



## CALLINGTON COMMUNITY COLLEGE ACADEMY TRUST

# PERFORMANCE MANAGEMENT POLICY 2011

### INTRODUCTION

This Performance Management Policy is based on the Model Policy issued by the Rewards and Incentives Group (RIG) in September 2009 with the support of the ASCL, ATL, DCSF, NAHT, NASUWT, NEOST, and VOICE. Teaching staff and Professional Associations at Callington Community College were consulted in September/October 2010.

### APPLICATION OF THE POLICY

The policy applies to the Headteacher and to all teachers employed by the College except teachers on contracts of less than one term, those undergoing induction (i.e. NQTs who have a separate assessment framework) and those who are the subject of capability procedures.

### PURPOSE

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers and the Headteacher and for supporting their development needs within the context of the College's improvement plan and their own professional needs. Where teachers are eligible for pay progression, the assessment of performance throughout the cycle against the performance criteria specified in the statement will be the basis on which the recommendation is made by the reviewer.

From 1<sup>st</sup> September 2009 (Threshold Round 10) for teachers subject to the 2006 Performance Management regulations who request assessment against the post-threshold standards, Headteachers in England will normally only use the evidence recorded in their Performance Management (PM) review statements covering the two-year period prior to the receipt of the request for assessment.

This policy should be read in conjunction with the College's pay policy which provides details of the arrangements relating to teacher's pay in accordance with the current School Teachers' Pay and Conditions Document.

### LINKS TO COLLEGE IMPROVEMENT, COLLEGE SELF EVALUATION AND COLLEGE DEVELOPMENT PLANNING

The arrangements for Performance Management will link with those for College improvement, College self-evaluation and College development planning.

All reviewers are expected to explore the alignment of reviewees' objectives with the College's priorities and plans. The objectives should also reflect reviewees' professional aspirations.

## **CONSISTENCY OF TREATMENT AND FAIRNESS**

The Governing Body is committed to ensuring consistency of treatment and fairness in the operation of Performance Management.

To ensure this the following provisions are made in relation to moderation, quality assurance and objective setting.

### **Quality assurance**

The Headteacher has determined that he will delegate the reviewer role for some or all teachers for whom he is not the line manager. In these circumstances the Headteacher will moderate all the planning statements to check that the plans recorded in the statements of teachers at the College:

- are consistent between those who have similar experience and similar levels of responsibility;
- comply with the College's Performance Management policy, the regulations and the requirements of equality legislation.

The Governing Body will nominate the Chair of the Governing Body, who will not be involved in the Headteacher's performance management or any appeal regarding the Headteacher's Performance Management to ensure that the Headteacher's planning statement is consistent with the College's improvement priorities and complies with the College's Performance Management policy and the Regulations.

The Governing Body will review the quality assurance processes when the Performance Management policy is reviewed.

### **Objective Setting**

The objectives set will be rigorous, challenging, achievable, time-bound, fair and equitable in relation to teachers with similar roles/responsibilities and experience. They will also have regard to what can reasonably be expected of any teacher in that position to achieve a satisfactory balance between the time required to discharge his/her professional duties and the time required to pursue personal interests outside work. They shall also take account of the teacher's professional aspirations and any relevant pay progression criteria. They should be such that, if they are achieved, they will contribute to improving the progress of students at the College.

The reviewer and reviewee will seek to agree the objectives but where a joint determination cannot be made the reviewer will make the determination.

In this College all teachers, including the Headteacher, will have no more than THREE objectives.

Though Performance Management is an assessment of overall performance of teachers and the Headteacher, objectives cannot cover the full range of a teacher's roles/responsibilities. Objectives will, therefore, focus on the priorities for an individual for the cycle. At the review stage it will be assumed that those aspects of a teacher's roles/responsibilities not covered by the objectives or any amendment to the statement which may have been necessary in accordance with the provisions of the regulations have been carried out satisfactorily.

### **Reviewing Progress**

At the end of the cycle assessment of performance against an objective will be on the basis of the performance criteria set at the beginning of the cycle. Good progress towards the achievement of a challenging objective, even if the performance criteria have not been met in full, will be assessed favourably.

The Performance Management cycle is annual, but on occasions it may be appropriate to set objectives that will cover a period over more than one cycle. In such cases, the basis on which the progress being made towards meeting the performance criteria for the objective will be assessed at the end of the first cycle and will be recorded in the planning and review statement at the beginning of the cycle.

## **APPEALS**

At specified points in the Performance Management process teachers and Headteachers have a right of appeal against any of the entries in their planning and review statements. Where a reviewee wishes to appeal on the basis of more than one entry this would constitute one appeal hearing.

Details of the appeals process are covered in the College's pay policy.

## **CONFIDENTIALITY**

The whole Performance Management process, and the statements generated under it, will be treated with strict confidentiality at all times. Only the reviewee's Line Manager or, where s/he has more than one, each of her/his Line Managers will be provided with access to the reviewee's plan recorded in her/his statement - where this is necessary to enable the Line Manager to discharge her/his Line Management responsibilities. This will normally include the Link Manager for the department concerned. Reviewees will be told who has requested and has been granted access.

## **TRAINING AND SUPPORT**

The College's CPD programme will be informed by the training and development needs identified in the training section of the reviewees' planning and review statements.

The Governing Body will ensure in the budget planning that, as far as possible, appropriate resources are made available in the College budget for any training and support agreed for reviewees.

With regard to the provision of CPD in the case of competing demands on the College budget, a decision on relative priority will be taken with regard to the extent to which: (a) the CPD identified is essential for a reviewee to meet their objectives; and (b) the extent to which the training and support will help the College to achieve its priorities. The College's priorities will have precedence. Teachers should not necessarily be held accountable for failing to make good progress towards meeting their performance criteria where the support recorded in the planning statement has not been provided.

## **APPOINTMENT OF REVIEWERS FOR THE HEADTEACHER**

### ***Appointment of Governors***

In this College the Governing Body is the reviewer for the Headteacher and to discharge this responsibility on its behalf may appoint two or three Governors.

Where a Headteacher is of the opinion that any of the Governors appointed by the Governing Body under this regulation is unsuitable for professional reasons, he may submit a written request to the Governing Body for that Governor to be replaced, stating those reasons.

### ***Appointment of School Improvement Partner or External Adviser***

The Local Authority has appointed a School Improvement Partner for the College, who will provide the Governing Body with advice and support in relation to the management and review of the performance of the Headteacher.

## **APPOINTMENT OF REVIEWERS FOR TEACHERS**

In this College the Headteacher has decided that he will be the reviewer for those teachers he directly line manages and will delegate the role of reviewer for all other teachers, in its entirety, to the relevant line managers.

The maximum number of reviews that any Line Manager other than the Headteacher will be expected to undertake per cycle is **SIX**.

Reviewer responsibility will be specified on an annual checklist published in September.

Where a teacher has more than one Line Manager the Headteacher will determine which Line Manager will be best placed to manage and review the teacher's performance.

Where a teacher is of the opinion that the person to whom the Headteacher has delegated the reviewer's duties is unsuitable for professional reasons, s/he may submit a written request to the Headteacher for that reviewer to be replaced, stating those reasons.

Where it becomes apparent that the reviewer will be absent for the majority of the cycle or is unsuitable for professional reasons the Headteacher may perform the duties himself or delegate them in their entirety to another teacher. Where this teacher is not the reviewee's Line Manager the teacher will have an equivalent or higher status in the staffing structure as the teacher's Line Manager.

A Performance Management cycle will not begin again in the event of the reviewer being changed.

All Line Managers to whom the Headteacher has delegated the role of reviewer will receive appropriate preparation for that role.

## **THE PERFORMANCE MANAGEMENT CYCLE**

The performance of teachers must be reviewed on an annual basis. Performance planning and reviews must be completed for all teachers by 31<sup>st</sup> October and for Headteachers by 31<sup>st</sup> December.

The Performance Management cycle in this College, therefore, will run from OCTOBER to OCTOBER for teachers, and from DECEMBER to DECEMBER for the Headteacher.

Teachers who are employed on a fixed term contract of more than a term but less than one year, may seek to have their performance managed in accordance with the principles underpinning the provisions of this policy. The length of the cycle will be determined by the duration of their contract.

Where a teacher starts their employment at the College part-way through a cycle, the Headteacher or, in the case where the teacher is the Headteacher, the Governing Body shall determine the length of the first cycle for that teacher, with a view to bringing the cycle into line with the cycle for other teachers at the College as soon as possible.

Where a teacher transfers to a new post within the College part-way through a cycle, the Headteacher or, in the case where the teacher is the Headteacher, the Governing Body shall determine whether the cycle shall begin again and whether to change the reviewer.

## **RETENTION OF STATEMENTS**

Performance Management planning and review statements will be retained for a minimum period of SIX years.

## **MONITORING AND EVALUATION**

The Headteacher will provide the Governing Body with a written report on the operation of the College's Performance Management policy annually during the Autumn Term. The report will not contain any information which would enable any individual to be identified. The report will include:

- the operation of the Performance Management policy;
- the effectiveness of the College's Performance Management procedures;
- teachers' training and development needs.

The Governing Body is committed to ensuring that the Performance Management process is fair and non-discriminatory. Therefore, the Headteacher will also report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination.

## **REVIEW OF THE POLICY**

The Governing Body will review the Performance Management policy every academic year at a meeting in the Autumn Term.

The Governing Body will take account of the Headteacher's report in its review of the Performance Management policy. The policy will be revised as required to introduce any changes in regulation and statutory guidance to ensure that it is always up to date.

The Governing Body will seek to agree any revisions to the policy with the recognised trade unions having regard to the results of the consultation with all teachers.

To ensure teachers are fully conversant with the Performance Management arrangements, all new teachers who join the College will be briefed on them as part of their induction to the College.

## **ACCESS TO DOCUMENTATION**

Copies of the College Plan for Continuous Improvement and SEF are published on the College's intranet and/or can be obtained from Headteacher's PA.

## **CLASSROOM OBSERVATION PROTOCOL**

All classroom observation will be undertaken in accordance with the Performance Management regulations, the associated guidance published by the Rewards and Incentives Group and the classroom observation protocol that is appended to this policy in Annex 1.

## **ANNEX 1 - CLASSROOM OBSERVATION PROTOCOL**

The Governing Body is committed to ensuring that classroom observation is developmental and supportive and that those involved in the process will:

- carry out the role with professionalism, integrity and courtesy;
- evaluate objectively;
- report accurately and fairly; and
- respect the confidentiality of the information gained.

The total period for classroom observation arranged for any teacher's Performance Management will not exceed three hours per cycle having regard to the individual circumstances of the teacher. There is no requirement to use all of the three hours. The amount of observation for each teacher should reflect and be proportionate to the needs of the individual.

In this College 'proportionate to need' will be determined by the reviewer in consultation with the reviewee.

The arrangements for classroom observation will be included in the planning statement and will include the amount of observation, specify its primary purpose and any particular aspects of the teacher's performance which will be assessed.

Should evidence emerge about the reviewee's teaching performance which gives rise to concern during the cycle, classroom observations may be arranged in addition to those recorded at the beginning of the cycle subject to a Performance Management revision meeting being held in accordance with the Regulations.

Information gathered during the observation may be used, as appropriate, for a variety of purposes including to inform College self-evaluation and College improvement strategies in accordance with the College's commitment to streamlining data collection and minimising bureaucracy and workload burdens on staff.

In keeping with the commitment to supportive and developmental classroom observation, those being observed will be notified in advance.

Classroom observations will only be undertaken by persons with QTS.

Oral feedback will be given as soon as possible after the observation and normally no later than the end of the following working day. It will be given in a suitable, private environment.

Written feedback will be provided within five working days of the observation taking place.

The written record of feedback will also include the date on which the observation took place, the lesson observed and the length of the observation.

The teacher has the right to append written comments on the feedback document.

A Headteacher has a duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained. Headteachers or their nominated representatives from the Leadership Team have a right to drop in to inform their monitoring of the quality of learning.

As this College is a large College, drop ins will be undertaken by the Headteacher supported by designated members of the Leadership Team

Drop-ins will only inform the Performance Management process where evidence arises which merits the revision of the Performance Management planning statement, in accordance with the provisions of the regulations.