

PERFORMANCE MANAGEMENT POLICY

 <p>TRINITY CHURCH OF ENGLAND HIGH SCHOOL</p>	Reviewed by:	Governors' Personnel Committee
	Approved by:	Full Governing Body
	Date approved:	22 nd May, 2019
	Next review due by:	End of 2021/22 academic year

AIM/PURPOSE

The purpose of the policy is to ensure that the school has a rigorous and effective system for the performance management of staff. The performance management policy for teachers applies to the Head and to all teachers employed by the school except teachers on contracts of less than one term, those undergoing induction (ie NQTs) and those who are the subject of capability procedures. The performance management policy for support staff refers to all employees other than teachers.

GENERAL PRINCIPLES

The school is committed to developing all staff, to improving teaching and learning, and other staff in supportive roles. Performance management involves a shared commitment to high performance and arrangements will be implemented on the basis of fairness and equality of opportunity.

PERFORMANCE MANAGEMENT POLICY FOR TEACHERS AT TRINITY CHURCH OF ENGLAND HIGH SCHOOL

1. The Governing Body has responsibility for ensuring that the performance of staff is regularly reviewed and monitored for the Performance Management process. The Head is responsible for implementing the policy and ensuring that Performance Reviews take place.
2. The Head will be appraised by two representatives of the Governing Body, supported by a suitably skilled and/or experienced external adviser who has been appointed by the Governing Body for that purpose. In assessing the performance of the Head, the Governing Body will consult the external adviser. Where the Head is of the opinion that any of the governors appointed by the Governing Body under this regulation are unsuitable for professional reasons, he may submit a written request to the Governing Body for that governor to be replaced, stating reasons.
3. The Head will carry out six monthly and end of year Leadership Team Reviews. In the case where the Head is not the teacher's line manager, the Head will delegate the duties to a Reviewer. All reviewers will have Qualified Teacher Status. Where a teacher is of the opinion that the person to whom the Head has delegated the Reviewer's duties is unsuitable for professional reasons, he/she may submit a written request to the Head for the Reviewer to be replaced, stating reasons. Where it becomes apparent that the Reviewer will be absent for the majority of the cycle or is unsuitable for professional reasons, the Head may delegate the duties to another teacher. Where the Reviewer is not the line manager he/she will have an equivalent or higher status than the teacher's line manager.

4. The one-year performance management cycle timetable will begin with a planning meeting in September, at which objectives will be agreed and recorded. A half-yearly review meeting will take place during the Spring Term and a formal review of targets will take place in September the following year. Planning and reviews must be completed by 31 October for teachers and 31 December for the Head.
5. Teachers who are employed on a fixed term contract of less than one year will have their performance managed in accordance with the principles underpinning the policy. The length of the period will be determined by the duration of contract.
6. Each member of staff will agree three specific, challenging, time-related and measurable objectives linked to the reviewee's overall performance against the Teachers' Standards. Staff with Teaching and Learning Responsibility points will agree a target related to their management responsibilities. The Reviewer and reviewee will seek to agree the objectives but, where a joint agreement cannot be made, the Reviewer will make the decision. The Reviewer will record these objectives on the Planning Statement. The teacher will review the performance management report as soon as practicable following the end of each performance management period.
7. Objectives will contribute to improving the progress of students. The objectives set for each teacher will, if achieved, contribute to the school's plans for improving the school's educational provision and performance and improving the education of students. There must be regard for what can be reasonably expected of any teacher in that position and take into account the teacher's professional aspirations and pay progression criteria. Objective 1 will relate to student progress at KS4 (or progression at KS5 or KS3 if no KS4 classes are taught). Objective 2 will focus on improving progress in another key stage, to be discussed and agreed with reviewer). If only one key stage is taught, objectives 1 and 2 will have to be separate and measurable. Objective 3 will focus on an identified area relevant to:
 - The teacher's own professional development if paid on the Trinity scale point 2 or 3;
 - The teacher's own professional development linked with the department's development if paid on the Trinity scale point 4, 5 or 6;
 - The teacher's own professional development linked with the whole school's development if on the Trinity upper pay scale;
 - A teacher's TLRP responsibilities, where appropriate.
8. The Head or his representative will moderate the planning statements to check that the plans recorded in the statements of teachers at the school:
 - Are consistent between those who have similar experience and similar levels of responsibility;
 - Comply with the school's performance management policy, the regulations and the requirements for equality legislation.
 - Contribute to school improvement.
9. The performance management report will include:
 - An assessment of the teacher's performance of their role and responsibilities against the Teachers' Standards.
 - The outcomes of the Leadership Team's monitoring of lesson observations;
 - The outcomes of the performance management lesson evaluations;
 - Attendance data;
 - For those on Trinity upper pay scales, evidence of substantial and sustained contribution to the school's development will be required;
 - For those on TLRPs, the outcomes of regular formal meetings with senior management will be included;

- An assessment of the teacher's training and development records and record of the year's training undertaken.
 - A recommendation on pay;
10. Performance management reviews will provide the evidence used to make decisions about awarding pay progression. In appraising the meeting of a target, MET, NOT MET or PARTIALLY MET are to be used by the reviewer. Reviewers must take a 'global' view of a teacher's performance in making their pay recommendation.
 11. Good management with clear expectations and appropriate support will go a long way towards identifying and handling weaknesses in performance.
 12. The Performance Management information will be treated with confidentiality at all times; held electronically and password protected on SIMS. The reviewee's line manager will be provided with access to the reviewee's planning information upon request, where this is necessary to enable the line manager to discharge his/her management responsibilities. Reviewees will be told of the request and who has been granted access. The principles and provision of the Data Protection Act should be followed.
 13. Relevant information from review statements may be taken into account by those who have access to them in making decisions, in advising those responsible for taking decisions or making recommendations about disciplinary matters including dismissal.
 14. Teachers will have two lesson evaluations in the spring term, ideally one for each Key Stage taught. The protocol for lesson evaluations must be followed. Feedback will be provided within five working days of the evaluation. The teacher has the right to append comments on the feedback.
 15. Lesson evaluations will only be undertaken by persons with Qualified Teacher Status and all will be undertaken in accordance with performance management regulations.
 16. Continued professional development will be linked to performance management. Training and development needs will be given to the CPD Co-ordinator.
 17. Where there are concerns about any aspects of an individual's performance, he or she will receive support as part of the performance management process. The reviewer will meet a senior manager to discuss the concerns. Following that, the reviewee, reviewer and senior manager will meet to put an action plan in place with agreed time boundaries for improvements.

The reviewee may be accompanied by a friend or their trade union representative to meetings if concerns arise about performance and there is a possibility that there could be a transition to the capability procedure. If there are serious concerns about progress of a reviewee's performance he/she will be notified in writing that the performance management process no longer applies and that performance will be managed under the capability procedure.
 18. The Head will provide the Governing Body with a report on the operation of the school's performance management policy. The report will not contain any information which would enable individuals to be identified, but will include:
 - The operation of the performance management policy;
 - The effectiveness of the school's performance management procedures;
 - Teachers' training and development needs.
 19. A reviewee may record his/her dissatisfaction with aspects of the statement and appeal. Where these cannot be resolved with the Reviewer, the reviewee may raise his or her concerns with the Head. Where the Head is the Reviewer, concerns should be raised with the Chair of Governors.

20. Performance management planning and review statements will be retained for a minimum of six years.

PERFORMANCE MANAGEMENT POLICY FOR SUPPORT STAFF AT TRINITY CHURCH OF ENGLAND HIGH SCHOOL

1. The one-year performance management cycle for support staff, will begin with a planning meeting in September, at which objectives will be agreed and recorded. A half yearly review meeting will take place in the Spring term.
2. Each member of staff will agree two objectives. These need to be SMART (Specific, Measurable, Achievable, Realistic & Time-bound). One would relate to the role and tie in with the School Development Plan, the second objective should relate to personal development related to the role.
3. Continued professional development will be discussed, training and development needs will be given to the CPD coordinator.
4. Where there are concerns about any aspects of an individual's performance, he or she will receive support as part of the performance management process. The reviewer will meet a senior manager to discuss the concerns. Following that, the reviewee, reviewer and senior manager will meet to put an action plan in place with agreed time boundaries for improvements.
5. All completed forms to be signed, scanned and emailed to the HR manager. These will be saved on the individuals, SIMs personnel file.

MONITORING AND EVALUATION

The policy will be reviewed at Leadership Group level and with staff through the Performance Management process. Any changes to the policy will be the responsibility of the Governors' Personnel Committee and ratified by the Full Governing Body.