

Performance Management Policy

BACKGROUND AND RATIONALE

Pucklechurch CE VC Primary School is committed to performance management as a means to develop all staff and thereby to raise standards of achievement for all children. This policy is consistent with statutory Performance Management for teachers (as at September 2000) but goes beyond it because it is inclusive of all staff in the school. Performance management for staff other than teachers is being developed, and currently it focuses on training needs during INSET times. This is recorded separately and copies given to each Teaching Assistant. The Review and Development Cycle below applies to teaching staff. All staff have been consulted through the school's management structures in developing this original policy, which builds on existing effective practice in the school as recognised by our status as an Investor in People.

Performance Management is set in the context of our school's plans for development, against the background of the local education development plan (EDP), national and local initiatives on improving teaching and any recent OFSTED report for the school.

Performance management sets a framework within which all staff can be supported in managing their own development in the context of their current job, the school's development plan and their own professional aspirations. The key elements of that framework are reviewing performance, agreeing priorities and objectives, undertaking development activities and monitoring progress towards objectives

At Pucklechurch CE VC Primary School, performance management is seen as an essential professional activity for all staff, and integral both to their work and to that of their team leaders.

Performance management involves a shared commitment to high performance. It helps to focus attention on raising the quality of our work, both as individuals and as teams, to benefit pupils, staff and the school. It involves providing appropriate and effective personal training and development to ensure job satisfaction and leads to rising levels of expertise and progression of staff in their chosen profession.

The Governing Body believes that fairness and consistency of judgement is essential to any performance management system. All staff within the school have equality of opportunity to achieve their full potential and will not be discriminated against when agreeing objectives and when being involved in performance reviews. Teachers will not be discriminated against because of age, disability, gender, ethnicity or religious belief, or be treated unfairly because they work part-time or are union representatives. (Refer to the school's policy on Equal Opportunities.)

PURPOSES

The purposes of performance management at Pucklechurch CE VC Primary School are as follows. The school's performance management systems will be regularly evaluated against these purposes:

- to raise pupil achievement in its widest sense
- to add value to the educational community
- to ensure progression in the professional development of all staff
- to value the contribution of all staff to the success of the school.



GUIDELINES

1. Roles

In this policy document the term 'team leader' refers to a member of staff who has the best overview of an individual's work and the ability to provide support to that person. The team leader is the person who will carry out the review. Performance management is a shared responsibility.

- The Governing Body has a strategic role in agreeing the school's performance management policy, ensuring that performance of teachers at the school is regularly reviewed and for monitoring the Performance Management process.
- Three governors, one of whom must be a Foundation Governor, are appointed to carry out the head's performance management review.
- An External Adviser will provide advice to the Governing Body's representatives on the setting of performance objectives for the head and will support them in reviewing performance at the end of the review cycle.
- The headteacher is responsible for implementing the school's performance management policy and ensuring that performance management reviews take place.
- Team leaders and staff are responsible for working together to ensure that objectives are agreed; regular and objective feedback is given; adequate coaching, training and development is provided, that the performance review takes place and that the relevant documentation is completed.
- Good practice shows that reviewers should not have more than 6 reviewees. Annex A shows the team leader for each member of staff on the basis of who has the best overview of their work and the ability to provide developmental support. This annex is updated annually in September by the headteacher who will allocate a reviewer to any member of staff joining the school in the course of the year.

A more detailed breakdown of statutory roles and responsibilities is included in the summary of the Statutory Regulations at Annex G.

2. Review and development cycle

Review and development operates on a continuous one-year cycle, linked with our planning for school management and target-setting as follows

- **September:** (Review meeting) review of previous year's objectives and discussion of pupil progress targets for the year. The self evaluation model (see Annex B) enables staff to identify development needs with the reviewer and then set objectives following the discussion. All staff record their own objectives and targets arising from these discussions in their own portfolios. The team leader writes a short summary of achievements over the last year. A copy is kept centrally. Those eligible complete Threshold application forms
- **October- November:** revision of school staff development plans to reflect identified needs
- **October-May:** This will include observation of teaching for all teachers by their team leader, and an interim meeting (to check that objectives are achievable.) The Full Governing Body will be informed of (unattributed) objectives.
- **February:** Review of SDP and identification of staff development priorities for the next academic year for the school and teams. Staff update their portfolios.
- **April/May:** Relevant courses are booked for staff from the newly issued CPD book.
- **June-September:** Collection and analysis of data and evidence of pupil progress by individual staff, team leaders and the Senior Management Team.



3. Review process

Stage 1: Planning

- Each member of staff will discuss and agree objectives with their team leader and record these in the school's Performance Management Booklet (see Annex B) and available to all staff on disk. Objectives should be challenging but realistic and take account of the job description and staff's existing skill and knowledge base.
- A minimum of three and no more than six objectives are to be agreed. Part time staff may have 2.
- Teacher objectives will cover pupil progress as well as ways of developing and improving teachers' professional practice. Leadership group staff and those with management allowances will have objectives relating to their additional responsibilities. The head's objectives will cover school leadership and management as well as pupil progress. NB Objectives for each teacher will often relate to the objectives in the school development plan.
- The team leader should ensure that the staff member understands what his or 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;
- 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.

Stage 2: Monitoring Progress

- The staff member and team leader will keep progress under active review throughout the year using relevant information including classroom observation if appropriate. They will discuss any supportive action needed and keep development plans up-to-date, during the interim meeting.
- 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. Classroom observation will be carried out following the Ofsted adapted prompt sheet. Written feedback is given in a standard format (see Annex C for both). It is not a requirement to observe headteachers with teaching responsibilities.

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 be carried out in accordance with Annex D of this policy
- 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 on the first page of the new performance management booklet under 'Achievement of Past Objectives'. 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.
- 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 'Achievement of past objectives' may be used to inform aspects of the new pay structure from September 2000. Details of this can be found in Annex E/the current Pay Policy.
- The performance management booklet does 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.



- Annex F of this policy explains the statutory complaints procedure for teacher reviews.

4. Access to outcomes

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.

(The following rules apply by law to teachers and must be written in this form in the policy. At Pucklechurch CE VC Primary School they apply equally to all staff)

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 should ensure that individual training and development needs are reflected in the school development plan and the programme for professional development;
- the head 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 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 Director of Education 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.

5. Evaluation of the policy

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

As a school committed to ensuring that individual staff, teams and the school continues to improve, the Governing Body and the Head 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. We will evaluate the effectiveness of the policy in helping to improve standards of teaching and learning in accordance with the purposes of the policy.

The Governing Body and the Head will update and amend the performance management documentation and the process as required, after consultation with all staff, to incorporate any changes introduced either by the DfES or the school to ensure that the policy is up-to-date and effective in our school.

The school's performance management policy statement is amplified by annexes A to G which form part of the policy.

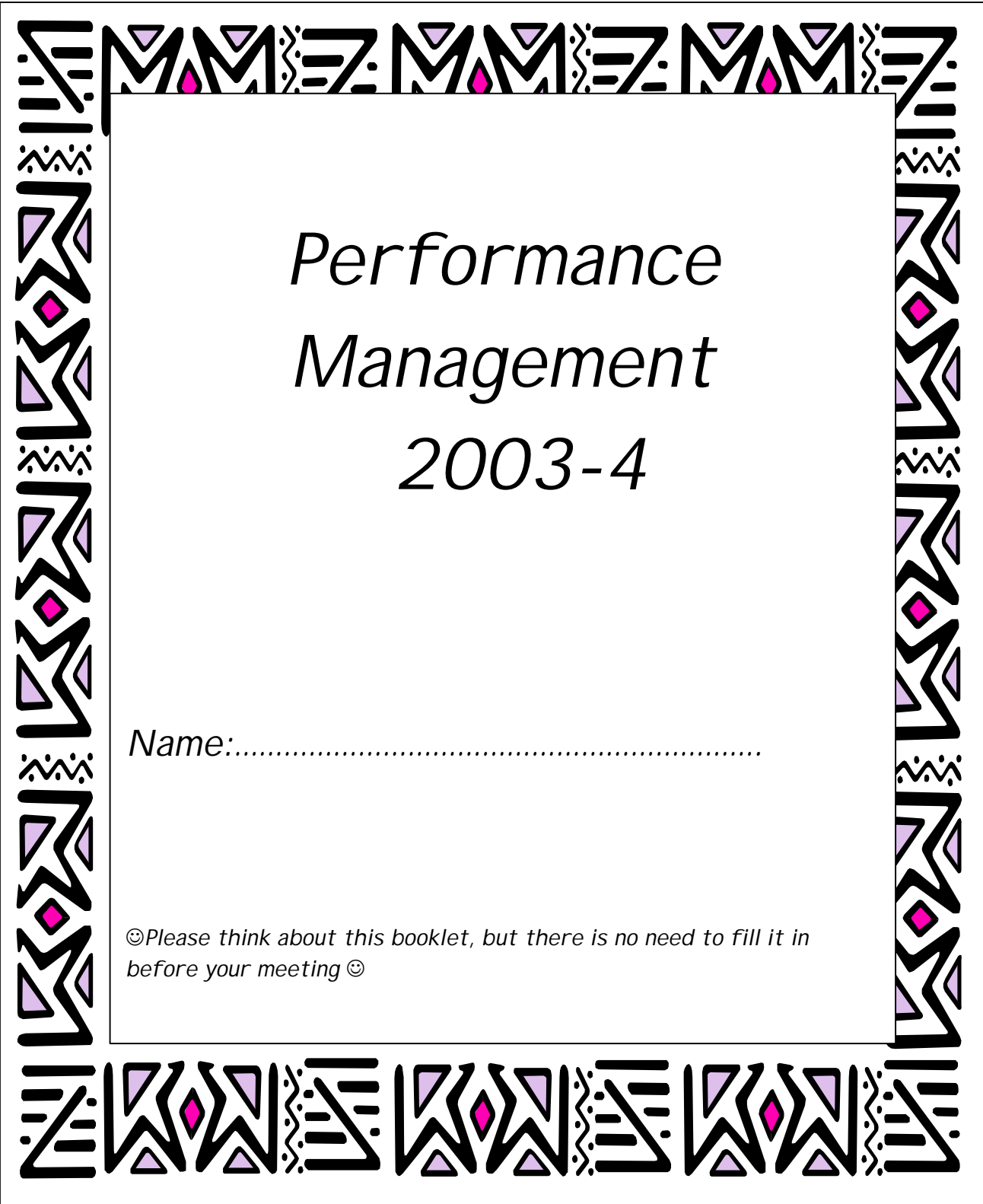


Annex A 2003-4

Jennie Edwards will carry out Performance Management for Laura Sutton and David Pool. Maggie Cook will carry out all Performance Management for the rest of the teaching staff. This is will continue until a substantive deputy is in post. Chris Rayner, acting deputy will oversee the NQT development of our two new teachers and report to Maggie Cook

Annex B

Pucklechurch CE VC Primary School



*Performance
Management
2003-4*

Name:.....

©Please think about this booklet, but there is no need to fill it in before your meeting ☺



Achievement of past objectives

Objective	Achieved/ongoing	Evidence cited

General:	
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Signed:.....Date:.....
Teacher

.....Date:.....
Head/Deputy

NEW OBJECTIVES FOR PERFORMANCE MANAGEMENT 2003

Pupil Progress

What have been your successes and achievements with your class, your teaching and children's learning?

Looking at data what questions does this raise?

What would you want to change/develop/innovate/explore in your teaching, with your class and the children's learning?

Pupil progress objective/s for 2003:

-
-

Evidence collected through:

Leadership and Management Skills

What have your achievements been?

What have you been able to develop in school?

What do you want to develop in the future?

This year	
Next year	
Following years	

Leadership and management objective/s for 2003:

-
-

Evidence collected through:

Professional Development

What would you like to have achieved in 1, 2 or 5 years time?

1 year

2 years

5 years

Identified Training needs

(NB these may be courses, Inset day training, visiting others schools or non contact).



Performance Management Meetings

Initial Meeting held:

- With: Headteacher/Deputy/Key stage co-ordinator
- On:

Interim meeting:

- With
- On at

Classroom observation:

- On at

Notes:

Please return this booklet within 1 week of your meeting. It will be photocopied and the original returned for your Professional Development Record.

Signed:

Date:

Signed:

Headteacher/Deputy/Key stage co-ordinator

Annex C

Pucklechurch CE VC Primary School classroom observation code

In planning observation, we will follow these principles:

- successful observation requires preparation and training, and a clear understanding on the part of the teacher and team leader of its purpose;
- the nature of the observation will depend on its purpose;
- it is important that the observer ensures that the lesson proceeds in as normal an atmosphere as possible;
- 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.

We will use an observation form, based on Ofsted as an observation prompt sheet (attached as part of this annex). The strengths and areas for consideration will be written up and a copy given retained to the classteacher for their portfolio.

Lesson Observation: How to use the prompt form

Observing teachers in the classroom is an important part of improving the effectiveness of teaching and learning. There are three stages: collecting evidence; drawing conclusions based on the evidence; and giving feedback.

Collecting Evidence: Before the observation, the observer and teacher should be clear about the context of the lesson, the activities planned and the learning objectives. This should be done either through discussion or from the lesson plan. A time/events log or a copy of the teacher's planning will be used to record events during the lesson.

Drawing Conclusions: The observation form covers eight aspects of effective teaching, with a fuller description of each in the guidance sheet. Most if not all should apply to any lesson. The description should help both teacher and observer in assessing the quality of teaching and learning. The observer then considers for each aspect whether it has been shown to be an excellent standard, a good standard, a satisfactory standard, whether further development is needed or whether the aspect is not applicable or there is not enough evidence to assess it (N/A). Conclusions should always be supported by evidence.

Giving Feedback: The teacher and observer should discuss the conclusions as soon as possible, with the observer giving full and constructive feedback. The teacher should be given the opportunity to record any comments.

There is further guidance in the OFSTED Handbook for inspecting primary schools on judging the quality of teaching in lessons, feedback and self-evaluation.

Cross Reference to Threshold Standards: Teachers applying for threshold assessment may wish to draw on observation evidence.



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Classroom observation prompt form

	PROMPTS	STRENGTHS	FOR CONSIDERATION
TEACHING	<u>Does the teacher:</u>		
	▪ Plan lessons well and share the objectives with pupils?		
	▪ Have secure subject knowledge?		
	▪ Manage time, resources and ICT effectively?		
	▪ Challenge and inspire pupils?		
	▪ Use methods which enable all pupils to learn effectively?		
	▪ Manage pupils well and insist on high standards of behaviour?		
	▪ Use assessments to encourage pupils to overcome difficulties?		
LEARNING	<u>Are Pupils:</u>		
	▪ Acquiring new knowledge and skills?		
	▪ Developing ideas and increasing their understanding?		
	▪ Applying intellectual, physical or creative effort in their work?		
	▪ Productive and working at a good pace?		
	▪ Showing interest and concentration?		
	▪ Thinking and learning for themselves?		
	▪ Understanding what they are doing, how well they have done and how they can improve?		
ATTITUDE	<u>Do pupils:</u>		
	▪ Show interest and engage actively?		
	▪ Sustain concentration?		
	▪ Behave well?		
	▪ Show respect for property?		
	▪ Show initiative and are willing to take responsibility?		
	▪ Form constructive relationships with peers and adults?		
	▪ Reflect on what they do and understand its impact on others?		
	▪ Respect the feelings, values and beliefs of others?		



Classroom observation feedback form to teachers

Performance Management Observation

Teacher	
Date	
Subject	

Strengths:

Points for consideration:

Annex D

Pucklechurch CE VC Primary School: The review meeting.

(NB this forms the first part of the Annual Performance Management Cycle)

The review meeting will be of most benefit to the individual if both they and their team leader prepare fully for the discussion.

- This will involve the staff member in looking back over their plans and the outcomes of their work, bringing their portfolio up-to-date by assembling evidence and notes of successes and activities over the year, and thinking about future needs.
- The team leader should also revisit objectives and plans and assemble relevant data, evidence and notes

The discussion will involve:

- Reviewing, discussing and confirming the staff member's essential tasks and objectives;
- Recognising strengths and achievements and taking account of factors outside the individual's control;
- Confirming action agreed 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 staff member's overall performance, including an assessment of the extent to which objectives have been met, and the individual's contribution to the life of the school during the review period.

In considering a teacher's overall performance, the discussion should address all five key professional areas

- Knowledge and understanding
- Teaching and assessment
- Pupil progress
- Wider professional effectiveness
- Professional characteristics

Good practice shows that the review statement should be written as soon as possible after the review, whilst the facts are still fresh in the team leader's memory.

Annex E

Links between pay, career stages and performance management.

- 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.

The above are guidelines only. Please see pay policy for up to date policy.



Annex F

Complaints

The Review

Within 10 days of receiving the review statement (Achievement of objectives):

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 governor who is 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 job-holder. 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.



Annex G

A summary of statutory requirements set out in the new Appraisal Regulations for September 2000

The Governing Body

- must determine the procedures for the performance review of school teachers at a school. (It is proposed that the School Government Regulations will make it a statutory requirement that these should be embodied in a school performance management policy, developed after consultation with staff and reviewed annually.)

Is responsible for:

- securing that the performance of teachers is reviewed in accordance with the Regulations
- appointing an accredited external adviser from an approved list
- deciding on the exact timing of the performance review cycle for the headteacher
- carrying out the performance review of the headteacher. In so doing it appoints two or three governors to carry out the performance review. At Church schools, at least one representative should be a foundation governor. Representatives should not include teachers or other members of staff at the school
- ensuring that, in the first performance review cycle, headteacher objectives are set and recorded by 31 December 2000 and teacher objectives by the end of February 2001
- appointing one or more review officers where a complaint is made by the headteacher about his/her performance review and the Chair of Governors has been involved in that performance review

The Chair of Governors

- is the review officer for complaints from the headteacher where s/he has not been involved in the performance review, and for teachers where the Headteacher is the team leader

Must:

- provide any review officer or new reviewer with a copy of the performance review statement and with the objectives relating to that statement
- pass the training and development annex of the head's performance review statement to the person responsible for training and development in the school
- provide a summary of the overall assessment of performance section of the headteacher's review statement to the Chief Education Officer, or an adviser specifically designated by the Chief Education Officer, on request
- provide a copy of the head's appraisal statement to the CEO, or a designated officer, where the school does not have a delegated budget

The governors responsible for reviewing the performance of the headteacher

Must:

- seek advice from the appointed external adviser when setting objectives and reviewing the performance of the headteacher
- meet with the headteacher and adviser at the start of the performance review cycle to plan and prepare for the performance review, and set and record headteacher objectives relating to school leadership and management and pupil progress
- meet with the headteacher and adviser at the end of the performance review cycle to review the head's performance and identify achievements, including assessment of achievement against objectives, and to discuss and identify professional development needs/activities
- write a performance review statement and give a copy to the headteacher within 10 days of the review meeting, and allow 10 days for the headteacher to add written comments
- provide the headteacher and chair of the governing body with a copy of the headteacher's performance review statement
- on request, provide a copy of the headteacher's statement to those governors who are responsible for taking decisions in relation to promotion and pay, who should take account of this when making such decisions

The headteacher

- will be responsible under the school government Regulations for overseeing the implementation of the school's performance management policy and may be asked by the governing body to draft the policy for consultation with staff and agreement by the governing body.

Is responsible for:

- appointing an appropriate team leader for each teacher, to carry out their performance review



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- deciding on the exact timing of the performance review cycle for teachers
- deciding on the exact length of the first performance review cycle for teachers
- providing a copy of a teacher's performance review statement to any review officer, including the objectives relevant to that statement
- ensuring that current objectives are made available to a teacher's new team leader, if there is a change of reviewer

Must:

- provide an annual report on performance management in the school to the governing body. It should contain a report on the operation of performance management in the school, the effectiveness of the school's performance management procedures and the training and development needs of the teachers
- provide whoever is responsible for planning and co-ordinating teachers' training and development in the school with a copy of the part of the performance review statement that relates to training and development
- keep teachers' performance review statements secured on file until at least three years after the next performance review statement has been finalised
- review complaints by teachers about their performance review statement, where they are not the team leader
- pass a copy of the performance review statement to those teachers for whom they are team leader
- on request, provide a copy of the performance review statement to those governors who are responsible for taking decisions in relation to promotion and pay, who should take account of this when making such decisions
- on request, pass a copy of the performance review statement to a teacher's team leader

The headteacher as job holder

Must:

- meet with the appointed reviewers and external adviser to agree objectives at the start of the performance review cycle
- meet with the appointed reviewers and external adviser to review performance at the end of the performance review cycle, including achievement against objectives

May:

- add written comments to the record of objectives set by his reviewers
- add written comments to the performance review statement or lodge an appeal against the performance review statement, within 10 days of receipt from the governors

The Team Leader

Must:

- meet with each of the teachers for whom they will be the reviewer before or at the start of the performance review cycle to plan and prepare for performance review and discuss setting objectives
- record objectives in writing and allow the job-holder to add written comments if they wish. Teacher objectives must include those relating to developing and improving teacher's professional practice and pupil progress
- monitor performance against these objectives throughout the year, and observe the teacher teaching in the classroom at least once during the review cycle
- consult the reviewee before obtaining oral or written information from others relating to the teacher's performance
- meet with the teacher at the end of the performance review cycle to review performance and identify achievements, including assessment of achievement against objectives, and to discuss and identify professional development needs/activities
- write a performance review statement and give a copy to the reviewee within 10 days of the final performance review meeting, and allow 10 days for the job holder to add written comments
- pass the completed performance review statement to the headteacher

The Job Holder (school teachers who are not headteachers)

Must:

- meet with their team leader before or at the start of the performance review cycle to discuss setting objectives
- either agree objectives with the team leader or add written comments to the objectives recorded by the team leader
- meet with their team leader at the end of the performance review cycle to review performance and identify achievements, including assessment of achievement against objectives, and to discuss and identify professional development needs/activities
- may add comments to the performance review statement or complain about their performance review statement within 10 days of receipt from the team leader

Performance Review Cycle

The length of the performance review cycle shall normally be one year. Where a teacher changes jobs within a school, the



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performance review cycle may be less than a year as the teacher should keep within the same school cycle. Where a teacher moves to a new school, the performance review cycle may be less than a year as the teacher will move onto the new school cycle.

Complaints

Where a complaint is made about the performance review statement, the review officer is responsible for reviewing the complaint. This should be carried out within 10 working days of receiving a complaint. The review officer may order the performance review statement to stand with or without observations, may amend the statement, or order that parts of the review or the whole review be repeated. Where a new review or part review is ordered, this should be carried out within 15 working days.

John Taylor (Headteacher) and Joanna Wallis (Chair of Governors) Draft document prepared October 2000

Reviewed and amended by Maggie Cook (Headteacher) and Linda Tanner March 2002.

Approved by staffing committee October 2003

Approved by FGB 27.1103

NB The model policy which was used to prepare this school policy was provided for Investors in People schools by TLO Ltd and is based on the DfEE model policy. Guidance from the NAHT and NUT was also used.

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