

## Introduction

1. Performance Management is a process to support the development of all staff to improve teaching and to raise standards.
2. The policy covers all teachers except those on contracts of less than one year and those in their induction year who are covered by separate procedures.

### The Annual Performance Management Cycle

3. The process will establish that teachers are meeting all reasonable expectations in respect of the discharge of their responsibilities. It will involve a three-stage annual review process.

#### Stage 1 - Planning

4. Each teacher will discuss and agree two objectives with the team leader. Teacher objectives will cover pupil progress as well as ways of developing and improving the teacher's professional practice.
5. The aim is to ensure a high standard of classroom teaching. To enable this to occur the criteria detailed in 6 will be consistently applied and inform the objectives agreed for each teacher.
6. The criteria used to inform the objectives will be:
  - *lesson preparation and planning;*
  - *subject knowledge;*
  - *lesson presentation and teaching methods;*
  - *communication and motivational skills;*
  - *discipline;*
  - *marking, assessment and monitoring of pupils' work and progress;*
  - *effective use of homework;*
  - *classroom organisation;*
  - *implementation of school policies;*
  - *additional responsibilities;*
7. The individual teacher will draft the objectives which will apply for the review period (see para 15). These will be jointly agreed if possible. To ensure both consistency and fairness, targets will be moderated by the headteacher before being confirmed with each teacher. If there are any differences of opinion about the objectives, the teacher may add comments to the written record of objectives.

#### Stage 2 - Monitoring Progress

8. The team leader will undertake classroom observation sufficient to make an informed judgement. It is reasonable to set a maximum of three hours for lesson observations for all aspects of appraisal and Performance Management throughout the year. However, in exceptional circumstances, where an OFSTED report declares the school either to be in need of special measures or suffering from serious weaknesses, or in the case of an individual teacher becoming subject to capability procedures, additional observation may be necessary.
9. Team Leaders should ensure that the appraisal of a teacher's performance is based upon a balanced selection of lessons. The teacher should be informed in good time.

10. If the team leader requires further information, written or oral, relevant to the teacher's performance from other people, the teacher will be consulted before the information is sought.

### **Stage 3 - Reviewing Performance and Setting New Objectives**

11. There will be an annual review meeting between the teacher and the team leader which will use the recorded objectives as a focus to discuss achievements and to identify any development needs, including the proposed action, resources available within the school budget, and the school improvement plan and the support to be provided. To make the review productive for both parties, it will be essential for individuals to reflect on performance and give prior consideration to the areas for discussion. To this end the completed self-review form should be passed to the team leader before the meeting takes place. (See Appendix IV.)
12. Following the review meeting, the team leader will prepare a "Review Statement" outlining the main points discussed and the conclusions reached, including any identified development needs. The statement will be prepared as soon after the review meeting as possible, and no later than within 10 working days of the meeting. The teacher will be provided with a copy and may, within 10 working days of receipt, add any written comment before signing and returning to the team leader.
13. There will only be two copies of the review statement - one held by the teacher and another held by the head on a central file, to which the team leader or governors responsible for making decisions regarding pay could request access.
14. All review statements will be kept on the central file for at least three years.
15. The review meeting will also provide a foundations for the setting of new objectives for the following cycle. These will take into account school needs as well as those of the individual teacher, and be drafted by the individual teacher as a basis for subsequent discussion with the team leader (see appendix 1). The final draft of each teacher's objectives will be agreed following discussion between the team leader and the headteacher (see para 7).

### **Leadership Group**

16. The head's objectives will cover school leadership and management as well as pupil progress. If the head and governing body representatives are unable to agree objectives, the governors appointed to review the performance of the head should set and record objectives. The head may add comments to the written record of objectives.
17. A copy of the head's review statement will go to the Chair of Governors.
18. A summary of the performance assessment section of the head's review statement will be provided by the Chair of Governors to the CEO on request.
19. Deputies and assistant heads will have annual objectives relating to pupil progress and school leadership and management.
20. For members of the leadership group the team leader will normally be the headteacher.

## Complaints

21. Within 10 working days of receiving the review statement:
  - teachers can record their dissatisfaction with aspects of the review on the review statement. Where these cannot be resolved with the team leader they can raise their concerns with the head. Where the head is the team leader the teacher can raise the issue with the Chair of Governors.
  - the headteacher can record his/her dissatisfaction with aspects of the review on the review statement. Where these cannot be resolved with the appointed governors, s/he can raise the concerns with the Chair of Governors. Where the Chair of Governors has been involved in the review process, the Governing Body should appoint a panel of three governors who have not participated in the head's review, to act as a review officers. No governor who is a teacher or staff member will be involved in the performance review.
22. The review officer will investigate the complaint and take account of comments made by the job holder.
23. The review officer should conduct the review of the complaint within 10 working days of referral.
24. S / he may decide that the review should remain unchanged or may add observations of his/her own.
25. 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.
26. Where a new review is ordered, new governors will be appointed to carry out the review of the headteacher. For teachers, the headteacher will appoint a new team leader.
27. Any new review, or part review, should be conducted within a further 15 days.
28. The complaints procedure does not remove an employee's right of recourse to the grievance at any stage.

## **Managing Weak Performance**

29. The Performance Management process may identify serious deficiencies in a teacher's performance. Where this occurs Performance Management will cease and the capability procedure under the agreed National Scheme will be used. At the initial stage of the capability procedure the teacher and the teacher's representative will be provided with the evidence from Performance Management process which has prompted the implementation of the capability procedure.

### **Links between pay, career stages and performance management**

#### **Induction (for NQT)**

30. The final meeting of the induction period can 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**

31. Teachers can expect an annual increment if they are performing satisfactorily. Consideration of withholding annual increments will only occur in circumstances where a teacher is subject to the agreed formal capability procedures.

#### **Threshold**

32. The reviews of teachers who want to move to the upper pay spine will be used to inform the applications by the teachers and the head's assessment.

#### **Post-Threshold and Additional Performance Pay Points**

33. The evaluation of post-threshold performance includes the following aspects of the teacher's work:
- Maintenance and consolidation of the threshold standards which is exemplified by the threshold and post-threshold descriptor framework;
  - Successful achievement of the areas for further development identified in the threshold process or subsequent performance review cycles;
  - Successful achievement of performance objectives agreed or set under the appraisal regulations.
34. The headteacher may use the framework of performance descriptors to evaluate the performance of the teacher and draw on evidence from performance management reviews. This evidence includes;
- Annual performance review statements.
  - Lesson observations;
  - Record of the teacher's professional development;
  - Pupil progress records.

The headteacher may consult with appropriate team leaders to seek additional information about the performance of the teacher.

The headteacher will provide the post-threshold teacher with professional feedback on the outcomes of his / her performance review. This may be additional to the feedback the teacher receives from his / her team leader as a result of the annual performance review cycle.

35. Where review statements are used to inform decisions about performance, pay and promotion, to preserve confidentiality and to avoid proliferation of copies of the review statements, they will be tabled at the relevant meeting for reference and collected at its conclusion. Their use in disciplinary or dismissal procedures will be governed by the procedures agreed for addressing such matters.

### **Review of the policy**

36. The head will report annually to the Governing Body on Performance Management procedures in the school and the training and development needs of teachers. Individual teachers will not be mentioned or identified within the report.
37. The Governing Body and headteacher, in consultation with the accredited representatives of the recognised trade unions, will update and amend the policy as required to ensure that it is effective and complies with regulations and changes which may from time to time be introduced by the DfEE.

**Copies of all standard documents to be used in the Performance Management process are attached.**

**All documents produced as part of the process will be treated as personal and confidential, and kept in a secure place.**

**The principles and provisions of the Data Protection Act 1988 will be followed at all times.**

#### List of Appendices

- I Personal Objectives
- II Classroom Observation Checklist
- III Classroom Observation Feedback Record
- IV Pro-forma for Self-Review

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Reviewed, February, 2006

Personal Objectives (to be completed following the review meeting)

Objectives (including time frame)	What factors will demonstrate I have achieved the target?	Steps needed to achieve target	Support / Training I may need
Objective 1 Teaching and Learning			
Objective 2 The Expert Trail			

Signature of Team Leader ..... Signature of Teacher reviewed .....

Signature of Headteacher ..... Date .....

## MONITORING PROGRESS: CLASSROOM OBSERVATION CHECKLIST

**Date of observation:** \_\_\_\_\_ **Class**  
**observed:** \_\_\_\_\_

	Satisfactory (✓)	Further development (✓)
<p><b>1. Lesson Preparation and Planning</b></p> <ul style="list-style-type: none"> <li>• The lesson was appropriately structured</li> <li>• It was part of a sequence and planned programme</li> <li>• The aims of the lesson were clear</li> <li>• Adequate and suitable resources were available</li> <li>• The material was differentiated as appropriate</li> </ul>		
<p><b>2. Subject knowledge</b></p> <ul style="list-style-type: none"> <li>• The teacher displayed a good command of the subject material</li> </ul>		
<p><b>3. Lesson presentation and teaching methods</b></p> <ul style="list-style-type: none"> <li>• Suitable approaches were chosen from the options available</li> <li>• The material was well presented</li> <li>• The pace was appropriate</li> <li>• The teacher adapted the approach where necessary</li> </ul>		
<p><b>4. Communication and motivation skill</b></p> <ul style="list-style-type: none"> <li>• The teacher's language was appropriate to the pupils' ability</li> <li>• The pupils were actively involved and on task</li> </ul>		
<p><b>5. Discipline</b></p> <ul style="list-style-type: none"> <li>• The teacher displayed a positive approach, encouraging and rewarding good behaviour</li> <li>• Where pupil behaviour was inappropriate, the teacher dealt with the situation effectively</li> </ul>		
<p><b>6. Effective use of homework</b></p> <ul style="list-style-type: none"> <li>• Homework was set and marked in accordance with the school's homework policy</li> <li>• Appropriate feedback on homework was given</li> </ul>		
<p><b>7. Classroom organisation</b></p> <ul style="list-style-type: none"> <li>• The classroom was well organised</li> <li>• Materials were well presented</li> <li>• An appropriate environment conducive to learning was created</li> </ul>		
<p><b>8. The teacher's objectives for pupils' learning were met</b></p>		

## CLASSROOM OBSERVATION FEEDBACK RECORD

Date of feedback: \_\_\_\_\_

Date of observation: \_\_\_\_\_

Class observed: \_\_\_\_\_

### Strengths

### Areas for development

### Teacher's comments

Observer: \_\_\_\_\_(signature)

Teacher: \_\_\_\_\_(signature)

