



PERFORMANCE MANAGEMENT POLICY

Last Review:	February 2022
Date Ratified:	15 February 2022
Next Review:	September 2022

1. Aims of the Policy

This policy aims to:

- Set out the arrangements for appraising teachers, 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, our school improvement plan and the Teachers' Standards
- Ensure teachers have the skills and knowledge they need to fulfil and excel in their role and provide an excellent education to our pupils

2. Application of the Policy

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

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 Headteacher 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 part-way 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.

3. Legislation & Guidance

As an academy, we are free to determine our own appraisal arrangements. However, where a teacher's contract specifically incorporates conditions from [The Education \(School Teachers' Appraisal\) \(England\) Regulations 2012](#), these will continue to apply due to [The Transfer of Undertakings \(Protection of Employment\) \(TUPE\) Regulations 2006](#), which protect employees' terms and conditions when a maintained school becomes an academy.

We have based this policy on the [model policy](#) produced by the Department for Education (DfE). This policy complies with our funding agreement and articles of association.

4. The Appraisal Period

The performance of teachers must be reviewed on an annual basis.

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

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

It is intended that teachers will have had their annual appraisal meeting by 9th December 2022.

It is intended that the Headteacher will have had their annual appraisal meeting and received their appraisal report by 31st December.

5. Appointment of Reviewers for Teachers

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

- The Headteacher will be the reviewer for those teachers s/he directly line manages and will delegate the role of reviewer, in its entirety, to the relevant line managers for all other teachers. Reviewers will be in the leadership group or have teaching and learning responsibility payments.
- The maximum number of reviews that any line manager will be expected to undertake per cycle is 3, other than SLT.
- 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 a teacher 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 ask for an alternative reviewee, giving reasons for this. In almost all circumstances this will be accepted and the next senior line manager will be appointed.
- 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 Headteacher has delegated the role of reviewer will receive appropriate preparation for that role.

6. Objective Setting

Teachers' objectives will be set before, or as soon as possible after, the start of the appraisal period. The Headteacher's objectives will be set by the Chief Executive Officer of the Athelstan Trust and the Chair of the Local Governing Board.

The objectives set will be rigorous, challenging, achievable, time-bound, fair and equitable in relation to teachers with similar roles/responsibilities and career stage expectations. They shall also take account of the teacher'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 students 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 all teachers, including the Headteacher, will have no more than 4 objectives:
 - teachers – 3 objectives;
 - Middle Leaders – 4 objectives;
 - Senior Leadership – 4 objectives;
- All teachers, including the Headteacher, will have an objective linked to the whole school priorities in the School Improvement Plan.
- All teachers will have a professional development objective.
- All teachers will have an objective linked to student progress.
- Senior leaders will have an objective linked to the development of their leadership/ leadership area.

7. Standards

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.

Reviewing Performance

We will use a range of evidence to judge a teacher's performance:

- Progress towards agreed performance management objectives
- Progress of students
- Impact of teacher feedback on students' progress
- Engagement with CPD
- Engagement with feedback from Teaching & Learning Walks

Senior and middle leaders do not undertake 'formal' lesson observations as part of any quality assurance framework. Senior and middle leaders make unannounced Teaching and Learning walks during three designated windows across the academic year. No 'formal' judgement is made about the quality of teaching and learning. Instead feedback is provided to the teacher and CPD priorities are identified. Information from Teaching & Learning walks can be used to review a teacher's performance when there is evidence that the Teacher Standards are not being met across two windows.

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 favourably. 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.

8. Annual Assessment

Performance will be reviewed and addressed on at the mid-year point of the performance management cycle (Term 4).

The appraisal meeting is the end point of the annual appraisal process and will take place in the autumn term. In this meeting, the appraiser will:

- Review the relevant evidence
- Assess performance in the appraisal period against the relevant standards
- Assess performance in the appraisal 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 Appraisal Meetings

The Headteacher's appraisal meeting will be conducted by the Chief Executive of the Athelstan Trust and the Chair if the Local Governing Board. There must also be three non-staff governors, including either the chair or vice-chair, who are not involved in the appraisal whatsoever, to enable them to sit on an appeals panel if necessary.

The Headteacher will decide who will appraise teachers. Unless there is a good reason not to, this will normally be the teacher's line manager. By way of example, a 'good reason' could be a poor or deteriorating working relationship between the teacher and line manager, including where a formal grievance has been lodged by the teacher citing their line manager.

All appraisers will be provided with appropriate training.

Appraisal meetings will take place within the teacher's normal working hours and will typically last for at least an hour.

10. Concerns about a teacher's performance

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

This will begin with a meeting with their line manager, 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.

11. Confidentiality

The appraisal 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.

Appraisal information will be anonymised when information is reported to the governing board.

Appraisal records will be kept securely in the teacher's personnel file.

Appraisal records will be kept for a maximum of 6 years.

12. Monitoring Arrangements

The Local Governing Board will monitor and review the effectiveness of the appraisal arrangements. The Headteacher will monitor objectives and assessments to ensure consistency.

This policy will be reviewed annually by the Local Governing Board.

13. 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 appraisal.

14. Appeals

At specified points in the performance management process teachers and the Headteacher 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 as follows:

A teacher may seek a review of any of the entries made in the statement by a reviewer. Where a reviewee wishes to appeal on more than one entry, this would still constitute one appeal.

The following list includes the usual reasons for seeking a review -

That the person by whom the decision was made:

- a. incorrectly applied any provision of the regulations or the performance management policy;
- b. failed to have proper regard for the regulations
- c. failed to take proper account of relevant evidence;
- d. took account of irrelevant or inaccurate evidence;
- e. was biased; or
- f. otherwise unlawfully discriminated against the teacher.

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

15. 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 Local Governing Board 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 Headteacher's annual report to the governing body (delegated to the Resources Committee) 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.