

Performance Management /Appraisal at St John's

Introduction:

At St John's School we are committed to performance management/appraisal in order to develop all staff and thus improve teaching and learning to raise standards of achievement for all children. This policy sets a framework for all staff (with the exception of those on contracts of less than one year and those teachers in their NQT year) to agree and review priorities and objectives within the context of the school's development plan and their own professional needs.

Performance management/appraisal means a shared commitment to high performance by providing appropriate and effective personal training and development to ensure job satisfaction, a high level of expertise and progression of staff in their chosen profession. At St John's we want to improve school performance by developing the effectiveness of all staff, both as individuals and as teams.

Performance management arrangements will be implemented on the basis of:

- i. Fairness. We all need to be aware of the potential for unconscious discrimination and to avoid assumptions about individuals based on stereotypes;
- ii. Equal Opportunity. All staff should be encouraged and supported to achieve their potential through agreeing objectives, undertaking development and having their performance assessed.

Roles and responsibilities:

Performance Management/Appraisal is a shared responsibility.

The Governing Body has a strategic role in agreeing the school's performance management/appraisal policies, and for monitoring the Performance Management/Appraisal process.

The headteacher is responsible for implementing the school's performance management/appraisal policies and ensuring that reviews take place.

Performance management/appraisal involves both the team leader and the member of staff working together to ensure that objectives are discussed and agreed; regular and objective feedback is given; adequate coaching, training and development is provided and that the review takes place.

An External Adviser will provide advice to the Governing Body's representatives on the setting of performance objectives for the head and will support them in reviewing performance at the end of the review cycle.

Responsibility for Reviews:

At St John's there are three appointed governors to carry out the head's performance management/appraisal process. The Headteacher manages performance management for the leadership and class teachers. The leadership team manages the appraisal process for support staff.

Performance Management Cycle:

The one year performance management/appraisal cycle links with our planning for school management and target-setting.

Stage 1: Planning - Each member of staff will discuss and agree objectives with the appropriate member of staff and record these on appropriate proforma. Objectives will be challenging but realistic and take account of the staff member's job description and his/ her existing skill and knowledge base. No more than four objectives will be set for any member of staff.

Teacher objectives will cover pupil progress as well as ways of developing and improving teachers' professional practice.

The Leadership team will have objectives relating to their additional responsibilities.

The head's objectives will cover school leadership and management as well as pupil progress.

We will observe the following principles in discussing objectives:

- the reviewer should ensure that the member of staff understands what his or her objectives involve, is in a position to achieve them, knows what they need to do to achieve them and understands when and how they will be reviewed;
- objectives are written clearly and concisely and are measurable;
- one objective for each teacher should relate to the objectives in the school development plan as well as to his/her own professional needs.

The reviewer will record the objectives which will apply for the review period. These should be jointly agreed if possible. If there are any differences of opinion about the objectives the teacher may add comments to the written record of objectives. If the head and the governing body representatives are unable to agree objectives, the governors appointed to review the performance of the head should set and record the objectives. The head may add comments to the written record of objectives.

Professional development opportunities are needed to support agreed objectives, to develop strengths and address areas for development or professional growth.

Stage 2: Monitoring Progress - The teacher and reviewer will keep progress under active review throughout the year using classroom observation and other relevant means. They will discuss any supportive action needed and keep development plans up-to-date.

The team leader will consult the teacher before seeking to obtain information, written or oral, relevant to the teacher's performance from other people.

Classroom observation is accepted good practice. In our school we have agreed to have two full lesson observation per year linked to performance management.

In planning observation, we will follow these principles:

- successful observation requires a clear understanding on the part of the teacher and observer 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;
- constructive and timely feedback offers an opportunity to discuss what went well, what might be done better or differently next time. When giving feedback, the observer should take into account the range of activities carried out by the teacher and the time spent on each activity.

We will use the proforma for observations as attached. Copies will be kept by the member of staff and the headteacher.

Stage 3: Reviewing Performance: The annual review of performance will use the recorded objectives as a focus to discuss achievements and identify any development needs. It will be combined with agreeing objectives for the following performance management cycle.

The focus of the review will involve:

- Reviewing, discussing and confirming essential tasks and objectives;
- Recognising strengths and achievements
- Confirming action agreed at other reviews;
- Identifying areas for development and how these will be met;
- Recognising personal development needs;
- Agreeing new clear objectives and completing an individual plan for the year ahead.

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.

Links between pay, career stages and performance management:

NQTs - the final review meeting of the induction period will be used to agree objectives and professional development opportunities as the first stage of the teacher's subsequent performance management cycle

- Up to the Threshold: teachers can expect an annual increment if they are performing satisfactorily.
- Threshold: teachers who want to move to the upper pay spine should fill out the application form provided by the DfE. Evidence from reviews will be used to inform applications by teachers and assessment by heads.
- Performance Pay Points above the threshold, Advanced Skills Teachers and teachers in the leadership group: performance reviews will form part of the evidence which schools can use to make decisions about awarding performance pay points to eligible teachers.

Managing Weak Performance:

Good management, with clear expectations and appropriate support, will go a long way towards identifying and handling weaknesses in performance.

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

Confidentiality:

The individual plan and the review statement are personal and confidential documents and should be kept in a secure place. The principles and provisions of the Data Protection Act 1998 should be followed at all times by those who have access to the documents.

Access to outcomes:

There will only be two copies of the review statement - one held by the member of staff and the second held by the head on a central file, to which the reviewer or Governors responsible for making decisions regarding pay could request access. A copy of the head's review statement will go to the Chair of Governors.

Information about performance reviews should be made available as listed below:

- the head should ensure that training and development needs from the review statement are given to the person responsible for training and development at the school;
- the head should report annually to the governing body on performance management in the school, including the effectiveness of the performance management procedures in the school, and the training and development needs of teachers;
- the CEO can request from the Chair of Governors a summary of the performance assessment section of the head's review statement.

The head will keep review statements for at least three years.

Complaints:

The Review

Within 10 days of receiving the review statement:

Staff can record their dissatisfaction with aspects of the review on the review statement. Where these cannot be resolved with the reviewer, they can raise their concerns with the head. Where the head is the reviewer, the member of staff can raise the issue with the Chair of Governors.

Headteachers can record their dissatisfaction with aspects of the review on the review statement.

Where these cannot be resolved with the appointed governors, they can raise their concerns with the Chair of Governors. Where the Chair of Governors has been involved in the review process, the governing body should appoint one or more governors who have not participated in the head's

review to act as review officer. No governor who is a teacher or staff member can be involved in performance review.

The review officer (who could be the head, the Chair of Governors or the governors appointed by the governing body) will investigate the complaint and take account of comments made by the job holder. The review officer should conduct a review of the complaint within 10 working days of referral. S/he may decide that the review statement should remain unchanged or may add any observations of his/her own. The review officer may decide, with the agreement of the person responsible for carrying out the initial review, or in the head's case all the appointed governors, to amend the review statement; or declare that the review statement is void and order a new review or part of the review to be repeated. Where a new review is ordered new governors will be appointed to carry out the review of the headteacher. For teachers and support staff, the headteacher will appoint a new reviewer. Any new review or part review ordered should be conducted within a further 15 days.

Evaluation of the policies

The head shall provide an annual report to the Governing Body on how effective the performance management procedures have been.

As a school committed to ensuring that individuals, teams and the school continue to improve, the Governing Body and the Head will check that effective and challenging objectives are set, that all reviews are completed on time and the assessment of performance is consistently applied in the school.

As part of our ongoing commitment the Governing Body and the Head will update and amend the documentation and the process as required, after consultation with all staff, to incorporate any major changes introduced either by the DfE or the school to ensure that the policy is up-to-date and effective in our school.

Performance/Appraisal Review Cycle

The length of the performance/appraisal review cycle shall normally be one year. Where a member of staff changes jobs within a school, the performance/appraisal review cycle may be less than a year as the member of staff should keep within the same school cycle. Where a member of staff moves to a new school, the performance review cycle may be less than a year as the member of staff will move onto the new school cycle.

Complaints

Where a complaint is made about the performance/appraisal review statement, the review officer is responsible for reviewing the complaint. This should be carried out within 10 working days of receiving a complaint. The review officer may order the performance review statement to stand with or without alterations, may amend the statement, or order that parts of the review or the whole review be repeated. Where a new review or part review is ordered, this should be carried out within 15 working days.