

# Performance Management Policy



*Believe, Succeed, Together*

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## **1.0 Introduction**

The Performance Management (Appraisal) Policy sets out the framework for a clear, fair and consistent assessment of the overall performance of staff. The policy is applicable to all staff (including the Principal) with the exception of:

- Staff with less than one year's service or those on fixed term contracts - the cycle will be adjusted according to the start/duration of the contract.
- Those staff undergoing a probationary or statutory induction period – the policy will not normally apply until these periods have been successfully completed.

The most important factor in determining the effectiveness of the Academy is the quality of its teachers. Put simply, “Good” and “Outstanding” teaching makes a profound difference to pupils.

The primary aim of Performance Management is the continued development and improvement of the quality of teaching and learning.

## **2.0 Roles and Responsibilities**

### **2.1 Principal**

It is the Governing Body's responsibility to manage the Principal's performance management. An overview of the process is detailed in [Performance Management \(Principal\)](#).

### **2.2 Other staff**

The Principal is responsible for the performance management of all members of the SLT. In relation to all other staff, the Principal delegates responsibility to the SLT.

## **3.0 Cycle**

In all instances the cycle runs from September-September.

Final reviews will be completed in time to allow for any pay decisions to be made by 31<sup>st</sup> October (or 31<sup>st</sup> December in the case of the Principal).

## **4.0 Objectives**

Staff should be assigned SMART (specific, measurable, achievable, realistic and time-bound) objectives. The employee and line manager should seek to agree the objectives, but, if that is not possible, the line manager will determine them. If a consensus cannot be reached, the matter is referred to the senior leader responsible for Performance Management.

In the case of teaching staff, the objectives must cover pupils' achievements and their own professional development in regard to improving their teaching expertise and/or leadership. The objectives may be revised in-year where circumstances change, and the expectation is that the employee is proactive in this process.

## 5.0 Assessment

### 5.1 Teaching Staff

Grade	Teachers' Standards	Threshold Standards	Lesson Observations	Appraisal Objectives	Contribution and Role	Staff Support and Development	Attendance
1	The employee has fully addressed all standards.	The employee has fully addressed all standards.	A minimum of 2 of the 3 lessons observed were recorded as 'outstanding'.	The employee has fully addressed all objectives.	The employee's contribution has been substantial and sustained and they are critical to the Academy.	The employee has grown professionally through a proactive approach to CPD which has had a significant impact on pupil progress in their principal teaching groups and, in the case of ML/SL, their subject area(s).	The employee has recorded a Bradford Factor score of 0 -8.
2	The employee has fully addressed all standards.	The employee has fully addressed all standards.	A minimum of 2 of the 3 lessons observed were recorded as 'good' or better.	The employee has fully addressed the majority of objectives and partly addressed the remainder. No objectives are recorded as not being addressed. <sup>1</sup>	The employee meets the requirements of their job description and often exceeds expectations.	The employee has grown professionally through their involvement in CPD which has had a notable impact on pupil progress in their principal teaching groups and, in the case of ML/SL, their subject area(s).	The employee has recorded a Bradford Factor score of 9 – 49.
3	The employee has fully addressed the majority of standards and partly addressed the remainder. No standards are recorded as not being addressed.	The employee has fully addressed the majority of standards and partly addressed the remainder. No standards are recorded as not being addressed.	All lessons observed were recorded as 'requires improvement' or better.	The employee has at least partly addressed all objectives. No objectives are recorded as not being addressed. <sup>2</sup>	The employee meets the requirements of their job description.	The employee has availed core training provision (INSET) and attended at least one CPD session a term.	The employee has recorded a Bradford Factor score of 50 - 124.
4	The employee has not addressed one or more standards.	The employee has not addressed one or more standards.	At least 1 lesson was recorded as 'inadequate'.	The employee has not addressed one or more objectives. <sup>3</sup>	The employee is not meeting expectations and/or the requirements of their job description.	The employee has availed core training provision (INSET).	The employee has recorded a Bradford Factor score of 125+.

<sup>1</sup> For classroom teachers with one objective, the objective will be need to be 'Fully addressed'.

<sup>2</sup> For classroom teachers with one objective, the objective will need to be 'Partly Addressed'.

<sup>3</sup> For classroom teachers with one objective, the objective will be recorded as 'Not Addressed'.

## 5.2 Support Staff

All support staff are assessed on a performance scale of 1-4 in a number of categories.

Grade	Appraisal Objectives	Contribution and Role	Staff Support and Development	Attendance
1	The employee has fully addressed all objectives.	The employee's contribution has been substantial and sustained and they are critical to the Academy.	The employee has led training and development.  The employee has grown professionally through a proactive approach to CPD which has had a significant impact on their area of work.	The employee has recorded a Bradford Factor score of 0 -8.
2	The employee has fully addressed the majority of objectives and partly addressed the remainder.  No objectives are recorded as not being addressed.	The employee meets the requirements of their job description and often exceeds expectations.	The employee has contributed to staff training and development.  The employee has grown professionally through CPD which has had a notable impact on their area of work.	The employee has recorded a Bradford Factor score of 9 – 49.
3	The employee has at least partly addressed all objectives.  No objectives are recorded as not being addressed.	The employee meets the requirements of their job description.	The employee has attended identified CPD training.	The employee has recorded a Bradford Factor score of 50 -124.
4	The employee has not addressed one or more objectives.	The employee is not meeting expectations and/or the requirements of their job description.	The employee has not attended core training provision (INSET).	The employee has recorded a Bradford Factor score of 125 +.

### 5.3 Overall Grade Calculation

The overall grade is calculated in the following way:

Grade	Requirements
1	All categories are recorded as grade 1 OR all categories are recorded as grade 1 with the exception of one which is recorded as grade 2.
2	All categories are recorded as grade 2 or better OR all categories are recorded as grade 2 or better with the exception of one which is recorded as grade 3.
3	All categories are recorded as grade 3 or better OR all categories are recorded as grade 3 or better with the exception of one which is recorded as grade 4.
4	Two or more categories are recorded as grade 4.

### 6.0 Appeal

In instances where the employee disputes or contests the overall grade, this is, in the first instance, referred to the senior leader with responsibility for Performance Management. If the employee still remains dissatisfied following a referral to the aforementioned senior leader, it is referred to the Principal. In cases where this directly affects pay progression, the matter is referred to the Governors' Pay Appeals Committee - [Pay Policy](#).

### 7.0 Monitoring and Supporting Performance

#### 7.1 Lesson Observation and Monitoring

This is covered in separate policy – [Lesson Observation and Monitoring Policy](#).

#### 7.2 Development, Training and Support

The Academy expects all staff to be proactive in taking responsibility for improving their own performance through appropriate CPD. Professional development will be linked to the improvement priorities of the Academy, individual job roles and ambitions. Specific support, guidance and training needs will be identified through the performance management process and in conversation with HoD, line managers of the member of the SLT responsible for CPD.

The Academy provides a comprehensive and wide-ranging CPD provision that compliments the needs of the Academy's teaching staff in line with the Teachers' Standards. Priorities for CPD are highlighted by using the feedback from lesson observations, results of the annual performance management and appraisal process as well as including input from the Academy staff.

## **8.0 Reviewing Performance**

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. A mid-year review will be offered to all staff.

### **8.1 End of Cycle Review**

At the end of the cycle, the employee and line manager will meet and the employee's performance will be formally assessed against the criteria and recorded on the relevant proforma. Any decisions regarding pay progression will be made in accordance with the Academy's [Pay Policy](#).

### **8.2 Quality Assurance**

The senior leader with responsibility for Performance Management, will quality assure all Performance Management Appraisal Reviews.

### **8.3 Absence**

Where an employee is absent during the Performance Management cycle, performance will be assessed on the basis of any and all evidence available for the periods of attendance.

## **9.0 Unsatisfactory Performance**

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

- Set out the nature and seriousness of the concerns.
- Confirm any previous discussions/support.
- Give the employee the opportunity to comment on and discuss the concerns.

A monitoring period will usually be set in which the line manager will:

- Set targets for future performance (in addition to existing performance management targets).
- Agree any further support with the employee.
- Make it clear how, and by whom, progress will be monitored and when it will be reviewed.
- Explain the consequences and process if no, or insufficient, improvement is made.

The period of monitoring will normally be between 4-8 working weeks; the precise length being determined by the seriousness of the issues and individual circumstances. Exceptionally, an extension of up to 4 weeks may be granted, where there has been significant improvement or where there has been significant absence during the monitoring period.

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 [Capability Policy](#) will be invoked.

## **10.0 Capability**

This is dealt with in a separate document – [Capability Policy](#).

## **11.0 Confidentiality**

The Performance Management process and related paperwork will be treated with confidentiality, however, performance management paperwork may be shared beyond the employee and line manager in the following circumstances:

- With senior leaders for the purposes of quality assurance.
- With the Governors' Pay Committee for the purpose of assessing eligibility and making pay decisions.
- Where poor performance is identified.