



Regents Park Community College

Performance Management Policy

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Policy signed by Chair of Governors: Mr Dave Davenport

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1. Aims

This policy aims to:

- Ensure that the Performance Management framework embraces a spirit of collaboration and support.
- Ensure there is ownership of the objectives by the reviewee and that objectives are appropriate to the individual's level of responsibility.
- Ensure that the Performance Management framework is transparent
- Ensure that Performance Management is linked to an ethos of quality professional development and is part of the school's culture of CPD
- Set out the arrangements for reviewing teachers as part of the school's Performance Management structure, including the process and the responsibilities of individuals
- Ensure consistency and fairness across the school
- Create a process where teachers' professional development is supported and encouraged, in the context of the school's latest Ofsted report, the school's improvement plan, the Teachers' Standards and the school's CPD programme
- Ensure teachers have the skills and knowledge they need to fulfil and excel in their role and provide an excellent education for our pupils

The policy applies to all teaching staff, with the exception of NQTs, employed by the school or local authority, except those on contracts of less than one term, those undergoing induction and those undergoing capability procedures.

2. Legislation and guidance

The minimum national requirements for teachers' Performance Management in maintained schools are set out in [The Education \(School Teachers' Appraisal\) \(England\) Regulations 2012](#).

This policy is based on the guidance from the model policy produced by the Department for Education (DfE).

3. Definitions

In this policy, the term 'teacher' refers to classroom teachers, middle and senior leaders, and the Headteacher

Where relevant, we have added further detail regarding arrangements for the Headteacher.

4. The Performance Management period

The Performance Management period will run for 12 months beginning on the first day of the autumn term. Performance Management reviews and objective setting for the new academic year will be scheduled over the course of October and will be listed in the school calendar.

For teachers on fixed-term contracts of less than 12 months, the Performance Management period will be determined by the duration of their contract.

Teachers who start at or leave the school during the Performance Management period can have a longer or shorter Performance Management period in that designated round.

It is intended that teachers will have had their annual Performance Management meeting and received their final review by 31st October.

It is intended that the Headteacher will have had their annual Performance Management meeting and received their final review by the end of the autumn term.

5. Setting objectives

Teachers' objectives will be set before, or as soon as possible after, the start of the Performance Management period.

The Headteacher's objectives will be set by the School's Improvement Partner (SIP) and a representative from the Governing Body.

Objectives will:

- Contribute to improving the education of pupils at the school and the implementation of any school improvement plans. To ensure this happens, the member of the Leadership Team responsible for Performance Management will quality assure all objectives against the school improvement plan
- Be specific, measurable, achievable, realistic and time-bound (SMART)
- Be appropriate to the teacher's role, responsibility and career experience
- Be revised if significant changes arise during the course of the Performance Management cycle

When objectives are set, teachers will be informed of the standards their performance will be judged against.

The reviewer and teacher will seek to agree objectives at a meeting outlined in the timeline (see Appendix 1). This meeting will be collaborative and supportive and will adhere to expectations shared with staff as part of the school's CPD package.

: Teachers will be assessed against the [Teachers' Standards](#). The Headteacher, and other school leaders where relevant, will also be assessed against the [National Standards of Excellence for Headteachers](#)

: Teachers' performance will also be assessed against the career stage expectations and roles and responsibilities expectations

7. Reviewing performance (including observation protocol)

We believe it is the responsibility of leaders at all levels, to oversee regular reviews of teachers they are reviewing as part of the Performance Management process.

A range of evidence may be used as part of the Performance Management process, including:

- Formal lesson observations
- Evidence gathered as part of the school's monitoring and evaluation cycles
- Observations and results from wider school activities, if applicable
- Performance of their students
- Reviews of planning and marking
- Parent and student voice, if applicable
- Discussion with appropriate Line Managers

7.1 Observation protocol

We believe that observations are an important way of assessing teachers' performance. They can help identify a teacher's strengths and areas for improvement, and can help us identify areas of good practice that can be shared across the school.

Evidence may be taken from both formal and informal observations.

.Teachers with responsibilities outside the classroom may also have these responsibilities observed.

All observations will:

- Be carried out in an objective, fair, professional and supportive manner
- Be carried out by teachers with Qualified Teacher Status with the reviewer playing a key role in one observation
- Provide constructive feedback
- Remain confidential to those who need to know details as part of their jobs

7.2 Formal observations

The purpose of formal observations is to assess the teacher's performance and progress against their objectives and the relevant standards.

Observations will not be graded

Teachers will not receive more than 2-3 formal observations over the year. Ideally, one of these will be conducted by the reviewer.

Generally, verbal feedback will be given within 24 hours

Written feedback will be provided within 3 working days and will have a developmental focus.

7.3 Additional observations

Additional formal observations will take place if:

- The teacher requests them
- There are concerns that the teacher's performance is not up to standard (this may be triggered by poorly performing or poorly behaved pupils)
- The teacher is subject to formal capability proceedings

The above protocols will still apply to these additional observations.

8. Annual assessment

Performance will be reviewed and addressed at two calendared points during the course of the academic year. This will involve a designated interim period in the spring term and a final review period during the autumn term. A self – evaluation document may be used as a support document for the self- review process (see Appendix 3). Opportunities to 'touch base' with the reviewee should also be used by the reviewer to check whether additional support is needed. The review meeting is the end- point of the annual Performance Management process and will take place in the autumn term. In this meeting, the reviewer will:

- Review the relevant evidence
- Assess performance in the Performance Management period against the relevant standards
- Assess performance in the Performance Management period against objectives
- Discuss the teacher's professional development needs and identify action that should be taken
- Discuss the teacher's wellbeing, career aspirations and any difficulties they may be facing
- If necessary, discuss the teacher's underperformance and put a plan in place to address it. They should also inform the teacher that if performance does not improve, capability proceedings may begin, where applicable

9. Conducting annual Performance Management meetings

The Headteacher's Performance Management meeting will be conducted by the Governing Body. To support the Headteacher's Performance Management process, the governors will appoint an external adviser with relevant skills and experience. The adviser may be from the local authority, a neighbouring local authority, or an external consultant.

The Governing Body will typically delegate the Headteacher's Performance Management to a sub-group of three Governing Body members with a wide range of experience and knowledge of the school. This will not include any staff governors.

There must also be two non-staff governors, including either the chair or vice-chair, who are not involved in the Performance Management whatsoever, to enable them to sit on an appeals panel if necessary.

The Senior Leadership member responsible for Performance Management will decide who will review teachers. This will usually be the Line Manager or a designated member of staff who has appropriate experience and responsibility. As part of the school's core CPD programme, all reviewers will be provided with appropriate training and guidance relating to appropriate objective setting, conducting meetings, supporting individuals through lesson observation and feedback and writing final reviews.

Performance Management meetings will take place within the teacher's normal working hours and will be part of the teacher's directed time allocation. Meetings will not last longer than an hour.

10. Performance Management Final Review

Teachers will be provided with a written report of their Performance Management. The report will ideally be completed by the person who conducted the initial objective setting meeting. Ideally, this will be completed within five working days. This will include:

- An assessment of the teacher's performance against their objectives and the relevant standards
- An assessment of the teacher's training and development needs, and the action that should be taken to address them
- There are clear expectations that a teacher must self-review their progress against their objectives. The Performance Management document (see Appendix 2) allows the reviewee to reflect and self-evaluate on their progress towards completing objectives and also allows further CPD needs to be considered. Self-evaluation comments should be completed at least one week prior to the final review meeting and they play a fundamental part in strengthening the ethos of ownership and responsibility of a teacher's objectives.

After the report has been issued, we will hold review meetings where teachers can discuss the contents of their report if they wish.

Teachers will sign the Performance Management report to say they have seen it and agree with its content. Teachers can appeal to the Headteacher, and the Headteacher can appeal to the governing board, if they disagree with the contents of the report.

11. Concerns about a teacher's performance

If it becomes clear a teacher is having difficulties at any point during the Performance Management period, they will be provided with additional support.

This will begin with a meeting with their reviewer, where the problem will be discussed and potential solutions identified. A performance improvement plan may be created.

The nature of the support will be based on the individual's circumstances. For example, teachers whose difficulties are linked to a long-term health condition may be referred to the occupational health service. Teachers new to the school may be given a mentor or coach.

The concerns may be of a nature that would usually involve beginning the capability procedure. In these cases, refer to our capability policy.

12. Confidentiality

The Performance Management process and relevant documents are strictly confidential. Only staff members who need the information in order to do their jobs will have access to the information.

Performance Management information will be anonymised when information is reported to the Governing Body.

Performance Management records will be kept securely in the teacher's personnel file and must be sent to the Headteacher's PA, Fiona Hayward. It is important that the Performance Management review is signed and dated by both the teacher and the reviewer

13. Monitoring arrangements

The Governing Body will monitor and review the effectiveness of the Performance Management Framework arrangements. The Senior Leader responsible for Performance Management will monitor objectives and assessments to ensure consistency. This will involve:

- Discussion at Leadership levels about school priorities
- Guidance shared with teaching staff about appropriate objective setting
- Scrutiny of objectives to ensure there is consistency, fairness and appropriate challenge at all levels
- This policy will be reviewed every two years.

The Governing Body will be responsible for approving this policy.

14. Links with other policies

This policy should be read in conjunction with our capability and pay policies.

The capability policy will be used where this policy has not been able to address concerns with a teacher's performance. It applies to all staff, not just teaching staff.

The pay policy sets out how pay increases will be awarded, based on the results of a teacher's Performance Management

Appendix 1: Performance Management timeline

Date	Action
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First day of autumn term	Performance Management cycle begins. Teachers should begin to self- review the progress they have made against objectives
Early autumn term	CPD: Performance Management
End of September	Self- Review statements to be completed
October	Performance Management Review meetings as per calendar Performance Management new cycle & setting of new objectives as per calendar
31 October	Performance Management process is completed for teachers, deadline for Performance Management reviews to be sent, signed and dated to Headteacher's PA
End of autumn term	Performance Management process is completed for the Headteacher, deadline for final review to be sent
February	Interim Self- Review against objectives. See Appendix 3 document Sent to Reviewer one week before spring term interim meeting
March	Interim Meetings held to review progress against objectives Appendix 3 document
Throughout the year	Formal and drop-in observations and monitoring take place, constructive feedback is provided CPD where identified

Appendix 2: Performance Management document



PERFORMANCE MANAGEMENT: 2020 - 2021

Teacher:

Position:

Scale:

Reviewed by:

Position:

TEACHERS' STANDARDS

STANDARD		RAG	EVIDENCE
1	Set high expectations which inspire, motivate and challenge pupils		
2	Be accountable for pupils' attainment, progress and outcomes		
3	Demonstrate good subject and curriculum knowledge		
4	Plan and teach well- structured lessons		
5	Adapt teaching to respond to the strengths and needs of all pupils		
6	Make accurate and productive use of assessment		
7	Manage behaviour effectively to ensure a good and safe learning environment		
8	Full wider professional responsibilities		

PERFORMANCE MANAGEMENT TARGETS: 2020- 2021 Date of initial meeting:

Objective 1: Pupil progress/ performance	Measurable Outcomes	CPLD Opportunities	Interim Meeting & date Review notes
Objective 2: Linked to the school development plan			

Objective 3: Personal professional development linked to roles and responsibilities.			

FINAL REVIEW

Objective 1: Pupil progress/ performance	Self- Review Comment Met/ Not Met	Reviewer's Comment Met/ Not Met
Objective 2: Linked to the school development plan		
Objective 3: Personal professional development linked to roles and responsibilities.		

REVIEWER'S SUMMATIVE STATEMENT:		
Reviewer's Name:	Signed:	Date:
Reviewee's Name:	Signed:	Date:

Appendix 3: Self- Review Interim Meeting



Regents Park Community College

Performance Management 2019- 2020

Interim Self- Review

- *What is going well*
- *What barriers to progress have I encountered*
- *What additional support do I need*
- *What evidence of success is available*
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Interim Review: Self -Assessment against Objectives
Objective 1
On track to achieve? Are there any barriers? Support/ CPD needed?
Evidence:
Comments:
Objective 2
On track to achieve? Are there any barriers? Support/ CPD needed?
Evidence
Comments:
Objective 3
On track to achieve? Are there any barriers? Support/CPD needed?

Evidence
Comment