



## **PERFORMANCE MANAGEMENT POLICY**

**Date agreed by Governing Body:** \_\_\_\_\_

**Signature of Chair of Governors:** \_\_\_\_\_

**Signature of Head Teacher:** \_\_\_\_\_

**Policy Active from:** \_\_\_\_\_

**Review:** \_\_\_\_\_



## **PERFORMANCE MANAGEMENT POLICY**

### **Introduction**

At Al-Hijrah Secondary School, we are committed to Performance Management to support the development of all staff and to raise the standard of achievement of our children. Our Performance Management Policy is based on the Performance Management system, which came into statutory force from September 2000.

This policy is intended for all teachers except NQT's, who have their own Continual Professional Development programme.

### **Rationale**

Performance Management means 'a shared commitment to a continually improving teaching performance'. It helps to focus attention on more effective teaching and monitoring to raise the quality of teaching and to benefit the children, the teachers and the school. It means providing appropriate and effective personal training and development to ensure greater job satisfaction.

We want to improve school performance by developing the effectiveness of teachers, both as individuals and as teams. The evidence is that standards rise when schools and individual teachers are clear about what they expect children to achieve.

We will implement our Performance Management arrangements on the following:

- Fairness
- Equal Opportunities
- A system which is clearly understood by all staff and governors
- A system which improves morale and motivation and develops the professional needs of staff
- **A system which directly impacts upon pupil progress and raises the overall quality of education**
- A system which is manageable and seeks to limit unnecessary bureaucracy



## **Roles**

For Performance Management to be effective, we believe there must be a foundation of mutual trust and respect between colleagues. We believe that both team leaders and teachers should aim to be:

- ❑ Professional
- ❑ Positive about the process
- ❑ Non-threatening and approachable
- ❑ Knowledgeable about the current context and each other and establish a common understanding
- ❑ A clear communicator and listener
- ❑ Realistic and reasonable, sensitive and supportive
- ❑ Confidential

The Governing Body has a strategic role in agreeing the school's Performance Management Policy, ensuring that the performance of teachers is regularly reviewed and for monitoring the Performance Management process.

An external advisor will provide advice to the Governing Body's representatives on setting objectives for the Headteacher and will support them in reviewing the Headteacher's performance at the end of the review cycle.

## **Responsibility for Reviews**

The Governing Body will appoint up to three members of their Personnel Committee, to set and review the objectives of the Headteacher.

The Headteacher manages the review process for the teaching staff. Each Team Leader is responsible for no more than four teachers.

## **The Performance Management Cycle**

Al-Hijrah Secondary School Performance Management Cycle - (see Appendix 1) Performance Management is set in the context of the school's strategic and shorter term school improvement plan, against the background of the Local Education Development Plan, national and local initiatives on improving teaching and learning and any recent OFSTED Report for the school.

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

1. planning objectives
2. monitoring performance
3. reviewing performance



### **Stage 1: PLANNING OBJECTIVES**

Each teacher will discuss and agree objectives with their Team Leader and record these in an 'individual plan' (see Appendix 2). Objectives will take account of the teacher's job description, build on their existing skills and knowledge and should be realistic but challenging.

Between three and six objectives will be agreed and recorded. The range of objectives should match the nature of the job description, including leadership and management responsibilities as appropriate. Where someone has a wide range of managerial duties, objectives might focus on specific areas of work.. One of the objectives will be a faith objective.

Teacher objectives will cover:

1. Pupil progress and
2. Developing and improving teacher's professional practice

Leadership Group teachers and those with management allowances will have objectives relating to their additional responsibilities. Faith objectives will relate to faith study, Qur'an reading, Islamicisation of the subject, etc.

The Headteacher's objectives will cover:

1. Pupil progress and
2. School leadership and management

We believe in the following principles when agreeing objectives:

- The Team Leader should ensure the teacher understands what his/her objectives involve, that the teacher is in a position to achieve the objectives agreed, the teacher knows what they will do to achieve the objectives and understands when and how they will be reviewed
- Objectives are written clearly and concisely and are measurable
- Objectives focus on aspects over which the teacher has direct influence/control and take into account fully the wider socio-economic, cultural and other influences on the children
- Objectives take into account the level of achievement of the class when joining the teacher
- Objectives for each teacher should relate to the objectives in the School Improvement Plan as well as to his/her own professional development needs



## **Stage 2: MONITORING PROGRESS**

The Teacher and the Team Leader will keep progress under active review throughout the year using classroom observation and other relevant information. They will discuss any supportive action needed and keep development plans up to date.

The Team Leader should consult with a teacher before seeking to obtain information, written or oral, relevant to the teacher's performance from other people.

### **Lesson Observations**

Two lesson observations will be undertaken during the year. In planning observations, we will follow these principles:

- ❑ Successful lesson observations require a clear understanding on the part of the teacher and Team Leader of its' purpose. To enable this to happen teachers are required to complete a 'Context Sheet' to support the lesson observation (see Appendix 3)
- ❑ The nature of the observation will depend upon its' purpose. Lesson observations will be conducted based on the criteria in the Lesson Observation Guidance document (see Appendix 4)
- ❑ It is important that the observer ensures the lesson proceeds in as 'normal' as atmosphere as possible
- ❑ Full, constructive and timely feedback offers an opportunity to discuss what went well and what might be done better or differently in the future. This will be based on the Lesson Observation Sheet to ensure feedback is based on evidence from the lesson observed against the guidance criteria for the observations as in Appendix 4.
- ❑ Lesson observations will be recorded using the proforma in Appendix 5.
- ❑ Targets will be agreed for future teaching and learning based from the lesson observations using the proforma in Appendix 6



### **Stage 3: REVIEWING PERFORMANCE**

The Annual Review of the teacher's performance will use the recorded objectives as a focus to discuss his/her achievements and identify any further development needs. It may be combined with agreeing objectives for the following Performance Management cycle. The focus of the review process is on how to raise performance and improve effectiveness. It will involve:

- Reviewing, discussing and confirming the teacher's objectives
- Recognising and celebrating strengths and achievements through a range of evidence, and taking account of factors outside the teacher's control
- Confirming actions agreed with the teacher at interim review meetings
- Identifying areas for development and how these will be met and recognising personal development needs
- Agreeing new, objectives and completing and individual action plan for the year ahead

The Team Leader should evaluate the teacher's overall performance, including an assessment of the extent to which the objectives have been met. The Team Leader will complete the Annual Review Statement (see Appendix 7).

Within ten days of the Review Meeting, the Team Leader will prepare a written Review Statement, recording the main points made at the review and the conclusions reached, including any identified development needs. Once written, the Team Leader will give the teacher a copy of the Review Statement. The teacher may within ten days of first having access to the statement, add to it comments in writing. We shall endeavour to write the Review Statement as soon as possible after the review.

### **Links between pay, career stages and Performance Management**

The Headteacher will use the Annual Review Statements to report to the Governors' Personnel Committee.

Induction – the final meeting of the induction period will be used to identify and agree objectives and professional development opportunities as the first stage in the teacher's subsequent Performance Management cycle (Circular No 5/99 The Induction Period for Newly Qualified Teacher paragraph 58).

Information from the Performance Review Statement can be used to inform aspects of the new pay structure from September 2000.

- Up to Threshold – teachers can expect an annual increment if they are performing satisfactorily. Double increments for exceptional performance would need to be justified by review outcomes
- Annual Performance Reviews are seen in our school as a positive and developmental process of preparation for Threshold application

- Threshold – teachers who want to move to the upper pay spine should complete application form provided by the DfES. Evidence from the reviews will be used to inform applications by teachers and assessments by the Headteacher
- Performance Pay Points above Threshold, Advanced Skills Teachers in the Leadership Group – performance reviews will form part of the evidence which schools can use to make decisions about awarding Performance Pay Points to eligible teachers.

### **Managing Weak Performance**

The Review Meeting and Review Statement do not form part of any formal disciplinary or capability may be taken into account by those who have access to them in making decisions and in advising those responsible for taking decisions, or making recommendations about performance, pay, promotion, dismissal or disciplinary matters.

### **Confidentiality**

The Individual Plan and the Review Statement are personal and confidential documents and should be kept in a secure place. The principles and provisions of the Data Protection Act 1998 should be followed at all times by those who have access to the documents.

### **Access to Documentation**

There will only be two copies of the Review Statement – one held by the teacher and another held by the Headteacher to which the Team Leader or Governors responsible for making decisions regarding pay could request access. A copy of the Headteacher's Review Statement should be sent to the Chair of Governors.

Information about Performance Reviews should be made available as follows:

- The Headteacher will ensure that the individual training and development needs are reflected in the School Improvement Plan and Professional Development Plan
- The Headteacher will ensure that training and development needs from the Review Statement are given to the person responsible for training and development needs – the Continual Professional Development Co-ordinator
- The Headteacher will report annually to the Governing Body on Performance Management in the school, including the effectiveness of the Performance Management procedures in the school and the training and development needs of teachers
- The Chief Education Officer can request from the Chair of Governors a summary of the performance assessment section of the Head's Review Statement

The Headteacher should keep Review Statements for at least three years.



## Complaints

Within ten days of receiving the Review Statement:

- **Teachers** can record their dissatisfaction with aspects of the review on the Review Statement. Where these cannot be resolved with the Team Leader, the teacher can raise their concerns with the Headteacher. Where the Headteacher is the Team Leader, the teacher can raise their concerns with the Chair of Governors.
- **Headteachers** can record their dissatisfaction with aspects of the review on the Review Statement with the appointed governors. Where these cannot be resolved with the appointed governors, they can raise concerns with the Chair of Governors. Where the Chair of Governors has been involved in the review process, the Governing Body should appoint one or more governors who have not participated in the Headteacher's review to act as a Review Officer. No governor who is a teacher or staff member can be involved in the performance review of the Headteacher.

The Review Officer, who could be the Headteacher, Chair of Governors or governors appointed by the Governing Body, will investigate the complaint and take comments made by the jobholder. The Review Officer should conduct a review of the complaint within ten working days of referral. He/she may decide that the Review Statement should remain unchanged or may add any observations of his/her own.

The Review Officer may decide, with the agreement of the person responsible for carrying out the initial review, or in the case of the Headteacher, all the appointed governors, to amend the Review Statement, or declare that the Review Statement is void and order a new review or part of the review to be repeated.

Where a new review is ordered, new governors will be appointed to carry out the review of the Headteacher. For teachers, the Headteacher will appoint a new Team Leader. Any new review or part of review ordered should be conducted within a further fifteen days.

## Evaluation of the Policy

The Headteacher will provide an annual report to the Governing Body on how effective the Performance Management procedures have been.

As a school committed to ensuring that individual teachers, teams and the school continues to improve, the Governing Body and the Headteacher will check that effective and challenging objectives are set, that all reviews are completed on time and that assessment of performance is consistently applied across the school. We will evaluate the effectiveness of the policy with respect to how the policy helps to improve standards of teaching and learning.

We shall amend and update the policy, documentation and the process as required through full consultation with the staff and governors to ensure that this policy is a working document and effective in raising standards of teaching and learning in our school.