

<b>Title</b>	Teaching Staff Performance Management
<b>Associated Policies</b>	<ul style="list-style-type: none"> <li>• Pay – Teaching Staff (TPO/STA/08)</li> <li>• Reward and Recognition (TPO/STA/12)</li> <li>• Training and Development (TPO/STA/18)</li> <li>• Capability – Teaching Staff (TPO/STA/31)</li> </ul>

REVIEWED: SEPTEMBER 2019

NEXT REVIEW: SEPTEMBER 2020

## 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, Executive Principal and Chief Executive and for supporting their professional development and career aspirations within the context of each Academy’s Development Plan and the national standards expected of teachers. The arrangements that will apply when teachers fall below the levels of competence or conduct that are expected of them are set out in the Capability – Teaching Staff policy.

## 2. Who does this policy apply to?

2.1 This policy applies to all Trust teaching staff, including senior leaders (senior leadership team, Principals, Executive Principals and the Chief Executive).

## 3. Who is responsible for carrying out this policy?

3.1 The implementation and application of this policy will be monitored by the Senior Leadership Team and the governors of the Academy and will remain under constant review by Brooke Weston Trust. Brooke Weston Trust will share information relating to performance management with recognised trade unions on an annual basis.

## 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 aims to ensure consistency and fairness in performance management procedures across the Trust.
- 4.3 This policy applies to the Chief Executive, Executive Principals, 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.
- 4.4 The Trust aims to deal with performance matters sensitively and with due respect for the privacy of any individuals involved.

## 5. Procedures

### The Performance Management Period

- 5.1 The performance management period will normally run for 12 months from 1<sup>st</sup> September to 31<sup>st</sup> August.
- 5.2 It is intended that teachers will have had their annual appraisal meeting and received their appraisal report by 31<sup>st</sup> October. It is intended that Principals will have had their annual appraisal meeting and received their appraisal report by 31<sup>st</sup> December.
- 5.3 Teachers who are employed on a fixed term contract of less than one year will have their performance managed in accordance with the principles of this policy. The length of the period will be determined and

agreed by the length of the contract.

### Appointing Appraisers

- 5.4 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. The CEO will be appraised by the Board of Directors through the designated Remunerations Committee.
- 5.5 The Principal of an Academy will determine who will appraise other members of staff covered by this policy. It is expected that line managers will assume the role of appraiser. 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. Appraisers will receive annual training in the Performance Management and Capability Policy and Procedures and in conducting effective performance management interviews.

### Setting Objectives

- 5.6 The performance objectives of the CEO will be set by the Board of Directors (through the Remunerations Committee), and the objectives of the Executive Principal set by the CEO. The Principal's objectives will be set by the CEO following discussion 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.
- 5.7 Objectives for each teacher will be discussed and set with the line manager before or as soon as practicable after the start of each appraisal period.
- 5.8 The objectives will:
- Contribute to improving education of students at the Academy and the implementation of the School Development Plan;
  - Be specific, measurable, achievable, realistic and time-bound (SMART);
  - Be appropriate to the teacher's (Vice-Principal/Principal/Executive Principal/CEO) role and career experience;
  - Be reasonable in terms of number of objectives, and usually not more than three core areas;
  - Be revised if circumstances change throughout the year (such as a change in job role).
- 5.9 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 by mutual agreement during the appraisal period if circumstances change. Where objectives cannot be agreed and are imposed, this will be recorded and provided to both parties, including the reasons for any disagreement.
- 5.10 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 there is equity and fairness in scope for teachers at the same level across the Academy and appropriate levels of challenge.

### Standards

- 5.11 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. Teachers are strongly encouraged to familiarise themselves with the *Brooke Weston Trust Career Stage Expectations* document which exemplifies and breaks down the national Teacher Standards in more detail to aid performance discussions and plot future career progression. The Principal will determine if any teachers will also be assessed against other standards or Codes of Practice (i.e. SEN Code of Practice) which are relevant to them.

### Reviewing Performance

- 5.12 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. 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.

**5.13** Appraisers will use a range of evidence to judge a teacher's performance:

- Formal and informal lesson observations
- Observations and results from wider academy activities, if applicable
- Performance of their students
- Review of planning and marking
- Parent and student voice, if applicable.

**5.14** Good progress towards the achievement of a challenging objective, even if the performance criteria have not been met in full, will be assessed favourably.

### Observation Protocol

**5.15** The Trust believes that observation of classroom practice and associated activities is an important aspect of assessing teachers' performance. 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.

**5.16** All observations (formal or informal) will be conducted in a supportive manner in line with the principles outlined in Section 4.1 of this policy. Observations will be undertaken during a teacher's directed time.

**5.17** The Trust undertakes to offer regular refresher training in classroom observation techniques to relevant staff.

### 'Drop in' Observations

**5.18** Drop in observations or 'learning walks' will usually be conducted by a combination of senior or middle leaders with QTS or external consultants commissioned by the Academy.

**5.19** 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.

**5.20** Notice of 'drop in' observations will usually be given and will last no longer than 1 hour.

**5.21** The frequency will depend on the individual teacher and the academy's needs at the time. Generally, verbal feedback will be given the following day.

### Formal Observations

**5.22** The purpose of formal observations is to assess the teacher's performance and progress against their objectives and the relevant standards.

**5.23** The number of formal observations will be agreed with the teacher during their appraisal meeting and will be determined by the teacher's individual circumstances and the needs of the academy at the time. For example, NQTs and less experienced teachers will receive a number of formal observations to establish their strengths and areas for development, whereas a more experienced teacher will typically receive fewer observations. In this case, usually, there will be three formal observations totalling three hours.

**5.24** 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. Generally, verbal feedback will be given to the teacher the following day.

### Feedback

**5.25** Teachers will receive constructive feedback on their performance throughout the year in regular meetings with their line manager. If applicable, any concerns of a teacher's underperformance should be highlighted as they arise within the academic year.

**5.26** The appraisal meeting is the end point of the annual appraisal process and will take place in the autumn

term. In this meeting, the appraiser will:

- Review the relevant evidence
- Assess performance in the appraisal period against the relevant standards
- Assess performance in the appraisal period against objectives
- Discuss the teacher's professional development needs and identify action that should be taken
- Discuss the teacher's wellbeing, career aspirations and any difficulties they may be facing
- If necessary, discuss the teacher's underperformance and put a plan in place to address it (see 5.27).

## Appraisal Report

**5.27** 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 in writing.

The report will include:

- Details of the employee's objectives for the performance management period in question
- 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 30<sup>th</sup> 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.

## Concerns about Performance – informal stage

**5.28** Where there are concerns arise during the performance period about any aspects of a teacher's performance the appraiser will meet the teacher informally. The purpose of the meeting is to:

- Give clear feedback to the teacher about the nature and seriousness of the concerns, based on the evidence collated during the performance appraisal period
- Give the teacher the opportunity to comment and discuss the concerns
- Clarify the required standards to be met, e.g. the national Teacher Standards, or the standards of professional conduct expected by the individual Academy. The postholder would be strongly recommended to utilise the Brooke Weston Trust Career Stage Expectations document which exemplifies the national Teacher Standards and therefore assists in gathering evidence to demonstrate where a Standard has been met
- Agree any support, e.g. coaching, mentoring, informal six week support plan, structured observations which will be provided
- Clarify and agree how and by when the appraiser will review progress
- If appropriate, agree any revised 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

**5.29** 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 – Teaching Staff Policy.

## Review of Decision

- 5.30** If an employee, including the Principal, wishes to have a review of any decision that affects their performance review and/or their pay they shall, within 5 working days of being given the written statement of the assessment, make a written request to the decision maker seeking a review.
- 5.31** The statement provided by the employee must indicate the reason(s) why they disagree with the recommendation, and must fall within one or more of the following:
- That the recommendation:
- Incorrectly applied any provision of the appropriate salary and/or appraisal policy
  - Failed to have proper regard for statutory provision
  - Failed to take proper account of relevant evidence
  - Took account of irrelevant or inaccurate evidence
  - Was biased; or
  - Otherwise unlawfully discriminated against the employee
- 5.32** The written statement of reason will be provided by the decision maker to the employee within 5 further working days. The employee will be advised of the right to request a further review of this decision.
- 5.33** If, having considered the statement of reason the employee wishes for a review of the decision they shall submit written grounds for seeking a review to the CEO (or where relevant a link Executive Principal) within 5 working days of receipt of the written statement of reasons.
- 5.34** The CEO (or link Executive Principal) will, normally, within 5 working days of receipt of the written application for a review, make arrangements for the employee to make representations in person regarding the reasons for the written application. The employee may be accompanied at that meeting by a workplace colleague or representative of their trade union and the CEO (or link Executive Principal) may also have an adviser present. The decision will be provided to the employee in writing as soon after the review as possible. The employee will be advised that s/he has the right of appeal against the review decision.
- 5.35** The procedure to be followed for the review hearing is attached at Appendix 1 of this 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.

## Appendix 1: Performance Management Record Template

Employee's Name	<input type="text"/>	Career Stage (MPS/UPS Level)	<input type="text"/>
Discussion Lead's Name	<input type="text"/>	Reflection Period	<input type="text"/>

### Section 1: Reflection on completed year

Please list the targets which were agreed last year, identify what action you took and provide an initial reflection against each target with evidence of your impact.

	Objective	Reflection on Progress	Evidence of Impact and Achievement
1	<input type="text"/>	<input type="text"/>	<input type="text"/>
2	<input type="text"/>	<input type="text"/>	<input type="text"/>
3	<input type="text"/>	<input type="text"/>	<input type="text"/>

Summary of other achievements and progress towards personal ambitions, including the impact of CPD

Please indicate any achievements and personal ambitions (fulfilled or remaining unfulfilled) which you wish to cover in this discussion.

**Summary of Supporting Evidence from Classroom Observations, Student Outcomes and other Feedback**

	SCHOOL CRITERIA AS APPROPRIATE e.g. Teaching Groups	EFFECTIVENESS OF TEACHING e.g. % achieving minimum target, % achieving aspirational target	FURTHER COMMENTS

**Annual Reflection Statement** (to be completed by the Discussion Lead)

Please comment on the teacher's performance including reflections on:

- Feedback from classroom observations, including comments on classroom climate
- Achievement of their objectives and outcomes over time
- Performance in respect of roles and responsibilities and against teacher standards and Brooke Weston Trust career stage expectations
- An indication of future development needs
- How BWT can help the colleague achieve unfulfilled ambition(s)

**Standard of teaching over time (1 year)**

Highly Effective
  Effective
  Developing
  Not effective

**Teacher's reflections**

*Please comment on your Annual Reflection Statement with particular focus on how we can help you fulfil your personal career ambition(s) over time.*

**Section 2: Planning for the forthcoming year (to be completed by the Teacher)**

Please identify your objectives for the forthcoming year. You will need to refer to the relevant parts of the Brooke Weston Trust career stage expectations document and consider feedback you received through the academy's reflection process. If you can, please identify: strategies you will adopt to achieve your objectives and meet your ambitions for this year; any training you may require; the criteria against which your performance will be measured.

Personal Target	Proposed Strategies	Training/Monitoring & Support	Performance Criteria
<b>1. Teaching and Learning</b>			
<b>2. Whole Academy (UPS) / Department (TLR) / Tutor or Department (MPS)</b>			
<b>3. Your personal ambition(s) for this year</b>			



## Teacher's Comments on performance and personal ambition targets

*I agree with the targets set*

*If you have comments to make about your targets for 2019/20 please record these in this box*

## Signatures

**Reviewee**

**Date**

**Discussion  
Lead**

**Date**