

## Performance Management Policy

### Rationale

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers within the context of the school's improvement plan. It aims to develop a culture where teachers feel confident and empowered to contribute to the professional needs of themselves and the school. Professional development should be an ongoing part of everyday activities, not a separate workload for teachers. We want all teachers to see performance management as an entitlement that is effective and relevant to their professional development and career progression.

### 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 to ensure reviewees' objectives are linked to the school's priorities and plans and should also reflect reviewees' professional aspirations. There may also be areas that the reviewer feels the reviewee needs to work on.

### 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 carry out professional duties and the time required to pursue 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. They should be such that, if they are achieved, they will contribute to improving the progress of pupils and pupils learning 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.

Teachers will not necessarily all have the same number of personal objectives and they will all have a whole school or team objective.

Performance management is an assessment of overall performance of teachers and their impact on the learning of the class. Objectives will 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 have been carried out satisfactorily in accordance with the teacher's job description.

### 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

Any appeals must be made in writing to the Head Teacher with a request for a meeting. A review meeting will be held and the Head Teacher will write a report with a copy given to the teacher.

## Confidentiality

The whole performance management process and the statements generated under it, in particular, will be treated with strict confidentiality at all times. The Senior Management Team will be provided with access to all reviewee's plans.

## Training and support

The school's CPD programme will be informed by the training and development needs identified. The Head Teacher 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. 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 teachers

The head teacher will delegate the duties imposed upon the reviewer, in their entirety, to the teacher's line manager. 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. 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

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

## Monitoring and evaluation

The Head teacher will monitor the operation and outcomes of performance management arrangements. The Head Teacher is committed to ensuring that the performance management process is fair and non-discriminatory. See Monitoring Policy for how classroom observations, scrutiny of work and other evidence will be collected.