

## **Performance Management Policy: Culloden Primary School**

(September 2011)

### **INTRODUCTION**

This performance management policy is based on the model policy prepared by the Rewards and Incentives Group (RIG), as subsequently adapted by Tower Hamlets LA in consultation with headteachers and trade union representatives. This model policy is recommended for use by schools to support the performance management arrangements set out in The Education (School Teacher Performance Management) (England) Regulations 2006.

These regulations apply for pay progression purposes. The governors of Culloden Primary School ensure that that all teachers are properly briefed on the performance management arrangements.

Regulation 7(9) requires that each governing body shall establish a written policy that shall:

- a) state what results the policy is intended to achieve and how these will be measured;
- b) show how the school's arrangements for school teacher performance management link with those for school improvement, school self-evaluation and school development planning;
- c) show how the school will seek to achieve consistency of treatment and fairness between those teachers with similar experience or levels of responsibility;
- d) set out the timing of the cycle;
- e) include a classroom observation protocol;
- f) provide performance management training to be made available as the need arises;
- g) state the arrangements for monitoring and evaluating the policy; and
- h) specify any ancillary or supplementary procedures necessary for the operation of the performance management of teachers at the school in accordance with these regulations.

It may also set out the procedures for moderation.

The regulations require that the governing body shall ensure that the performance of teachers and the headteacher is managed and reviewed in accordance with the regulations and the school's performance management policy.

As the school is required to demonstrate the link between performance management, school improvement and its development plan, the school recognizes that it is good practice to consult all teachers on the school improvement plan and self-evaluation process.

The model performance management policy was drafted in accordance with the regulations and the 'Performance management for teachers and headteachers guidance' published by the RIG.

There are no national performance management regulations which apply to support staff in schools and there is no national agreement on performance management with support staff unions.

This said, the governing body of Culloden Primary School recognises the contribution of its support staff towards school improvement, and the equal importance of formally managing the performance of these staff as part of this process. For purposes of consistency and equity therefore, the performance management policy set out below shall also apply to support staff at the school. References hereafter to ‘teachers’ should therefore be read as ‘staff’ unless otherwise indicated. Those areas of the policy that apply only to teachers are highlighted in italics, with explanatory footnotes where appropriate.

*It should be noted that the model performance management policy for teachers does not duplicate everything that is covered by regulations and guidance; rather it sets out what are considered to be the key points for school policies. For this reason this policy should be read in conjunction with the regulations and the guidance.*

*Copies of the regulations and the RIG guidance are readily available for reference to all teachers. Copies can be downloaded from <http://www.teachernet.gov.uk/management/payandperformance/performancemanagement>*

*Hardcopies can be ordered from Prolog (08456 022260) quoting the reference 03984-2006BKT-EN.*

**CULLODEN PRIMARY SCHOOL**  
**WHOLE-SCHOOL PERFORMANCE MANAGEMENT POLICY**

First issued: Autumn term 2007

Revised: December 2010

The governing body of Culloden Primary School adopted this performance management policy on [date].

**1. APPLICATION OF THE POLICY**

1.1. This policy applies to all staff employed by the school, including the executive headteacher, except:

- a) *Teachers on contracts of less than one term, those undergoing statutory induction (ie. NQTs) and those who are the subject of capability procedures; and*
- b) Support staff within their probationary period (for whom separate arrangements apply), on fixed term contracts of less than one term, and those who are the subject of capability procedures.

**2. PURPOSE**

2.1. This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers and the executive 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.*

2.2 This school's performance management policy is designed to:

- improve staff morale and motivation;
- lead to an entitlement to professional development according to identified needs;
- encourage the development of confident and professional judgements amongst teachers;
- increase teachers' participation in decision-making and developing a sense of control over their own work;
- identify the resources and facilities needed to support teachers;
- be manageable and not introduce bureaucratic burdens; and
- have regard to the necessity of achieving a work/life balance for all teachers in respect of all aspects of the performance management process.

The governing body believes, therefore, that its policy will create:

- an atmosphere of trust between teachers, reviewers and the executive headteacher;

- a proper opportunity for teachers for professional discussion with their reviewers about their work and their professional development.

*2.3 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.*

### 3. LINKS TO SCHOOL IMPROVEMENT, SCHOOL SELF EVALUATION AND SCHOOL DEVELOPMENT PLANNING

- 3.1. To comply with the requirement to show how the arrangements for performance management links 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.
- 3.2. Similarly, the school improvement and development plan and the school's self evaluation form are key documents for the performance management process.
- 3.3. 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.

### 4. CONSISTENCY OF TREATMENT AND FAIRNESS

- 4.1. The governing body is committed to ensuring consistency of treatment and fairness in the operation of performance management.
- 4.2. To ensure this the following provisions are made in relation to moderation, quality assurance and objective setting.

## Quality assurance

The executive headteacher has determined that s/he will delegate the role of reviewer other than for those staff for whom s/he has direct line management responsibility, *and for those teachers who will be eligible for progression to UP2 and UP3 (who will be reviewed by the executive headteacher or a member of the leadership team).*

The executive headteacher will moderate a sample of planning statements to check that the plans recorded in the statements of teachers 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.

*The governing body may:*

*nominate up to three governors, who will not be involved in the executive headteacher's performance management or any appeal regarding the executive headteacher's performance management to ensure that the executive headteacher's planning statement is consistent with the school's improvement priorities and complies with the school's performance management policy and the regulations.*

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

## 5. OBJECTIVE SETTING

5.1. The objectives set will be clear, concise, challenging and measurable and fair and equitable, 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 work life balance *consistent with the school's strategy for bringing downward pressure on working hours. 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 pupils at the school.*

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

5.3. In this school: all teachers, including the executive headteacher, will have no more than 3 objectives.

5.4. Though performance management is an assessment of overall performance of teachers and the executive 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 a teacher'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

5.5. 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.

5.6. 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.

5.7. *For teachers applying to cross the threshold to the upper pay scale and who are being considered for movement on the upper pay scale, two satisfactory review statements will be taken as evidence of sustained and substantial achievement and contribution.*

## 6. APPEALS

6.1. 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.

6.2. Teachers and the executive headteacher have a right of appeal against any of the entries in the planning and review statements. Details of the appeals process are available from the executive headteacher or from the school governing body. *The executive headteacher will notify any teacher who has not been recommended for pay progression of the date when the governing body meets to consider pay recommendations. Such a notification will take place at least four weeks in advance of the meeting, thus enabling the teacher to make a representation to the executive headteacher before the final decision of the governing body.*

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

## 7. CONFIDENTIALITY

- 7.1. The whole performance management process and the statements generated under it, in particular, will be treated with strict confidentiality at all times. Only the reviewer's line manager or, where s/he has more than one, each of her/his line managers will be provided with access to the reviewer'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.
- 7.2. The process of gathering evidence for performance review will not compromise normal professional relationships between teachers. The governing body recognises that the reviewer will consult with and seek to secure the agreement of the reviewee before seeking information from other colleagues about the work of the reviewee.

## 8. TRAINING AND SUPPORT

- 8.1. 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.
- 8.2. The governing body will ensure in the budget planning that, as far as possible, appropriate resources are made available in the school budget for any training and support agreed for reviewees.
- 8.3. 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 executive headteacher's annual report to the governing body about the operation of the performance management in the school.
- 8.4. 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: (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.
- 8.5. The governing body will provide:
  - the performance management training necessary for all teachers; and
  - the professional development provision necessary to meet the professional development objectives agreed in teachers' performance management plans.

The governing body will make a reasonable and equitable allocation of performance management training.

It is the policy of the governing body to make sure that all reasonable steps are taken to enable all teachers to receive sufficient professional development on an equitable basis as identified in their performance management objectives. It is the policy of the governing body that teachers' requests for participation in professional development outside school, but within the school day, will not be unreasonably refused if it comes from within the review statement.

Whilst the governing body recognises that the school's professional development priorities are important, a reviewee's own professional priorities could also be considered.

Professional development for classroom observation will be available as appropriate.

## 9. APPOINTMENT OF REVIEWERS FOR THE EXECUTIVE HEADTEACHER

### 9.1. Appointment of governors

*In this school:*

*The governing body is the reviewer for the executive headteacher and to discharge this responsibility on its behalf it appoints 2 governors.*

*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, s/he may submit a written request to the governing body for that governor to be replaced, stating those reasons.*

### 9.2. Appointment of school improvement partner or external adviser

*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 executive headteacher.*

## 10. APPOINTMENT OF REVIEWERS FOR TEACHERS

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

*S/he 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 some or all other teachers.*

*As far as practically possible the maximum number of reviews that any line manager will be expected to undertake per cycle is 6, however careful consideration will be given to making it less than 6.*

- 10.2. Where a teacher has more than one line manager the executive headteacher will determine which line manager will be best placed to manage and review the teacher's performance.
- 10.3. Where a teacher is of the opinion that the person to whom the executive headteacher has delegated the reviewer's duties is unsuitable for professional reasons, s/he may submit a written request to the executive headteacher for that reviewer to be replaced, stating those reasons.
- 10.4. Where it becomes apparent that the reviewer will be absent for the majority of the cycle or is unsuitable for professional reasons the executive 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.
- 10.5. A performance management cycle will not begin again in the event of the reviewer being changed.
- 10.6. All line managers to whom the executive headteacher has delegated the role of reviewer will receive appropriate preparation for that role.

## 11. THE PERFORMANCE MANAGEMENT CYCLE

- 11.1. The performance of teachers must be reviewed on an annual basis. *Performance planning and reviews must be completed for all teachers by 31 October<sup>1</sup> and for headteachers by 31 December.*
- 11.2. The performance management cycle in this school, therefore, will run from 1<sup>st</sup> November to 31<sup>st</sup> October for teachers and from 1<sup>st</sup> January to 31<sup>st</sup> December for the executive headteacher.
- 11.3. 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.
- 11.4. Where a teacher starts their employment at the school part-way through a cycle, the executive 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/ her cycle into line with the cycle for other teachers at the school as soon as possible.
- 11.5. Where a teacher transfers to a new post within the school part-way through a cycle, the executive headteacher or, in the case where the

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<sup>1</sup> Best endeavours will be made to meet this deadline for support staff, whilst recognising that this is neither an absolute nor statutory requirement

teacher is the headteacher, the governing body shall determine whether the cycle shall begin again and whether to change the reviewer.

## 12. RETENTION OF STATEMENTS

12.1. *Performance management planning and review statements will be retained for a minimum period of 6 years<sup>2</sup>.*

## 13. TIMING AND PREPARATION FOR PLANNING AND REVIEW MEETINGS

Planning and review meetings will be scheduled as far in advance as possible. There will be at least five working days' notice prior to any planning meetings. For teachers in part-time employment, notice of planning and review meetings should be reasonable and conform to the intention of the policy with respect to teachers in full-time employment. *Planning and review meetings will take place within the timetabled school day. Lunch breaks and PPA time will not be used for this purpose.*

## 14. MONITORING AND EVALUATION

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

14.2 The executive 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.

14.3 The governing body is committed to ensuring that the performance management process is fair and non-discriminatory and the following monitoring data should be included in the executive headteacher's report because they represent the possible grounds for unlawful discrimination:

- Race
- Sex
- Sexual orientation
- Disability
- Religion and belief
- Age
- Part-time contracts
- Trade union membership.

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<sup>2</sup> Good personnel practice and latest guidance will be adhered to in the case of the planning and review statements for support staff

14.4 The executive headteacher will also report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination under any of the categories above.

14.5 Accordingly, the governing body will conduct an audit of the outcomes of each performance management cycle after the ending of the first cycle, in autumn 2008 and after each further cycle. It is committed to investigating any evidence which suggests inequalities in the application of performance management or consequent decisions on the allocation of professional development provision or pay determination.

## 15. REVIEW OF THE POLICY

The governing body will review the performance management policy every school year at its second meeting.

The governing body will take account of the executive 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.

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.

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.

## 16. ACCESS TO DOCUMENTATION

Copies of the school improvement plan and SEF are published on the school's website and/or can be obtained from the school administration office.

## 17. CLASSROOM OBSERVATION PROTOCOL

*All classroom observation will be undertaken in accordance with the performance management regulations, the associated guidance published by the Rewards and Incentives Group and the classroom observation protocol that is appended to this policy in annex 1<sup>3</sup>.*

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<sup>3</sup> For those support staff for whom classroom observations are relevant, the principles set out in the attached classroom observation protocol for teachers will be broadly followed, whilst recognising that this is not a statutory obligation

## **ANNEX 1 - CLASSROOM OBSERVATION PROTOCOL**

*The governing body is committed to ensuring that classroom observation is developmental and supportive 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.*

*Classroom observation for the statutory purposes of performance management **and** evaluating the standards of teaching and learning will not exceed a total of three hours for each reviewee within each performance management cycle in the majority of cases. The governing body recognises that classroom observation within this maximum limit can fulfil both statutory purposes in most circumstances.*

*There is no requirement to use all of the three hours. The amount of observation for each teacher should reflect and be proportionate to the needs of the individual.*

*In this school 'proportionate to need' will be determined by the school improvement agenda.*

*The arrangements for classroom observation will be included in the planning and review statement and will:*

- *include the amount of observation;*
- *specify its primary purpose;*
- *specify any particular aspects of the teacher's performance which will be assessed;*
- *specify the duration of the observation; and*
- *specify who will conduct the observation.*

*There will be a reasonable amount of time between classroom observations.*

***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 regulations.***

*Information gathered during the observation will be used, as appropriate, for a variety of purposes including informing school self-evaluation and school improvement strategies in accordance with the school's commitment to streamlining data collection and minimising bureaucracy and workload burdens on staff.*

*In keeping with the school governing body's commitment to supportive and developmental classroom observation, those being observed will be notified of their observation conducted for the purposes of performance management or for the evaluation of standards of teaching and learning (or for both purposes) at least five working days in advance.*

*The executive headteacher of the school will consult staff on the pattern of classroom observation which teachers can expect annually. The executive*

*headteacher will seek agreement with the teachers and their recognised organisations on these arrangements.*

***Classroom observations will only be undertaken by persons with QTS.*** *In addition, this school classroom observation will only be undertaken by those who have had adequate preparation and the appropriate professional skills to undertake observation and to provide constructive oral and written feedback and support, in the context of professional dialogue between colleagues.*

*Oral feedback will be given as soon as possible after the observation and no later than the end of the following working day. Sufficient time will be allocated within the school day to enable participants in classroom observations to discuss and agree the arrangements for the observations. In addition, release time within the school day will be provided, as soon as possible, to enable the reviewer and reviewee to organise time for discussion on the outcomes of classroom observation. Time for preparation and feedback for classroom observation for performance management purposes will be made available in addition to, and not part of, PPA time.*

***Written feedback will be provided within five working days of the observation taking place.*** *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 should also be covered in the written feedback and the appropriate action taken in accordance with the regulations and guidance.*

*The reviewer will be given sufficient time within the school day to put in written form the conclusions agreed with the reviewee on the outcomes of the classroom observation.*

*The written record of feedback also includes the date on which the observation took place, the lesson observed and the length of the observation. **The teacher has the right to append written comments on the feedback document.** No written notes in addition to the written feedback will be kept.*

*Teachers will have access to all written accounts of the observations after their lessons.*

*An executive 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. Executive headteachers have a right to drop in to inform their monitoring of the quality of learning.*

*Visits to classrooms by the executive headteacher or senior staff in order to support teachers or talk to pupils are separate from this classroom observation protocol.*

*Clearly the performance management arrangements are integral to fulfilling this duty and the executive headteacher may consider the classroom observations they have agreed for performance management are sufficient, and that drop ins will not be needed*

*In this school:*

*drop ins will be undertaken by the executive headteacher supported by the leadership team and relevant managers.*

*Drop ins will only inform the performance management process where evidence arises which merits the revision of the performance management planning statement, in accordance with the provisions of the regulations.*

**PERFORMANCE MANAGEMENT REVIEW PROCESS**  
**Planning Record**

Teacher/ member of staff: .....

Reviewer: .....

Date of meeting: .....

**Objectives:**

1.

2.

3. Pupil progress target

4. (For the leadership team) Leadership and management target

**Development and training required:**

**Resources needed to support the objectives:**

**Teacher's/ member of staff's comments:**

**Teacher/ member of staff : .....(signature)**

**Reviewer: .....(signature)**

**Date: .....**

**ANNUAL REVIEW STATEMENT**

Date of Review Meeting: .....

Teacher/ member of staff : .....Reviewer: .....

**Met / Further development**

**Objectives:**

- 1.
- 2.
3. Pupil progress target
4. (For the leadership team) Leadership and management target

**Areas of particular strength (specify):**

**Areas to be developed:**

**Support and resources to be provided by school (specify):**

**Teacher's/ member of staff's comments:**

**The content of this record has been agreed by:**

**Teacher/ member of staff : .....(signature)**

**Reviewer: .....(signature)**

**Date of receipt of the completed review statement by the teacher/ member of staff : .....**

