

MOULTON SCHOOL
AND SCIENCE COLLEGE



PERFORMANCE MANAGEMENT POLICY

INCLUDING FORMS AND SCHOOL GUIDELINES

June 2007

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MOULTON SCHOOL & SCIENCE COLLEGE

PERFORMANCE MANAGEMENT POLICY

The governing body of Moulton School & Science College adopted this performance management policy on 6 June 2007.

1. APPLICATION OF THE POLICY

- 1.1 The policy applies to the headteacher and to all teachers employed by the school except teachers on contracts of less than one term, those undergoing induction and those who are the subject of capability procedures.

2. PURPOSE

- 2.1 This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers and the headteacher 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 overall performance will be the basis on which the recommendation is made.
- 2.2 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 and the Education (School Teacher) (Performance Management) (England) Regulations 2006.

3. LINKS TO SCHOOL IMPROVEMENT, SCHOOL SELF-EVALUATION AND SCHOOL DEVELOPMENT PLANNING

- 3.1 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 source of information as appropriate for school self-evaluation and the wider school improvement process.
- 3.2 The School Development Plan and the school's self evaluation form are key documents for the performance management process.
- 3.3 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.

4. CONSISTENCY OF TREATMENT AND FAIRNESS

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

- 4.2 To ensure this the following provisions are made in relation to moderation, quality assurance and objective setting.

Quality assurance

- 4.3 The Headteacher, where he has delegated the reviewer's duties to another teacher, may review the contents of the plan recorded in the statement. In the first year of operation of the revised regulations the headteacher will moderate a sample of planning statements, chosen at random, to check that the plans recorded in the statements of 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.
- 4.4 The governing body will choose not to quality assure the planning statement, having confidence in the governors appointed to carry out the headteacher's performance management.
- 4.5 The governing body will review the process of moderation and quality assurance when the performance policy is reviewed.

Objective setting

- 4.6 The objectives set will be 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 or her professional duties and the time required to pursue his or her personal interests outside work, consistent with the school's strategy for bringing downward pressure on working hours. They should take account of the teacher's professional aspirations. They should be such that, if they are achieved, they will contribute to improving the progress of pupils at the school.
- 4.7 The reviewer and the reviewee will seek to agree the objectives but where a joint determination cannot be made the reviewer will make the determination.
- 4.8 In this school :
- All teachers, including the headteacher, will have no more than three objectives.
 - All teachers, including the headteacher, will have a whole school objective within the context of their role and responsibilities.
 - All teachers, including the headteacher, will have a team objective, as appropriate within the context of their role and responsibilities.

The range and type of objectives will be reviewed on an annual basis.

- 4.9 Although performance management is an assessment of overall performance of teachers and the headteacher, objectives cannot cover the full range of a teacher's roles/responsibilities. Objectives will, therefore, focus on the priorities for an

individual 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.

- 4.10 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.
- 4.11 Teachers should not be held accountable for progress towards objectives in cases where promised support has not been forthcoming.
- 4.12 The performance management cycle is annual, but on occasions it may be appropriate to set objectives over more than one cycle. In such cases, the basis on which the progress being made towards meeting the performance criteria for the objective to be assessed at the end of the first cycle will be recorded in the planning and review statement at the beginning of the cycle.

5. APPEALS

- 5.1 At specified points in the performance management process teachers and headteachers 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 for this school are in the school's pay policy.

6. 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.

7. TRAINING AND SUPPORT

- 7.1 The school's CPD programme will be informed by the training and development needs identified in the training annex of the reviewees' planning and review statements.
- 7.2 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.

- 7.3 An account of the training and development needs of teachers including the instances where it did not prove possible to provide any agreed CPD, will form a part of the headteacher's annual report to the governing body about the operation of the performance management in the school.
- 7.4 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.

8. APPOINTMENT OF REVIEWERS

For the headteacher

A. Appointment of governors

- 8.1 The governing body is the reviewer for the headteacher and to discharge this responsibility on its behalf will appoint three governors.

B. Appointment of School Improvement Partner

- 8.2 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 headteacher.
- 8.3 Where a headteacher 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.

For teachers

- 8.4 The headteacher will be the reviewer for those teachers he directly line manages and will delegate the role of reviewer to a relevant line manager for some or all other teachers.
- 8.5 In this school, the maximum number of reviews that any line manager on TLR2 will be expected to undertake per cycle is three. Line managers on TLR1 or the AST or LT pay spine may be expected to undertake four or, exceptionally, five.
- 8.6 Where a teacher has more than one line manager the headteacher will determine which line manager will be best placed to manage and review the teacher's performance.

- 8.7 Where a teacher is of the opinion that the person to whom the headteacher has delegated the reviewer's duties is unsuitable for professional reasons, s/he may submit a written request to the headteacher for that reviewer to be replaced, stating those reasons.
- 8.8 Where it becomes apparent that the reviewer will be absent for the majority of the cycle or is unsuitable for professional reasons the headteacher may perform the duties himself 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 status to, or higher status than the teacher's line manager within the overall staffing structure.
- 8.9 A performance management cycle will not begin again in the event of the reviewer being changed.
- 8.10 All reviewers will receive appropriate preparation and adequate time to carry out the role.

9. THE PERFORMANCE MANAGEMENT CYCLE

- 9.1 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 headteachers by 31 December.
- 9.2 The performance management cycle in this school, therefore, will run from 1 September to 31 August.
- 9.3 Teachers, who are employed on a fixed term contract of less than one year, will have their performance managed in accordance with the principles underpinning the provisions of this policy. The length of the cycle will be determined by the duration of their contract.
- 9.4 For teachers who start their employment at the school part-way through the school's performance management cycle, the headteacher will make appropriate arrangements for their performance to be managed during the remainder of the academic year.
- 9.5 For teachers already employed at the school who transfer to a new post within the school part-way through a cycle, the headteacher will determine whether to begin the performance management cycle again and whether to change the reviewer, depending on the extent to which the teacher's responsibilities and job description have changed.

10. RETENTION OF STATEMENTS

- 10.1 Performance management planning and review statements will be retained for a minimum period of six years. Unless there are reasons to retain statements for longer, they will normally be destroyed after six years.

11. MONITORING AND EVALUATION

- 11.1 The governing body will monitor the operation and outcomes of performance management arrangements.
- 11.2 The headteacher 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.
- 11.3 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.
- 11.4 The governing body is committed to ensuring that the performance management process is fair and non-discriminatory, with regard to :
- Ethnicity
 - Gender
 - Sexual orientation
 - Disability
 - Religion and belief
 - Age
 - Part-time contracts
 - Trade union membership
- 11.5 The headteacher will also report whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination under any of the categories above.

12. REVIEW OF THE POLICY

- 12.1 The governing body will review the performance management policy every school year at its December meeting.
- 12.2 The governing body will take account of the headteacher's report in its review of the performance management policy.
- 12.3 The policy will be revised as required to introduce any changes in regulation, associated guidance and statutory guidance to ensure that it is always up to date.
- 12.4 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.
- 12.5 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.

13. ACCESS TO DOCUMENTATION

- 13.1 Copies of the school development plan summary and SEF are published on the school's intranet.

14. CLASSROOM OBSERVATION PROTOCOL

- 14.1 All classroom observation will be undertaken in accordance with the performance management regulations, the associated guidance published by the Rewards and Incentives Group and the classroom observation protocol that is appended to this policy in Annex 1.

G Otley
Chair of Governors

June 2007

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. There is no requirement to use all of the three hours. The amount of observation for each teacher should reflect and be proportionate to the needs of the individual, but there is an expectation of a minimum of one hour to enable appropriate judgements to be made.

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, any particular aspects of the teacher's performance which will be assessed, the duration of the observation, when during the performance management cycle the observation will take place and who will conduct the observation.

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.

Information gathered during the observation will be used, as appropriate, for a variety of purposes including to inform school self-evaluation and school improvement strategies in accordance with the school's commitment to streamlining data collection and minimising bureaucracy and workload burdens on staff.

In keeping with the commitment to supportive and developmental classroom observation those being observed will be notified in advance. This should be at least five working days.

Classroom observations will only be undertaken by persons with QTS. In addition, in this school classroom observation 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. Normally only one person at a time should be carrying out an observation.

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 any 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 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. No notes made by the reviewer in addition to the written feedback will be kept.

INFORMAL MONITORING (drop in)

A headteacher 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 headteacher supported by the appropriate and designated member(s) of the leadership team under the direction of the headteacher.

Guidelines for teachers other than the headteacher

Performance reviews must be carried out by 31 October each year.

In order to minimise workload and bureaucracy, planning and review will be take place at one meeting: the planning and review meeting.

The planning and review meeting

At the beginning of the cycle, the reviewer and reviewee meet to consider and determine the following :

- The reviewee's objectives
- The success criteria for each objective
- The arrangements for classroom observation
- Any other evidence that will be taken into account in assessing the teacher's overall performance
- Any support to be provided, including CPD
- The reviewee's professional aspirations and the implications for the next performance review cycle
- Pay progression considerations, where the teacher is eligible
- How progress will be monitored during the year

The annual performance review (APR) should be securely based and firmly rooted in evidence. The reviewer and reviewee should seek to agree an assessment of the progress made towards the achievement of each objective, and of his or her overall performance against the success criteria agreed at the beginning of the cycle.

At Moulton School, lesson observations will not necessarily be carried out by the reviewer. Where this does not occur, the reviewer should liaise as necessary with the team leader who carries out the lesson observations.

Timescale

- Within five working days of the planning and review meeting the reviewer is required to prepare a draft performance review statement, including any recommendation on pay progression, and pass it to the reviewee.
- Within ten working days of the meeting, the reviewer should produce a final version, signed by both parties. This version, including any comments by the reviewee, should be passed to the headteacher, and a copy to the reviewee.
- At this time, a copy of the training and development requirements should be passed to the Deputy Headteacher – Student & Staff Development.
- The statement should be completed by 31 October.

Documentation for the Annual Performance Review (APR)

Documentation is provided on separate, individual sheets, rather than back to back. This is to permit the record of objectives and the CPD plan to be carried forward easily and included in the following year's APR documentation.

There are four parts :

- Planning and review statement
- Objectives for the coming year
- CPD plan
- Classroom observation and other evidence notes

SUBMISSION OF DOCUMENTATION TO THE HEADTEACHER IN SEPTEMBER OR OCTOBER

Before 31 October each year, the headteacher will need to see :

- The completed documentation for the year just ended
- Objectives for the year just begun

COMPLETED DOCUMENTATION FOR THE YEAR JUST ENDED

Please ensure that you pass to the headteacher a pack which contains the following completed documents:

- Completed planning and review statement for the year just ended
- The objectives for the year just ended
- CPD plan for the year just ended
- Classroom observation and other evidence notes for the year just ended

It is essential that each sheet should indicate clearly the date of the academic year to which it refers

DOCUMENTATION FOR THE YEAR JUST STARTED

The headteacher will also wish to see a random sample of the planning and review statements for the year just started. Documents selected for the sample should include:

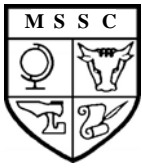
- The objectives for the year just started
- CPD plan for the year just started
- Classroom observation and other evidence notes for the year just started

CONFIDENTIALITY AND ACCESS

The headteacher will receive the original documents and keep them in the PM filing cabinet.

The reviewer should give the reviewee a copy of all documents.

Where the reviewer is not the overall line manager (for example where the reviewer is not the Head of Faculty or Head of House), the overall line manager will have access to the PM documentation, including lesson observation forms. This is to permit the headteacher to delegate more effectively his responsibility as headteacher for performance management to the overall line manager.



PLANNING AND REVIEW STATEMENT



Science

Referring to the Academic Year 200_ to 200_

Name of reviewee :

Reviewer :

Job title of reviewee :

Assessment of performance for the PM cycle just ended and recommendation for pay progression, where eligible.

Recommendation for pay progression :

Reviewee comments :

Signatures and date

Reviewee Reviewer

Date : Date :

OBJECTIVES including any relevant whole school, Faculty or House objectives

Name:

Objectives for academic year 200...- 200...

1. <u>Contribution to improving pupil progress</u>	<u>Notes from end-year discussion</u>
2. <u>Whole school or team objectives</u>	
3. <u>Reflecting reviewee's professional aspirations</u>	
4. <u>Relating to additional responsibilities</u>	

THESE OBJECTIVES MUST BE COMPLETED ON A SEPARATE SHEET SO THAT THEY CAN BE REVIEWED AT THE START OF THE YEAR AND ATTACHED TO THE REVIEW STATEMENT AT THE END OF THE YEAR

CPD PLAN FOR THE YEAR 200_ - 200_

Development Activity Chosen	Anticipated Outcome	Target date for completion
1.		
2.		
3.		
4.		

REFERENCE ACADEMIC YEAR 2000_ - 200_

CLASSROOM OBSERVATION

Extent, pattern and focus of planned lesson observations

OTHER EVIDENCE

Other evidence to be taken into account