

## Performance Management Policy and Practice

### 1. Introduction

Medina House School is committed to performance management to develop all staff, improve teaching and to raise standards of achievement for all children. This policy covers all staff except those on contracts of less than one year. All staff are consulted in developing this policy. It sets a framework to agree and review priorities and objectives within the context of the school's improvement plan and individual professional needs.

### 2. Rationale

Performance management means a shared commitment to high performance and self evaluation, where all staff engage in school improvement. It helps to focus attention on more effective working, teaching and monitoring to raise the quality of learning and to benefit pupils, teachers and the school. It means providing appropriate and effective personal training and development to ensure job satisfaction, a high level of expertise and progression of staff in their chosen role and profession.

We want to improve school performance by developing the effectiveness of all staff, both as individuals and as teams. The evidence is that standards rise when schools and individual staff are clear about what they expect pupils to achieve. That is why performance management is important.

We will implement our performance management arrangements on the basis of :-

Fairness - we all need to be aware of the potential for unconscious discrimination and to avoid assumptions about individuals based on stereotypes

Equal Opportunity - all staff should be encouraged and supported to achieve their potential through agreeing objectives, undertaking development and having their performance assessed.

### 3. Roles

Performance management is a shared responsibility. The Governing Body has a strategic role in agreeing the school's performance management policy, ensuring that performance of staff at the school is regularly reviewed and for monitoring the performance management process. The head teacher is responsible for implementing the school's performance management policy and ensuring that performance management reviews take place.

Performance management involves the Head Teacher, members of the leadership team, teachers, teaching assistants, office staff and cleaners working together to ensure that objectives are discussed and agreed; regular and objective feedback is given; adequate coaching, training and development is provided and that the performance review takes place. A School Improvement Partner will provide advice to the Governing Body's representatives on the setting of performance objectives for the head and will support them in reviewing performance at the end of the review cycle.

### 4. Responsibility for Reviews

We have carefully considered the practical arrangements for performance management in the school. We have appointed three governors to carry out the head's performance management review. The head has decided who shall act as team leader for other staff on the basis of responsibilities for learning in the school, a judgement about who has the best overview of the teacher's work and the ability to provide support to staff. In doing this, the head has delegated responsibility to an appropriate team leader to ensure that each reviewer is responsible for a limited number of reviews.

### 5. Timing of Reviews

The one year performance management cycle links with our planning for school management and target- setting. The Governing Body needs to ensure that objectives have been agreed or set for the head by the end of October and for all other staff by the end of the Autumn Term

Our timetable is shown below:

**(a) Objectives set in the Autumn term**

These will inform and support our school improvement plan for the remainder of academic and that part of the following financial year. We will take account of professional development objectives in setting the school's overall priorities for staff development.

**(b) Monitoring and Feedback**

This section explains the school's arrangements for review, including at least 1 classroom observation for each teacher and lead TA

**(c) Formal Reviews Autumn Term**

We will take into account pupils' individual learning targets from their IEPs and P'level assessment, new objectives related to the SDP and discuss future professional development activities. A new individual plan will be completed for each member of staff.

The review process will inform our school policies and the School Development Plan

**6. Performance Management Cycle**

Performance Management is set in the context of our school's plans for improvement, against the background of the local education development plan (EDP), national and local initiatives on improving teaching, such as 'Every Child Matters', and the latest OFSTED report for the school and the current Ofsted framework for future inspection.

Performance Management is an ongoing cycle involving stages of planning, monitoring performance and reviewing performance.

**Stage-1: Planning.**- Each member of staff will discuss and agree objectives with their team leader and record these in an individual plan (an example of a blank individual plan is attached). Objectives should be challenging but realistic and take account of individual job descriptions and their existing skills and knowledge base.

There can be no hard and fast rule about how many objectives there should be but we expect a minimum of three and no more than 5 to be agreed. Agreeing objectives does not mean itemising every activity but picking out key expectations. The range of objectives should match the nature of the job, including leadership or management areas as appropriate. Where someone has a wide range of managerial duties, objectives might focus on specific areas of this work.

**TA objectives may cover specific areas of learning, ways of developing and improving their professional practice with reference to the TA framework and aspects of the School Development Plan. Teacher objectives will cover pupil progress, ways of developing and improving teachers' professional practice with reference to the latest Teaching Standards and aspects of the School Development Plan. Leadership staff will have objectives relating to their additional responsibilities. The head's objectives will cover school leadership and management as well as pupil progress.**

The following principles will be observed :-

- the Team Leader should ensure that each member of staff understand what their objectives involve, is in a position to achieve them, knows what they need to do to achieve them and understands when and how they will be reviewed
- objectives are written clearly and concise and measurable
- objectives focus on matters over which a member of staff has direct influence/control and take into account the special needs, wider socio-economic, cultural and other influences on pupils
- objectives for each member of staff should relate to the objectives in the school improvement plan and any phase or class improvement plans as well as to their own professional needs.

The Team Leader should record the objectives which will apply for the review period. These should be jointly agreed, if there are any differences of opinion about the objectives the member of staff may add comments to the written record of objectives. If the head and the governing body representatives are unable to agree objectives, the governors appointed to review the performance of the head should set and record the objectives. The head may add comments to the written record of objectives.

Professional development opportunities are needed to support agreed objectives, to develop strengths and address areas for development or professional growth. The individual plan will be used to record action.

**Stage 2: Monitoring Progress** - The member of staff and Team Leader will keep progress under active review throughout the year using in year review, formal and informal classroom observation and other relevant information. They will discuss any supportive action needed and keep development plans up-to-date.

The Team Leader should consult the member of staff before seeking to obtain information, written or oral, relevant to their performance from other people.

Classroom observation is accepted good practice and will take place, on a formal basis, at least annually but no more than once each term. These will be informed by each class teams self evaluation and Class Improvement Plan.

In planning observation, we will follow these principles:

- successful observation requires preparation and training, and a clear understanding on the part of the staff member and Team Leader of its purpose
- the nature of the observation will depend on its purpose
- it is important that the observer ensures that the lesson proceeds in as normal an atmosphere as possible
- full, constructive and timely feedback offers an opportunity to discuss what went well, what might be done better or differently next time. When giving feedback, the Team Leader should take into account the range of activities carried out by the teacher and the time spent on each activity

**Stage 3: Reviewing Performance:** The annual review of the staff member's performance will use the recorded objectives as a focus to discuss his/her achievements and identify any development needs. It will be combined with agreeing objectives for the following performance management cycle.

The focus of the review is on how to raise performance and improve effectiveness. Both individual and whole school. It will involve:

- Reviewing, discussing and confirming the staff member's essential tasks and objectives
- Recognising strengths and achievements and taking account of factors outside the staff member's control
- Confirming action agreed with the staff member at other reviews
- Identifying areas for development related to the School Development Plan and how these will be met
- Recognising personal development needs
- Agreeing new clear objectives and completing an individual plan for the year ahead.

The Team Leader should evaluate the teacher's overall performance, including an assessment of the extent to which objectives have been met, and the staff member's contribution to the life of the school during the review period. It should take account of the stage the staff member is at in his or her career e.g. TA1/2/3, NQT, UQT, teacher with 2 - 3 years service, leadership team.

Within 5 days of the review meeting, the Team Leader will prepare a written review statement recording the main points made at the review and the conclusions reached, including any identified development needs and activities recorded in a separate annex (but forming part of the review statement). Once written, the Team Leader will give the staff member a copy of the statement. The teacher may within 5 days of first having access to the statement, add to it comments in writing. Good practice shows that the review statement should be written as soon as possible after the review.

#### **7. Links between pay, career stages and performance management.**

*Induction - the final review meeting of the induction period can be used to agree objectives and professional development opportunities as the first stage of the teacher 's subsequent performance management cycle; (Circular 1Vo: 5/99 The Induction Period for Newly Qualified Teachers para 58.)*

Information from the performance review statement can be used to inform aspects of future pay reviews.

Up to the Threshold - teachers can expect an annual increment if they are performing well and meeting their objectives. Double increments for exceptional performance would need to be justified by review outcomes.

Threshold - teachers who want to move to the upper pay spine should apply through the Head Teacher. Evidence from reviews will be used to inform applications by teachers and assessment by heads.

Performance Pay Points above the threshold and teachers in the leadership group - performance reviews will form part of the evidence which we will use to make decisions about awarding performance pay points to eligible teachers.

This policy may be used in conjunction with the school's Pay Policy.

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