

## Northern Parade Schools-Performance Management



Date	Review Date	Coordinator	Nominated Governor
March 2017	March 2020	Executive Head	Chair of Governors

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- School Teacher Appraisal (Wales) Regulations 2011
- Education (School Teachers' Appraisal) (England) Regulations 2012

The following documentation is also related to this policy:

- Equality Act 2010: Advice for Schools (DfE)
- Teacher appraisal and capability (DfE)

We believe Performance Management is..... 'a system of annual performance review that involves professional dialogue about aims and achievements between teachers and their appraisers and head teachers and their governing body.' (Welsh Government)

We believe that the major contributory factor of school effectiveness is good quality teaching. Therefore, we wish to develop the teaching staff by increasing their subject knowledge and expertise, by developing their range of teaching strategies and skills, by supporting each other and sharing good practice. This can only be done by effective performance management.

The appraisal cycle corresponds to the academic year but does not apply to teachers on contracts less than one term, newly qualified teachers and those on capability.

We believe performance management will support the development of all teaching staff including the Headteacher, improve the quality of teaching and learning, make teachers accountable for the learning of pupils and their rate of progress, ensure that teacher objectives are linked with school improvement targets and will develop leadership and management.

We will consider all recommendations by appraisers for those teachers who are eligible for pay progression in regard to threshold applications, and progression to T2 and T3. Appraisers recommendations will also inform decisions relating to teaching and learning responsibilities.

We are aware that our performance management strategies and procedures will be scrutinised during an inspection in order to assess their robustness for the improvement of teaching throughout the school.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

## **Aims**

- To help the school to improve by supporting and improving the work of teachers as individuals.
- To set a framework for teachers and their appraisers to agree and review priorities and objectives in the context of the school development plan..

## **Responsibility for the Policy and Procedure**

### **Role of the Governing Body**

The Governing Body:

- has the responsibility for ensuring that the policy is devised, agreed, reviewed and implemented;
- has the responsibility for ensuring the performance of teachers is undertaken in line with this policy;
- has the responsibility for conducting the performance review cycle of the Executive Headteacher by:
  - appointing a committee of two to three governors to perform the review;
  - appointing an external advisor who will give advice and support;
  - taking advice from an external advisor to support this process;
  - informing the Executive Headteacher of the standards by which their performance will be assessed;
  - meeting with Executive Headteacher and advisor at the beginning of the cycle to set objectives;
  - reviewing the performance of the Headteacher;
  - producing a performance review statement for the Headteacher which is submitted to the Chair of Governors
- will direct the Chair of Governors to investigate any complaints received about reviews undertaken by the Executive Headteacher;
- be responsible for discretionary pay progression decisions;
- delegated powers and responsibilities to the Executive Headteacher to ensure all school personnel are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for the effective implementation, monitoring and evaluation of this policy

### **Role of the Executive Headteacher**

The Executive Headteacher will:

- ensure all school personnel are aware of this policy and that the policy is implemented;
- ensure that reviews take place for all members of staff;
- appoint appraisers for all members of staff;
- act as an appraiser;
- inform individual teachers of the standards against which their performance will be assessed;
- maintain review statements for a fixed period of six years;
- review complaints where the Headteacher is not the appraiser;
- forward documentary evidence if a member of the school personnel changes school half way through the performance cycle;

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- forward all pay progression recommendations by appraisers to the governing body;
- plan all training and development recommendations that are highlighted in all review statements;
- produce an annual report to the Governing Body;
- monitor the effectiveness of performance management;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- annually report to the Governing Body on the success and development of this policy

### **Role of the Appraisers**

Appraisers may be:

- the Headteacher
- members of the Senior Leadership Team

Appraisers undertake the role in line with the school's policy by ensuring that PM process is carried out correctly by:

- setting objectives
- agreeing performance criteria and using them to assess progress
- highlighting support, training, and development needs for the reviewee
- making a pay recommendation where that is appropriate
- leading the planning and review meeting
- writing the statement

Training will be provided for all appraisers.

### **Role of the Appraisee**

The appraisee will:

- provide all appropriate documentation and information
- enable reviews and observations to take place
- undertake appropriate training and development
- request a change of reviewer for professional reasons if not happy with the appointed one

### **Planning and Review Meeting**

Before the meeting with the appraisee the appraiser will collect and share with the appraisee copies of the following:

- Teachers' Professional Standards
- School Teachers' Pay and Conditions Document
- Job description of the appraisee
- School improvement priorities
- An outline of the appraisee's professional career objectives

During the planning meeting the appraiser and the appraisee will discuss:

- identifying areas for development and support needed
- objectives for the appraisee
- performance/success criteria for each objective
- classroom observation arrangements
- any other evidence to be considered

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- continuing professional development provision
- professional career objectives
- eligibility for pay progression
- monitoring of progress throughout the cycle
- time scale and dates

During the review meeting the appraiser and the appraisee will discuss:

- progress towards achievement of the objectives
- overall performance compared against the performance/success criteria
- the impact of any continuing professional development provision
- the draft review statement - planning and assessment of performance
- recommendations for pay progression

### **Appeals**

The Executive Headteacher or Chair of Governors deals with all appeals and makes a decision on the validity of the planning and review statement within 10 working days.

### **Links between Pay and Career Stage**

The performance review statement can be used to:

- support threshold applications
- support progression to T2 and T3
- inform decisions relating to teaching and learning responsibilities

### **Confidentiality**

All confidential PM documents will be stored securely.

### **Training**

All school personnel:

- have equal chances of training, career development and promotion
- receive training related to this policy on induction
- receive periodic training so that they are kept up to date with new information

The INSET coordinator will arrange all identified training needs highlighted during performance management reviews.

### **Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

### **Raising Awareness of this Policy**

We will raise awareness of this policy via:

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- the Staff Handbook
- meetings with school personnel
- Executive Headteacher reports to the Governing Body

### **Monitoring the Implementation and Effectiveness of the Policy**

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

### **Linked Policies**

- Induction of New Staff
- Pay

<b>Headteacher:</b>		<b>Date:</b>	
<b>Chair of Governing Body:</b>		<b>Date:</b>	