

BARTON PRIMARY SCHOOL AND EARLY YEARS CENTRE.



PERFORMANCE MANAGEMENT POLICY

DATE: October 2011

TO BE REVIEWED: October 2012

Signed.....Chair of Governors

Date.....



PROCEDURE TO BE ADOPTED BY THE GOVERNING BODY FOR THE ESTABLISHMENT OF THE PERFORMANCE MANAGEMENT POLICY OF BARTON PRIMARY SCHOOL and EARLY YEARS CENTRE

1. The governing body of Barton Primary School and Early Years Centre notes that the regulations come into force on 1 September 2007. The first performance management planning statements under the revised arrangements should be completed by 31 October 2007 for teachers and 31 December 2007 for head teachers. The revised regulations will apply for pay progression purposes from 1 September 2008.
2. The governing body notes that the new regulations for England require each school governing body to consult all teachers within its school and seek to agree a performance management policy with, 'recognised' trade unions, having regard to the consultation with all teachers'. The governing body notes also the role of the head teacher in having consulted teachers and sought agreement with unions on its behalf.
3. The governing body has, therefore:
 - consulted all teachers at the school on the draft performance management policy; and
 - sought to agree proposals for policy with the recognised trade unions.

PERFORMANCE MANAGEMENT POLICY OF BARTON PRIMARY SCHOOL AND EARLY YEARS CENTRE

1. This policy applies to the head teacher and to all teachers employed by the school (authority) except:
 - i. teachers on contracts of less than one term;
 - ii. those undergoing induction; or
 - iii. those who are the subject of capability procedures.

Purpose

2. This policy sets out the framework for the application of the performance management of teachers and the head teacher in respect of the objectives agreed between reviewers and reviewees. The policy supports the development of teachers and the head teacher within the context of the school's improvement plan and the identified professional needs of teachers and the head teacher.
3. Where teachers are eligible for pay progression, the assessment of their performance, against the agreed objectives and criteria, will be the basis on which the recommendation is made by the reviewer.
4. The governing body has agreed the pay policy of the school and has considered the implications of the Performance Management policy with respect to the arrangements relating to teachers' pay in accordance with the School Teachers' Pay and Conditions Document.

Links to School Improvement

The School Self-Evaluation Form and the School Improvement Plan

The governing body has taken into account the school's improvement plan and the approach of the school to the OFSTED self-evaluation form in formulating the performance management policy.

All reviewers are expected to explore the alignment of reviewees' objectives with the school's priorities and improvement plan. Equally, reviewers will seek to agree objectives with reviewees, which reflect the professional aspirations and needs of the reviewees.

Consistency of Treatment and Fairness

The governing body is committed to ensuring consistency of treatment and fairness in the operation of performance management.

This school's performance management policy is designed to:

- improve teacher morale and motivation;
- lead to an entitlement to professional development according to identified needs;

- be seen by staff as enabling;
- encourage the development of confident and professional judgments amongst teachers;
- increase teachers' participation in decision-making and developing a sense of control over their own work;
- identify the resources and facilities needed to support teachers;
- be manageable and not introduce bureaucratic burdens; and
- have regard to the necessity of achieving a work/life balance for all teachers in respect of all aspects of the performance management process.

The governing body believes, therefore, that its policy will create:

- an atmosphere of trust between teachers, reviewers and the head teacher; and
- a proper opportunity for teachers for professional discussion with their reviewers about their work and their professional development.

THE ROLE OF THE HEAD TEACHER IN QUALITY ASSURANCE

The head teacher has decided to delegate the reviewer role to the relevant line managers who are in the leadership group or who have teaching and learning responsibility payments. Line managers in the leadership group will be responsible for making pay recommendations.

The head teacher will moderate all the planning statements to check that the plans are recorded and the statements of the 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.

PERFORMANCE MANAGEMENT OF THE HEAD TEACHER

The governing body will nominate (up to three governors) who will be involved in the performance management of the head teacher or any appeal regarding the performance management of the head teacher to ensure that the head teacher's planning statement is consistent with the school's improvement plan and that it complies with the school's performance management policy and the regulations.

Objective Setting

The objectives set will be achievable, fair and equitable in relation to teachers with similar roles/responsibilities and experience. In setting the objectives, the reviewers will have regard to what can reasonably be expected of teachers in the context of their roles, responsibilities and experience. The reviewer will take into account the

desirability of the reviewee being able to achieve a satisfactory balance between the time required to discharge his or her professional duties and the time required to pursue his or her personal interests outside work, consistent with the school's strategy for achieving a work/life balance for all staff.

The objectives will take into account the professional aspirations of each reviewee and, where relevant, pay progression criteria.

The reviewer and reviewee will seek to agree the objectives. The school governing body notes the requirement in the performance management regulations that, where a joint determination cannot be made, the reviewer will make the determination.

In this school, all teachers, including the head teacher, will have no more than three objectives.

Objectives cannot cover the full range of a teacher's roles/responsibilities. Objectives will, therefore, focus on the priorities for each teacher. At the review stage it will be assumed that those aspects of a teacher's roles/responsibilities not covered by the objectives, or by any amendment to the statement which may have been necessary in accordance with the provisions of the regulations, will have been carried out satisfactorily.

Reviewing Progress

At the end of the performance management cycle, assessment of performance against objectives will take place. Progress towards the achievement of an objective which the reviewer and reviewee recognise as challenging will be assessed favorably.

For teachers applying to cross the threshold to the upper pay scale and who are being considered for movement on the upper pay scale, a satisfactory review statement will be taken as evidence of sustained and substantial achievement and contribution, notwithstanding any absence of a positive pay recommendation.

On occasions it may be appropriate to set objectives which cover a period of more than one performance management cycle. In such cases, the basis on which progress is made towards meeting 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 next cycle.

Appeals

Good management with clear expectations and appropriate support will go a long way towards identifying and handling weaknesses in 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.

Teachers and the head teacher have a right of appeal against any of the entries in the planning and review statements. Details of the appeals process are available from the

head teacher or from the school governing body. The head teacher will notify any teacher who has not been recommended for pay progression of the date when the governing body meets to consider pay recommendations. Such a notification will take place at least four weeks in advance of the meeting, thus enabling the teacher to make a representation to the head teacher before the final decision of the governing body.

Confidentiality and Professional Relationships

The performance management process and 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. This will be done upon request and only where this is necessary to enable the line manager to discharge her/his line management responsibilities. Reviewees will be consulted on requests for access to statements in the context of this policy.

The process of gathering evidence for performance review will not compromise normal professional relationships between teachers. The governing body recognises that the reviewer will consult with and seek to secure the agreement of the reviewee before seeking information from other colleagues about the work of the reviewee.

Training and Support

The development and implementation of the school's CPD programme will be informed by the training and development needs identified in the training annex of reviewees' planning and review statements.

The governing body will provide, in its budget planning, for appropriate resources to be made available in the school budget for such training and support as is agreed for reviewees.

An account of the training and development needs of teachers in the school, 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 policy in the school.

The governing body will provide:

- the performance management training necessary for all teachers; and
- the professional development provision necessary to meet the professional development objectives agreed in teachers' performance management plans.

The governing body will make a reasonable and equitable allocation of performance management training.

It is the policy of the governing body to make sure that all reasonable steps are taken

to enable all teachers to receive sufficient professional development on an equitable basis as identified in their performance management objectives.

The governing body recognises that the reviewee's professional development priorities must be consistent with the School Improvement Plan.

Professional development for classroom observation will be available as appropriate.

APPOINTMENT OF REVIEWERS FOR THE HEAD TEACHER

Appointment of Governors

In this school, the governing body and the School Improvement Partner are the reviewers for the head teacher, and to discharge this responsibility on its behalf, may appoint two or three governors.

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 his or her 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.

The governing body will seek the replacement of any School Improvement Partner or external adviser whom it considers not to be providing appropriate advice and support to the head teacher and/or the governing body or where it considers the School Improvement Partner or external adviser is not keeping confidential to the head teacher and the governing body the head teacher's review statement.

Appointment of Reviewers for Teachers

In any case in which the head teacher is not the teacher's line manager, the head teacher may delegate the duties of a reviewer to the teacher's line manager.

The governing body recognises that requiring reviewers to make pay recommendations could mean that reviewers are expected to take on additional responsibilities. As far as reasonably possible, the head teacher, or where designated, teachers on the leadership spine, will conduct reviews of teachers on the upper pay scale.

The governing body recognises that teachers on the main pay scale can expect increments annually without a performance review pay recommendation. The school governing body recognises that teachers with teaching and learning responsibility payments can conduct reviews for teachers on the main pay scale.

In Barton Primary School and Early Years Centre the head teacher has decided that the head teacher will be the reviewer for those teachers s/he directly line manages and will

delegate, as appropriate, the role of reviewer to the relevant line managers who are in the leadership group or who have teaching and learning responsibility payments.

The maximum number of reviews that any line manager as reviewer will be expected to undertake per cycle is three.

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 performance of the teacher. Where a reviewee is of the opinion that the person to whom the head teacher has delegated the duties of a reviewer 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 to another teacher. Where this teacher is not the line manager of the reviewer, 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 for a reviewee in the event of the reviewer being changed.

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 the head teacher, by 31 December at the end of any cycle.

The performance management cycle in this school, therefore, will run from October to October for teachers and from December to December for the head teacher.

Teachers who are employed on fixed term contracts for less than one year, will have their performance managed in accordance with the principles underpinning the provisions of this policy. The length of cycle will be determined by the duration of their contact.

Where a teacher starts his or her employment at the school part-way through a cycle, the head teacher shall determine the length of the first cycle for that teacher, with a view to bringing his or her cycle into line with the cycle for other teachers of the school as soon as possible. The governing body will perform the same role for a head teacher who starts his or her employment at the school part-way through a cycle.

The expectation is that, in these circumstances, the performance review cycle will continue for teachers and the head teacher.

Where a teacher transfers to a new post within the school part-way through a cycle, the head teacher shall determine whether the cycle shall begin again and whether to change the reviewer. The governing body will perform the same role for a head teacher who has been appointed part-way through a cycle and who was previously a teacher at

the school.

The Timing and Preparation for Planning and Review Meetings

Planning and review meetings will be scheduled as far in advance as possible. There will be at least five working days' notice prior to any planning meetings. For teachers in part-time employment, notice of planning and review meetings should be reasonable and conform to the intention of the policy with respect to teachers in full-time employment. Planning and review meetings will take place within the timetabled school day. Lunch breaks and PPA time will not be used for this purpose.

Where some of the five annual professional days are used for performance management planning and meetings, the use of the days will not be at the expense of other important activities, such as professional development.

Retention of Statements

Performance management planning and review statements will be retained for a minimum period of six years. All aspects of the performance review process will remain confidential between the reviewer, the reviewee, the head teacher and, where relevant, members of the governing body.

Monitoring and Evaluation

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

The governing body is committed to ensuring that the performance management process is fair and non-discriminatory. Accordingly, the governing body will conduct an audit of the outcomes of each performance management cycle after the ending of the first cycle, in autumn 2008 and after each further cycle. It is committed to investigating any evidence which suggests inequalities in the application of performance management or consequent decisions on the allocation of professional development provision or pay determination.

The head teacher's report will include data and a commentary on any actual or potential discrimination in, at least, the following areas:

- Race
- Sex
- Sexual Orientation
- Disability
- Religion and Beliefs
- Age
- Part-time Status
- Trade Union Membership

The head teacher will report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination.

Review of the Policy

The governing body will review the performance management policy every year. The governing body will take account of the head teacher's report in its review of the performance management policy.

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.

All new teachers to the school will be briefed on the school's performance management arrangements as part of their introduction to the school.

Access to Documentation

All teachers will be provided access to the school's improvement plan and school's self-evaluation form.

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 observation for the statutory purposes of performance management **and** evaluating the standards of teaching and learning will not exceed a total of three hours for each reviewee within each performance management cycle. The governing body recognises that classroom observation within this maximum limit can fulfill both statutory purposes.

Classroom observation for the purposes of performance management will be limited to one observation of a maximum of 60 minutes in length per performance management cycle, subject to the reviewee choosing to request a further observation within a three hour maximum.

The maximum number of times each teacher experiences classroom observation for the purposes of performance management and the evaluation of standards of teaching and learning will be three per performance management cycle.

There is no requirement to use all of the three hours. The amount of observation for each teacher will reflect and be proportionate to the needs of the individual.

There will be a reasonable amount of time between classroom observations, irrespective of the purpose of those observations.

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;
- specify any particular aspects of the teacher's performance which will be assessed;
- specify the duration of the observation;
- specify when the observation will take place; and
- specify who will conduct the observation.

In keeping with the school governing body's commitment to supportive and developmental classroom observation, those being observed will be notified of their observation conducted for the purposes of performance management or for the evaluation standards of teaching and learning (or for both purposes) at least five

working days in advance.

The head teacher of the school will consult staff on the pattern of classroom observation which teachers can expect annually. The head teacher will seek agreement with the teachers and their recognised organisations on these arrangements.

Classroom observation will be undertaken solely by persons with qualified teacher status. In addition, in the school, classroom observation will only be undertaken by those who have the appropriate professional skills, who will be able to undertake observation and who can provide constructive oral and written feedback and support to reviewees.

Oral feedback from classroom observation for the purposes of performance management will be given as soon as possible after the observation and no later than the end of the following working day. Sufficient time will be allocated within the school day to enable participants in classroom observations to discuss and agree the arrangements for the observations. In addition, release time within the school day will be provided, as soon as possible, to enable the reviewer and reviewee to organise time for discussion on the outcomes of classroom observation. Time for preparation and feedback for classroom observation for performance management purposes will be made available in addition to, and not part of, PPA time.

Written feedback will be provided within five working days of the observation taking place. The reviewer will be given sufficient time within the school day to put in written form the conclusions agreed with the reviewee on the outcomes of the classroom observation.

The written record of feedback will include the date on which the observation took place, the lesson observed and the length of the observation. The reviewee will be able to append written comments to the feedback document. No written notes in addition to the written feedback will be kept.

Teachers will have access to all written accounts of the observations after their lessons.

Visits to classrooms by head teachers or senior staff in order to support teachers or talk to pupils are separate from this classroom observation protocol.

The governing body recognises, for the purpose of this protocol, that unannounced 'drop-ins' to fulfill the statutory duties of evaluating teaching and learning and performance management will not take place. The governing body recognises that the number of visits to classrooms to fulfill both these statutory purposes will be limited to three per teacher in each performance management cycle.

APPENDICES (Paper Copies in file)

APPENDIX 1	Performance Management Cycle
APPENDIX 2	Process and Timings
APPENDIX 3	Review Statement
APPENDIX 4	PM Individual Plan and Objectives
APPENDIX 5	Training Needs
APPENDIX 6	Classroom Observational guidance
APPENDIX 7	Observation of Teaching and Learning
APPENDIX 8	Ofsted Judgements Observations
APPENDIX 9	Teachers Observation Lesson Plan