

LEICESTERSHIRE COUNTY COUNCIL

CHILDREN AND YOUNG PEOPLE'S SERVICE
HR Team (Education)

**MODEL PERFORMANCE
MANAGEMENT POLICIES**

for School/College Staff

**incorporating
Classroom Observation Protocol**

	DATE
Agreed with Trade Unions and Professional Associations	08/05/2007
Signed by HR	09/05/2007
Adopted by the Governing Body of Dorothy Goodman School	October 2007

LEICESTERSHIRE COUNTY COUNCIL

CHILDREN AND YOUNG PEOPLE’S SERVICE **HR SERVICE (EDUCATION)**

MODEL PERFORMANCE MANAGEMENT POLICIES **FOR SCHOOL/COLLEGE STAFF**

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MODEL PERFORMANCE MANAGEMENT POLICY FOR SUPPORT STAFF IN SCHOOLS AND COLLEGES

1. PURPOSE

- 1.1 At this school we are committed to performance management as a tool to help develop all staff with the aim of improving teaching and the learning experience for all children. This policy provides a framework for all support staff to agree and review priorities, receive feedback on their performance and agree any training and development requirements.

2. SCOPE

- 2.1 This performance management policy covers all support staff employed on Local Government Terms and Conditions in Dorothy Goodman School. This policy is also clearly aligned with:
- The school Improvement Plan
 - The school Performance Management Policy for Teachers
 - DfES guidance on performance management in schools
- 2.2 The school/college performance management systems will be monitored and validated through the Self Evaluation Form, and through the School Improvement Form.
- 2.3 Staff and governors have been consulted about the introduction of this policy and it will be evaluated and reviewed annually as outlined in section 6.0 of this document

3. ROLES AND RESPONSIBILITIES

Performance management is a shared responsibility. The following stakeholders should adopt particular roles and responsibilities within the process:

- 3.1 **The Governing Body** has a strategic role in agreeing and monitoring the school's performance management systems. The Governing Body also has responsibility for setting the key objectives within the School Improvement Plan, which act as drivers for this performance management policy.
- 3.2 **The Headteacher** is responsible for implementing, monitoring and evaluating this performance management policy. The Headteacher is also responsible for assigning Performance Management Team Leaders for particular groupings of staff.
- 3.3 **The Performance Management Team Leader** is responsible for scheduling performance management review meetings and providing the necessary paperwork.

Office Manager is responsible for the Office Staff
Site Manager for the Premises Officer and the Cleaners
Head Teacher for other Support Staff

- 3.4 **Members of Staff** are responsible for working together with their Team Leader to agree objectives, agree and discuss feedback, agree training and development requirements and to ensure the member of staff's job description is current.

4. THE PERFORMANCE MANAGEMENT PROCESS

- 4.1 Each member of staff's performance will be reviewed and objectives agreed on an annual basis. The review will take place between the member of staff and their Team Leader (as identified in Section 3.3 of this policy), and will be recorded using the Performance Management Review Form, which can be found in Section 7 of this document.
- 4.2 The timetable for performance management reviews will be published annually by the Headteacher. It is the responsibility of the Performance Management Team Leader to set and agree a specific date and time with the member of staff. (N.B. The review must take place within the member of staff's usual working pattern.)
- 4.3 The aims of the performance management policy, which should be addressed as part of the review, are as follows:
- To assist staff in performing their job to the best of their ability and maximising their contribution to the school's objectives within the School Improvement Plan.
 - To identify individual training and development requirements.
 - To highlight the potential that each individual has to develop within his/her current position.
 - To ensure the member of staff has a current and relevant job description.
- 4.4 All performance management reviews should take place in private and should have no interruptions. Confidentiality should also be agreed and be inherent within the process.
- 4.5 The completed performance management review pro-forma should be agreed and signed by both the Team Leader and member of staff and forwarded to the Headteacher.
- 4.6 The training and development requirements identified within the review and captured on the review pro-forma will be considered by the Headteacher and will inform the school's staff training and development plan.

5. COMPLAINTS

- 5.1 Within 10 days of the review staff can raise and record their dissatisfaction with aspects of the performance management review with the Headteacher. In a case where the Headteacher is the performance management team leader the complaint should be directed to the Chair of Governors.

6. EVALUATION OF THE POLICY

- 6.1 The Headteacher will provide an annual report to the Governing Body which evaluates the effectiveness of the policy and its impact on the School Improvement Plan.

7. SUPPORT STAFF PERFORMANCE AND DEVELOPMENT REVIEW FORM

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Staff Member's Name		Team Leader's Name			
Job Title		Job Title			
Occupational Grouping		Date		Time	

PART 1 PREVIOUS YEAR

INDIVIDUAL AIMS AND OBJECTIVES (Overall performance against previous year)		
Targets What targets were set during the previous year?	Met (Y/N)	Comments (Including main achievements, strengths and areas for development)

Strictly Confidential

PART 2 FORTHCOMING YEAR

SCHOOL/COLLEGE AIMS AND OBJECTIVES EXTRACTED FROM SCHOOL/COLLEGE DEVELOPMENT PLAN

TEAM AIMS AND OBJECTIVES (Taken from School Improvement Plan)

INDIVIDUAL AIMS AND OBJECTIVES FOR THE FORTHCOMING YEAR (Include any carried forward from previous year)				
No.	School/College Development Plan Link	Objective (Specific, Measurable, Achievable, Rigorous, Timescales)	Success Criteria Expected (Specific, Measurable, Achievable, Rigorous, Timescales)	Time Scale
Eg.	2.5	To respond to 50% of parental queries within 3 hours of receipt.	Observations; statistics; reports; "thank you"	3 rd Term
1				
2				
3				
4				

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PART 3 LEARNING/DEVELOPMENT REQUIRED TO SUPPORT TARGETS

Target No.	Knowledge/Skill Required	Proposed Method of Learning/Development	Responsibility of (Headteacher, staff member, team, etc)	Priority 1=High 2=Medium 3=Low	Timescales to achieve by
e.g.	To understand how to produce mail merge documents via MS Word 2000	Coaching session with Line Manager	Reviewee/Reviewer	2	May 05

PART 4 JOB DESCRIPTION REVIEW

Job Description Updates	List Amendments to be Made (if any)	Date Amended

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PART 5 COMMENTS

Team Leader's Comments			
Signed		Date	
Date of Next Review			
Staff Member's Comments			
Signed		Date	
Headteacher's Comments			
Signed		Date	

MODEL PERFORMANCE MANAGEMENT POLICY FOR TEACHERS IN SCHOOLS AND COLLEGES

1. PURPOSE

- 1.1 This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers 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 planning and review statement, will be the basis on which the pay recommendation is made by the reviewer.
- 1.2 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.

2. SCOPE

- 2.1 The Governing Body is committed to ensuring that the performance management process is fair and non-discriminatory and the following monitoring data will be included in the Headteacher's report because they represent the possible grounds for unlawful discrimination:
 - Race
 - Gender
 - Sexual Orientation
 - Disability
 - Religion and belief
 - Age
 - Part-time contracts
 - Trade Union membership
- 2.2 This policy applies to the Headteacher and to all teachers employed at 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.
- 2.3 The school improvement and development plan and the school self-evaluation form are key documents for the performance management process
- 2.4 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 minimise 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.
- 2.5 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.

3. ROLES AND RESPONSIBILITIES

- 3.1 The Governing Body is responsible for monitoring performance management arrangements, for appointing governors as appropriate as reviewers for the Headteacher, and for undertaking action in respect of any appeals.
- 3.2 The Chair of Governors is responsible for retaining documentation relating to the headteacher's performance management, and for actioning any requests to forward such documentation.
- 3.3 The Headteacher is responsible for reviewing, or assigning reviewers for, all teachers, retaining copies of all documentation relating to teachers' performance management and actioning any requests to forward such documentation, and for reporting annually to the Governing Body about performance management.
- 3.4 Teachers are required to act as reviewers if this role has been delegated to them.
- 3.5 All teachers, including the Headteacher, are required to play an active role in their own performance management.

4. APPOINTMENT OF REVIEWERS FOR THE HEADTEACHER

- 4.1 In this school the Governing Body is the reviewer for the Headteacher and to discharge this responsibility on its behalf, appoints 2 or 3 governors.
- 4.2 The Local Authority has appointed a School Improvement Partner for the school, who will provide the Governing Body with advice and support in relation to the management and review of the performance of the Headteacher.
- 4.3 Where a Headteacher is of the opinion that any of the governors appointed by the Governing Body under this regulation is unsuitable for professional reasons, he/she may submit a written request to the Governing Body for that governor to be replaced, stating those reasons.

5. APPOINTMENT OF REVIEWERS FOR TEACHERS

- 5.1 In the case where the Headteacher is not the teacher's line manager he/she may delegate the duties imposed upon the reviewer, in their entirety, to the teacher's line manager.
 - 5.1.1 In this school/college the Headteacher has decided that he will be the reviewer for all those teachers he directly line manages and will delegate the role of reviewer, in its entirety, to the relevant line managers for all other teachers.
 - 5.1.1.1 Line managers will be the reviewers for all those teachers they line manage
- 5.2 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.
- 5.3 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, he/she may

submit a written request to the Headteacher for that reviewer to be replaced, stating those reasons.

- 5.4 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 to the teacher's line manager.
- 5.5 A performance management cycle will not begin again in the event of the reviewer being changed.
- 5.6 All line managers to whom the Headteacher has delegated the role of reviewer will receive appropriate preparation for that role.

6. THE PERFORMANCE MANAGEMENT CYCLE

- 6.1 The performance of teachers must be reviewed on an annual basis. Performance planning and reviews must be completed for all teachers by 31st October and for Headteachers/Principals by 31st December.
- 6.2 The performance management cycle in this school, therefore, will run from September 1st to October 31st for teachers, and from October 31st to December 31st for the Headteacher.
- 6.3 The cycle will start with a planning meeting and will end with a review meeting. These two meetings may be combined to form a single meeting that will mark the end of one cycle and the start of the next cycle.
- 6.4 Teachers who are employed on a fixed term contract of 1 term or more 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.
- 6.5 Where a teacher starts employment at the school part-way through a cycle, the Headteacher (or 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/her cycle into line with the cycle for other teachers at the school as soon as possible.
- 6.6 Where a teacher transfers to a new post within the school part-way through a cycle, the Headteacher (or where the teacher is the Headteacher, the Governing Body) shall determine whether the cycle shall begin again and whether to change the reviewer.

7. CONSISTENCY OF TREATMENT AND FAIRNESS

- 7.1 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.

7.2 Quality Assurance – Teachers Other than the Headteacher

- 7.2.1 The Headteacher has determined that he will delegate the reviewer role for all teachers 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:

- are consistent between those who have similar experience and similar levels of responsibility; and
- comply with this policy, the regulations and the requirements of equality legislation.

7.3 Quality Assurance – Headteacher

7.3.1 The Governing Body will nominate two governors who will not be involved in the Headteacher's performance management or any associated appeal, to ensure that the Headteacher's planning statement is consistent with the school's improvement priorities and complies with this policy and the Regulations.

7.4 The Governing Body will review the quality assurance processes when the performance management policy is reviewed.

8. OBJECTIVE SETTING AND PERFORMANCE CRITERIA

8.1 At the start of the cycle, the reviewer and reviewee will have a planning meeting during which:

- Objectives will be set
- Performance criteria will be determined
- Training and support needs will be determined
- Details of what data will be used to inform the review of performance and how it will be gathered will be determined, including any proposed classroom observations, which will be in accordance with the Classroom Observation Protocol (see Appendix A).

8.2 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.

8.3 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 teacher in that position given the desirability of the reviewee being able to achieve a satisfactory balance between the time required to discharge his/her professional duties and the time required to pursue his/her personal interest outside work. They shall also take account of the reviewee's professional aspirations and any relevant pay progression criteria, and should be such that, if they are achieved, they will contribute to improving the progress of pupils at the school/college.

8.4 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, interim performance criteria for the end of the cycle, as well as performance criteria for the overall objective, will be recorded in the planning and review statement at the start of the cycle.

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

8.6 In this school:

- All senior teachers, including the Headteacher, will have no more than four objectives.
- All other teachers will have no more than three objectives
- All teachers, including the Headteacher, will have a curriculum objective.
- All teachers, including the Headteacher, will have a pupil performance objective.
- All teachers who are class teachers will have a class management objective
- All senior leaders will have a management / leadership objective

Governors are reminded of previous advice and current practice that the number of objectives per cycle should be no more than three.

8.7 Though performance management is an assessment of overall performance of teachers and the Headteacher, objectives cannot cover the full range of a teacher'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 reviewee'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.

9. TRAINING AND SUPPORT

9.1 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.

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

9.3 Reviewers will be made aware of the school's budget for CPD prior to the planning meeting, and must take this into account when discussing the training and support necessary to enable the reviewee to meet their objectives.

9.4 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 the CPD identified is essential for a reviewee to meet their objectives; and
- The extent to which the training and support will help the school to achieve its priorities.

The school's priorities will have precedence.

9.5 Teachers will 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.

9.6 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 about the operation of performance management in the school.

10. REVIEWING PROGRESS

- 10.1 At the end of the cycle assessment of performance against the objectives 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.
- 10.2 If information, performance issues, or a change of circumstances become apparent during the cycle, either the reviewer or the reviewee may request a revision meeting, in accordance with the performance management regulations, during which changes to the planning statement may be agreed. Any changes will be appended as an addendum to the original statement.

11. APPEALS

- 11.1 At specified points in the performance management process teachers and Headteachers 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.
- 11.2 Details of the appeals process are covered in the school's pay policy.
- 11.3 The school will notify all staff of the points in the performance management process at which they have the right of appeal.

12. CONFIDENTIALITY AND RETENTION OF DOCUMENTATION

- 12.1 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 he/she has more than one, each of his/her line managers) will be provided with access to the reviewee's plan recorded in his/her statement, upon request, where this is necessary to enable the line manager to discharge his/her line management responsibilities. Reviewees will be told who has requested and has been granted access.
- 12.2 The school's CPD co-ordinators (i.e. the Senior Leadership Team) will be provided with details of the CPD training and support requirements of all teachers, including the Headteacher.
- 12.3 Performance management planning and review statements will be retained for a minimum period of 6 years.
- 12.4 In the event of a teacher, or the Headteacher, moving to another school/college, he/she has the right to request that their planning and review statement be forwarded to their new school/college. If such a request is not made the statement will be retained as detailed above.

13. MONITORING AND EVALUATION

- 13.1 The Governing Body will monitor the operation and outcomes of performance management arrangements.

13.2 The Headteacher/Principal 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, and will include:

- The operation of the performance management policy;
- The effectiveness of the school's performance management procedures;
- Teacher's training and development needs.
- Equal opportunities data and details of any appeals or representations on the grounds of alleged discrimination in connection with performance management.

14. REVIEW OF THE POLICY

14.1 The Governing Body will review the performance management policy every academic year at its Autumn Term meeting.

14.2 The Governing Body will take account of the Headteacher's report in its review of the performance management policy. The policy will be revised as required to introduce any changes in regulation and statutory guidance to ensure that it is always up to date.

14.3 The Governing Body will seek to agree any revisions to the policy with the recognised trade unions having regard to the results of the consultation with all teachers.

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

15. ACCESS TO DOCUMENTATION

15.1 All school documentation can be accessed through the School Server.

APPENDICES

APPENDIX A – CLASSROOM OBSERVATION PROTOCOL

1. The Governing Body is committed to ensuring that classroom observation is developmental and supporting 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 total period for classroom observation arranged for any teacher in respect of performance management will not exceed 3 hours per cycle, having regard to the individual circumstances of the teacher. There is no requirement to use all of the 3 hours. The amount of observation for each teacher will reflect and be proportionate to the needs of the individual.
3. In this school “proportionate to need” will be determined by the Reviewer, following consultation with the Headteacher. Under normal circumstances no more than 1 ½ hours will be used – ¾ hour by the Reviewer, ¾ hour by the Headteacher.
4. The arrangements for classroom observation will be included in the planning and review statement which will indicate:
 - the amount of observation;
 - 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.
5. Where evidence emerges about the reviewee’s teaching performance which gives rise to concern during the cycle, classroom observations may be arranged in addition to those recorded at the beginning of the cycle subject to a revision meeting being held in accordance with the performance management Regulations.
6. 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 commitment to streamline data collection and minimise bureaucracy and workload burdens on staff.
7. In keeping with the commitment to supportive and developmental classroom observation, those being observed will be notified in advance.
8. Classroom observations will only be undertaken by persons with QTS. In addition, in this school, classroom observation will only be undertaken by those who have had adequate preparation and have the appropriate professional skills to undertake observation and provide constructive oral and written feedback and support, in the context of professional dialogue between colleagues.

9. 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.
10. Written feedback will be provided within 5 working days of the observation taking place.
11. If issues emerge from an observation that were not part of the focus of the observation, as recorded in the planning and review statement, these will also be covered in the written feedback and appropriate action taken in accordance with the regulations and guidance.
12. The written record of feedback will include the date on which the observation took place, the lesson observed and the length of the observation.
13. The teacher has the right to append written comments on the feedback document. No written notes other than the written feedback will be kept.
14. The Headteacher has a duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained. Headteachers 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 Headteachers may consider the classroom observations they have agreed for performance management are sufficient and that drop in will not be needed.
 - 14.1 At this school/college drop ins will only be undertaken by the Headteacher.
15. Drop ins will only inform the performance management process where evidence arises which merits the revision of the planning statement, in accordance with the provisions of the regulations.

Objectives for next cycle, including any relevant whole school/college, year, team and/or faculty objectives:

Performance Criteria (what success will look like):

Extent, pattern and focus of planned classroom observation:

Other evidence:

Support:

--

Timescales for completion:

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Signed (Reviewer)

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Signed (Reviewee)

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Reviewee Comments:

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Training and Development Annex

A copy of this Annex should be sent to whoever in the school/college is responsible for planning the training and development of teachers.

Training and Development Needs:

Action to be Taken:

Timescales:

Signed (Reviewer)	
Signed (Reviewee)	

Reviewee Comments: