

YSGOL GYNRADD CREIGIAU PRIMARY SCHOOL

PERFORMANCE MANAGEMENT POLICY

Context

This Performance Management Policy is introduced under the requirements of The School Government (Terms of Reference) (Amendment) (Wales) Regulations 2002 and The School Teacher Appraisal (Wales) Regulations 2002.

The Governing Body must establish a written policy setting out how Performance Management (school teacher appraisal) at the school is to be implemented. Before establishing the Performance Management Policy, the Governing Body must ensure that all school teachers at the school are consulted. The Governing Body will make a copy of the Performance Management Policy available for inspection at the school at any reasonable time by school teachers employed at the school, any person involved in the inspection of the operation of the Performance Management System and by appraisers appointed in accordance with the Appraisal Regulations.

Introduction

This Policy is in four main sections and contains:

- A statement about the purpose and anticipated outcomes for Performance Management in this school;
- The school's intentions in carrying out an annual Performance Management cycle for all staff and the outline cycle for that to happen;
- The annual timetable for review showing the links to the school planning cycle and arrangements to monitor progress and improvement and links to other school policies;
- The arrangements for managing and monitoring the Performance Management Policy.

Annex A is a sample set of documentation that will be used for Performance Management.

SECTION 1

Purposes and Outcomes

In this school we are committed to Performance Management to develop all staff and improve teaching and to raise standards of achievement for all children.

Our Performance Management Policy will be implemented on the basis of fairness, openness and equal opportunities. All staff will be encouraged and supported to achieve their potential by agreeing objectives, undertaking professional development and having their performance assessed in a clear and professional manner.

Performance Management means a shared commitment to high standards of teaching, learning and work. It helps to focus attention on more effective teaching or working in order to benefit pupils, staff and the school. It means providing the appropriate and effective personal training and development to ensure job satisfaction, a high level of expertise and progression of staff in their chosen profession.

We want to improve school performance by developing the effectiveness of staff both as individuals and as teams. The evidence is that standards rise when all staff are clear about what they expect to achieve. That is why Performance Management is important.

The Performance Management Policy will provide the means whereby the work of all staff will be aligned to the aims, values and strategic priorities of the school. Teachers will be expected to set pupil progress objectives which can be clearly linked with overall school targets and with the School Improvement Plan.

The school will identify resources to support the professional development of all staff. Within the limits of the resources available, all staff will be supported to develop the skills required to become more effective and to enable them to make progress according to their career plan.

Roles

Performance Management is a shared responsibility. The Governing Body has a strategic role in agreeing that the school's performance of all staff at the school is regularly reviewed and for monitoring the Performance Management process. The Headteacher is responsible for implementing the school's Performance Management Policy and ensuring that Performance Management reviews take place.

Performance Management involves both the team leader and the staff member working together to ensure that objectives are discussed and agreed; regular and objective feedback is given; adequate coaching, training and development is provided and that the performance review takes place. The Local Authority will provide advice to the Governing Body's representatives on the setting of performance objectives for the Headteacher and will support them in reviewing performance at the end of the review cycle.

SECTION 2

The Annual Performance Management Cycle for the;

Head teacher: Three governors appointed to carry out the performance review of the Headteacher are: Mr. Grant Jones, Mr. Huw Roberts and Mrs. Hayley Dunne.

Teachers: P.E., D.K., P.I. and E.D.E.; to carry out the performance review of the teaching staff.

S.E.N. Teaching Assistants: The SENCO (B.B.) to carry out the performance review of the S.E.N. Teaching Assistants.

Classroom Teaching Assistants: The Foundation Phase Coordinator (L.T.) to carry out the performance review of the Classroom Teaching Assistants.

Administration Staff: The Senior Administrator (L.R.) to carry out the performance review of the Administration Staff

Lunchtime Supervisors: The Senior Supervisor (S.G.) to carry out the performance review of the lunchtime supervisors.

Caretaker, Senior Administrator and Senior Lunchtime Supervisor: The Head or Deputy to carry out the performance review for these three.

The one-year Performance Management cycle will be developed to link with other school management cycles (School Improvement / Development Planning, Target Setting, Budget planning, etc.) Advice is given to the governors by an external adviser in the case of the head teacher.

Performance Management is an on-going cycle, not an event, involving three stages.

- **Planning:** team leaders discuss and record priorities and objectives with each of the staff in their team. They discuss how progress will be monitored. The outcome of the discussion will be a teacher's work and development plan.
- **Monitoring:** the member of staff and team leader keep progress under review throughout the cycle, taking any supportive action needed. Monitoring will include classroom observation for teachers.
- **Review:** the member of staff and team leader review achievement over the year and evaluate the overall performance taking account of progress against objectives.

Self Analysis (Not Statutory but to be used if helpful)

Each member of staff *may* choose to use this process as a preparation for a discussion aimed at agreeing specific objectives for the coming year. The member of staff should focus on both personal needs and on what will be needed to ensure that pupils make good progress. The School Development Plan will provide important background as will any information about the prior attainment of the pupils for those working directly with the pupils.

Planning

The purpose of planning meetings is to agree what objectives are to be set and how those objectives will fit with the targets school targets. **Teacher objectives will identify ways of developing and improving the teachers' professional practice and further develop pupil progress.** Leadership group staff and those with management allowances will have objectives relating to their additional responsibilities. **The Head teacher's objectives will cover school leadership and management as well as pupil progress.**

THE NON TEACHING STAFF REVIEWS WILL NATURALLY FOCUS ON AREAS RELATED TO THEIR SPECIFIC TASKS WITHIN THE SCHOOL AND SHOULD BE SEEN AS A POSITIVE EXPERIENCE WHICH IS OF VALUE TO THEIR PERSONAL DEVELOPMENT AND OF BENEFIT TO THE SCHOOL AS A WHOLE. PERFORMANCE REVIEWS CAN ALSO ACT AS A MEANS OF RESOLVING PROBLEMS AND IMPROVING WORKING CONDITIONS. IT IS AN IDEAL OPPORTUNITY FOR FRANK AND OPEN DISCUSSION IN CONFIDENCE WITH THE TEAM LEADER.

MANY OF THE DETAILS AND FORMALITY LISTED BELOW WILL ONLY APPLY TO THE TEACHING STAFF AND HEADTEACHER.

A range of information will be used including curriculum information, details about pupils' prior attainment, their projected levels as well as contextual information about S.E.N. The teacher's job description and career plan will also be used.

Teachers will set objectives that will cover pupil progress, professional development together with any additional responsibilities they may have relating to the overall management of the school. Objectives will match the nature of the job and will pick out key expectations and yardsticks. A minimum of three and a maximum of six objectives may be set. As a school we recommend that we set three objectives.

Team leaders will ensure that objectives are understood and the means of monitoring and reviewing the teacher's performance are clear. Objectives will be written out in a clear and concise form and will be measurable. All objectives will focus on matters over which the staff member has a direct influence. They will take into account fully the wider socio-economic, cultural and external influences on pupils.

Objectives for professional development will balance a teacher's personal, professional needs with the requirements in the School Improvement Plan and in curriculum plans.

The team leader will record objectives for the review period. The school will work to ensure that these objectives are agreed.

The appraiser / team leader will record the objectives that will apply for the review period. These should be jointly agreed; the appraiser will have the final decision and will set and record the objectives. The Headteacher or teacher may add comments to the written statement of objectives.

If there are any differences of opinion between the teacher and the team leader, then the teacher will record his or her comments.

The Governors will work with the external adviser to agree, monitor and review Headteacher objectives. If the Headteacher and the representatives of the Governing Body are unable to agree on the setting of the objectives, then the Governors will set and record the objectives. The Headteacher will be entitled to add written comments.

Monitoring

At the planning meeting, in addition to objectives being set, the Headteacher and each teacher will discuss and agree procedures with the appraiser(s) for monitoring the Head teacher's or teacher's performance against the objectives. If the procedures cannot be jointly agreed, the appraiser(s) will have the final decision and will set and record the procedures to be used.

The appraiser(s) should consult the Headteacher or teacher before seeking to obtain information, written or oral, relevant to the hr or teacher's performance from other people.

Classroom observation is accepted good practice. A minimum of one occasion of classroom observation each performance management cycle is required by regulations.

The staff will meet regularly with the team leader during the year to review progress and decide upon any further support that may be needed. The teacher and team leader will agree information that will be used at these meetings in order to monitor progress.

The team leader will make the necessary arrangements to undertake classroom observations and with the teacher's agreement to receive written reports from other colleagues who have undertaken such observations (i.e. Literacy Co-ordinator, Numeracy Co-ordinator, Senior Management Team). The team leader must consult with the teacher before seeking information about the teacher's performance from other people.

Team leaders will be given the necessary training to help them develop their skills in classroom observation, giving constructive feedback, supporting professional development and any other areas felt to be appropriate.

Appendix A contains proformas that must be used for this purpose.

Self-evaluation (Non-statutory but useful professional development)

The teacher should consider his/her own performance in the round at the end of the appraisal cycle. It should cover:

- The teacher's own assessment of his/her performance against the objectives set at the start of the cycle;
- The benefits of any training undertaken or feedback given and particulars of any training which the teacher considers would be beneficial;
- Any factors which the teacher considers affected his or her performance against the set objectives.

The Headteacher or teacher may, if they feel it is beneficial, complete the self-evaluation form (contained in Appendix A) to assist them in this part of the process.

Review

A review meeting must be held by the Headteacher or teacher and the appraiser(s) (and in the case of the Headteacher, the external adviser as well) at the end of each performance management cycle. This must review his or her achievements and identify any aspects in which further progress would be desirable; assess the extent to which the Headteacher or teacher has met the recorded objectives; and identify any development needs and ways of meeting these. The Headteacher or teacher must be given ten school days' notice in writing of the date of the review meeting.

The purpose of the review meeting will be to evaluate the teacher's overall performance. It will include an assessment of the extent to which the recorded objectives have been met, and the teacher's contribution to the school as a whole over the review period, taking into account at which stage the teacher is in his/her career.

The staff member will have the opportunity if they so wish to submit a self review statement to support the review process.

Much of the ground will have been covered during the interim meetings between teacher and team leader and the purposes of the review meetings will be to round off the process and enable the team leader to complete the review statement. It is likely that discussions will also begin about new objectives and so in practice the review and planning meetings will merge.

Within ten days of the review meeting, the team leader will write a review statement. It will include main points and conclusions and any development needs will be identified. The teacher will have ten days in which to add written comments to the statement.

In the case of a newly qualified teacher, the final review meeting of the induction period will be used to agree objectives and professional development opportunities as the first stage of the teacher's subsequent performance management cycle.

Within ten days of the review meeting, the appraiser(s) will prepare a written review statement (see Appendix A) recording the main points made at the review and the conclusions reached. The review statement must include any identified development needs and activities (and ways of meeting these identified at the review) recorded in a separate annex to the review statement. The appraiser(s) will give the Headteacher or teacher a copy of the review statement within ten days of the review meeting. The Headteacher or teacher may, within ten days of having received the statement, add to it comments in writing. Good practice shows that the statement should be written as soon as possible after the review, whilst the facts are still clear in the memory.

The individual plan and review statements are personal and confidential documents and will be kept in a secure place. The Headteacher and the member of staff concerned will have the only available copies. The principals and provisions of the Data Protection Act 1998 will be followed at all times.

Appendix A contains proformas that will be used for this purpose.

Appeals

Where issues cannot be resolved with the team leader, the Headteacher or teacher can record their dissatisfaction with the review on the review statement. However, the Headteacher or teacher has the opportunity to appeal against his/her review statement if he or she is dissatisfied with aspects of his/her appraisal, and an appeals officer or officers will be appointed to conduct a review of the appraisal.

An appeal against a review statement must be made within ten school days of receiving the statement and must be made in writing to the Governing Body.

An appeals officer will then be appointed to conduct an appeals review. The Governing Body will provide the appeals officer or officers and any external adviser assisting the appeals officer or officers with a copy of the review statement and the statement of objectives within five school days of receiving the notice of appeal.

The appeals officer will normally be the Chair of the Governing Body (for appeals by the Headteacher) or the Headteacher (for appeals by the teacher) unless they have

participated in the review appealed against. For appeals by the Headteacher an external adviser who did not assist in relation to the appraisal must assist the appeals officer or officers.

For appeals by the Headteacher, where the Chair of Governors has been involved in the review process, the Governing Body will appoint two governors who have not participated in the initial review. No governor who is a teacher or staff member can be appointed as an appeals officer for the Headteacher. For appeals by teachers, where the Headteacher has been involved in the review process, the Chair of Governors will be the appeals officer. In this situation, an external adviser must assist him or her.

The appeal review will be carried out in ten school days of the appeals officer or officers receiving the review statement.

In conducting an appeal review, the appeals officer or officers must take into account any representations made by the Headteacher or teacher. After due consideration, the appeals officer or officers may consider that the review has been carried out satisfactorily (and may make observations); and may, with the agreement of the appraiser(s), amend the review statement; or may order that a new review be carried out.

The appeals officer or officers may not determine that new objectives should be set or that existing objectives should be revised.

Any new review or part review ordered should be conducted within a further fifteen school days. Where a new review or part review takes place, new governors and a new external adviser are appointed for the Head teacher's review. For teachers the Headteacher must appoint a new teacher to carry out the review; if there is no suitable teacher available to do this, the appeal officer must appoint a member of the Governing Body. However, no governor who is a teacher or staff member can be involved in the performance review.

SECTION THREE

Links to Pay and Career Progression

Any newly qualified teacher employed by the school will have full support throughout the induction phase. The final review of the induction period will be used to set objectives for the first phase of the Performance Management cycle.

Up to the threshold all teachers can expect an annual increment as long as their overall performance, including the addressing of agreed objectives, is judged by the Headteacher to be satisfactory.

For teachers beyond the threshold, and those in the leadership group, performance reviews will form part of the evidence used to make decisions as detailed in the school pay policy.

Managing Weak Performance

The Performance Management procedures, including the review meeting and review statement, must not form part of any formal disciplinary or capability procedures. However, relevant information from review statements may be taken into account by those who have access to them in making decisions, and in advising those responsible for taking decisions about the promotion, dismissal or discipline of teachers or the use of any discretion in relation to pay.

Where a team leader has concerns about a teacher's performance, then every effort will be made to offer support and guidance. The Performance Management process does not form part of any formal disciplinary or capability procedures.

Where a team leader continues to have concerns, then these will be passed to the Headteacher. The Headteacher will decide when it may no longer be appropriate to address issues by means of the Performance Management system.

A teacher whose overall performance fails to meet the expectations of the school will be subject to the school's normal disciplinary and capability procedures as per the school policy. This will be dealt with outside the Performance Management process.

However, relevant information from the review statements may be taken into account by those who have access to them in making decisions or in making recommendations about performance, pay, promotion, dismissal or disciplinary matters.

SECTION FOUR

Managing and Monitoring the Performance Management Policy

Access to Outcomes

Only two copies of the review statement will be kept. One will be held by the teacher and the other will be kept by the Headteacher in a secure central file. The team leader and governors responsible for making decisions about pay could request access. The teacher will be informed should such access be requested. A copy of the Head teacher's review statement will be kept in the same secure file and will be available for the Chair of Governors.

Information about performance reviews will be made available as follows:

- The Headteacher will ensure that professional development needs are included in the school's training programme.
- The Headteacher will ensure that the person responsible for continuous professional development will have information about identified training needs.
- The Headteacher will report annually to governors on Performance Management in the school. The report will include an evaluation of the effectiveness of Performance Management procedures and a summary of training and development needs.
- The Chief Schools Officer can request from the Chair of Governors a summary of the performance assessment section of the Head teacher's review statement.

All review statements will be kept for at least three years.

Access to Outcomes

There will only be two copies of the review statement – one held by the teacher and another held by the Headteacher on a central file, to which the team leader of governors responsible for making decisions regarding pay could request access. A copy of the Head teacher's review statement should additionally go to the Chair of Governors. The Headteacher should ensure that individual training and development needs are reflected in the School Development Plan and the programme for professional development.

Information about performance reviews will be made available as listed below:-

- **The Headteacher will provide a copy of the annex to the review statement (relating to training and development needs) to the person responsible for training and development at the school.**
- **An appeals officer will be provided with a copy of the appraisal statement and the statement of objectives for the Performance Management cycle.**
- **Where a new team leader is (or new governors to review the Headteacher) / are appointed other than at the start of the Performance Management cycle, they will be provided with a copy of the current statement of objectives.**
- **On request to any governors responsible for advising about or taking decisions in relation to the promotion of school teachers or the use of any discretion in relation to pay.**
- **The L.E.A. can request from the Chair of Governors a summary of the performance assessment section of the Head teacher's review statement.**

The Headteacher will keep review statements for at least three years. The Governing Body will keep the Head teacher's review for at least three years.

Evaluation and Quality Assurance

The school is committed to the ongoing professional development of all staff. We are also committed to a continuous cycle of school improvement.

The Headteacher will oversee the work of all team leaders and will ensure that effective and challenging objectives are set for all staff. The Headteacher will also ensure that all reviews are completed according to the timetable and that the assessment of performance is applied consistently across the school. The school will continue to develop criteria allied to national standards for the assessment of performance and will assist teachers to compile a professional development portfolio.

The Headteacher shall provide an annual report to the Governing Body on the operation of Performance Management procedures in the school, and the training and development needs of the teachers and the Headteacher.

The Governing Body shall review the Performance Management Policy every school year and, if they consider it necessary, amend it. Before amending the Performance Management policy, the Governing Body shall ensure that all teachers are consulted.

The policy and documentation attached will be reviewed annually in consultation with staff to ensure that any necessary changes are incorporated and that the policy remains effective in meeting the needs of the school.

Peter Evans (15.11.11)