



Performance Management Policy

November 2022

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1 PRINCIPLES

- 1.1 Performance management in this Academy will be a supportive and developmental process designed to ensure that all employees have the skills and support they need to carry out their role effectively. It will help to ensure that all employees are able to continue to improve their professional practice and to develop in their careers.
- 1.2 The process of setting and reviewing performance objectives for staff in schools is an integral part of the school's overall approach to school improvement and development. Performance objectives will be written in such a way that they complement and link to the targets expressed in the school improvement plan.
- 1.3 It is important to recognise that the objectives set for any member of staff will not represent the complete job that the individual is expected to perform. Reviewing performance is about measuring the progress made against the objectives set with appropriate support, which will represent key priorities for that individual, and in addition, assessing and recognising the overall performance of that person in the job, including an assessment against any relevant standards/accountabilities.
- 1.4 There is no correct number of objectives to set for any member of staff. The number will depend on the role they undertake, the relevant priorities for that person at that time and the nature and complexity of each objective set.
- 1.5 The process of performance management will be carried out in accordance with this policy, which is underpinned by the statutory regulations for teachers and local agreements for support staff.
- 1.6 Performance management will be carried out in such a way to ensure consistency of treatment and fairness.
- 1.7 The Trust Board and Headteacher will monitor the operation and effectiveness of the academy's performance management arrangements.
- 1.8 The performance management process will be treated with confidentiality. Normally only the reviewer, reviewee and the Headteacher will have access to performance management information and documentation relating to the reviewee. However, in the event of an Ofsted inspection taking place, Ofsted inspectors may request that anonymised information about the academy's performance management arrangements, including the most recent performance management outcomes and their relationship to salary progression, is provided. Trustees may also request an anonymised sample of performance management statements to enable them to perform their role in monitoring the effectiveness of the academy's performance management system.
- 1.9 The Trust Board and Headteacher will ensure that all written performance management records are retained securely for six years and then destroyed.
- 1.10 Where an employee's performance is affected by a health problem and/or sickness absence, the matter will normally be dealt with in accordance with the academy's Absence Management Policy. This may lead to a referral to Occupational Health in order to assess the employee's fitness for work.
- 1.11 When assessing an employee through the performance management process, factors such as any periods of ill health, or maternity leave, will be taken into account as this may affect an employee's ability to meet their objectives.

2 THE PERFORMANCE MANAGEMENT CYCLE

- 2.1 The performance management cycle for the Headteacher, all teachers will run for twelve months, with the end of year review being completed by the end of October for teachers, and December for the Headteacher, in reference to the previous academic year.
- 2.2 The performance management cycle for all support staff will run for twelve months, with the end of year review being, this cycle is from December until November.
- 2.3 Employees who are employed on a fixed-term contract of less than one year will have their performance managed in accordance with the principles underpinning this policy. The length of the performance management cycle will be determined by the duration of their contract.
- 2.4 The performance management cycle will link to the pay arrangements for employees. In the case of teaching and support staff, the end of year review and the annual pay determination will take place by the end of October each year (December for the Headteacher) and is informed by the performance management cycle concluding at the end of the previous academic year.

3 APPOINTING REVIEWERS

- 3.1 The Headteacher's performance will be reviewed by the Trust Board.
- 3.2 In this academy the task of reviewing the Headteacher, including the setting of objectives, will be delegated to a sub-group consisting of three members of the Trust Board and an independent reviewer. The appointed trustees will be known as the Headteacher Performance Management Committee (HPMC).
- 3.3 The Headteacher will decide who will review other teachers and support staff, however this will normally be the employee's line manager. The Headteacher has the discretion to delegate the review process to other employees who will normally be line managers. Reviewers will have the necessary knowledge and training in order to undertake this role.
- 3.5 Where performance concerns arise (see section 6), the Headteacher may re-delegate the reviewer role to a senior manager or undertake the role of reviewer themselves.

4 SETTING OBJECTIVES

- 4.1 The Headteacher's objectives will be set by the Trust Board. At least one of the targets for the Headteacher will relate to outcomes for students.
- 4.2 Objectives for each employee will be set before, or as soon as practicable after, the start of each performance management cycle. In setting objectives, reviewers will have regard to what can reasonably be expected given the employee's role and level of experience. The level of expectation of an employee's performance must also be communicated at the outset of the performance management cycle. For example, where the academy has been explicit that to achieve their improvement plans teaching needs to be good or above, this expectation must be clearly communicated to all staff.
- 4.3 In this academy, the expectation is that teaching will be good or better.

5 LESSON OBSERVATIONS & CLASS LEARNING REVIEWS

- 5.1 Teachers conduct a Class Learning Review or be observed formally (as appropriate) for a minimum of 30 minutes twice a year. It is recommended that the first CLR/observation is completed in the Autumn term and the second one in the Spring term. Where a teacher does not meet the academy's expectation, they will be revisited the following week for

another formal lesson observation by a member of the senior leadership team. Should that lesson still be inadequate or requires improvement, then a support plan will be put in place for 3-6 weeks. If poor work performance (where the teacher has not improved to the academy's expectation) is still a concern at the end of the period, then the matter will be dealt with under the Academy's Capability Policy.

5.2 Objective setting will have regard to a reasonable level of expectations of the employee in the context of work/life balance.

5.3 Before, or as soon as practicable after, the start of each performance management cycle, each teacher and support staff will be informed of the standards, objectives and success criteria against which their performance in that performance management cycle will be assessed. In addition, the reviewer and reviewee will agree the reviewee's development plan for that year.

6 REVIEWING PERFORMANCE

6.1 A number of methods will be used in order to obtain evidence by which to assess an employee's performance. These include those detailed below. Such evidence will be triangulated in order to undertake an overall assessment of the employee's performance. This will include their performance against their objectives and against the relevant standards/key accountabilities for their role.

6.2 Observation

6.2.1 Employees' classroom-based performance will be regularly reviewed/observed but the amount and type of classroom review will depend on the individual circumstances of the employee and the overall needs of the academy at that time. Classroom observation of teachers will normally be carried out by those with QTS. In addition to formal observation, the Headteacher or other leaders with responsibility for standards in the classroom 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.

6.2.2 As soon as practicable after an observation, verbal feedback will be given to the employee. This will be followed up with written feedback as soon as possible after the observation takes place.

6.3 Teachers (including the Headteacher) who have responsibilities outside the classroom, and support staff who are not classroom-based will also have their performance of those responsibilities reviewed/observed and assessed.

6.4 Observations undertaken by Ofsted inspectors, will not, in themselves, be used for performance management purposes. However, these observations may highlight the need for the Academy to undertake separate observations for performance management purposes, for example if shortfalls are highlighted by Ofsted. Observations undertaken by internal or external professionals may be used in performance management where this has been planned and communicated to all parties in advance.

6.5 Student progress and attainment

6.5.1 Rates of student progress and levels of attainment as pertinent to the teacher's role will be used in assessing a teacher's performance against the Teachers' Standards and, where relevant, against objectives.

6.5.2 The HPMC will review levels of student attainment, rates of student progress and

whole academy performance in their assessment of a Headteacher's performance in addition to other objectives that may have been set.

6.5.3 Where support staff are providing support to groups or individual students, the progress and attainment of those students may be taken into account in assessing the performance of the employee. This will only be used alongside other evidence which supports the level of contribution of the employee to the progress and attainment of students.

6.6 Work sampling

6.6.1 Work sampling may be used in assessing teacher performance against the standards for the role, and where relevant, against objectives.

6.7 Other evidence

6.7.1 Other evidence may be considered, where it is pertinent to the objectives set and the standards/accountabilities for the role. Examples of such evidence may include (but are not limited to): students' questionnaires and surveys, parents' questionnaires and surveys.

6.8 Employees will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has come to light. Feedback will highlight particular areas of strength and celebrate success, as well as any areas that need development and support. Where there are any concerns about any aspects of an employee's performance, this will be managed in accordance with this policy.

7 ANNUAL ASSESSMENT

7.1 Every employee's performance will be formally assessed in each performance management cycle.

7.2 This assessment is the end point to the annual performance management process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year in interim meetings which will take place once per term.

7.3 An employee will receive a written performance management statement as soon as practicable following the end of each performance management cycle. The employee will have the opportunity to comment on this. Teachers and Support staff will receive their written performance management statement by the end of October (31 December for the Headteacher). Support staff will receive their written performance management statement by the end of November. The performance management statement will include:

7.3.1 an assessment of the employee's performance of their role and responsibilities against their objectives in the last performance management cycle;

7.3.2 an assessment of the employee's performance of their role and responsibilities against the standards/accountabilities for their role in the last performance management cycle;

7.3.3 summary of the evidence considered to support the decisions made; and

7.3.4 a recommendation on pay based on performance in the last performance management year (where this is relevant).

7.4 The employee will also receive a new performance management statement for the new performance management cycle. This will include:

- 7.4.1 details of the employee's objectives for the new performance management cycle;
 - 7.4.2 details of the standards/accountabilities to apply in the new performance management cycle;
 - 7.4.3 an assessment of the employee's current training and development needs and identification of any action that should be taken to address them in the new performance management cycle; and
 - 7.4.4 an indication of when monitoring will take place.
- 7.5 The assessment of performance against the objectives and standards will inform the planning process and training and development needs for the next performance management cycle
- 7.6 With the exception of the Headteacher pay recommendation, all pay recommendations arising out of the performance management process must be approved by the Headteacher before being shared with the individual member of staff to whom the recommendation relates. The HPMC must also refer their recommendation to the Trustees' pay committee.
- 7.7 Pay progression within grades and scales is normally automatic unless the employee has been placed on the formal Capability procedure.
- 7.8 The Headteacher will take responsibility, where the reviewer role has been delegated, for moderating a sample of performance management statements to ensure consistency and equality of treatment.

8 DEALING WITH PERFORMANCE CONCERNS

- 8.1 The majority of employees are competent in their role for the majority of the time. On occasions, however, an individual's performance can be deemed to be below accepted standards and support is needed to help them re-attain and sustain the required level of performance.
- 8.2 Concerns about performance will be addressed at the time they are identified and not left to the employee's next performance management meeting. This will assist the employee to recognise issues at an early stage.
- 8.3 Performance concerns may be identified by the reviewer or by a Senior Manager/Headteacher. Where a concern is identified that is likely to require structured managerial support, the Headteacher may re-delegate the reviewer role to a senior manager or undertake the role themselves. A reviewer must notify the Headteacher where they identify performance concerns and confirm how the Headteacher intends to proceed.
- 8.4 Concerns about the performance of the Headteacher may be identified by an individual or combination of sources. Where a concern is identified via the HPMC, the Chair of the HPMC must notify the Chair of Trustees. Where the concern is notified to the Chair of Trustees, the Chair of Trustees must notify the Chair of the HPMC. In both circumstances, the Chair of the HPMC will review the evidence available with the academy's School Improvement provider to determine how to proceed.
- 8.5 Where it is necessary to take forward a performance concern in respect of the Headteacher, this will be undertaken by the HPMC and the Chair of Trustees will be kept apprised of the situation.
- 8.6 Post-Threshold and TLR holders are expected to meet the professional duties and standards relevant to their role as well as the core standards that apply to all teachers. If the Headteacher/Senior Manager has evidence to show that an employee is no longer meeting the expectations of their role, these concerns will be addressed with the individual

promptly.

- 8.7 Where performance concerns are identified, they will be addressed under the Academy's Capability Policy.