

Title Teaching Staff Performance Management

Associated Policies

REVIEWED: SEPTEMBER 2015

NEXT REVIEW: SEPTEMBER 2018

1. Policy Statement

1.1 This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the Principal, and for supporting their professional development and career aspiration within the context of each Academy's Development Plan and the national standards expected of teachers. It also sets out the arrangements that will apply when teachers fall below the levels of competence or conduct that are expected of them.

2. Who does this policy apply to?

2.1 This policy applies to all Trust teaching staff, including senior leaders.

3. Who is responsible for carrying out this policy?

3.1 The implementation of this policy will be monitored by the Board of Directors of the Brooke Weston Trust, the CEO, Executive Principals and governors of each individual Academy.

4. What are the principles behind this policy?

- 4.1 The Trust is committed to ensuring that performance management will be a supportive and developmental process designed to ensure that all teachers have the skills and support they need to carry out their role effectively. It will help to ensure that teachers are able to continue to improve their professional practices and develop as teachers
- 4.2 This policy applies to the Principals and to all teachers employed by the Trust, except those on contracts of less than one term, those undertaking induction (i.e. NQTs) and those who are subject to capability procedures under the Capability Policy.
- 4.3 The Trust aims to deal with performance matters sensitively and with due respect for the privacy of any individuals involved. All employees must treat as confidential any information communicated to them in connection with a matter which is subject to the capability procedure.
- 4.4 The employee and anyone accompanying the employee, including witnesses, must not make electronic recordings of any meetings or hearings conducted under this procedure. Notes can be taken by the employee.
- 4.5 Failure to observe the confidentiality outlined in paragraphs 4.3 and 4.4 could result in disciplinary action under the Trust's Disciplinary Procedure.

5. Procedures

The Performance Management Period

- 5.1 The performance management period will normally run for 12 months from 1st September to 31st August.
- 5.2 Teachers who are employed on a fixed term contract of less than one year will have their performance managed in accordance with the principles of this policy. The length of the period will be determined by the length of the contract.

Appointing Appraisers

- 5.3 The Principal of an Academy will be appraised by either their designated Trust Executive Principal or directly by the CEO of the Trust. Executive Principals will be appraised by the CEO.

- 5.4 The Principal of an Academy will determine who will appraise other members of staff covered by this policy. Appraisers will receive annual training in the Performance Management and Capability Policy and Procedures and in conducting effective performance management interviews. If a member of staff has concerns about their allocated appraiser, they should approach their Principal directly and, if appropriate, an alternative appraiser will be identified.

Setting Objectives

- 5.5 The Principal's objectives will be set by the CEO of the Trust following discussion with the Board and Executive Principal. The Principal will consult their designated Executive Principal or (if they do not have a designated Executive Principal) the CEO on the proposed objectives for each Vice Principal. The Principal will have the opportunity to record the reasons for any disagreement where objectives are imposed.
- 5.6 Objectives for each teacher will be discussed and set before or as soon as practicable after the start of each appraisal period. The objectives will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the teacher's role and level of experience. The appraiser and appraisee/teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives may be revised during the appraisal period if circumstances change. The appraisee/teacher will have the opportunity to record the reasons for any disagreement where objectives are imposed.
- 5.7 The objectives set for each teacher will, if achieved, contribute to their Academy's Development Plan for improving the educational provision and performance and the educational opportunities for students in the Academy and to the Academy achieving its objectives as outlined in the Academy Development Plan. To ensure this, led by the Principal, the Senior Leadership Team will undertake to moderate all teachers' objectives across their Academy to ensure equity, fairness and appropriate levels of challenge.
- 5.8 Before, or as soon as practicable after the start of each performance management period, teachers will be informed of the standards against which individual teacher's performance will be assessed. All teachers will be assessed against the national Teacher Standards and reviewed alongside the *Brooke Weston Trust Career Stage Expectations* guide for professional development (a localised interpretation of the Teacher Standards produced in workshop collaborations with teaching staff employees from several Brooke Weston Trust academies). The Principal will determine if any teachers will also be assessed against other standards which are relevant to them.

Reviewing Performance

Observation and Evidence for Use in Performance Management

- 5.9 The Trust believes that observation of classroom practice and associated activities is one important aspect of assessing teachers' performance, but is clear that it is only one part of the range of evidence necessary to fairly evaluate the overall effectiveness and impact of a teachers' work. Observation is helpful in identifying any particular areas of strength and areas for development teachers may have and provides a way of gaining useful information to inform an Academy's development priorities. All observations will be conducted in a supportive manner in line with the principles outlined in Section 4.1 of this policy. There will be no specific grades awarded for lesson observations as part of the performance management process, though a specific comment on classroom climate should be made and must be fed back to teachers. This will contribute towards the wider evidence base gathered to evaluate the effectiveness of a teacher.
- 5.10 Teachers' performance will be regularly monitored but the amount and type of classroom observation will depend on the individual circumstances of the Academy and its overall needs. Classroom observations will normally be carried out by a combination of senior or middle leaders with QTS or external consultants employed by the Academy. The Trust undertakes to offer regular refresher training in classroom observation techniques to relevant staff.
- 5.11 Other information is also important in forming a fair view of the effectiveness of a teacher. The Trust undertakes to consider all relevant evidence of performance to arrive at a fair and objective assessment of a teacher's performance over time. The Trust will follow OfSTED's guidance on quality assurance and performance management matters. It undertakes to review all indicators identified by OfSTED when

evaluating a teacher's performance, including student outcomes and that gathered by the Principal and other senior and middle leaders with responsibility for the quality of teaching and learning through work scrutinies and other monitoring practices. This will be done in order to check that consistent high standards of professional teacher performance are established and maintained and that all teaching staff can receive effective support. Learning walks will also be carried out to gauge the environmental climate, however will not be graded. The length, frequency and focus of learning walks may vary according to specific circumstances.

Development and Support

- 5.12** Performance Management is a supportive and developmental process which will be used to inform continuing professional development of all teaching staff. The Trust wishes to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate and high quality professional development based on an accurate understanding of their needs and career aspirations.
- 5.13** Teachers' professional development will be linked to their Academy's Development Plan priorities, the overall academic targets for the Academy and to the ongoing professional development needs and priorities of individual teachers.

Feedback

- 5.14** Teachers will receive constructive feedback on their performance throughout the year and as soon as is practicable (and wherever possible within one working day) after observation has taken place or other evidence (such as that gathered during routine book scrutiny) has been considered. Feedback will highlight areas of strength and areas for development.
- 5.15** Where there are concerns about any aspects of a teacher's performance the appraiser will meet the teacher informally to:
- Give clear feedback to the teacher about the nature and seriousness of the concerns
 - Give the teacher the opportunity to comment and discuss the concerns
 - Clarify the required standards to be met, e.g. in relation to specific areas of the Career Stage Expectations, or the standards of professional conduct expected by the individual Academy
 - Agree any support, e.g. coaching, mentoring, informal six week support plan, structured observations which will be provided
 - Clarify how and by when the appraiser will review progress
 - If appropriate revise objectives (in this circumstance it will be necessary to allow sufficient time for improvement to occur)
 - Explain the implications if no or insufficient progress or improvement is made

Transition to Capability

- 5.16** When progress is reviewed, if the appraiser is not satisfied with progress, the teacher will be informed in writing that the performance management system will no longer apply and that performance will be managed under the capability procedure and the teacher will be invited to a formal capability meeting for which they will be advised to seek professional advice. The capability procedures will be conducted in line with the Trust's Capability Policy.

Annual Assessment

- 5.17** The performance of each teacher covered by this policy will be formally assessed annually. The CEO of the Trust will be responsible for assessing the performance of Executive Principals and Principals and will be informed by Principals of the performance of Vice Principals.
- 5.18** The assessment is the end point to the annual performance management process but performance and development priorities will be reviewed and addressed throughout the year.

5.19 The employee will receive a written report normally within ten working days following the end of each performance management period. They will have the opportunity to respond to in writing.

The report will include:

- Details of the employee's objectives for the performance management period in question (the number of objectives are to be reasonable, and usually not more than four areas)
- An assessment of the teacher's performance of their role and the responsibilities against their objectives and the relevant teacher's standards
- An assessment of the teacher's training and development needs and the identification of action that should be taken to address them. This assessment will inform the planning process for the forthcoming appraisal period
- A recommendation on pay where that is relevant. Pay recommendations will normally be made by 30th September or as soon as practicable thereafter. Each employee will have the right of appeal, which will be dealt with in accordance with the Pay Policy.

6. Policy Review

6.1 The Trust will review this policy as part of a three year cycle unless there are changes in relevant legislation.