

## Performance Management Policy

### Contents

1. Purpose	2
2. Scope	2
3. General principles underlying the policy	2
4. Performance management procedure	2
5. Setting objectives	3
6. Recording Performance Management objectives	4
7. Reviewing performance	4
8. Development and support	4
9. Feedback	5
10. Dealing with concerns about performance	5
11. Communicating concerns	5
12. Monitoring	5
13. Communicating concerns	5
14. Annual performance management assessment	6

## 1. Purpose

1.1 This policy sets out the framework for a clear and consistent assessment of the overall performance of all teaching staff and those deemed 'teaching staff' (including that of the Chief Executive Officer (CEO), SAET Core Team and Headteacher/Principal) and for supporting their development within the context of the Academy's / Trust plan for improving educational provision and performance, and the standards expected of teachers.

1.2 The aim of the performance management process is to provide support and development to ensure that all teachers have the skills and support they need to carry out their role effectively. It will help to ensure that teachers are able to continue to improve their professional practice and to develop as teachers.

## 2. Scope

2.1 This procedure applies to the SAET CEO, SAET Core Team, Headteacher/Principal and to all teachers employed by the Severn Academies Educational Trust (SAET) and its academies, except those on contracts of less than one term, and those undergoing induction (i.e. Newly Qualified Teachers).

2.2 Teachers who are employed on a fixed term contract of less than one year will have their performance managed in accordance with the principles underpinning this policy. The length of the period will be determined by the duration of their contract.

2.3 Separate procedures apply to:

- Misconduct cases
- Ill health cases
- Capability cases

## 3. General principles underlying the policy:

- *Consistency of Treatment and Fairness* - The Trust is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.
- *Grievances* - Where a teacher raises a grievance during the Performance Management process, the grievance and performance cases are related it may be appropriate to deal with both issues concurrently.
- *Confidentiality* - The performance management and capability processes will be treated with confidentiality. However, the desire for confidentiality does not override the need for the CEO/Headteacher/Principal and Governing Body (LGB) to quality-assure the operation and effectiveness of the performance management system. The Headteacher/Principal or appropriate colleague might, for example, review all teachers' objectives; to check consistency of approach and expectation between different performance managers.

## 4. Performance Management procedure

4.1 The performance management period should run for twelve months from 1st September to 31st August.

4.2 Where a teacher starts their employment at the school part-way through a cycle, the Headteacher/Principal or, in the case where the employee is the Headteacher/Principal, the CEO and appropriate LGB shall determine the length of the first cycle for that teacher, with a view to bringing his/her cycle into line with the cycle for other teachers as soon as possible.

4.3 Where a teacher transfers to a new post within the Trust or Academy part-way through a cycle, the Headteacher/Principal or, in the case where the employee is the Headteacher/Principal, the Trust shall determine whether the cycle shall begin again and whether to change the performance manager.

4.4 The CEO, will be appraised by Chair of the SAET Board supported by two other Directors. It is a statutory requirement that they are supported by a suitably skilled and/or experienced external adviser appointed by the Trust for that purpose.

4.5 The Headteacher/Principal will be appraised by the LGB (designated panel of three governors) supported by the CEO.

4.6 The SAET CEO will appraise the SAET Core Team and/or delegate this responsibility to senior post holders.

4.7 The Headteacher/Principal will decide who will appraise other teachers. All performance managers appointed by the Headteacher/Principal will be qualified teachers 5.8. If the Headteacher/Principal appoints a performance manager who is not the teacher's line manager, the performance manager to whom she/he delegates those duties will have an appropriate position in the staffing structure, together with the necessary background knowledge, skills and training to undertake the role.

4.8 If a teacher has concerns over the Headteacher/Principal's choice of performance manager, they will have an opportunity to discuss these concerns with the Headteacher/Principal who may decide to appoint alternative performance manager where appropriate and feasible.

4.9 Where it becomes apparent that the performance manager appointed by the Headteacher/Principal will be absent for the majority of the performance management cycle, the Headteacher/Principal may perform those duties herself/himself or delegate those duties to another teacher for the duration of that absence.

## **5. Setting objectives**

5.1 The CEO objectives will be set by the SAET board (appointed panel) and in accordance with the guidance for all staff below.

5.2 The Headteacher/Principal's objectives will be set by the LGB panel supported by the CEO.

5.3 Objectives for each teacher will be set before or at the start of each performance management period by the Headteacher/Principal or their nominated performance manager.

5.4 The objectives set for each teacher, will be Specific, Measurable, Achievable, Realistic and Time-bound (SMART) and will be appropriate to the teacher's role and level of experience. The performance manager and teacher will seek to agree the objectives but, if that is not possible, the performance manager will determine the objectives. Objectives may be revised if circumstances change.

5.5 The agreed objectives will contain a description of what success may look like. Where use of numerical targets is appropriate, these will be reasonable.

5.6 The number of objectives set for each teacher usually be no more than 3 but may occasionally vary depending on the teacher's role and level of experience and should be reasonable.

5.7 The performance manager will take into account the effects of an individual's circumstances, including any disability, when agreeing objectives. For example, this might include a reasonable adjustment to allow an individual slightly longer to complete a task or additional practical support.

When staff return from a period of extended absence (e.g. maternity leave), objectives may be adjusted to allow them to readjust to their working environment.

5.8 The objectives set for each teacher must contribute to the School's Improvement Plans (SIP) for improving the school's educational provision and performance and improving the education of pupils at that school, or in the case of SAET core staff in line with the SAET plan.

5.9 With the exception of those who are qualified teachers by virtue of holding and maintaining Qualified Teacher Learning and Skills (QTLS) status, all teachers will be assessed against the set of standards contained in the document called "Teachers' Standards".

5.10 The Headteacher/Principal or Board of SAET Board (as appropriate) will need to consider whether certain teachers should also be assessed against other sets of standards published by the Secretary of State that are relevant to them.

5.11 For teachers who are qualified teachers by virtue of holding QTLS status, it is for the Trust or Headteacher/Principal to decide which standards are most appropriate. Such teachers may be assessed against the Teachers' Standards, against any other sets of standards issued by the Secretary of State, against any other professional standards relevant to their performance or any combination of those three.

## **6. Recording Performance Management objectives**

6.1 Individual Academies will use their own methods of recording and managing the performance management process).

## **7. Reviewing performance**

7.1 Observation of classroom practice, student progress, student voice, work scrutiny and other activities will be used both as a way of assessing teachers' performance (to identify any particular strengths and areas for development they may have) and of gaining useful information which can inform school improvement more generally.

7.2 Teachers' performance should be regularly reviewed but the amount and type of classroom observation, review of student progress, student voice, and work scrutiny will depend on the individual circumstances of the teacher and the overall needs of the academy.

7.3 In addition to formal observation, the Headteacher/Principal (or designated teachers with responsibility for teaching standards) may "drop in" in order to evaluate the standards of teaching and to check that high standards of professional performance are established and maintained. The length and frequency of "drop in" observations will vary depending on specific circumstances and according to the schools own internal quality assurance processes.

7.4 Teachers (including the Headteacher/Principal) who have responsibilities outside the classroom should also have their performance of those responsibilities assessed.

## **8. Development and support**

8.1 Performance management is a supportive process, which will be used to inform continuing professional development. SAET wishes to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development. Professional development will be linked to SAET/Academy SIP priorities and to the on-going professional development needs and priorities of individual teachers.

## **9. Feedback**

9.1 Teachers will receive constructive feedback on their performance and as soon as practicable after an observation, review of student progress, student voice and work scrutiny has taken place or other evidence has come to light. Feedback will highlight particular areas of strength as well as any areas that need attention.

9.2 When progress is reviewed, if the Headteacher/Principal (or other designated teacher) is satisfied that the teacher has made, or is making, sufficient improvement, the performance management process will continue as normal, with any remaining issues continuing to be addressed through that process.

## **10. Dealing with concerns about performance**

10.1 When dealing with a teacher experiencing difficulties, the objective is to provide support and guidance through the performance management process in such a way that the teacher's performance improves and the problem is, therefore, resolved.

10.2 Where it is apparent that a teacher's personal circumstances are leading to performance problems at school (e.g. following bereavement), support/coaching will be offered as soon as possible.

## **11. Communicating concerns**

11.1 Where the teacher's performance is causing concern, this should be discussed with them at the earliest opportunity, normally at a one-to-one/supervision or performance management meeting. The Headteacher/Principal (other designated teacher) should:

- explain the nature and seriousness of the concerns
- confirm any previous discussions and support offered/given
- give the teacher the opportunity to comment and discuss concerns
- agree any support (e.g. coaching, structured observations) that will be provided to help address specific concerns

## **12. Monitoring**

12.1 Normally a monitoring period should be set as part of the performance management procedure, in order to give the teacher an appropriate time to improve their performance. However, if the performance has rapidly deteriorated or is so poor that pupil education is jeopardised, the Headteacher/Principal may decide to move the teacher concerned directly to the Capability Procedure. If this is the case, the Headteacher/Principal should inform SAET HR

## **13. Transition to capability**

13.1 In cases where there has been unsatisfactory or no improvement following any monitoring period, the performance management process will be suspended and the capability procedure will be invoked. The Headteacher/Principal should notify the teacher, in writing, that the performance management process will no longer apply and that their performance will be managed under the capability procedure, and request them to attend a formal capability meeting. At this point, the Headteacher/Principal should consult with the SAET /HR.

#### **14. Annual performance management assessment**

15.1 Each teacher's performance will be formally assessed in respect of each performance management period.

15.2 This assessment is the end point to the annual performance management process, but performance and development priorities may be reviewed and addressed during the year in one-to-one/supervision meetings as appropriate.