



West Byfleet Junior School

Performance Management Policy

1. Introduction and purpose of the policy

This policy sets out the framework for a clear and consistent assessment of the overall performance of staff at the school and for supporting their development within the context of the school's plan for improving educational provision and performance, the national standards expected of teachers and the role expectations of support staff.

The appraisal system in this school is intended to be a supportive and developmental process designed to ensure that all members of staff:

- have the skills and support they need to carry out their role effectively;
- can continue to improve their professional practice and to develop further in their role

For teaching staff, the appraisal system also provides the basis for ensuring that teachers receive fair pay progression awards reflecting their achievements and contribution, in accordance with the school's pay policy.

This policy will operate in a fair, consistent and transparent manner and applies to all staff employed by the school except those on contracts of less than one term, teachers undergoing induction (i.e. NQTs) and those who are the subject of capability procedures or a period of probationary service.

To ensure staff are fully conversant with the performance management arrangements, all new staff who join the school will be briefed on them as part of their introduction to the school.

The Governing Body is mindful of its obligations under the Equality Act 2010 and this policy will be applied fairly and consistently to all staff employed at the school, with the exceptions outlined above.

2. The Appraisal Period

The appraisal period will run for twelve months from September to July. (See Appendix 1)

Employees who are engaged on a temporary or fixed term contract likely to last for less than one year will have their performance managed in accordance with the principles

underpinning this policy. The length of the appraisal period will be determined by the known or likely duration of the contract.

3. Appointing Appraisers

The headteacher will be appraised by the Governing Body, supported by an external adviser who has been appointed by the Governing Body for the purpose.

The task of appraising the headteacher, including the setting of objectives, will be delegated to a sub-group consisting of three members of the Governing Body (See Appendix 1)

The headteacher, supported by the deputy headteacher and **Senior Teacher** will carry out the appraisals for all teaching staff and will determine who will appraise the other members of staff.

With the exception of the headteacher, each appraiser will normally have no more than **5** members of staff to appraise, unless there are extenuating circumstances.

4. Setting Objectives

4.1 General

Objectives for each member of staff will be set before, or as soon as practicable after, the start of each appraisal period and will be recorded in individual planning statements. The objectives set for each appraisee will be 'SMART' (i.e. specific, measurable, achievable, realistic and time-bound) and will be appropriate to the individual's role and level of experience. It may be determined that specific objectives require a longer time span than a single appraisal period, in which case appropriate milestones towards the achievement of such objectives will be built in, in order to monitor progress within each appraisal period.

The appraiser and appraisee will seek to agree the objectives. Where this is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change.

4.2 Teaching Staff

The headteacher's objectives will be set by the Governing Body after consultation with the headteacher and external adviser.

The objectives set for each teacher will, if achieved, contribute to the school's plans for improving the school's educational provision and performance and improving the education of pupils at the school. This will be ensured by quality assuring all objectives against the school improvement plan.

Before, or as soon as practicable after, the start of each appraisal period, each teacher will be informed of the standards against which that teacher's performance in that appraisal

period will be assessed. All teachers must be assessed against the national teacher standards.

Objectives will be subject to moderation before they are finalised in accordance with the school's arrangements for monitoring and evaluation in section 7.

4.3 Support Staff

It is recognised that the process of objective setting will be more appropriate to some support staff roles than others and that therefore it may not be practicable in all cases to set formal objectives. Although the appraisal process may require adaptation for different roles, the Governing Body will continue to ensure that all employees have the opportunity to have their performance reviewed on an annual basis.

Objectives will relate to the school's plans for improving educational provision where relevant to the individual's role; otherwise (or in addition) they may relate to progress in a specific task and/or professional development.

Relevant occupational or professional standards may be used as a backdrop for the appraisal discussion where appropriate.

5. Agreeing Evidence Base and Reviewing Performance

5.1 Reviewing Teachers' Performance

Classroom Observation

This school believes that observation of classroom practice and other responsibilities is important both as a way of assessing teachers' performance in order to identify any particular strengths and areas for development they may have and of gaining useful information which can inform school improvement more generally. All observation will be carried out in a supportive fashion.

Teachers' performance will be regularly observed but the amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the school. Teachers can, however, expect to be formally observed on a minimum of three occasions in any appraisal cycle. Classroom observation will be carried out by those with QTS. In addition to formal observation, head teachers or other leaders 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.

Other Evidence

In addition to classroom observations, the reviewer will discuss, and wherever possible agree with each teacher, the evidence base to be used for assessment at the end of the appraisal period. The evidence base may vary according to the chosen objectives and any development focus but is likely to include:

- Lesson plans

- Book scrutinies
- Learning walks
- Pupil progress data
- Examination / test outcomes
- Pupil / parental surveys

Other Responsibilities

Teachers (including the head teacher) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

5.2 Reviewing Support Staff Performance

The process of reviewing support staff performance may involve a mixture of informal and formal evidence gathering and assessment. For teaching assistants, data will normally consist of evidence of student work or progress. For other support staff there may be evidence from project documentation or from co-workers, customers or managers which can feed into the process.

5.3 Development and Support

Appraisal is designed to be a supportive process which will be used to inform continuing professional development. The school wishes to encourage a culture in which all members of staff take responsibility for improving their performance through appropriate professional development. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual members of staff.

5.4 Feedback

All members of staff will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has come to light. Feedback will highlight particular areas of strength as well as any areas that need further development. Where there are concerns about any aspects of the individual's performance the appraiser will arrange to meet the member of staff to:

- give clear feedback about the nature and seriousness of the concerns;
- give the member of staff the opportunity to comment and discuss the concerns;
- agree any support (e.g. coaching, mentoring, structured observations for teachers), that will be provided to help address those specific concerns;
- make clear how, and by when, the appraiser will review progress;
- explain the implications and process if no – or insufficient – improvement is made.

The appraisal plan will be revised as necessary to reflect any changes, such as to the objectives or planned development activities.

When progress is reviewed, if the appraiser is satisfied that the appraisee has made, or is making, sufficient improvement, the appraisal process will continue as normal, with any remaining issues continuing to be addressed through that process.

5.5 Transition to Capability Procedures

If the appraiser is not satisfied with progress, the member of staff will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the capability procedure. They will be invited to a formal capability meeting in accordance with the school's adopted procedure.

5.6 Annual Assessment

Each member of staff's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the headteacher, the Governing Body will consult the external adviser.

This assessment is the end point to the annual appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year in interim meetings which will take place once a term, or otherwise as appropriate to the role. The reviewer will use interim meetings to check progress against objectives and that evidence-gathering is on track to inform the final assessment of performance at the end of the appraisal year. (See Appendix 1)

The appraisee will receive as soon as practicable following the end of each appraisal period – and have the opportunity to comment in writing on – a written appraisal report. Teachers will receive their written appraisal reports at the beginning of the academic year and by 31 October (31 December for the headteacher) at the latest. The appraisal report will include:

- details of the individual's objectives for the appraisal period in question;
- an assessment of the appraisee's performance of their role and responsibilities against their objectives and,
 - for teachers, the relevant standards or,
 - for support staff, their job description and any occupational or national standards deemed relevant;
- an assessment of the appraisee's training and development needs and identification of any action that should be taken to address them;
- a recommendation on pay where relevant in accordance with the school's pay policy;

The assessment of performance and of training and development needs will inform the planning process for the following appraisal period.

6. Confidentiality

The appraisal process will be treated with confidentiality. However, the desire for confidentiality does not override the need for the headteacher and Governing Body to quality assure the operation and effectiveness of the appraisal system.

7. Monitoring and Evaluation

- The Governing Body and headteacher will monitor the operation and effectiveness of the school's appraisal arrangements.
- Reviewers will receive training to ensure they are familiar with the Teacher Standards and the school's approach to appraisal, objective settings and pay recommendations.
- All performance assessments will be reviewed by the head teacher, who will 'moderate' across the whole set of reports.
- The head teacher will use this information to prepare a confidential aggregated report for governing body that reflects the overall performance of the school's staff in the context of the school's objectives, highlighting specific implications for training and development, pay or grade progression or other performance-related interventions in respect of each individual (see the *Pay* and *CPD policies*). This report will be presented to the Autumn P and P committee meeting, detailing levels of performance achieved across the staff in line with the PRP.

8. Retention

The Governing Body and headteacher will ensure that all written appraisal records are retained for six years and then destroyed. They will be held, in confidence, in employees' personal records. This will comply with the latest GDPR regulations.

9. Review

The Governing Body will review this policy annually in the Autumn Term.

Appendix 1 – Note on Performance Management Procedures

Appointing Appraisers

Head teacher

The Governing Body has delegated responsibility for the setting of objectives for and performance review of the head teacher to a review panel consisting of three governors supported by an external adviser. ¹

The head teacher has the right to request (in writing to the Governing Body and stating reasons) that any individual governor appointed to undertake this responsibility should be replaced in this role, if s/he is of the opinion that that person is unsuitable for professional reasons.

All other teachers

Appraisals will be carried out by the head teacher and members of the Senior Leadership Team.

Teaching Assistants and Support staff

The head teacher will delegate the role of reviewer. With the exception of the headteacher, the maximum number of reviews that any appraiser will be expected to undertake per cycle is three.

Where a member of staff is of the opinion that the person to whom the head teacher has delegated the reviewer's duties is unsuitable for professional reasons, s/he may submit a written request to the head teacher for that reviewer to be replaced, stating those reasons.

Where it becomes apparent that the designated reviewer will be absent for the majority of the cycle or is unsuitable for professional reasons the head teacher may perform the duties himself/herself or delegate them in their entirety to another teacher (who must be of an equivalent or higher status in the staffing structure to that of the staff member's line manager). A performance management cycle will not begin again in the event of the reviewer being changed in-year.

The Performance Management Timetable

The performance management cycle will run from September to July reflecting the school year. For all staff (apart from the head teacher), planning statements must be completed at the beginning of the academic year and by 31st October at the latest. Performance assessments must be completed by the end of July. For the head teacher, the planning statement must be completed by December and performance assessment completed by the end of December.

The performance management process for members of staff who are employed on a fixed-term contract of less than one year will follow this policy, with the cycle being determined by the duration of their contract.

¹ Currently the Chair of Governors and Chairs of C&L, but this arrangement will be reviewed annually and alternates may be appointed at the next annual review should the Governing Body deem that this is appropriate.

When a member of staff starts their employment at the school part-way through the annual cycle, an initial period of review will be determined (by the head teacher or – in the case of a new head teacher – by the Governing Body), with a view to bringing this into line with the rest of the staff at the school as soon as possible.

Where a member of staff transfers to a new post within the school part-way through a cycle, the head teacher (or, in the case where the transfer involves the head teacher, the Governing Body) shall determine whether the cycle shall begin again and whether to change the reviewer.

Setting objectives

Selecting areas of performance for objectives

Though Performance Management results in an assessment of the overall performance of individual members of staff, each year's objectives are not intended to cover the full range of normal responsibilities (i.e. there will be a number of standard and common functions, often referred to as ongoing 'maintenance' tasks). Rather, it is assumed that these functions are routinely delivered to a satisfactory standard, and that the objectives set in the planning statements will focus on an individual's *priorities for change and development* during the year, over and above these.

For this reason, only a small number of specific objectives should be set for each cycle (for teachers, including the headteacher, this will normally be three – though this might vary according to specific circumstances and pressures) and they will cover the following issues:

- a whole-school objective
- a pupil target objective
- a professional development objective

Copies of the school improvement and development plan (SDP) and self-evaluation form (SEF) are published on the school's network, for use in the identification of relevant Performance Management targets.

The process of objective setting will be more appropriate to some support staff roles than others.

Writing 'good' objectives

The school intends that objectives set for each member of staff should:

- be aligned with the school's priorities and plans so that, when achieved, they contribute to improving the progress of pupils at the school
- be rigorous, challenging, achievable, and defined by an appropriate time-scale. (Where specific objectives require a longer time span than a single appraisal period, appropriate milestones towards the achievement of such objectives will be built in, in order to monitor progress within each appraisal period.)

- be clearly and simply expressed, indicating how success will be measured ('performance criteria')
- be fair and equitable in relation to members of staff with similar roles, responsibilities and experience
- take account of the member of staff's professional aspirations and any relevant pay progression criteria
- have regard to what can reasonably be expected of any staff member in that position, whilst allowing for an effective and fair balance between the competing demands of professional duties and personal responsibilities and interests of the member of staff.

Training and support

The Governing Body will ensure in the budget planning that, as far as possible, appropriate resources are made available for necessary training and support for staff.

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, taking account of:

- the extent to which the CPD identified is essential for an employee to meet their objectives
- the extent to which the training and support will help the school achieve its priorities (with the school's priorities having precedence).

Staff 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.

An account of the training and development needs of staff in general, including the instances where it did not prove possible to provide any agreed CPD, will form a part of the head teacher's annual report to the Governing body about the operation of the performance management process in the school (see paragraph 9 below).

Appendix 2 - Classroom Observation Protocol (applies to teachers only)

1. Classroom observations are a helpful contribution to overall performance management, and also for the identification of training and development needs amongst the staff of the school. But it is important that such observations are not intrusive or over-bearing, or that they distract either teachers or pupils from the learning process. The Governing Body is committed to ensuring that classroom observation is developmental and supportive and that those involved in the process will:
 - carry out the role with professionalism, integrity and courtesy;
 - evaluate objectively;
 - report accurately and fairly; and
 - respect the confidentiality of the information gained.
2. The amount of observation for each teacher should reflect and be proportionate to the needs of the individual. (In WBJs 'proportionate to need' will be determined by roles and responsibilities.)
3. The arrangements for classroom observation will be included in planning statements and will include the amount of observation, specifying its primary purpose, any particular aspects of the teacher's performance which will be assessed, the duration of the observation, when during the performance management cycle the observation will take place and who will conduct the observation.
4. Where evidence emerges during the cycle about the member of staff's teaching performance which gives rise to concern, additional classroom observations may be arranged.
5. Information gathered during the observation will be used, as appropriate, for a variety of purposes including to inform school self-evaluation and school improvement strategies in accordance with the school's commitment to streamlining data collection and minimising bureaucracy and workload burdens on staff.
6. In keeping with the commitment to supportive and developmental classroom observation those being observed will be notified in advance.
7. Classroom observations may only be undertaken by persons with QTS (qualified teachers). In addition, at WBJs, classroom observation will be undertaken only by those who have had adequate preparation and the appropriate professional training to undertake observation and to provide constructive oral and written feedback and support in the context of professional dialogue between colleagues. When teachers are being formally observed as part of the appraisal process, the headteacher/ appraiser, will be accompanied by a second observer (normally a member of the Senior Leadership Team (SLT)).

8. Oral feedback will be given as soon as possible after the observation and no later than the end of the following working day. It will be given during directed time in a suitable, private environment.
9. Written feedback will be provided within five working days of the observation taking place. If issues emerge from an observation that were not part of the intended focus of the observation (as recorded in the planning statement) these should also be covered in the written feedback and the appropriate action taken in accordance with the Regulations and guidance.
10. The written record of feedback also includes the date on which the observation took place, the lesson observed and the length of the observation. The teacher observed has the right to append written comments on the feedback document. No written notes in addition to the written feedback will be kept.

'Drop-in' observation

11. A head teacher has a duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained. Head teachers and members of the SLT and middle leaders have a right to 'drop-in' to inform their monitoring of the quality of learning. Clearly, the performance management arrangements are integral to fulfilling this duty and head teachers may consider that the classroom observations they have agreed for performance management are sufficient and that drop-in observation will not be needed.
12. At West Byfleet Junior School drop-ins will be undertaken by the head teacher and members of the SLT. At times middle leaders will also drop in.
13. Drop-ins will only inform the performance management process where evidence arises which merits the revision of the performance management planning statement, in accordance with the provisions of the Regulations.