

EDENFIELD GIRLS HIGH SCHOOL [EGHS]

Performance Management Policy

1. Aims

This policy aims to:

- Set out the arrangements for managing the performance of teachers, including the process and the responsibilities of individuals
- Ensure consistency and fairness across the school
- Create a process where teachers' professional development is supported and encouraged, in the context of the school's Ofsted report, our school improvement plan and the Teachers' Standards
- Ensure teachers have the skills and knowledge they need to fulfil and excel in their role and provide an excellent education to our students

The policy applies to all teaching staff permanently employed by the school, except those undergoing capability procedures, and the Head Teacher, whose appraisal is managed by the Trustees.

2. The performance management period

The performance management period will run for 12 months beginning in the autumn term. Target-setting meetings will be held during the autumn term.

It is intended that teachers will have had their annual performance management meeting by 30th November.

3. Setting objectives

Teachers' objectives will be set before, or as soon as possible after, the start of the performance management period. The headteacher's objectives will be set by the Trustees in consultation with an external adviser. Objectives will:

- Contribute to improving the education of students at the school and the implementation of any school improvement plans.
- Be appropriate to the teacher's role and career experience
- Be revised if circumstances change throughout the year
- Be set in line with the Teachers' Standards

The appraiser and teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. After discussion with the appraiser, the teacher will record his/her targets along with any other relevant material, e.g. CPD requests, details of support/resources required, etc.

4. Standards

Teachers will be assessed against the Teachers' Standards. The Head Teacher will also be assessed against the National Standards of Excellence for Headteachers.

5. Reviewing performance (including observation protocol)

We will use a range of evidence to judge a teacher's performance:

- Formal and informal lesson observations
- Observations and results from wider school activities, if applicable
- Performance of their students
- Reviews of planning and marking

Observation protocol

We believe that observations are an important way of assessing teachers' performance. They can help identify a teacher's strengths and areas for improvement, and can help us identify areas of good practice that can be shared across the school. There will be both formal and 'drop in' observations. Teachers with responsibilities outside the classroom will also have these responsibilities observed.

All observations will:

- Be carried out in an objective, fair, professional and supportive manner
- Provide constructive feedback
- Remain confidential to those who need to know details as part of their jobs

Formal observations

The purpose of formal observations is to assess the teacher's performance and progress against their objectives and the relevant standards. The number of formal observations will be determined by the teacher's individual circumstances and the needs of the school at the time. For example, NQTs and less experienced teachers who have recently started at the school will receive a number of formal observations to establish their strengths and areas for development. A very experienced teacher will typically receive fewer observations.

Generally, verbal feedback will be given the same day.

We will use all reasonable endeavours to provide written feedback within 5 working days.

'Drop in' observations/Learning walks

Drop-in observations will usually be conducted by the SLT in order to monitor the quality of teaching and learning. They will usually last around ten minutes and may involve the observer talking to students and looking at their work. The frequency will depend on the individual teacher and the school's needs at the time.

Please note that observations where fellow teachers observe a lesson for their own professional development may also take place. Evidence from these will not be used as part of the performance management process.

Additional observations

Additional formal observations will take place if:

- The teacher requests them
- There are concerns that the teacher's performance is not up to standard
- The teacher is subject to formal capability proceedings
- The above protocols will still apply to these additional observations.

6. Annual assessment

Performance will be reviewed and addressed through a minimum of twice yearly meetings with the teacher's line manager. The annual performance management process and will culminate in a meeting towards the end of the academic year when the line manager will:

- Review the relevant evidence
- Assess performance in the performance management period against the relevant standards
- Assess performance in the performance management 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. In such cases teachers may be informed that if performance does not improve, capability proceedings may begin, where applicable.

7. Conducting annual performance management meetings

The headteacher's performance management meeting will be conducted by the Trustees. To support the headteacher performance management, the trustees will appoint an external consultant with relevant skills and experience.

The headteacher will appraise teachers. Performance management meetings will normally take place within the teacher's normal working hours and will typically last for one lesson.

8. Performance management report

Teachers will be provided with a written report of their performance management. The report will be completed by the person who conducted the performance management. We will use all reasonable endeavours to complete this within 5 working days.

This will include:

- An assessment of the teacher's performance against their objectives and the relevant standards

- An assessment of the teacher's training and development needs, and the action that should be taken to address them.

There will be space in the report for the teacher's own comments.

Teachers will sign the performance management report to say they have seen it and agree with its content. Teachers can appeal to the headteacher, and the headteacher can appeal to the Trustees, if they disagree with the contents of the report.

9. Concerns about a teacher's performance

If it becomes clear a teacher is having difficulties at any point during the performance management period, they will be provided with additional support.

This will begin with a meeting with the headteacher where the problem will be discussed and potential solutions identified. A performance improvement plan may be created.

The nature of the support will be based on the individual's circumstances. The concerns may be of a nature that would usually involve beginning the capability procedure. In these cases, refer to our capability policy.

12. Confidentiality

The performance management process and relevant documents are strictly confidential. Only staff members who need the information in order to do their jobs will have access to the information. Performance management information will be anonymised when information is reported to the Trustees.

Performance management records will be kept securely in the teacher's personnel file.

Appendix 1: Performance Management timeline

Date	Action
September	Teachers self-assess against Teachers' Standards
September – October (October – November)	Review of previous performance management period, discuss and set objectives for the current academic year
March - April	Meetings held to review progress
Throughout the year	Formal and drop-in observations and monitoring take place, constructive feedback is provided
June - July	Review meetings

Appendix 2: performance management report template

This template can be used in performance management meetings to make notes on previous performance

Review				
School year:				
Assessment against objectives:				
Objective 1:				
Fully achieved		Partly achieved		Not achieved
Comments:				
Objective 2:				
Fully achieved		Partly achieved		Not achieved
Comments:				
Objective 3:				
Fully achieved		Partly achieved		Not achieved
Comments:				

Assessment against standards

Standards that apply (i.e. the Teachers' Standards and any other relevant standards):

Comments:

Standards

Standards to focus on:

(for example, Teachers' Standard 2: 'Promote good progress and outcomes by students')

Evidence to assess progress and timescales:

Training and development

Focus:

Action:

Support:

Timescales:

Comments

Reviewer:

Reviewee:

Signatures

Reviewer:

Reviewee:

Date:

Date of next meeting:

Planning

Planning for the next school year:

New objectives

Objective 1:

Steps to achieve, evidence to assess progress, and timescales:

Objective 2:

Steps to achieve, evidence to assess progress, and timescales:

Objective 3:

Steps to achieve, evidence to assess progress, and timescales: