



Performance Management Policy

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Regional Director		Principal			Vice Principal		
Head of Foundation Stage		Head of Primary			Head of Secondary		

Performance Management Procedure

This document provides teachers with information and advice on fulfilling their obligation to complete an annual review of performance. The planning and review statements will be made available to you electronically. Any further guidance will be given to you by your Line performance manager.

The new cycle would normally begin early in the academic year **following the first quality assurance cycle**. Your Performance Manager will arrange a meeting with you to set targets for the next cycle.

Progress towards achieving your targets should be discussed regularly. There will be a formal review cycle in Term 2 and then the final review in Term 3 at the end of the academic year.

A grade will need to be given for overall performance against your targets from the previous year cycle.

It is expected that all staff will perform at a 'good' or better level. Those colleagues who meet expectations, will always be considered for appointment to leadership positions when they are advertised.

Target setting: SMART Target, Target Bank Drop down menu

1. All teachers will have **3 targets**:

One should be a target based on student attainment/progress outcomes in one of your **teaching groups**, e.g **50% of students should make above expected progress (depending on what class data indicates)**; one linked to the **SDP** (either department or whole school) and then a **personal target**.

2. All Middle Leaders will have **4 targets**:

One should be a target based on **overall attainment/progress outcomes** in department/year group, one should be a **quality of teaching target** for department/year group, one linked to the **SDP** and then a **personal target**.

3. All Senior Leaders will have **4 targets**:

Including, a quantitative target based on a measure in your area of responsibility, e.g., 70% of lessons should be good or better (T&L), all core subjects must achieve increasingly good or better indicators in your phase (as measured from the previous inspection).

Targets must be **SMART**: **S**pecific **M**easurable **A**ttainable **R**ealistic **T**ime

Formal teaching observation(s), planning reviews and student work reviews will be discussed during your PM meetings.

Reviewers need to ensure they are well prepared for the review meetings. Reviewees need to review their targets, if applicable, for the previous year and outline targets for the next cycle to bring to the meeting.

The PM targets should be a focus throughout the year and should be a standing item on 1-1 meetings. There will also be a midterm review in staff meeting time where you will be able to focus on the collection of evidence to support your targets.

Reviewers will input all targets for each individual into the Staff Development Record to ensure SLT are aware of areas being targeted. These will be reviewed during Term 2 and Term 3 and coded to show progress towards meeting each target.

For example:

Red = not started or made any progress

Orange = partially working towards it.

Green = on track to meeting target

If anyone is coded red or orange, then an explanation next to the target needs to be provided.

Performance Review: General Principles

1. Information collected for the purpose of the review of a teacher should be designed to assist in the review meeting.
2. Where it has been agreed that the review should concentrate on specific aspects of the reviewee's job, information should likewise concentrate on these aspects.
3. Reviewers should act with sensitivity to all concerned and should not exhibit any bias in collecting information.
4. General comments should be supported by specific examples.
5. Information which does not relate to the professional performance of the reviewee should not be sought or accepted.
6. Neither reviewers nor reviewees should act in any way which is likely to threaten the trust and confidence on both sides upon which successful review depends.
7. Those offering significantly critical comments should discuss them directly with the reviewee before they are used as review information.

Support Information for The Review Meeting

The Reviewer and Reviewee

Role of the Reviewer in Review Meetings

Your key function is to guide and support colleagues to compile actions plans that are focused and realistic to ensure objectives have real focus and purpose.

Gathering Evidence

- In preparation for the meeting, review last cycle's agreed objectives; revisit action plans and check what tasks and monitoring have been completed
- Reflect on monitoring data and your own records/evidence during the last cycle
- Check on the student progress data that is available
- Think about the teacher's overall performance against agreed and published standards
- Note areas of celebration and progress
- Consider areas for future development
- Ensure readiness and confirm procedures with your team via a meeting
- Ensure that adequate time and appropriate space are scheduled for the review meetings.

During the meeting

- Celebrate achievement and reward effort
- Review progress towards agreed objectives
- Your style should be supportive and motivating; open and frank and evidence based
- It is important that key documentation is understood
- The outcome should be a profile of the members of staff's overall performance, including progress towards agreed objectives, in the context of the team and the school
- You should agree to outline objectives for the coming year and identify CPD needs
- A renewed sense of direction, purpose and motivation is clearly an outcome

Role of the Individual member of staff – the Reviewee

Gathering Evidence

- Prior to the meeting you should collate any information that you wish to use in your performance review – this may include lesson observation records; your involvement in whole school CPD opportunities
- You will need to present Student Progress data, e.g., colour coded SIMS mark sheet
- You will need to gather any information that relates to your previously agreed objectives
- You will need to revisit your last cycle's action plan and remind yourself as to how and when you monitored your progress
- Ensure that your CPD Portfolio is up to date and includes key information that can be used during your review meeting
- Remind yourself of the documentation – the Annual Review Statement and the Planning Record
- Reflect on your work over the last year and whether your professional aspirations have been enhanced during this cycle
- Don't focus on 'What I have done? Do focus on:
 - How have I improved?

- How well have my students progressed?
- What have I achieved?
- What is the evidence for this?
- Where is the evidence located?

During the review

- The more preparation you have been able to do, the more focused the dialogue will be
- Openness, frankness and sensitivity are the hallmarks of an effective review
- Be as positive as possible and openly celebrate your achievements during the last cycle
- Review together objectives from the previous cycle and reflect on success or otherwise
- Discuss things that helped you move forward and also issues which seemed to hinder or hold back your progress
- Focus on your current job and your professional aspirations and think how these relate to both team and school priorities
- Focus on what you have achieved rather than what you have done: outcomes, not tasks
- Reviews should concentrate on the future, exploring ways to improve effectiveness rather than emphasising and making judgements about the past
- You should expect to leave the review meeting feeling that your achievements have been recognised and celebrated, and that your future challenging objectives will be supported

Evidence could include:

- Data collected showing pupil progress
- Lesson observation feedback forms
- Reviewees' contribution to whole school development
- Work scrutiny outcomes
- Developed resources
- Letters of thanks, acknowledgement or support
- Minutes of meetings where you have made a contribution

The SDP objective that you choose should involve one or more of the following:

- Raise standards in Teaching and Learning (go for a termly progressive approach)
- Raise attainment levels across the curriculum
- Improve rates of progress for all students by using data/assessment more effectively
- All stakeholders should be taking ownership of data to inform their own progress, planning, knowledge of success and independent learning

Guidance for Training & Development

- Any training courses will be offered internally through CPD or one-to-one mentoring as appropriate
- External courses should be for exam board training or agreed with Line Manager before submitting

to Head of Teaching & Learning.

- All teachers are expected to engage with their assigned coaching group to share best practice and provide developmental feedback.
- All teachers will be provided with a QR code to collate informal feedback from colleagues and enable them to reflect on their practice.
- All teachers are expected to take responsibility for their own training and development needs.

Performance Descriptors - Teachers

Outstanding

The achievements of the teacher have been substantial and sustained and this is evidenced by at least three of the following:

- The successful achievement of all performance objectives that have been set
- The quality of teaching always meets expectations which formed part of the performance management agreement
- The relevant professional standards / job competencies are being consistently exceeded
- The teacher has contributed personally to the successful achievement of more than one whole school priority set out in the school improvement plan

Good

The achievements of the teacher have been substantial and sustained and this is evidenced by at least three of the following:

- The successful achievement of performance objectives, but where this has not been possible there are good reasons why they have not been achieved
- The relevant professional standards / job competencies are being met and exceeded in some areas
- The quality of teaching has met school expectations in the majority of classroom observations, which formed part of the performance management agreement
- The teacher has contributed personally to the successful achievement of a whole school priority set out in the school improvement plan

Satisfactory

The teacher is meeting the professional standards / job competencies in all respects and has achieved the majority of their performance objectives and there are good reasons why some of the other objectives have not been achieved.

- Where the employee has a class teaching role the classroom observations, which form part of the performance management agreement, have identified their teaching is adequate and good in some areas

Inadequate performance

The teacher's performance is not satisfactory. This could be evidenced by:

- No good reason for the non-achievement of performance objectives
- Where the teacher has had classroom observations, their performance has been assessed as inadequate in one or more observations
- The teacher not fulfilling the requirements of their job description despite support and guidance from their reviewer during the performance management cycle

If the teacher's performance is assessed as inadequate, they will need:

- Counselling, training and support to enable the teacher to achieve job competencies and meet the requirements of the relevant professional standards
- Informal stage of the disciplinary or competency procedure (sections 15 and 16 of the staff handbook) should be invoked immediately or should already be in place
- In serious cases performance management will be suspended with immediate effect and the teacher placed at the formal stage of the disciplinary or competency procedure (sections 15 and 16 of the staff handbook)

Note: If concerns arise about poor performance during the review cycle, the teacher should be notified immediately. There should be no delay until the end of the review cycle.