



Holbrook Academy

PERFORMANCE MANAGEMENT POLICY

September 2013

Date Approved	Finance & Personnel Committee: 3.7.2013 Full Governing Body: 10.7.2013
Signed	Jane Gould (Chair of Governors)
Minuted	
Date of Next Review	Summer Term 2014

Policy Consultation & Review

This draft policy previously authorised by the Governing Body has now been updated to reflect the new requirements for performance management arising from the School Teachers' Pay and Conditions framework established in 2013. It is addressed to all members of staff and volunteers and is available to parents on request. It is published on the Academy website referred to in our Holbrook Academy prospectus and is available on request from the Academy Office. We also inform parents and carers about this policy when their children join our academy and through our Newsletter.

This policy takes account of the Academy's public sector equality duty set out in section 149 of the Equality Act 2010. This policy can be made available in large print or other accessible format if required. It applies wherever staff or volunteers are working with pupils even where this is away from the Academy, for example at an activity centre or on an educational visit.

This policy will be submitted to the Quality and Monitoring Committee on 1st July 2013 for approval and then ratified by the Governing Body on 10th July 2013.

This policy should be read in conjunction with the Academy's Pay Policy, which sets out the framework for making decisions on teacher's pay.

This policy does not form part of any employee's terms and conditions of employment with the Academy and is not intended to have contractual effect. This policy may be amended by the Academy from time to time and any changes will be notified to employees within one month of the date on which the change is tended to take effect.

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18. CLASSROOM OBSERVATION PROTOCOL

1.0 APPLICATION OF THE POLICY

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

2.0 PURPOSE

This policy sets out the framework for a clear and consistent assessment of the overall performance of staff and for supporting their development needs within the context of the academy'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 Line Manager.

This policy should be read in conjunction with the academy's Pay Policy approved [date].

3.0 LINKS TO ACADEMY DEVELOPMENT PLANNING AND SELF EVALUATION

The academy development plan updated annually and the academy's ongoing self evaluation judgements are key documents to inform the performance management process and vice versa.

Line Managers are expected to align objectives with the academy's improvement priorities and plans. The objectives should also reflect teachers' professional aspirations.

4.0 CONSISTENCY OF TREATMENT AND FAIRNESS

The Quality & Monitoring Committee 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 Principal has determined that s/he will moderate all the planning statements to check that the plans recorded:

- are consistent between those who have similar experience and similar levels of responsibility;
- comply with this performance management policy and the academy's Equal Opportunities Policy (4th July 2012).

5.0 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 given the desirability of an appropriate work/life balance. They should be such that, if they are achieved, they will contribute to improving the progress of students at the academy.

The Line Manager will seek to agree the objectives with teacher(s), but where a joint determination cannot be made the Line Manager will make the determination and this will be noted.

Objectives will 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 agreed amendment or through assessment of the evidence listed below in paragraph 12 have been carried out at least 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.

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.

6.0 APPEALS

At the final review stage in the performance management process, teachers have a right of appeal against the review statement. Where a teacher wishes to appeal on the basis of more than one entry this would constitute one appeal hearing. Details of the appeals process are covered in the academy's Pay Policy.

7.0 CONFIDENTIALITY

The whole performance management process and the statements generated under it will be treated with strict confidentiality at all times. Only the Line Manager(s) have access to each teacher's plan without the consent of the teacher.

8.0 TRAINING AND SUPPORT

The academy's CPD programme will be informed by the training and development needs identified in the training sections of teachers' planning and review statements.

The Finance & Personnel Committee will ensure in the budget planning that, as far as possible, appropriate resources are made available in the academy budget for any training and support agreed for teachers.

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 Principal's annual report to the governing body about the operation of the performance management in the academy.

With regard to the provision of CPD in the case of competing demands on the academy budget, a decision on relative priority will be taken with regard to the extent to which:

- (a) the CPD identified is essential for a teacher to meet his/her objectives; and
- (b) the extent to which the training and support will help the academy to achieve its priorities.

The academy's priorities will have precedence. No member of staff should 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.

9.0 APPOINTMENT OF REVIEWERS FOR THE PRINCIPAL

The Governing Body appoints up to 3 governors to form the Principal's Performance Review Committee.

Where a Principal 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.

The Governing Body may appoint an external, impartial, consultant to provide the Principal's Performance Review Committee with advice and support and to clerk the meeting.

10.0 APPOINTMENT OF REVIEWERS FOR OTHER STAFF

The Principal will be the reviewer for those teachers whom s/he directly line manages and will delegate the role of reviewer, in its entirety, to the relevant line managers for all other staff.

Where a teacher has more than one Line Manager they should consult with the other Line Manager on setting objectives and attainment.

Where a teacher is of the opinion that the person to whom the Principal has delegated the reviewer's duties is unsuitable for professional reasons, s/he may submit a written request to the Principal for that reviewer to be replaced, stating those reasons. The decision of the Principal will be final.

Where it becomes apparent that the reviewer will be absent for the majority of the cycle, the Principal may delegate the reviewer's duties 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 Line Manager. A performance management cycle will not begin again in the event of the reviewer being changed.

All Line Managers to whom the Principal has delegated the role of reviewer will receive appropriate preparation for that role.

11.0 THE PERFORMANCE MANAGEMENT CYCLE

The appraisal period will run for twelve months from 1st September annually.

All staff must be reviewed on an annual basis. Formal assessment of performance must be completed for support staff by 31st May each year and for all teachers (including the Principal) by 30th September (classroom teachers) or 30th November (teachers on the Leadership scale).

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 academy part-way through a cycle, the Principal (or Governing Body in the case of the Principal) shall determine the length of the first cycle with a view to bringing it into line with the cycle for other staff at the academy as soon as possible.

Where a teacher transfers to a new post within the academy part-way through a cycle, the Principal will determine whether the cycle shall begin again and whether to change the line-manager.

12.0 ANNUAL ASSESSMENT (TEACHERS)

Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the Principal, the Governing Body may consult an external adviser.

This assessment is the end point to the annual appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year, normally once per term.

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 academy, teachers will receive their written appraisal reports by 30th September and staff on the Leadership scale will receive their written appraisal reports by 30th November. The appraisal report will include:

- details of the teacher's objectives for the appraisal period in question;
- an assessment of the teacher's performance of their role and responsibilities against their objectives and the relevant standards;
- summary of the evidence on which the assessment of performance is based, including (as appropriate to the role) judgements from lesson observations, student performance and progress data, student and parent feedback, impact of their contribution to the work of other teachers, and impact of their delivery of any additional responsibilities;
- an assessment of the teacher's professional development needs and identification of any action that should be taken to address them;
- a recommendation on pay (which can include a 'no progression' where relevant).

As outlined in the School's Pay policy, decisions regarding pay progression will be made with reference to the appraisal report and the pay recommendations they contain.

The assessment of performance and of professional development needs will inform the planning process for the following appraisal period.

13.0 RETENTION OF STATEMENTS

Performance management planning and review statements will be retained for a minimum period of 6 years.

14.0 MONITORING AND EVALUATION

The Quality and Monitoring Committee will monitor the operation and outcomes of performance management arrangements.

The Principal will provide the Quality and Monitoring Committee with a written report on the operation of this policy annually at its meeting in April. 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 academy's performance management procedures;
- teachers' training and development needs.

The Quality & Monitoring Committee is committed to ensuring that the performance management process is fair and non-discriminatory and the following monitoring data will be included in the Principal's report to avoid possible grounds for unlawful discrimination:

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

The Principal 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.

15.0 REVIEW OF THE POLICY

The Quality & Monitoring Committee will review the Performance Management Policy annually. It will take account of the Principal'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.

All staff who join the academy will be briefed on this policy to ensure that they are fully conversant with agreed arrangements.

16.0 ACCESS TO DOCUMENTATION

Copies of all documentation relating to Performance Management can be found on the school's VLE and are attached as appendices to this policy.

17.0 CLASSROOM OBSERVATION PROTOCOL FOR PERFORMANCE MANAGEMENT

All classroom observations for performance management will be undertaken in accordance with the performance management regulations and the classroom observation protocol that is appended to this policy in Annex 1.

ANNEX 1 - CLASSROOM OBSERVATION PROTOCOL FOR PERFORMANCE MANAGEMENT

The Quality and Monitoring Committee is committed to ensuring that classroom observation for the purposes of performance management 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 amount of observation for each teacher should reflect and be proportionate to the needs of the individual, as identified by the Line Manager.

The arrangements for classroom observation will be included 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.

Information gathered during the observation will be used, as appropriate, for a variety of purposes including to inform academy self-evaluation and improvement strategies.

Oral feedback will be given as soon as possible after the observation and no later than the end of the following working day. It will be given, where possible, in a suitable, private environment.

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.

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.

Principals have a duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained. In addition to formal observations, 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 circumstances.