

Hazelwood Schools



Performance Management Policy

March 2008

Review: Personnel & Staff Development Committee, Spring term meeting 2010

PERFORMANCE MANAGEMENT POLICY

The Governing Body of Hazelwood Schools adopted this Performance Management Policy on 26th March 2008.

APPLICATION OF THE POLICY

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

PURPOSE

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers and the head teacher and for supporting their development needs within the context of the school'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 reviewer.

This policy should be read in conjunction with the school's pay policy which provides details of the arrangements relating to teacher's pay in accordance with the School Teachers' Pay and Conditions Document.

LINKS TO SCHOOL IMPROVEMENT, SCHOOL SELF EVALUATION AND SCHOOL DEVELOPMENT PLANNING

To comply with the requirement to show how the arrangements for performance management link with those for school improvement, school self-evaluation and school development planning and to minimise workload and bureaucracy the performance management process will be the main source of information as appropriate for school self-evaluation and the wider school improvement process.

Similarly, the school improvement and development plan and the school's self evaluation form are key documents for the performance management process.

All reviewers are expected to explore the alignment of reviewees' objectives with the school's priorities and plans. The objectives should also reflect reviewees' professional aspirations.

CONSISTENCY OF TREATMENT AND FAIRNESS

The Governing Body 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 head teacher has determined that she will moderate all the planning statements to check that the plans recorded in the statements of teachers at the school:

- are based on the teacher's job plan
- 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

The Governing Body will nominate three governors who will not be involved in the head teacher's performance management or any appeal regarding the head teacher's performance management to ensure that the head teacher's planning statement is consistent with the school's improvement priorities and complies with the school's performance management policy and the Regulations.

The Governing Body will review the quality assurance processes when the performance policy is reviewed.

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, and will have regard to what can reasonably be expected of any teacher in that position given the desirability of the reviewee being able to achieve a satisfactory balance between the time required to discharge his professional duties and the time required to pursue his personal interests outside work, consistent with the school's strategy for bringing downward pressure on working hours. They shall also take account of the teacher's professional aspirations and any relevant pay progression criteria. They should be such that, if they are achieved, they will contribute to improving the progress of pupils at the school.

The reviewer and reviewee will seek to agree the objectives but where a joint determination cannot be made the reviewer will make the determination.

At Hazelwood Schools:

- all teachers, including the head teacher, will have no more than .3. objectives
- all teachers, including the head teacher, will have a whole school objective

Though performance management is an assessment of overall performance of teachers and the head teacher, objectives cannot cover the full range of a teacher's roles/responsibilities. Objectives will, therefore, focus on the priorities on the teacher's job plan 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 amendment to the statement which may have been necessary in accordance with the provisions of the regulations have been carried out 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.

APPEALS

At specified points in the performance management process teachers and head teachers have a right of appeal against any of the entries in their planning and review statements. Where a reviewee 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 school's pay policy.

CONFIDENTIALITY

The whole performance management process and the statements generated under it, in particular, 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, upon request, where this is necessary to enable the line manager to discharge her/his line management responsibilities. Reviewees will be told who has requested and has been granted access.

TRAINING AND SUPPORT

The school's CPD programme will be informed by the training and development needs identified on the reviewees' job plan and then recorded on the reviewees' planning and review statements.

The governing body will ensure in the budget planning that, as far as possible, appropriate resources are made available in the school budget for any training and support agreed for reviewees.

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 head teacher's annual report to the governing body about the operation of the performance management in the school.

With regard to the provision of CPD in the case of competing demands on the school budget, a decision on relative priority will be taken with regard to the extent to which: (a) the CPD identified is essential for a reviewee to meet their objectives; and (b) the extent to which the training and support will help the school to achieve its priorities. The school's priorities will have precedence. Teachers should not 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.

APPOINTMENT OF REVIEWERS FOR THE HEAD TEACHER

Appointment of Governors

At Hazelwood Schools the Governing Body is the reviewer for the head teacher and to discharge this responsibility on its behalf may appoint 2 or 3 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 those 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.

APPOINTMENT OF REVIEWERS FOR TEACHERS

In the case where the head teacher is not the teacher's line manager, the head teacher may delegate the duties imposed upon the reviewer, in their entirety, to the teacher's line manager.

In this school the head teacher has decided that:

- The head teacher will be the reviewer for those teachers she directly line manages and will delegate the role of reviewer, in its entirety, to the relevant line managers for some or all other teachers.
- The maximum number of reviews that any line manager will be expected to undertake per cycle is 3.
- 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 teacher's performance.
- Where a teacher is of the opinion that the person to whom the head teacher has delegated the reviewer's duties 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 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 teacher's line manager.

A performance management cycle will not begin again in the event of the reviewer being changed.

All line managers to whom the head teacher has delegated the role of reviewer will receive appropriate preparation for that role.

THE PERFORMANCE MANAGEMENT CYCLE: see Annex 2

The performance of teachers must be reviewed on an annual basis. Performance planning and reviews must be completed for all teachers by 31st October and for head teachers by 31st December.

The performance management cycle in this school, therefore, will run from 1st October to 30th September for teachers, and from 1st December to 30th November for the head teacher.

Where a teacher starts their employment at the school part-way through a cycle, the head teacher or, in the case where the teacher is the head teacher, the governing body shall determine the length of the first cycle for that teacher, with a view to bringing his cycle into line with the cycle for other teachers at the school as soon as possible.

Where a teacher transfers to a new post within the school part-way through a cycle, the head teacher or, in the case where the teacher is the head teacher, the governing body shall determine whether the cycle shall begin again and whether to change the reviewer.

RETENTION OF STATEMENTS

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

MONITORING AND EVALUATION

The governing body will monitor the operation and outcomes of performance management arrangements.

The head teacher will provide the governing body with a written report on the operation of the school's performance management policy annually at the spring term meeting of the personnel and staff development committee. 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;
- teachers' training and development needs.

The Governing Body is committed to ensuring that the performance management process is fair and non-discriminatory. The head teacher will also 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 school year at its spring term meeting of the Personnel and Staff Development Committee.

The Governing Body will take account of the head teacher'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.

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.

To ensure teachers are fully conversant with the performance management arrangements, all new teachers who join the school will be briefed on them as part of their introduction to the school.

ACCESS TO DOCUMENTATION

Copies of the school development plan and SEF are published on the school's intranet and/or can be obtained from the school office.

CLASSROOM OBSERVATION PROTOCOL

All classroom observation 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

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.

The total period for classroom observation arranged for any teacher will not exceed three hours per cycle having regard to the individual circumstances of the teacher.

The arrangements for classroom observation will be included in the plan 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.

Where evidence emerges about the reviewee's teaching performance which gives rise to concern during the cycle classroom observations may be arranged in addition to those recorded at the beginning of the cycle subject to a revision meeting being held in accordance with the Regulations.

In keeping with the commitment to supportive and developmental classroom observation those being observed will be notified in advance.

Classroom observations will only be undertaken by persons with QTS. In addition, in this school classroom observation will only be undertaken by those who have had adequate preparation and the appropriate professional skills to undertake observation and to provide constructive oral and written feedback and support, in the context of professional dialogue between colleagues.

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 during directed time 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 in accordance with the regulations and guidance.

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.

A head teacher has a duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained. Heads have a right to drop in to inform their monitoring of the quality of learning.

As this school is a large school, drop ins will be undertaken by the head teacher supported by the following appropriate and designated member(s) of the leadership team, the deputy headteachers.

ANNEX 2: PERFORMANCE MANAGEMENT CYCLE

Stage 1: a. Look at individual job descriptions

Set out the strategic role of the individual within the staff structure. The job description will reflect the requirements of the STPCD appropriate for the individual teacher and the point s/he has reached on the pay progression. The job description will also reflect the specific accountabilities of any additional post of responsibility held.

b. Develop an individual teacher's annual job plan

Individual annual job plans focus the individual on key school/class priorities and at the same time respect work- life balance by limiting an individual's agenda. The job plan keeps school improvement priorities on the individual teacher's agenda for the year.

Some of the school improvement priorities form some of the items in individual job plans, and form the basis of most individual objectives.

c. Agree Performance Management Objectives

These are drawn from the wider agenda of the job plan and sample on the teacher's performance in more detail. When objectives are derived from school development priorities individual teachers are committed to achieving school priorities at a personal level.

Stage 2: Monitoring

The teacher and the reviewer will keep progress under active review throughout the year using classroom observation and other relevant information agreed during stage . They will discuss any supportive action needed and keep job plans up to date. The reviewer should contact the teacher before seeking to obtain information, written or oral, relevant to the teacher's performance from other people.

In planning observation, we will follow these principles:

- successful observation requires preparation and a clear understanding on the part of the teacher and the reviewer 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.

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 by the teacher updating her/his annual job plan and agreeing objectives for the following performance management cycle.

The review will involve:

- discussing and confirming the teacher's essential tasks and objectives;
- recognising strengths and achievements and taking account of factors outside the teacher's control;
- confirming action agreed with the teacher at other reviews;
- identifying areas for development and how these will be met;
- recognizing personal development needs;
- agreeing new clear objectives and completing an individual job plan for the year ahead;
- making a recommendation for pay progression, if appropriate.

Within 10 days of the review meeting, the reviewer 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 in a separate annex of the review statement. The review statement will also include any recommendations for pay progression. Once written, the reviewer 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.

Resources

Cover for the performance management process to take place is provided through the use of focused curriculum development time, paid for from the schools' delegated budgets. Objectives from the performance management review are funded in the same way as other SDP targets- from identified training budgets, LA buyback and retained funding and through the use of focused curriculum development time.

Review data

There will only be two copies of the review statement- one held by the teacher and the other held by the head on a central file. 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:

- while discussions between the team leader and the teacher remain confidential, individual training and development needs will be reflected in the school development plan and the programme for professional development;
- the head teacher will ensure that training and development needs from the review statement are given to the person responsible for training and development at the school.

The review meeting and review statement do not form any 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 advising those responsible for taking decisions, or making recommendations about performance, pay, promotion, dismissal or disciplinary matters.