



New York Primary School
Federated with
Frithville Primary School

Performance Management

Policy approved by the **Governing Body**

Review in **Autumn 2019**

Signed on behalf of the **Governing Body** _____ Date _____

presented to the Governors for approval.

The Governing Body is committed to the safeguarding of children and young people across the Federation and the wider community.

Application of the Policy:

The policy applies to the headteacher and to all staff employed by the school except teachers on contracts of less than one term, those undergoing induction (*i.e. NQTs*) and those who are the subject of capability procedures.

Purpose:

This policy sets out the framework for a clear and consistent assessment of the overall performance of staff and the headteacher and for supporting their development needs within the context of the school's improvement plan and their own professional needs. Where teachers are eligible for pay progression, the assessment of performance throughout the cycle against the performance criteria specified in the statement will be the basis on which the recommendation is made by the reviewer.

This policy should be read in conjunction with the school's pay policy which provides details of the arrangements relating to teacher's pay in accordance with the School Teachers' Pay and Conditions Document.

Links to School Improvement, School Self Evaluation and School Development Planning:

To comply with the requirement to show how the arrangements for performance management link with those for school improvement, school self-evaluation and school development planning and to minimize workload and bureaucracy the performance management process will be the main source of information as appropriate for school self-evaluation and the wider school improvement process.

Similarly, the school improvement and development plan and the school's self evaluation form are key documents for the performance management process.

All reviewers are expected to explore the alignment of reviewees' objectives with the school's priorities and plans. The objectives should also reflect reviewees' professional aspirations.

Consistency of Treatment and Fairness:

The governing body is committed to ensuring consistency of treatment and fairness in the operation of performance management.

To ensure this the following provisions are made in relation to moderation, quality assurance and objective setting.

Quality Assurance:

The headteacher has determined that he will:

Option 1 - be the reviewer for all staff.

Option 2 - delegate the reviewer role for some of the staff for whom he is not the line manager. In these circumstances the headteacher will:

Moderate all the planning statements to check that the plans recorded in the statements of the staff at the school:

- are consistent between those who have similar experience and similar levels of responsibility
 - comply with the school's performance management policy, the regulations and the requirements of equality legislation
- OR
- moderate a sample of planning statements to check that the plans recorded in the statements of staff at the school:
 - are consistent between those who have similar experience and similar levels of responsibility;
 - Comply with the school's performance management policy, the regulations and the requirements of equality legislation
- OR
- Choose not to moderate any planning statements

The Governing Body will:

Either nominate the Chair of the governing body, who will not be involved in the headteacher's performance management or any appeal regarding the headteacher's performance management to ensure that the headteacher's planning statement is consistent with the school's improvement priorities and complies with the school's performance management policy and the regulations or-

Nominate (up to three governors (state the number)) who will not be involved in the headteacher's performance management or any appeal regarding the headteacher's performance management to ensure that the headteacher's planning statement is consistent with the school's improvement priorities and complies with the school's performance management policy and the regulations or-

Choose not to quality assure the planning statement

The governing body will review the quality assurance processes when the performance policy is reviewed.

Objective Setting:

The objectives set will be rigorous, challenging, achievable, time-bound, fair and equitable in relation to teachers with similar roles/responsibilities and experience, and will have regard to what can reasonably be expected of any member of staff in that position given the desirability of the reviewee being able to achieve a satisfactory balance between the time required to discharge his professional duties and the time required to pursue his personal interests outside work, consistent with the school's strategy for bringing downward pressure on working hours. They shall also take account of the individual's professional aspirations and any relevant pay progression criteria. They should be such that, if they are achieved, they will contribute to improving the progress of pupils at the school.

The reviewer and reviewee will seek to agree the objectives but where a joint determination cannot be made the reviewer will make the determination.

In this school (choose as applicable):

- All staff, including the head teacher, will have no more than 3 objectives
- Staff including the head teacher, will not necessarily all have the same number of objectives
- All staff, including the head teacher, will have a whole school objective
- All staff, including the head teacher, will have a team objective, as appropriate

Though performance management is an assessment of overall performance of staff and the head teacher, objectives cannot cover the full range of an individual's roles/responsibilities. Objectives will, therefore, focus on the priorities for an individual for the cycle. At the review stage it will be assumed that those aspects of the individual's roles/responsibilities not covered by the objectives or any amendment to the statement which may have been necessary in accordance with the provisions of the regulations have been carried out satisfactorily.

Reviewing Progress:

At the end of the cycle assessment of performance against an objective will be on the basis of the performance criteria set at the beginning of the cycle. Good progress towards the achievement of a challenging objective, even if the performance criteria have not been met in full, will be assessed favorably.

The performance management cycle is annual, but on occasions it may be appropriate to set objectives that will cover a period over more than one cycle. In such cases, the basis on which the progress being made towards meeting the performance criteria for the objective will be assessed at the end of the first cycle and will be recorded in the planning and review statement at the beginning of the cycle.

Appeals

At specified points in the performance management process all staff and head teachers have a right of appeal against any of the entries in their planning and review statements. Where a reviewee wishes to appeal on the basis of more than one entry this would constitute one appeal hearing.

Details of the appeals process are covered in the school's pay policy.

Confidentiality:

The whole performance management process and the statements generated under it, in particular, will be treated with strict confidentiality at all times. Only the reviewee's line manager or, where s/he has more than one, each of her/his line managers will be provided with access to the reviewee's plan recorded in her/his statement, upon request, where this is necessary to enable the line manager to discharge her/his line management responsibilities. Reviewees will be told who has requested and has been granted access.

Training and Support:

The school's CPD programme will be informed by the training and development needs identified in the training annex of the reviewees' planning and review statements.

The governing body will ensure in the budget planning that, as far as possible, appropriate resources are made available in the school budget for any training and support agreed for reviewees.

An account of the training and development needs of teachers 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 in the school.

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 with regard to the extent to which: (a) the CPD identified is essential for a reviewee to meet their objectives; and (b) the extent to which the training and support will help the school to achieve its priorities. The school's priorities will have precedence. Teachers 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.

Appointment of Reviewers for the Headteacher:

Appointment of Governors

In this Federation:

The Governing Body is the reviewer for the headteacher and has discharged this responsibility on its behalf to a committee of three governors.

A county representative is no longer appointed to oversee the performance management procedure so the Governing Body will seek to invite suitable professionals from within the Collaborative Partnership for purpose of external moderation and accountability.

Where a head teacher is of the opinion that any of the governors or external professionals appointed by the governing body under this regulation is unsuitable for professional reasons, s/he may submit a written request to the governing body for that governor to be replaced, stating those reasons.

Appointment of Reviewers for All Staff:

In the case where the head teacher is not the individual's line manager, the headteacher may delegate the duties imposed upon the reviewer, in their entirety, to the teacher's line manager. In this Federation the headteacher has decided that:

The headteacher will be the reviewer for all teachers in this school or the headteacher will be the reviewer for those individuals he directly line manages and will delegate the role of reviewer in its entirety, to the relevant line managers for some or all other teachers.

Where the headteacher has chosen the latter, then either line managers will be the reviewers for all those teachers they line manage or the maximum number of reviews that any line manager will be expected to undertake per cycle is (3).

Where a teacher has more than one line manager the headteacher will determine which line manager will be best placed to manage and review the teacher's performance.

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

Where it becomes apparent that the reviewer will be absent for the majority of the cycle or is unsuitable for professional reasons the headteacher may perform the duties himself/herself or delegate them in their entirety to another teacher. Where this teacher is not the reviewee's line manager the teacher will have an equivalent or higher status in the staffing structure as the teacher's line manager.

A performance management cycle will not begin again in the event of the reviewer being changed.

All line managers to whom the head teacher has delegated the role of reviewer will receive appropriate preparation for that role.

The Performance Management Cycle:

The performance of staff must be reviewed on an annual basis. Performance planning and reviews must be completed for headteachers by 31 September and for all staff by 31 October.

The performance management cycle in this school, therefore, will run from September to September for the headteacher and from October to October for staff.

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 the provisions of this policy. The length of the cycle will be determined by the duration of their contract.

Where a teacher starts their employment at the school part-way through a cycle, the head teacher or, in the case where the teacher is the headteacher, the governing body shall determine the length of the first cycle for that teacher, with a view to bringing his cycle into line with the cycle for other teachers at the school as soon as possible.

Where a teacher transfers to a new post within the school partway through a cycle, the headteacher or, in the case where the teacher is the headteacher, the governing body shall determine whether the cycle shall begin again and whether to change the reviewer.

Retention Statements:

Performance management planning and review statements will be retained for a minimum period of 6 years.

Monitoring and Evaluation:

The governing body will monitor the operation and outcomes of performance management arrangements.

The headteacher will provide the governing body with a written report on the operation of the school's performance management policy annually. The report will not contain any information which would enable any individual to be identified. The report will include:

- The operation of the performance management policy;
- the effectiveness of the school's performance management procedures;
- teachers' training and development needs.