

George Carey
CHURCH OF ENGLAND PRIMARY SCHOOL



Performance Management Policy

September 2017

A Christian school for all, at the heart of the local community, where everyone grows together in knowledge, understanding, friendship and love.

Supporting documentation

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.

The policy should also be read in conjunction with the 'Teacher Standards' that were introduced in September 2012.

The policy will be carried out in accordance with the Code of Professional Ethics (included within the Staff Handbook).

The school's disciplinary and grievance procedures may apply where there are breaches of professionalism or confidentiality within the performance management process. Teachers failing to meet appropriate standards will be given additional support in order to support them to achieve their targets.

Application of the policy

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 (i.e. NQTs) and those who are the subject of capability procedures.

Capability procedures are covered by a separate policy and are not part of the Performance Management arrangements.

Purpose

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 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. **The Governing Body at George Carey Church of England Primary School ascertain that teachers cannot progress on the pay scale (September annually), neither can they be eligible for internal promotion, without a successful performance management outcome for the previous academic year ending annually in July.**

Links to school improvement, school self-evaluation and the School Development Plan (SDP)

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 a source of information as appropriate for school self-evaluation and the wider school improvement process.

Similarly, the school 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 providing performance management training to all teachers.

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 headteacher, where s/he has delegated the reviewer's duties to another teacher, may review the contents of the plan recorded in the statement.

The Headteacher:

Will review or moderate all the planning statements 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

The governing body may review the contents of the Headteacher's plan recorded in the headteacher's statement. The governing body will:

Nominate three governors who will not be involved in the headteacher's performance management or any appeal regarding the headteacher's performance management to ensure that the headteacher'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 annually.

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. The Performance Management Planning Meeting 1 pro forma should be used to set the objectives for the year (**see Appendix 1**).

In George Carey Church of England Primary School all teachers, including the headteacher, will have no more than 3 objectives (with no sub-objectives) per cycle of which

- **The first will reflect a pupil achievement / progress objective**
- **The second will reflect a whole school or team / management objective**
- **The third will reflect a personal goal related to professional practice related to the 'Teacher Standards'**

To assess progress towards these objectives and to make a final evaluation of performance, Performance review meeting pro-formas 2 and 3 should be used to complete the cycle as per the school's evaluation schedule (in line with recommended timescales outlined in **Appendix 4**).

During the performance management cycle, a profile of the teachers' success and development as a professional will be built based upon a series of formal observations, planning and book scrutiny outcomes carried out by the SLT and Curriculum Management Teams during the normal school year, as well as pupil progress data (**see Appendix 2 for Teacher Profile Monitoring Overview**). The main document referencing appropriate standards will be the '**Teacher Standards**' introduced in September 2012 (**see Appendix 3**), and teachers should also carefully consider the school's Teaching and Learning Policy). The 'Teacher Profile' will be updated at the end of every term and shared with the reviewee.

Though 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.

The gathering of evidence should not compromise the normal professional relationships between teachers. Each reviewer will consult with and secure the agreement of the reviewee before seeking information from other colleagues about the work of the reviewee.

Planning Meeting

The reviewer and reviewee should schedule planning and review meetings as far in advance as possible and sufficient directed time should be set aside. Suggested times for performance review are set out in the school's '**Evaluation Schedule**' but should follow the recommended schedule set out in **Appendix 4** of this policy. They should confirm that the scheduled meeting is to take place as planned at least 5 working days in advance. If the review meeting cannot take place as planned, a new date and time should be scheduled with at least five working days' notice.

Reviewing Progress

At the review stage 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.

Pay Decisions

Each Teacher Profile overview requires a recommendation that the teacher is recommended or not recommended for pay progression. However, final decisions on pay always lie with the governing body **see the school's Pay Policy**. (The Headteacher cannot put in a counter recommendation to that of the reviewer unless they have already intervened for reasons of consistency or breach of legislation. The governing body cannot turn down a pay recommendation for budgetary reasons.)

Appeals

At specified points in the performance management process (within 10 days of receipt of the statement and within 10 days of receipt of final copy of statement, where the statement has been changed) 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. Reviewees are encouraged to raise issues about performance management with their line manager / headteacher.

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 in the training annex of 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 headteacher'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; including individual professional development (not necessarily in line with the school improvement plan); 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 Headteacher

Appointment of Governors

At George Carey Church of England Primary School the Governing Body is the reviewer for the Headteacher and to discharge this responsibility on its behalf will appoint 3 governors as reviewers.

Where the 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.

Appointment of an External Adviser

The local authority has appointed a Link Inspector 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.

Appointment of Reviewees for teachers

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

Policy approval and review

This policy was approved by the staff and Governing Body in September 2017 and will be reviewed in September 2018.

Signed

Bob Hogget
Chair of Governors

Date

Signed

Chris Harrison
Headteacher

Date

Appendix 1

Performance Management Meeting 1. Planning Meeting		
Reviewee		Reviewer
What went well last academic year?	Reviewee views	Reviewer views
How do you know that this went well?	Reviewee views	Reviewer views
How would you like to build upon this positive aspect of your work?	Reviewee views	Reviewer views
What would you like to improve upon this academic year?	Reviewee views	Reviewer views
What things could support this improvement?	Reviewee views	Reviewer views
How will you know that improvement has been achieved?	Reviewee views	Reviewer views
What are the priorities for the school?	Reviewee views	Reviewer views
Agreed performance management objectives for the year		
1. Pupil outcomes / progress objective		
2. School / team / management objective		
3. Professional practice objective related to teacher standards		
How will these three objectives be measured by July?		
What additional training or support might you need to support your achievement towards the objectives?		
Signed Reviewee	Signed Reviewer	Date completed

Performance Management Meeting 2. Review Meeting

Reviewee Reviewer		
What has been the progress towards your objectives so far?	Reviewee views 	Reviewer views
How do you know that this went well?	Reviewee views 	Reviewer views
Has anything hindered your progress?	Reviewee views 	Reviewer views
What do you need to do next in order to be successful?	Reviewee views 	Reviewer views
What things could further support your success?	Reviewee views 	Reviewer views
Signed Reviewee	Signed Reviewer	Date completed

Performance Management Meeting 3. Final Outcomes Meeting

Reviewee Reviewer		
Overall progress towards objectives for the year		
1. Pupil outcomes / progress objective	Reviewee views Objective met – yes / no	Reviewer views Objective met – yes / no
2. School / team / management objective	Reviewee views Objective met – yes / no	Reviewer views Objective met – yes / no
3. Professional practice objective related to teacher standards	Reviewee views Objective met – yes / no	Reviewer views Objective met – yes / no
What are your next steps to success?	Reviewee views 	Reviewer views
Signed Reviewee	Signed Reviewer	Date completed

Appendix 2

George Carey C of E Primary School – KS1 and 2 Teacher Profile Monitoring Overview

Name of Teacher

Class group taught

Year

Academic Year

Performance Management Targets:-

1 –

2-

3-

Quality of teaching:-

Autumn	Spring	Summer
Observation by Theme Outcome	Observation by Theme Outcome	Observation by Theme Outcome
Autumn Term Notes	Spring Term Notes	Summer Term Notes

Attainment and progress of children (end of term data):-

	Autumn			Spring		Summer	
Reading	APS Baseline	APS Aut 2	Gain	APS Spring 2	Gain since baseline	APS Summer 2	Gain since baseline
Writing	APS Baseline	APS Aut 2	Gain	APS Spring 2	Gain since baseline	APS Summer 2	Gain since baseline
Maths	APS Baseline	APS Aut 2	Gain	APS Spring 2	Gain since baseline	APS Summer 2	Gain since baseline
Autumn Term Notes			Spring Term Notes			Summer Term Notes	

Work and planning scrutiny outcomes:-

	Autumn	Spring	Summer
Curriculum coverage			
Quality and impact of marking			
Learning dialogue / response from children			
Standards achieved by learners			
Progress of learners			

Overall notes

Autumn	Spring	Summer

Key to grade colour code	Outstanding	Good	Requires Improvement	Inadequate

Signatures

	Autumn date	Spring date	Summer date
Signatures of reviewer and reviewee			

Recommendation for pay progression Yes No Headteacher Date

George Carey C of E Primary School - Early Years Teacher Profile Monitoring Overview

Name of Teacher

Class group taught

Academic Year

Performance Management Targets:-

1 –

2-

3-

Quality of teaching:-

Autumn	Spring	Summer
Observation by –	Observation by -	Observation by -
Autumn Term Teaching Notes	Spring Term Notes	Summer Term Notes

Attainment and progress of children (end of term data):-

	Autumn			Spring		Summer	
	Literacy	Baseline A&S	Autumn 2 A&S	Progress	Spring 2 A&S	Progress	Summer 2 A&S
Maths	Baseline A&S	Autumn 2 A&S	Progress	Spring 2 A&S	Progress	Summer 2 A&S	Progress
PSED	Baseline A&S	Autumn 2 A&S	Progress	Spring 2 A&S	Progress	Summer 2 A&S	Progress
PD	Baseline A&S	Autumn 2 A&S	Progress	Spring 2 A&S	Progress	Summer 2 A&S	Progress
C&L	Baseline A&S	Autumn 2 A&S	Progress	Spring 2 A&S	Progress	Summer 2 A&S	Progress
	Autumn Term Notes			Spring Term Notes		Summer Term Notes	

Observation notes:-

Autumn	Spring	Summer

Overall notes

Autumn	Spring	Summer

Key to grade colour code	Outstanding	Good	Requires Improvement	Inadequate
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Signatures

	Autumn date	Spring date	Summer date
Signatures of reviewer and reviewee			

Recommendation for pay progression Yes No Headteacher Date

Appendix 3 - Teacher Standards 2012

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Appendix 4

Performance Management Annual Cycle

1 st week in September annually	Pupil baseline data gathered for new academic year and entered onto Teacher Profile Monitoring Overview sheet.
By last week in September annually	First Performance Management Planning meeting 1 completed for all teachers with targets set for the academic year ahead.
4 th week in September	Headteacher's performance management – first meeting – Evaluation of previous year's objectives, objectives set for coming year based upon school self-evaluation.
By half – term every term	Teaching and learning observations completed by SLT / Senior Teachers and outcomes entered onto Teacher Profile Monitoring Overview sheet.
As per Evaluation Schedule every term	Class planning and work scrutiny completed for every class and outcomes summarised on Teacher Profile Monitoring Overview sheet.
By the penultimate week of every term	Pupil performance and progress data outcomes gathered for each class and entered onto Teacher Profile Monitoring Overview sheet.
By second week in January annually	Performance management meeting 2 completed and forms signed by reviewer and reviewee for outcomes of the Autumn Term.
By end of April annually	Teacher Profile Monitoring Overview sheet completed and signed by reviewer and reviewee.
By first week in July annually	Performance management meeting 3 completed by reviewer and reviewee and forms signed by reviewer and reviewee. Headteacher makes recommendations to Governing body for pay progression if appropriate.
By end of July annually	SLT meet to evaluate the impact and effectiveness of the performance management cycle and agree school priorities for the cycle within the next academic year.