



# **Performance Management Policy**

DRAFT (under consultation)

## Performance Management Policy

### 1 Statement of Policy

#### 1.1 Purpose:

We are committed to continually improving the quality of teaching and learning for all our students and we believe that performance management will assist our staff to achieve this aim through access to appropriate standards setting, encouragement, development and feedback.

We believe that performance management will enable a professional discussion to take place regarding workload and priorities and will give staff the appropriate focus, development and support. It will also provide staff with an opportunity to discuss in confidence any matters regarding their employment at work that may inhibit their performance.

This policy sets out the principles and framework for a clear and consistent assessment of the overall performance of all staff and for support their development needs within the context of the Trust Improvement Plan and their own professional needs.

### 2 Key Principles

#### 2.1 We will implement our performance management arrangements on the following principles:

- **Equality of Opportunity:** All staff should be encouraged and supported to achieve their potential through clarity of expectations and job descriptions, regular feedback, performance review and provision of relevant development
- **Consistency of Treatment and Fairness:** We will take action to ensure our performance management process is fair, non-discriminatory and that staff are treated consistently
- **High Standards:** We believe by setting appropriate and challenging standards of performance and providing suitable feedback and development all staff have the potential to continually improve their performance
- **Work Life Balance:** All staff are entitled to a satisfactory work life balance and performance management is an appropriate mechanism to discuss this
- **Pay and Rewards:** Pay progression for staff should reflect their overall contribution to the Trust both as individuals and as team members

### **3 Application of the Policy**

- 3.1 This policy applies to all staff employed in the Constellation Trust with the exception of newly qualified teachers undergoing their formal year of induction or on contracts of less than one year. The operation of this policy will be suspended for any staff whose performance merits the application of the schools' capability procedure.

Performance management arrangement for temporary and part time staff including job sharers, should apply on the same basis as full time, substantive staff. The same degree of challenge in the process should apply but the breadth and volume of each element in the process should be proportionate to the period of time worked. The intention is that all staff, whether full or part time, temporary or substantive, will have equivalent access to development support and feedback.

### **4 Policy Framework**

#### **4.1 General**

The Trust will ensure that this policy, associated regulations and guidance are communicated effectively and that staff with performance management responsibilities have access to appropriate training and preparation.

Performance management for teachers is an annual cycle. The Deputy Head of School will ensure that performance reviews for all teachers are complete by 31 October of each academic cycle.

Staff joining the Trust part way through a mid-cycle will have their planning and review statement prepared within 6 working weeks of their start date.

The Executive Head/CEO shall determine if the performance management cycle shall start again for a member of staff who transfers to a new post within the Trust part way through the academic year.

All staff must have an up to date job description and this will form the basis for discussion at the planning and review meeting. Staff should have access to the Trust Improvement Plan and other relevant planning documents in good time for their review meeting.

Where serious weaknesses are identified in a reviewee's performance, then this procedure should cease and the issues will be managed within the Trust's capability procedure. The performance management process will be recommenced when the reviewee's performance has reached a satisfactory level.

## **4.2 Appointing Reviewers**

The Executive Head/CEO will be the reviews for those staff he/she directly line manages and will delegate the role of reviewer to the relevant line managers for other staff. All reviewees will be informed of their reviewer at the beginning of the cycle. All reviewees will be responsible for conducting the annual review in accordance with this policy and any statutory regulations or contractual requirements, taking due account of any guidance issues.

Where a reviewee has more than one line manager, the Executive Head/CEO will determine which line manager will be best placed to manage and review the reviewee's performance.

The Executive Head/CEO will need to determine if it is appropriate for there to be a change of reviewer when a member of staff changes post within the Trust.

Where a reviewee is concerned regarding the suitability, for professional reasons of their allocated reviewer, then the reviewee may submit a written request to the Executive Head/CEO for that reviewer to be replaced. The request must state the reasons. The Executive Head/CEO will decide whether or not to change the reviewer in light of the request.

Where it becomes apparent that the reviewer will be absent for the majority of the cycle or is unsuitable for professional reasons, then the Deputy Head of School will either perform the duties him/herself or delegate them to another suitable reviewer. In this event the reviewer must have an equivalent or higher status in the staffing structure than the reviewee's line manager. A performance management cycle will not begin again because the reviewer has been changed.

The Deputy Head of School will ensure all reviewers receive appropriate guidance documents in preparation for their role.

## **4.3 The Planning and Review Meeting**

It is the responsibility of the reviewer to arrange the planning and review meeting with their reviewee at the beginning of the review cycle, normally with a least five working days' advance notice. The reviewer must prepare for the meeting and ensure all relevant information and evidence that will be used during the meeting has been shared with the reviewee at the earliest possible opportunity.

The planning and review meeting should provide a two-day discussion to:

- assess performance during the previous year against the expectations of the post, including the reviewee's performance objectives, making any necessary statement which may form part of a recommendation for pay progression
- agree expectations for the year ahead by reviewing job description and appropriate performance objectives
- confirm timescales for achievement of the objectives and for provision of support, including personal development
- ensure the reviewee understands the performance criteria, including relevant pay progression criteria and any evidence to be taken into account in assessing performance
- discuss and agree appropriate monitoring arrangements and other support for the reviewee, including classroom observations, if appropriate to the reviewee's role
- agree any areas of relevant training and development and related actions
- allow the reviewee to raise any issues or concerns regarding their post

It is the reviewee's responsibility to play an active role in their review. This includes preparing for the meeting by:

- reflecting on their performance over the past year
- considering how they have made a wider contribution to the Trust
- identifying some of their future development needs

#### **4.4 Reviewing Performance**

It is the reviewer's responsibility to ensure that the relevant documentation is available to enable the reviewee to prepare and play an active role in the planning and review meeting and to ensure a full and fair review of the reviewee's performance and contribution.

This will include some or all of the following:

- The reviewee's job description
- Objectives set for the reviewee at the beginning of the previous cycle
- National standards of practice
- Notes from mid-year review
- Classroom observations, where appropriate
- Other evidence obtained through the year

It is also the responsibility of the reviewee to reflect on their progress during the year and to keep records as appropriate. Reviewees should be proactive in ensuring that they do everything possible to meet the agreed targets and to raise any concerns they have with the reviewer.

The consideration of any other evidence in the review meeting should have been confirmed at the previous planning and review meeting or shared with the reviewee as it is collected through the year. Only persons who have a direct professional knowledge of the reviewee may provide such evidence.

The basis for the review will be 'overall performance' and the criteria to be used must have been specified by the reviewer at the previous planning and review meeting.

When assessing overall performance, reviewers should consider how challenging the objectives have been. Good progress towards the achievement of a challenging objective, even if the performance criteria have not been met in full, may be assessed more favourably than fully achieving undemanding targets.

If a reviewee is absent for a significant part of the cycle the reviewer should consider what was reasonable to achieve during the time when the reviewee was present.

If the reviewee is eligible for pay progression, then the reviewer will be required to make a statement on the basis of the assessment of performance throughout the cycle. The criteria used must be consistent with any national or Trust determined requirements.

#### **4.5 Objectives**

All reviewees must have performance management objectives that are relevant to their role, that take full account of the reviewees experience and career/professional aspirations and are suitable for any related pay progression criteria. The number and nature of objectives must be reasonable and assist the reviewee to achieve a satisfactory work life balance.

All objectives must have clear, achievable timescales for completion. Where the timescale for an objective goes beyond the scope of one cycle and into another cycle, it must be made clear to the reviewee what is expected to be achieved by the end of the first cycle.

Reviewees should be encouraged to set challenging but achievable objectives. Meeting or nearly meeting challenging objectives is a good way to show the level of performance required for pay progression and will also assist career development.

A priority of the Trust is to ensure high quality provision for all students and a minimum of one performance management target should be set which identifies an area of teaching and learning which the reviewee needs to continue to develop.

Examples which could be considered are:

- Quality of planning to improve differentiation in lessons
- Use of attitudes to learning in lessons
- Use TEEP cycle in lessons
- Diagnostic marking and assessment

Further ideas could be discussed with the Trust Vice Principal responsible for Teaching & Learning.

Examples of evidence could be:

- observation records
- planning and marking monitoring records
- engagement in the coaching and mentoring programme
- sharing of best practice at the teaching & learning and departmental meetings

CPD training required to support teaching and learning objectives must be clearly outlined on the record sheet.

The primary purpose of lesson observations is to assist teaching and learning and for staff to develop their practice through reliable observation and prompt constructive feedback specific to each lesson, thereby positively impacting on student progress and/or achievement.

In addition, formal lesson observations records can be used to evidence the quality of teaching and learning staff for either performance management or pay progression decisions. Therefore, lesson observations should, as far as possible be multi-purpose and therefore information from an observation may also be used as part of the Trust's quality assurance programme in addition to performance management.

As far as possible the objectives should be reached by agreement. However, where agreement is not possible, then the reviewer will be set the objectives.

#### **4.6 Training and Development**

Performance management is a developmental process and a key part of the planning discussion should be about the support that the reviewee will need in order to meet identified objectives and performance criteria.

We are committed to ensuring that all staff have access to a level of development appropriate to their role, stage of career development, performance objectives and criteria and individual aspirations.

Development and training identified from the performance management process must be recorded using the appropriate form which must then be passed to the Vice Principal responsible for Teaching & Learning to inform the Trust's programme for training and development.

We recognise that development and support may take a number of forms and a wide range of activities which may not necessarily involve a form course.

#### **4.7 Monitoring**

The reviewer will ensure that appropriate arrangements are in place to support the reviewee with regular monitoring and feedback. There should be at least one formal review meeting to discuss performance, provide feedback and discuss the provision of training and development that was agreed at the start of the cycle.

There should be further, informal follow up and support for reviewees.

Classroom observation is a critical part of the monitoring arrangements for all staff with a teaching and learning role. Classroom observation will be undertaken in accordance with the Quality Assurance for teaching and learning.

#### **4.8 Recording Plans**

All performance management will be recorded using School IP. It is the responsibility of the Deputy Head of School to ensure all staff have usernames and passwords for School IP. The Deputy Head of School will assign the appropriate permissions to reviewers and reviewees to ensure all staff can access the necessary forms. The Executive Head/CEO and Head of School will be given rights to monitor all staff performance.

### **5 Moderation of Plans**

The Executive Head/CEO has a duty to ensure that these procedures are applied fairly and consistently across the Trust and with regard to equality of opportunity.

As part of this duty the Deputy Head of School, should review and moderate planning and review statements to ensure consistency between those who have similar experience and similar levels of responsibility and ensure that the statements comply with this policy, the regulations and the requirements of equality legislation.



This may involve only a sample of statements but in any event the process must be completed within 10 working days of the deadline for handing targets.

Moderation will consider the extent that the statements contribute towards the Trust Development Plan and in particular student progress and achievement. It will also consider whether or not targets are suitably demanding.

If there are concerns that a statement is not consistent with reviewees with similar experience and/or similar levels of responsibility; or that the statement is not in line with the Trust's Policy or Trust Plan then the Deputy Head of School will instruct a new statement to be prepared. In this event the reviewer and reviewee must prepare a revised statement within 10 working days of being instructed.

All moderation must be conducted in a way to maintain confidentiality.

## **6 Changes to plans in mid-cycle**

- 6.1 There may be occasions when it is necessary to amend or change the content of the planning and review statement because of changes in the reviewee's circumstances. In this event either party can request a revision meeting to discuss the changes needed. The reviewee and reviewer should sign to say that the changes are an accurate reflection of what was agreed or determined by the reviewer.

If there is no agreement to the proposed changes then the reviewer shall amend the statement with any changes he/she thinks ought to be made and pass the revised statement to the reviewee who may add his/her comments.

## **7 Confidentiality**

- 7.1 The whole performance management process and, in particular, the statements generated from it must be treated with full confidentiality at all times.

Only the reviewee's line manager(s), Executive Head/CEO, Head of School and Deputy Head of School may have access to the reviewee's review statement where this is necessary to enable the line manager to discharge his/her management responsibilities.

All statements must be retained in a secure place (School IP) for a minimum of six years from the date the performance management cycle ends.

## **8 Right of Appeal**

- 8.1 Directors are required by law to establish procedures for dealing with any grievance that staff may have at work and a reviewee can use this procedure to appeal against any entry on their planning and review statement, including any changes made to the statement during the cycle.

Any appeal should be deferred until after the moderation process is complete, however simple disagreement should be capable of being resolved by discussion between the reviewee and reviewer without recourse to the formal grievance procedure.

Any person hearing an appeal should have access to the planning and review statement.

## **9 Communication of this Policy**

- 9.1 A copy of this policy will be kept in the policies file to ensure that all staff can have access to it, as needed. All new staff joining the Trust will be briefed on the policy as part of their induction into the Trust.

## **10 The Leadership Group**

- 10.1 Annually the Deputy Head of School will provide the Board of Directors with a written report on the operation of this policy. This report will ensure that individuals cannot be identified and will include:

- the operation of this policy
- the effectiveness of performance management procedures
- reference to any individual or collective appeals/representations
- reviewees' training and development needs and instances when it was not possible to provide agreed support

## **11 Review of Policy**

- 11.1 The Board of Directors will review this policy at least every 2 years. The review will take full account of the annual performance management report.

This policy may be revised at other times if necessary to take account of any statutory regulation or associated guidance or changes in policy by the Constellation Trust.

## Performance Management Review Overview

	<b>Reviewee</b>	<b>Reviewer</b>
<b>Before the meeting</b>	<p>To prepare for the review</p> <p>Ensure you have access to School IP</p> <p>Carry out a self-review reflecting on:</p> <ul style="list-style-type: none"> <li>• Achievements</li> <li>• Progress towards objectives</li> <li>• Partial progress towards objectives</li> <li>• Identify any issues that have affected performance (positive or negative)</li> </ul> <p>Look forward to possible future objectives</p>	<p>To prepare for the review</p> <p>Ensure you have access to School IP and access rights to reviewees performance report</p> <p>Consult the job description of the reviewee</p> <p>Consult Professional Standards Framework for teachers</p> <p>Consult previous review records (where applicable)</p> <p>Ensure a sound knowledge of the role and work of the reviewee</p> <p>Gather and review appropriate evidence, agreed as part of previous planning statement, about the progress of the reviewee towards their objectives and overall performance</p> <p>Ensure that all evidence to which reference will be made at the meeting has been shared with the reviewee to assist their preparation</p> <p>Agree a mutual convenient time and place (at least 5 days' notice)</p>

<p style="text-align: center;"><b>During the meeting</b></p>	<p>To discuss your work over the last review period</p> <p>To discuss your progress towards your objectives</p> <p>To identify any factors which have an impact on your effectiveness</p> <p>To review and plan future objectives linked to the Trust, team objectives and action plans</p> <p>Discuss and agree the support, training and development needed to meet objectives</p> <p>Discuss performance criteria which will be used to judge performance</p>	<p>Engage with the reviewee in a joint process of professional review</p> <p>Understand the wider perspective of the priorities and developments in the Trust</p> <p>Be able to assist the reviewee in understanding the context on the performance management review</p> <p>Agree objectives</p> <p>Agree performance criteria and other evidence which will be used to judge progress and overall performance</p> <p>Agree provision of support and training &amp; development activities over the performance management cycle</p> <p>Keep an accurate record of the discussion in order to complete relevant documentation on School IP</p>
<p style="text-align: center;"><b>After the meeting</b></p>	<p>Develop skills and practice related to the objectives</p> <p>Ensure that the reviewer is made aware of any concerns at the time they arise about progress or provision of support or training</p> <p>Ensure reviewers are aware of things that have been helpful or have impacted positively on performance</p>	<p>Ensure performance management is recorded on School IP</p> <p>Monitor and review progress towards the agreed objectives</p> <p>Monitor that the support agreed in planning statement is forthcoming</p> <p>Support development of skills and practice related to the objectives</p>