

Reading Girls' School



PERFORMANCE MANAGEMENT POLICY FOR TEACHING STAFF 2016-17

Author: Leo Gilbert (Headteacher)

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PERFORMANCE MANAGEMENT POLICY FOR TEACHING STAFF

APPLICATION OF THE POLICY

The policy applies to the Headteacher and to all teachers employed by the School, except teachers on contracts of less than one term, those undergoing induction (i.e. newly qualified teachers) and those who are the subject of capability procedures.

The performance management process will not be used as a substitute for the informal stage of the capability procedure. Capability is subject to a separate policy and procedure.

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 school'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.

LINKS TO SCHOOL IMPROVEMENT, SCHOOL SELF-EVALUATION AND SCHOOL DEVELOPMENT

The performance management process will be a source of information for school self-evaluation and the wider school-improvement process.

Reviewees' objectives will be aligned with the school's priorities and plans, as well as reflecting 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 s/he will delegate the reviewer role for some or all teachers for whom s/he is not the line manager. In these circumstances the Headteacher will moderate all objectives to ensure that they:

- 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 of equality legislation.

The Governing Body will nominate up to three governors, who will be involved in the Headteacher's performance management or any appeal regarding the Headteacher's performance management, to ensure that the Headteacher's objectives are consistent with the school's improvement priorities and comply with the school's performance management policy.

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 have regard to what can reasonably be expected of any teacher in that position given the desirability of the reviewee being able to achieve a satisfactory work-life balance.

The objectives will 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 school.

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

At Reading Girls' School:

- all teachers, including the Headteacher, will have no more than three compulsory objectives, two of which will be uniform across all teachers, as below:
 - Progress: students on average across all teaching groups will make 0.7 grades of progress across the year
 - Quality of teaching and learning should be at least good overall across the year
- all teachers, including the Headteacher, will have a professional development objective to be agreed between the reviewer and reviewee.

REVIEWING PROGRESS

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 or responsibilities. Objectives will, therefore, focus on the priorities for an individual for the cycle. At the review stage it will be checked that aspects of a teacher's roles and responsibilities not covered by the objectives have been carried out satisfactorily through evidence towards the Teachers' Standards.

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. It is to be accepted that there are factors outside a teacher's control which affect any individual student's progress, and this should be taken into account by the reviewer when judging to what extent their reviewee has met their objectives. Similarly, there will be circumstances such as shared teaching groups or timetable changes which make it very difficult to attribute a particular student's progress to one teacher rather than another. Again, reviewers will take this into account.

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.

OBSERVATION

This school believes that observation of classroom practice and other responsibilities is important both as a way of assessing teachers' performance in order to identify any particular strengths and

areas for development they may have and of gaining useful information which can inform school improvement more generally. All observation will be carried out in a supportive fashion.

Teachers' performance will be regularly observed but the amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the school. Classroom observation will be carried out by those with QTS. In addition to formal observation, senior and middle leaders may "drop in" in order to evaluate the standards of teaching and to check that high standards of professional performance are established and maintained. The length and frequency of "drop in" observations will vary depending on specific circumstances.

Teachers (including the Headteacher) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

DISAGREEMENTS AND APPEALS

If at any point the reviewee disagrees with the reviewer's assessment of their performance, the reviewee has the right to state on the performance management record the details of their difference of opinion. This will be taken into account by the Headteacher when considering the final judgement of the reviewee's performance throughout the performance management cycle.

The reviewee also has the right of appeal against the final judgement that is awarded. Any appeals arising from the final review meeting or challenges to the grades awarded are heard by the Headteacher. The process will be as follows:

- The reviewee writes to the Headteacher setting out the reasons for the appeal.
- The Headteacher invites the reviewee to make an appointment to see her/him within five working days.
- At this meeting, the Headteacher will hear any representations the reviewee may wish to make.
- The Headteacher records notes made from the meeting, which will be placed on the member of staff's performance review record.
- The Headteacher makes a decision regarding the appeal and confirms the outcome in writing to the member of staff within five working days.

Any further appeals arising from this process or challenges to the grades awarded are heard by the Panel of the Governing Body, comprising no less than 2 and no more than 3 governors, whose decision is final. In the case of an appeal by the Headteacher against the judgement made by the Governing Body of her/his performance, the appeal will be heard by a single governor.

TRAINING AND SUPPORT

The school's continuing professional development (CPD) programme will be informed by the training and development needs identified in the training annex of the reviewees' objective-setting and review statements.

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

With regard to the provision of CPD in the case of competing demands on the school 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 school to achieve its priorities. Teachers will not be held accountable for failing to make good progress towards meeting their performance objectives where the support recorded in the objective-setting statement has not been provided.

All reviewers will be provided with training to enable them to discharge all aspects of their role appropriately and effectively, including the conduct of performance management reviews, objective setting, classroom observation, and providing quality feedback to reviewees.

FEEDBACK

Teachers will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has come to light. Where an observation has taken place, verbal feedback should be before the end of the following working day and written feedback within five working days of the observation. Feedback will highlight particular areas of strength as well as any areas that need attention. Where there are concerns about any aspects of the teacher's performance, the reviewer will meet the teacher formally to:

- give clear feedback to the teacher about the nature and seriousness of the concerns
- give the teacher the opportunity to comment and discuss the concerns
- agree any support (eg coaching, mentoring, structured observations) that will be provided.

TRANSITION TO CAPABILITY

If the reviewer is not satisfied with progress, the teacher will be notified in writing that the performance management system will no longer apply and that their performance will be managed under the capability procedure, and will be invited to a formal capability meeting. The capability procedures will be conducted as outlined in the capability policy.

CONFIDENTIALITY

The whole performance management process and the statements generated thereby will be treated with strict confidentiality. Only the reviewee's line manager(s) and their line managers, up to and including the Headteacher, will be provided with access to the reviewee's performance management statements. In agreement with the reviewee, these statements can be shared with the Appeal Panel in the eventuality of an appeal.

APPOINTMENT OF REVIEWERS FOR THE HEADTEACHER

Appointment of Governors

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

Where the Headteacher is of the opinion that any of the governors appointed by the Governing Body is unsuitable for professional reasons, s/he may submit a written request to the Governing Body for that governor to be replaced, stating her/his reasons.

Appointment of an External Adviser

The Governing Body will appoint an external adviser to provide advice and support in relation to the management and review of the performance of the Headteacher. The external adviser will have a proven expertise in performance management of Headteacher and will have no professional or personal connection with the Headteacher.

APPOINTMENT OF REVIEWERS FOR TEACHERS

The Headteacher will be the reviewer for those teachers s/he directly line manages and will delegate the role of reviewer, in its entirety, to the relevant line managers for some or all other teachers.

Line managers will, in most cases, be the reviewers for all the teachers they line manage. If this would result in any line manager having more than four reviewees, a decision will be made by the Headteacher as to whether another reviewer should be appointed for one or more of the relevant reviewees. This reviewer would be likely to be a post-holder within the relevant faculty or a member of the senior leadership team.

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 the 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 her/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 and training for that role.

THE PERFORMANCE MANAGEMENT CYCLE 2016-17

The performance of teachers will be reviewed on an annual basis. Objective-setting meetings will be completed for all teachers by 30th November and for the Headteacher by 31st December. (Note: This process has been delayed; any objective setting meetings not held before the end of December should take place early in January 2017.)

There are five stages to the process:

1. November 2016: Initial objective-setting meeting
2. January 2017: Review of the first term and awarding of interim grade for year to date (looking back at all evidence since 5th September 2016)
3. April 2017: Review of the second term and awarding of interim grade for year to date
4. September 2017: Final review meeting and awarding of final grade
5. October 2017: The Headteacher puts her/his recommendations to the Governors' Pay Committee as to which teachers should be awarded pay progression under the terms of the school's pay policy
6. October 2017: Letter from the Headteacher confirming final grade and pay award for 2017-18.

Stages 1-4 include a self-evaluation by the reviewee, to be completed prior to the relevant meeting.

Stages 2-4 include an awarding of grades using the Performance Management Appraisal criteria for teachers (see Appendix).

Following the initial objective-setting meeting, the reviewer will inform their line manager that draft objectives are ready for agreement, having informed the reviewee that the objectives they

have set are provisional until agreed by the Headteacher. The draft objectives are then passed by the line manager to the relevant Assistant Headteacher for agreement, and finally to the Headteacher for agreement. The agreed objectives are then communicated to the appraisee. It is likely that in the vast majority of cases the agreed objectives will be those discussed at the objective-setting meeting.

A similar process is followed after stages 2 and 3, with draft interim grades being agreed up the line before the agreed grades are conveyed to the reviewee.

Prior to the awarding of the final grade in stage 4, SLT meet to discuss achievement and teaching quality outcomes as taken from the relevant external examination results, internal data and the school's teaching and learning database. Evidence of performance related to the national Teachers' Standards will also be considered. The draft end-of-cycle performance management grades that arise from these discussions will be passed to the relevant line manager, who will discuss them with the reviewer. If at any stage there are concerns that the draft grade recommended by SLT should be amended, these concerns should be conveyed to the Headteacher immediately. The final review meeting between the reviewer and reviewee should then be held. It is not expected that any amendments to the final grade should be made at this point, but if there is a recommendation from the reviewer that an amendment should be made, again this should be conveyed to the Headteacher urgently.

Each classroom teacher will have the following objectives:

- Responsibility for ensuring that, on average, students in their teaching groups make at least 0.7 grades of progress across the year
- Teaching quality of good or outstanding overall across the year
- Personal/ professional development (to be agreed between the reviewer and reviewee)

Heads of Faculty, leaders of subjects and members of the SLT (except the BM) will have identical objective headings, and their objectives will incorporate the achievement of students in their own teaching groups, as well as those in the areas for which they have line-management responsibility. The same principle applies for the quality of teaching. In other words, for example, a Head of Faculty will be responsible for ensuring that the students in their faculty and in their own teaching groups make on average at least 0.7 grades of progress across the year, and that the quality of teaching in their faculty is at least good, as well as in their own classroom. Heads of Faculty and subject leaders will also have objectives related to end of KS4 achievement. SLT will also have the whole-school achievement targets as their objectives. The Headteacher's Performance Management objectives will be set by the Governing Body.

Teachers will also be expected to meet the national Teachers' Standards.

The performance management cycle will, therefore, run from November to October for teachers, and from December to December for the Headteacher.

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 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 school partway 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 that for other teachers at the school as soon as possible.

Where a teacher transfers to a new post within the school 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 statements will be retained for a minimum period of six years.

MONITORING AND EVALUATION

The Governing Body will monitor the operation and outcomes of performance management arrangements.

The Headteacher will provide the Governing Body with a written report on the operation of the school's performance management policy annually. The report will not contain any information that would enable any individual to be identified.

The report will include:

- the operation of the performance management policy
- the effectiveness of the school'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. Sufficient data will be in place to validate that discrimination does not occur in terms of race, sex, sexual orientation, disability, religion and belief, age, part-time contracts and trade union memberships.

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 under any of the categories above.

REVIEW OF THE POLICY

The Governing Body will review the performance management policy every school year.

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 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.

To ensure teachers are fully conversant with the performance management arrangements, all new teachers who join the school will be briefed on them as part of their introduction to the school.

ACCESS TO DOCUMENTATION

All staff will have access to documentation relating to school improvement and development and any other documents and procedures to which this policy relates.

Leo Gilbert - Headteacher
December 2016

APPENDIX 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
- respect the confidentiality of the information gained.

Teachers' performance will be regularly observed but the amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the school. Classroom observation will be carried out by those with QTS. In addition to formal observation, senior and middle leaders may "drop in" in order to evaluate the standards of teaching and to check that high standards of professional performance are established and maintained. The length and frequency of "drop in" observations will vary depending on specific circumstances.

Teachers (including the Headteacher) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

Information gathered during the observation will be used, as appropriate, for a variety of purposes, including to inform school self-evaluation and school improvement strategies. It will assist the Headteacher in the exercise of her/his duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained.

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

Classroom observation will only be undertaken by those who have had adequate training and who have the appropriate professional skills to undertake observation and to provide constructive oral and written feedback and support, in the context of professional dialogue between colleagues. Oral feedback will be given as soon as possible after the observation and no later than the end of the following working day. It will be given during directed time in a suitable, private environment.

Written feedback will be provided within five working days of the observation taking place. The teacher has the right to append written comments on the feedback document. No written notes in addition to the written feedback will be kept.

APPENDIX 2

Performance Management Rating Criteria – Teaching Staff

Performance Management focuses on the key accountabilities in each individual's job description in relation to the delivery of the School Improvement Plan, the individual's annual objectives and the Teachers' Standards.

At the annual objective-setting meetings, the reviewee and the reviewer will have discussed performance objectives including student progress, quality of teaching and contributions to the life of the school. Four grades will be used by reviewers to judge the overall rating of performance across the academic year, as follows:

Outstanding

This category is reserved for that select group of staff whose all-round performance can be said to be **truly outstanding**, where the key performance objectives and the particular requirements of the job description are exceeded, where the Teachers' Standards are met in an exemplary way, where wider contributions are excellent and are in tune with the aims and objectives of the School.

- Teaching overall across the year is judged to be outstanding
- Student achievement objectives are exceeded
- All other performance objectives are met or exceeded, with examples of exemplary practice.

Good

Consistently good, all-round performance. Key objectives are achieved to a good extent, and some may be exceeded; the Teachers' Standards are fully met, as are the requirements of the job description. **This category of grading will be considered the minimum level of performance for teachers to be eligible for salary progression.**

- Teaching overall across the year is judged to be at least good
- Student achievement objectives are met
- All other performance objectives are met.

Requires Improvement

Key accountabilities are performed to a satisfactory standard only, with sufficient objectives being met to offset shortfalls in others. The Teachers' Standards are met, as are the requirements of the job description.

- Teaching overall across the year is judged to require improvement
- Student achievement objectives are partially met
- All other performance objectives are partially met.

Inadequate

Performance in relation to the stated objectives, Teachers' Standards and/or key accountabilities is unsatisfactory, with key objectives not being met and achievement in relation to some objectives not sufficient to offset serious shortfalls in others. Effort might be misdirected, with performance and attitudes out of step with the aims and objectives of the School.

- Teaching at any point in the year is judged to be inadequate (note: this will not be triggered by a single inadequate lesson being observed, but by a pattern of inadequate teaching)
- Student achievement objectives are not met
- Teachers' Standards are not met.

It is likely that any teacher considered during the performance management cycle to be performing at an inadequate level will be subject to capability procedures, with the performance management cycle being terminated.