



**Leicestershire
Traded Services**

Performance Management Policy for Thurlaston CE (Aided) Primary School

The Governing Body adopted this policy on

This policy applies to all employees based at this school, with the exception of those individuals who are:

- employed on a contract of less than one term,
- a teacher currently undergoing their induction (i.e. NQTs), or
- subject to the school's capability policy.

Throughout this policy, unless indicated otherwise, all references to 'Employee' includes:

- the Head Teacher (when they are the individual being appraised).
- teaching staff.
- classroom based support staff.
- non-classroom based support staff, including premises staff, midday supervisors and office staff.

1. Purpose

- 1.1 Performance management should focus on continuous development and performance improvement. It should ensure that all staff have the opportunity to, and are encouraged to discuss their performance and development needs in relation to their job role on a regular basis with their line manager.
- 1.2 This policy sets out the framework for a clear and consistent assessment of the overall performance of employees. In addition it focuses on the support and continual professional development of each and every individual, in order to assist them to develop their professional practice on a personal level and to ensure their contribution to improving educational provision and performance of the school.
- 1.3 The performance management policy will also be used to address any concerns that are raised about an employee's performance. If concerns cannot be resolved through the performance management process, an individual may proceed to be managed via the Capability Policy.

2. Timescales

- 2.1 Performance management is an ongoing cycle, with key activities taking place at particular times of the academic year:

Summer Term: Preparation and self-evaluation against the relevant standards.

Autumn Term: School and individual objectives will be set and performance during the previous academic year formally appraised during the Appraisal Meeting.

Spring Term: Mid Term review of objectives and targets, which may be reviewed where circumstances have changed since targets were set in the Autumn.

- 2.2 Those employed on a fixed term contract of less than one year will have their performance managed in accordance with the principles underpinning this policy. However the length of the period will be determined by the duration of the contract.
- 2.3 Where an individual commences employment at the school part way through the performance management cycle, the Head Teacher, shall determine the length of the first cycle for that individual with a view to bringing their performance management cycle into line with that of the other employees as soon as possible.
- 2.4 Where an individual is appointed to a new post within the school part way through the performance management cycle, the Head Teacher must give consideration as to how this will affect the individual's performance management. Where necessary, an interim performance management meeting should take place, at the earliest opportunity, in order to review current targets and objectives to ensure they are relevant to the new role. Any new targets and objectives should be set to allow the individual to achieve their new targets by the Autumn review.
- 2.5 The above principles will also apply where an individual staff member has had a period of leave, i.e. maternity leave, sickness absence or where they have had a career break.
- 2.6 The appraiser will ensure that all written appraisal records are retained in a secure place for six years after which they can be destroyed.

3. Appointment of Appraisers

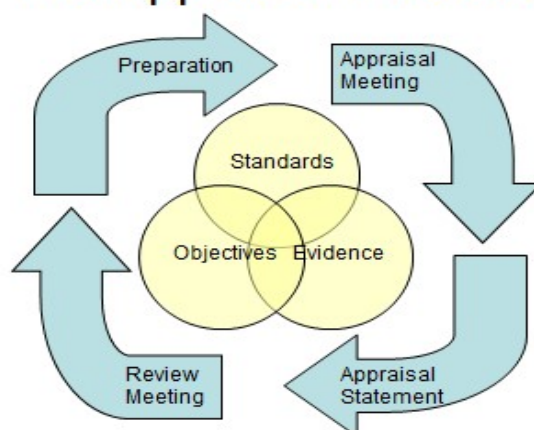
- 3.1 The Head Teacher will be appraised by a sub-group of the Governing Body, who must be supported by a suitably skilled and experienced external educational adviser appointed by the Governing Body.
- 3.2 The Head Teacher and Senior Leadership Team will decide who will undertake appraisals of the teaching and support staff. This will normally be the member of staff with a clear line management overview of the work of the member of staff being appraised.
- 3.3 Appraisers of teaching staff must have Qualified Teacher Status.

4. Performance Management Process

The appraisal period will run for twelve months from September to September.

Performance Management Process:

The Appraisal Process



4.1 Preparation & Self Evaluation

During the summer term, the Appraiser will determine the standards against which employees will be assessed.

For the Head Teacher, the sub-group of the Governing Body, with the support of an external adviser, will determine the standards against which the Head Teacher will be evaluated. The Head Teacher will then formulate the targets for the remaining employees in school.

4.2 Appraisal Meeting – Reviewing Performance

During the Autumn term appraisers and employees will meet to undertake a formal Appraisal Meeting to:

- Review and discuss previously set objectives and targets;
- Assess evidence on whether the objectives and targets have been met;
- Set objectives for the forthcoming appraisal cycle;
- Record the outcome on an appraisal statement form (see below).

Objectives should contribute to the wider school's aim of improving the educational provision and performance.

The targets and objectives set for all employees must be SMART (Specific, Measurable, Achievable, Realistic and Time-bound) and must be appropriate to the employee's role and level of experience. In addition, the success criteria of achieving the objectives and the relevant level of the standards the employee should be achieving and demonstrating should also be agreed.

Both the appraiser and employee should agree the objectives where possible. However, if this is not possible, the appraiser will determine the objectives.

For further advice on setting targets and objectives to ensure that they are reasonable and appropriate to the career stage of the individual concerned, please see guidance document.

4.3 Completion of the Appraisal Statement

Within a reasonable time after the Appraisal Meeting:

- The appraiser will complete the Appraisal Statement;
- The Appraiser will forward the completed statement to the employee for comment/approval;
- The employee will review the statement and include any comments they wish to make in the relevant section of the form.

Once the Appraisal Statement is completed, both appraiser and employee should sign and retain copies.

The Appraisal Statement form will include the following:

- Details of the objectives for the appraisal period being assessed;
- An assessment of the individual's performance of their role and responsibilities during the appraisal period, measured against their objectives and the relevant standards;
- A review of the individual's training and development needs and identification of any action that should be taken to address these needs;
- A recommendation on pay progression (where applicable, for Teachers only);
- Any additional support or training required for the forthcoming appraisal period.

For Teachers, the Appraiser should make a recommendation regarding pay progression. For Head Teachers the person making the recommendations must be the individual who carried out the appraisal process. Where there is to be a recommendation for no pay progression, individuals should already have been made aware that this was a possible outcome, either at the Mid Year review in the spring term, or at the earliest opportunity. All recommendations on pay progression will then be referred to the Pay Committee of the Governing Body to make a final decision, further details on the role of the Pay Committee can be found in the School's Pay Policy.

4.4 Ongoing Review of Performance

The level and nature of ongoing assessment required will be confirmed within the appraisal meeting and statement. It should be carried out in a supportive way and reflect the performance and development needs of the individual. Any feedback on performance will be given promptly, highlighting particular areas of strength as well as any areas that need attention and where appropriate action is required. On-going review may include:

Observations (for Teaching)

Teachers' performance will be regularly observed but the amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the school.

Classroom observations will be carried out on all teachers. In addition to formal observation, Head Teachers or other leaders with responsibility for teaching standards may 'drop in' on lessons on other occasions 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. Teachers (including the Head Teacher) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

Other means of assessing performance may include:

- Planning and work scrutiny;
- Termly meeting with appraiser;
- Mid-cycle review meeting with appraiser;
- Observation / scrutiny of leadership and management activities where appropriate;
- Other feedback obtained during the cycle relevant to the teacher's overall performance;
- Focused and moderated APP work with specific groups;
- Learning walks;
- Pupil behaviour and their management;
- Quality of learning environment;
- Pupil attitude survey;
- Specific internal as well as external tests;
- Lesson plans and showcase innovative approaches;
- Pupil conferences.

Feedback

Teachers and support staff will receive constructive feedback on their performance throughout the year, and for teachers, as soon as practicable after an observation has taken place, or other evidence has come to light which may suggest there are areas of their performance that may require further support.

Where there are concerns about any aspects of an employee's performance the appraiser will meet the employee as soon as possible to advise them of their concerns and consider whether additional support may be required. Regular follow up meetings should then take place, via day to day management to check on the employee's progress. If, following these reviews the appraiser is satisfied that the employee has made, or is making, sufficient improvement, the performance management process will continue as normal. Where an employee continues to fall short of the expected targets and standards, then the appraiser should refer to the Transition to Capability Section below.

4.5 Mid –Year Review

The purpose of this review is:

- To check on progress against the agreed objectives and ensure objectives are still relevant;
- To check overall performance against the role and relevant professional standards;
- To ensure that development and support opportunities necessary to meet the performance/success criteria are being provided/accessed;
- To evaluate the effectiveness of any training/development already undertaken;
- To discuss any issues arising during the year;
- To consider any other development and support that may be required;
- To collect evidence in support of the final annual assessment/review which may form part of a professional development portfolio.

Appraisers should also consider whether it is necessary to review what was agreed in the appraisal statement during the cycle. For example:

- if the employee's post and/or responsibilities have changed;
- there have been difficulties in accessing agreed support;
- where the employee has been on long term absence.

5. Pay Progression (for Teaching Staff)

- 5.1 Where teachers are eligible for pay progression, the recommendation made by the appraiser will be based on the assessment of their performance against the agreed objectives. The decision made by the relevant decision-making body will be based on the statutory criteria and guidance set out in the pay policy, STPCD and the relevant Teacher Standards.
- 5.2 Where there are concerns that a teacher may not meet their objectives by the end of the performance management cycle, the appraiser must make this explicitly clear to the individual and advise them that this may impact the recommendations made to the Pay Committee. If the appraiser makes a recommendation that no pay progression is to be applied then this should not come as a surprise to the individual.

6. Transition to Capability

- 6.1 Where performance concerns remain, additional support should be considered and offered as soon as possible, without waiting for the formal annual assessment. Under these circumstances, the appraiser will, as part of the appraisal process meet the individual to:
- Give clear written feedback to the individual about the nature and seriousness of the concerns;
 - Give the employee the opportunity to comment on these concerns and put forward their views (the employee may be represented by a Trade Union representative or work colleague);
 - Set targets for improvement and agree an improvement plan which includes appropriate supportive measures such as coaching, training, in-class support (where relevant), structured observations or mentoring that will help to address those specific concerns;
 - Make clear how progress will be monitored and when it will be reviewed;
 - Explain that if the individual does not make the required improvement then it may be necessary to refer to the capability procedure.
- 6.3 The individual's progress will continue to be monitored as part of the performance management process and a reasonable time given for the individual's performance to improve, timescales will be considered on a case by case basis. During this monitoring period the individual will be given regular feedback on progress and arrangements will be made to modify the support programme if appropriate.
- 6.4 If the required improvement has been made and there is no longer a possibility that capability procedures will be invoked the individual must be informed of this as soon as possible.

- 6.5 Alternatively if it is concluded that it is appropriate to progress to the capability procedure, the appraiser will meet with the individual to inform them of this. The employee will then receive a written invite to a Formal Capability Meeting.

7. Confidentiality & Quality Assurance

- 7.1 The performance management and capability processes will be treated with confidentiality.
- 7.2 The Head Teacher may moderate all or a sample of objectives/targets that have been set to ensure that these:
- Are consistent between those who have similar experience and similar levels of responsibility;
 - Comply with the school's performance management policy, any relevant regulations and equality legislation.
- 7.3 In relation to the Head Teacher, the Governing Body/Trustees may nominate the Chair of Governors or a number of governors/trustees to quality assure the planning statement for the Head Teacher.

8. Monitoring and Evaluation

- 8.1 The Governing Body will monitor the operation and outcomes of performance management arrangements.