

**Performance Management Policy & Procedure**

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| Ratified by the Governing Body on: |  |
| Review Date |  |

PERFORMANCE MANAGEMENT POLICY & PROCEDURES 2020

**1. PURPOSE AND INTRODUCTION**

1.1 The day-to-day performance of staff is monitored, managed and supported by line managers. The Performance Management Policy & Procedure sets out the framework for a clear, fair and consistent assessment of the overall performance of staff and for supporting their development within the context of the academy’s improvement plan and the standards expected of staff by relevant national and local standards and job and person specifications. Performance Management will also be the key process in determining annual performance pay progression.

**2. SCOPE**

2.1 This Procedure is applicable to all staff (including the Headteacher). In the case of:

• staff with less than one year’s service/on fixed term contracts - the cycle will be adjusted according to the start/duration of the contract;

• those undergoing a probationary or statutory induction periods – the Performance Management Procedure will not normally apply until these periods have been successfully completed.

**3. ROLES AND RESPONSIBILITIES**

3.1 Appraisers

o The Governing Body will appoint a member or members of the governing body to manage the Headteacher’s appraisal process. This Headteacher’s Performance Management Panel will be advised by an external advisor who has been appointed by the Governing Body for this purpose.

o The Headteacher will appoint appraisers for other staff.

The role of the performance management reviewer is to operate the Performance Management Procedure in its entirety. The Headteacher will be responsible for making recommendations on pay progression on the Performance Management Statement in accordance with the Pay Policy.

3.2 It is the responsibility of the Governing Body to:

• Define, communicate and monitor procedures and to ensure that they are

applied in a fair and consistent manner;

• ensure that systems are in place for the proper induction of new and

promoted staff, and for day to day management, support and development of staff.

3.3 It is the responsibility of the Headteacher and other managers to:

manage performance effectively ensuring that staff are aware of the

standards expected of them and dealing with any minor deficiencies at the earliest stage through normal day to day supervision and probation and induction procedures.

3.4 It is the responsibility of all staff to:

• be aware of and comply with the specific standards of performance

related to their area of work and workplace;

• comply fully with this procedure and to co-operate with the processes

contained therein.

**4. THE PERFORMANCE MANAGEMENT CYCLE**

4.1 Teachers

The performance management cycle will run from September – August. Final reviews will be completed in time to allow for any pay decisions to be made by 31 October (31 December for the Headteacher).

4.2 Support Staff

The performance management cycle will run from April – March.

Final reviews will be completed in time to allow for any pay decisions to be made by 31 March.

**5. OBJECTIVE SETTING**

5.1 Objectives will be set before, or as soon as possible after, the start of the appraisal cycle.

5.2 The performance management objectives should be placed in section 3 of each staff members’ CPD Portfolio. The objectives should be copied into the Departmental TIP. The objectives should not be data targets but should be based on teaching, learning, curriculum and whole school priorities. Three objectives are expected with a fourth objective for Subject Leaders around the management of their department.

5.3 The appraiser and appraisee will seek to agree the objectives, but if that is not possible, the appraiser will determine the objectives. In these circumstances there will be a maximum of three objectives. The objectives, and any training and support identified (see 6.3 below) will be set out in writing.

5.4 The objectives, if achieved, will contribute to the academy’s plans for improving educational provision and performance and improving the education of pupils and improving and developing the performance of staff. To ensure this, objectives may be quality assured against the improvement plan and moderated across the school to ensure consistency and fairness.

5.5 The Governing Body will consult with the external advisor when setting objectives for the Headteacher.

5.6 Objectives may be revised in-year where circumstances change.

5.7 All staff will be assessed against the requirements of their job roles and any professional standards applicable to that role. Staff will be informed before, or as soon as practicable after the start of the appraisal cycle, of the standards against

which they will be assessed.

5.8 Where relevant, objectives will also relate to any professional standards the employee is seeking to achieve and in turn, will provide evidence for any associated pay progression.

In the case of post-Threshold teachers, SLEs and those on the leadership group, objectives, if met, will demonstrate that their performance has been of a substantial and sustained high quality and that they have grown professionally by developing their teaching and leadership expertise, as appropriate

**6. MONITORING AND SUPPORTING PERFORMANCE**

6.1 Observation

The academy believes that observation is important both as a way of assessing strengths and areas for development and for gaining important information which can inform improvement more generally.

All staff should expect to have their performance and work observed and assessed by their line manager, appraiser and/or senior leaders. This will include no more than three observations per year for performance management purposes. ‘Drop-ins’ will take place in order to monitor student learning and progress over time.

The amount and type of such observations will be proportionate to the performance of the appraisee and the needs of the academy.

All observation will be carried out in a supportive fashion and, in the case of teachers, by someone with QTS. The feedback will be constructive and there is no expected lesson format.

6.2 Feedback

Appraisees will receive constructive feedback on their performance throughout the year and as soon as possible after any observations or other evidence has come to light. Feedback on formal observations will be given verbally and in writing (either email or on the standard observation form) within five working days.

6.3 Development, training and support

The academy expects all staff to take responsibility for improving their own performance through appropriate continuing professional development. Professional development will be linked to the improvement priorities of the academy and the relevant department along with individual job roles and ambitions. Specific support, guidance and training needs will be identified through the performance management process.

6.4 Recording

All review notes must be recorded in CPD Portfolios.

**7. REVIEWING PERFORMANCE**

7.1 All staff will be assessed on their overall performance taking into account: any professional standards applicable to that role; performance against their performance management objectives; the requirements of their job roles and the degree to which they have taken responsibility for their own CPD.

7.2 Performance and development matters will be considered and addressed on a continuous basis throughout the year and there will be informal meetings as necessary to consider progress against objectives. There may also be formal review meetings during the year. Performance Management meetings will take place during working/directed time, excluding PPA time unless otherwise agreed.

7.3 End of year review

At the end of the cycle the appraiser and appraisee will meet to discuss performance and the appraisee’s performance will be formally assessed. The appraisee will complete, and have an opportunity to make a final comment on, their CPD Portfolio which will include:

• A reflective account of their participation in CPD sessions and its impact;;

• A bank of evidence, in any relevant format, against performance management objectives;

• A reflective comment from the appraiser which summarises the appraises performance.

• A comment and recommendation on pay (by Headteacher where applicable).

7.4 Absence

Where an employee has been absent during the Performance Management Cycle, performance will be assessed on the basis of any and all evidence available for the periods of attendance and where necessary on prior performance.

**8. UNSATISFACTORY PERFORMANCE**

8.1 If at any point in the cycle, evidence emerges that an employee’s performance has fallen below the minimum standards expected of them, the appraiser or other appropriate manager will:

• explain the nature and seriousness of the concerns;

• detail any previous discussions/support;

• give the employee the opportunity to comment and discuss concerns.

This may also apply where employees consistently fail to develop their skills and knowledge or to sustain the expected level of performance.

Any concerns and subsequent discussion will be confirmed in writing to the employee.

The manager will normally (see 8.2 below) set a monitoring period. This will involve:

• the setting of targets for future performance (in addition to existing Performance Management Targets) ;

• agreeing any further support with the employee;

• making it clear how, and by whom, progress will be monitored and when it

will be reviewed;

• explaining the consequences and process if no, or insufficient,

improvement is made.

The period of monitoring will normally be between 4 and 8 working weeks and in any case shall only be as long as is necessary to allow reasonable time for improvement and this will depend on the seriousness of the issues and individual circumstances.

Exceptionally, an extension of not normally more than 4 weeks may be granted, where there has been significant improvement or there has been significant absence during the monitoring period.

Regular contact will be maintained throughout the monitoring period to review and support progress.

8.2 Where performance concerns are particularly serious, and/or where there has been insufficient improvement following any monitoring period, the performance management procedure will be suspended and the formal Capability Procedure will be invoked.

**9. CONFIDENTIALITY**

9.1 A written record of all meetings conducted under this procedure will be made,

either by the person holding the meeting or by an alternative person arranged by

the school to take notes. The school processes any personal data collected

during the performance management procedure in accordance with its data

protection policy. Any data collected is held securely and accessed by, and

disclosed to, individuals only for the purposes of completing the performance

management procedure or as set out in 9.2 below. On the conclusion of the

procedure, data collected will be held in accordance with the school’s retention

schedule. Inappropriate access or disclosure of employee data constitutes a data

breach and should be reported in accordance with the school's data protection

policy immediately. It may also constitute a disciplinary offence, which will be

dealt with under the school's disciplinary procedure.

9.2 The performance management process and related paperwork will be treated with confidentiality. However, performance management paperwork may be shared beyond the appraiser and appraisee in the following circumstances:

• with senior leaders for the purposes of quality assurance;

• with the headteacher for the purpose of assessing eligibility to pass the

Threshold and meeting HLTA and other relevant standards;

• where poor performance is identified;

• with those responsible for making pay decisions. (Please refer to pay

policy)