle will run from 1<sup>st</sup> October to 31<sup>st</sup> December.

The performance plans at the start of one year's cycle and the reviews to complete the previous year's cycle must be completed for all teachers except the head teacher by the 7<sup>th</sup> October **by which date all completed documentation must have been passed on to the head teacher.** The performance plans at the start of one year's cycle and the reviews to complete the previous year's cycle must be completed for the head teacher by the 31<sup>st</sup> December. It is expected that the plan to start a cycle and the review to end the previous cycle will be discussed in one meeting unless circumstances make this impossible.

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



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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 in accordance with the statutory requirements.

### **REVIEW OF THE POLICY**

The Governing Body will review the performance management policy every school year during the autumn or spring term.

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.

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.



## **MONITORING AND EVALUATION**

The personnel sub-committee will monitor the operation and outcomes of performance management arrangements on behalf of the governing body.

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;
- the training and development needs of teachers in the school

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 head teacher'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 head teacher will also report on whether there have been any appeals or



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representations on an individual or collective basis on the grounds of alleged discrimination under any of the categories above.

### **ACCESS TO DOCUMENTATION**

Copies of the school improvement and development plan and SEF are published on the school's intranet.

### **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 and other documentation that is appended to this policy in Annex 1.

The school's pro-forma for lesson preparation and for recording the results of lesson observation should always be used by staff when lessons are observed. Guidance for reviewers is provided in a separate document and this is available to all staff. Copies of the pro-forma and guidance to be used from September 2007 are appended in Annex 2.



## **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;
- respect the confidentiality of the information gained.

The total period for classroom observation arranged for any teacher for the purposes of performance management will not exceed three hours per cycle having regard to the individual circumstances of the teacher and where no major causes for concern arise. 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.

In St. Anthony's Girls' School "proportionate to need" will be determined by:

- The Head Teacher / in consultation with senior leaders
- The Head Teacher / in consultation with the personnel sub-committee of the governing body if necessary.

The expectation of the school is that lessons observed should be in the "Good" category and this expectation has been shared with the staff. When a lesson is graded "Good" there should be no need for further formal lesson observation during that cycle in normal circumstances. Where lessons observed are graded "Satisfactory" this may lead the reviewer to observe further lessons during that cycle. Where lessons are graded "Unsatisfactory" this will always result in further observations to ensure that performance



improves.

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, any particular aspects of the teacher's performance which will be assessed, the duration of the observation, when during the performance management cycle the observation will take place and who will conduct the observation.

Reviewers should always make a judgement about the lesson/s observed and record this judgement on the pro-forma. This judgement should be made using the criteria established by the school and made known to all staff.

The reviewer will take into account all of the evidence gathered from the observation using the pro-forma that the school has developed for that purpose. The reviewer shall complete the written feedback in accordance with the guidance for good practice provided by the school.

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 and following the principles established above.

Information gathered during the observation will be used, as appropriate, for a variety of purposes including:

- to inform school self-evaluation
- to inform school improvement strategies
- to support dissemination of good practice within and across subjects

This is in accordance with the school's commitment to streamlining data collection and minimising bureaucracy and workload burdens on staff.



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In keeping with the commitment to supportive and developmental classroom observation those being observed will be notified 5 working days in advance.

Classroom observations will only be undertaken by persons with QTS who have completed their induction year. St. Anthony's will ensure that classroom observations are undertaken by those who have had adequate preparation and possess the appropriate professional skills to undertake observation. It will provide guidance to ensure that those who undertake classroom observation provide constructive oral and written feedback and support in the context of professional dialogue between colleagues.

Oral feedback, if requested, 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 using the pro-forma used in the school for this purpose and drafted following the guidance issued to staff. **A copy of the written feedback must be provided to the head teacher within five working days of the observation.**

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 in accordance with the regulations and guidance.

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.



### **“Drop-ins”**

A head teacher has a duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained. S-he has a duty of care towards staff and students to ensure that consistently good standards of teaching and learning are a feature of the school.

In order to carry out this statutory duty the Head Teacher has the right to “drop in” and to observe lessons or parts of lessons to inform her monitoring of learning. She may delegate this to other members of staff in senior leadership positions.

Given the size and number of staff In St. Anthony’s Girls’ School the “drop-ins” and the observation of lessons or parts of lessons to monitor the quality of learning and to ensure that the proper standards of professional performance are established and maintained will be undertaken by the head teacher and by members of the senior leadership team.

The “drop-ins” and the observation of lessons or parts of lessons to monitor the quality of learning and to ensure that the proper standards of professional performance are established and maintained will be available to inform the performance management process. It will always be used where evidence arises which merits the revision of the performance management planning statement, in accordance with the provisions of the regulations.