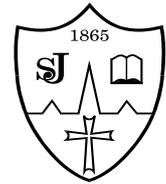


St. James' C of E Primary School Performance Management Policy



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Performance Management Policy
Written by: L Harford
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Policies and Procedures relating to Appraisal and Capability

Part A

Introduction

The New Standards

Introduction

The New Standards

New Teachers' Standards come in to force on 1 September 2012. They will replace the standards for Qualified Teacher Status (QTS) and the Core Professional Standards previously published by the Training and Development Agency for Schools (TDA), and the General Teaching Council for England's Code of Conduct and Practice for Registered Teachers.

The new standards will apply to all teachers and define the minimum level of practice expected of them from the point of being awarded QTS.

The head teachers and reviewers will assess qualified teachers against the standards to a level that is consistent with what should reasonably be expected of a teacher in the relevant role and at the relevant stage of their career.

The new standards will also be used to assess an NQT's performance at the end of their induction period in employment. A judgement will need to be made summarising the fact that they have consolidated their training, and that evidence demonstrates their ability to meet the standards consistently over their first year in practice.

Following the period of induction, the standards will continue to define the level of practice at which all qualified teachers are expected to perform. Teachers' performance will be assessed against the standards in line with Career Stage Expectations (annex B) as part of new performance management arrangements.

The New Standards

This New Standards are presented in three parts: the Preamble, Part 1 and Part 2.

The Preamble summarises the values and behaviour that all teachers must demonstrate throughout their careers.

Part 1 comprises the Standards for Teaching;

Part 2 comprises the standards for Professional and Personal Conduct.

In order to meet the standards, a trainee or teacher will need to demonstrate that their practice is consistent with the definition set out in the Preamble, and that they have met the standards in both Part 1 and Part 2.

A full copy of the New Standards can be found in Annex A

Part B

Appraisal

Assessment and Monitoring Timeline

Performance management – Policy and Practice

Performance Management (PM) in this school will be a supportive and developmental process designed to ensure that all teachers have the skills and support they need to carry out their role effectively. It will help to ensure that Teachers are able to continue to improve their professional practice and to develop as teachers.

The PM period

The PM period will run for twelve months from October 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 this policy. The length of the period will be determined by the duration of their contract. If a staff member is taken on for less than 12 months from October then their PM period will be determined through consultation.

There is flexibility to have a longer or shorter appraisal period when teachers begin or end employment with a school

Or local authority or when unattached teachers change post within the same authority.

Appointing appraisers

The head teacher will be appraised by 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 this school the task of appraising the head teacher, including the setting of objectives, will be delegated to a sub-group consisting of two members of the Governing Body.

The head teacher will decide who will appraise other teachers.

Setting objectives

The head teacher's objectives will be set by the Governing Body after consultation with the external adviser and against the National Standards for head teachers.

Objectives for each teacher will be set before, or as soon as practicable after, the start of each appraisal period. The objectives set for each teacher, will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the teacher's role and level of experience. The appraiser and teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change. These will be supportive of the Pay Policy.

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 pupils at that school. This will be ensured by quality assuring relevant objectives against the school improvement plan.

Before, or as soon as practicable after, the start of each appraisal period, each teacher will be informed of the standards against which that teacher's performance in that appraisal period will be assessed. *All teachers will be assessed against the set of standards organised into 'Career Stage Expectations' as set out in Appendix A.*

Reviewing Performance

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 professional and supportive manner. Observations should be evaluated objectively and recorded accurately.

A written report on each observation will be given to the teacher during a feedback meeting which will be held within a week working days of the observation where practicable. This report to be agreed dated and signed by both parties. Should issues arise over the performance of a teacher as a result of lesson observations, and then further observations will be agreed upon in addition to the planned timetable.

Development and support

Appraisal is a supportive process that will be used to inform continuing professional development. The school wishes to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual teachers.

Should lesson observations, drop-ins or other monitoring activities raise issues over performance, then a plan of support and development will be drawn up with the teacher. This plan of support will detail the support being offered and an expectation of improvement within a stated time sequence.

Feedback

Teachers will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or other monitoring evidence has come to light. 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 appraiser 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 (e.g. coaching, mentoring, structured observations), that will be provided to help address those specific concerns;
- make clear how, and by when, the appraiser will review progress (*it may be appropriate to revise objectives, and it will be necessary to allow sufficient time for improvement. The amount of time is up to the school but should reflect the seriousness and nature of the concerns*);
- explain the implications and process if no – or insufficient – improvement is made (as outlined in Part C).

When progress is reviewed, if the appraiser is satisfied that the teacher has made, or is making, sufficient improvement, the appraisal process will continue as normal, with any remaining issues continuing to be addressed through that process.

A flowchart of the support procedures is outlined on page 15.

'Drop-in' Observations

In this school, 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. Those with QTS will carry out classroom observation. In addition to formal observation, head teachers or other leaders with responsibility for teaching standards 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 head teacher) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

Transition to capability

If the appraiser is not satisfied with progress, the teacher will be notified in writing that the appraisal 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 in Part C of this document.

Annual assessment

Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the head teacher, the Governing Body must consult the external adviser. This assessment is the end point to the annual appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year in interim meetings, which will be decided upon at the initial meeting.

Both Head teacher and teachers will receive, as soon as practicable following the end of each appraisal period, and have the opportunity to comment in writing on, a written appraisal report. In this school, teachers will receive their written appraisal reports by 31st October (31st December for the head teacher).

The appraisal report will include:

Details of the head teacher's/teacher's objectives for the PM period in question;
An assessment of the teacher's performance of their role and responsibilities against their objectives and the relevant standards;
An assessment of the teacher's training and development needs and identification of any action that should be taken to address them;
A recommendation on pay where that is relevant (*NB – pay recommendations need to be made by 31 December for head teachers and by 31 October for other teachers*);

The assessment of performance and of training and development needs will inform the planning process for the following appraisal period.

Part C Policy and Procedures – Support and Capability

Part C– Capability Policy and Procedures

This policy aims to provide a framework for managers in the management of an employee's work to an acceptable standard to ensure effectiveness and efficiency. It aims to promote fairness and transparency in the treatment of employees whilst also ensuring that acceptable standards are maintained.

This policy applies to all staff within the school and aims to address *concerns in performance where:

- a) Informal action has been unable to address these concerns or
- b) Where they are serious enough to warrant formal action.

***A capability concern is when expected work standards are not achieved or maintained; where a child's education, safety or well being is put at risk.**

Informal Action and Support should be used in the first instance to address any concerns that may have arisen as part of the normal Appraisal / Performance Management process. Every effort will be made to resolve any issues at this stage by setting realistic, achievable targets within an acceptable timeframe. An outline of this process can be found on page 12 'Support Procedures'

Formal Action should be taken when:

- Satisfactory improvement has not been achieved following Informal Action and Support
- Previous Formal Warnings have been given and renewed concerns have arisen
- Concerns are so serious that they could not be resolved by Informal Action and Support

Formal Action

Our procedures show that Formal Action has three stages and these are outlined on page 24 'Capability Procedures Timeline'

Stage One begins with a formal interview

At least five working days' notice will be given of the formal capability meeting. The notification will contain sufficient information about the concerns about performance and their possible consequences to enable the member of staff to prepare to answer the case at a formal capability meeting. It will also contain copies of any written evidence; the details of the time and place of the meeting; and will advise the teacher of their right to be accompanied by a companion who may be a colleague, a trade union official, or a trade union representative who has been certified by their union as being competent.

Formal capability meeting

This meeting is intended to establish the facts. It will be conducted by the Chair of Governors (for head teacher capability meetings) or head teacher or delegated representative (for other staff). The meeting allows the teacher, accompanied by a companion if they wish, to respond to concerns about their performance and to make any relevant representations. This may provide new information or a different context to the information/evidence already collected.

The person conducting the meeting may conclude that there are insufficient grounds for pursuing the capability issue and that it would be more appropriate to continue to address the remaining concerns through the appraisal process. In such cases, the capability procedure will come to an end. The person conducting the meeting may also adjourn the meeting *for example if they decide that further*

investigation is needed, or that more time is needed in which to consider any additional information.

In other cases, the meeting will continue.

Formal review meeting

As with formal capability meetings, at least five working days' notice will be given and the notification will give details of the time and place of the meeting and will advise the member of staff of their right to be accompanied by a companion who may be a colleague, a trade union official, or a trade union representative who has been certified by their union as being competent.

If the person conducting the meeting is satisfied that the teacher has made sufficient improvement, the capability procedure will cease and the appraisal process will re-start. In other cases:

If some progress has been made and there is confidence that more is likely, it may be appropriate to extend the monitoring and review period;

If no, or insufficient improvement has been made during the monitoring and review period, the member of staff will receive a final written warning (Stage 2).

As before, notes will be taken of formal meetings and a copy sent to the member of staff. The final written warning will mirror any previous warnings that have been issued. Where a final warning is issued, the member of staff will be informed in writing that failure to achieve an acceptable standard of performance (within the set timescale), may result in withholding an increment / lack of progression on the pay spine or ultimately dismissal, and given information about the handling of the further monitoring and review period and the procedure and time limits for appealing against the final warning. The teacher will be invited to a decision meeting (Stage 3).

Stage 3 - Decision meeting

As with formal capability meetings and formal review meetings, at least five working days' notice will be given and the notification will give details of the time and place of the meeting and will advise the member of staff of their right to be accompanied by a companion who may be a colleague, a trade union official, or a trade union representative who has been certified by their union as being competent.

If an acceptable standard of performance has been achieved during the further monitoring and review period, the capability procedure will end and the appraisal process will re-start. If performance remains unsatisfactory, a decision, or recommendation to the Governing Body, will be made that the member of staff should be dismissed or required to cease working at the school (e.g. unattached teachers who work for the Local Authority).

Before the decision to dismiss is made, the school will discuss the matter with the Local Authority.

The member of staff will be informed as soon as possible of the reasons for the dismissal, the date on which the employment contract will end, the appropriate period of notice and their right of appeal.

Decision to dismiss

The power to decide that members of staff should no longer work at this school has been delegated to one or more governors acting with the head teacher.

Dismissal

Once the Governing Body and Headteacher has decided that the member of staff should no longer work at the school, it will notify the Local Authority of its decision and the reasons for it. Where teachers work solely at this school, the Local Authority must dismiss them within fourteen days of the date of the notification. Where they work in more than one school, the local authority must require them to cease to work at this school.

Appeal

If a member of staff feels that a decision to dismiss them, or other action taken against them, is wrong or unjust, they may appeal in writing against the decision within five days of the decision, setting out at the same time the grounds for appeal. Appeals will be heard without unreasonable delay and, where possible, at an agreed time and place. The same arrangements for notification and right to be accompanied by a companion, etc. will apply as with formal capability and review meetings and, as with other formal meetings, notes will be taken and a copy sent to the teacher.

The appeal will be dealt with impartially and, wherever possible, by managers or governors who have not previously been involved in the case.

The teacher will be informed in writing of the results of the appeal hearing as soon as possible.

Annex A

The New Standards

This New Standards are presented in three parts: the Preamble, Part 1 and Part 2.

The Preamble summarises the values and behaviour that all teachers must demonstrate throughout their careers.

Part 1 comprises the Standards for Teaching;

Part 2 comprises the standards for Professional and Personal Conduct.

In order to meet the standards, a trainee or teacher will need to demonstrate that their practice is consistent with the definition set out in the Preamble, and that they have met the standards in both Part 1 and Part 2.

Preamble

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Part One - Teaching

Part one: Teaching

A teacher must:

1.1 Set high expectations which inspire, motivate and challenge pupils

1.1.1 establish a safe and stimulating environment for pupils, rooted in mutual respect

1.1.2 set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions

1.1.3 demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils.

1.2 Promote good progress and outcomes by pupils

1.2.1 be accountable for pupils' attainment, progress and outcomes

1.2.2 are aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these

1.2.3 guide pupils to reflect on the progress they have made and their emerging needs

1.2.4 demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching

1.2.5 encourage pupils to take a responsible and conscientious attitude to their own work and study.

1.3 Demonstrate good subject and curriculum knowledge

1.3.1 have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings

1.3.2 demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship

1.3.3 demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of Standard English, whatever the teacher's specialist subject

1.3.4 if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics

1.3.5 if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

1.4 Plan and teach well structured lessons

1.4.1 impart knowledge and develop understanding through effective use of lesson time

1.4.2 promote a love of learning and children's intellectual curiosity

1.4.3 set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired

1.4.4 reflect systematically on the effectiveness of lessons and approaches to teaching

1.4.5 contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

1.5 Adapt teaching to respond to the strengths and needs of all pupils

1.5.1 know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively

1.5.2 have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these

1.5.3 demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development

1.5.4 have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

1.6 Make accurate and productive use of assessment

1.6.1 know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements

1.6.2 make use of formative and summative assessment to secure pupils' progress

1.6.3 use relevant data to monitor progress, set targets, and plan subsequent lessons

1.6.4 give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

1.7 Manage behaviour effectively to ensure a good and safe learning environment

1.7.1 have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy

1.7.2 have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly

1.7.3 manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them

1.7.4 maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

1.8 Fulfil wider professional responsibilities

- 1.8.1 make a positive contribution to the wider life and ethos of the school
- 1.8.2 develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- 1.8.3 deploy support staff effectively
- 1.8.4 take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- 1.8.5 communicate effectively with parents with regard to pupils' achievements and well-being.

Part Two – Personal and Professional Conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- 2.1 Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - 2.1.1 treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - 2.1.2 having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - 2.1.3 showing tolerance of and respect for the rights of others
 - 2.1.4 not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - 2.1.5 ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- 2.2 Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- 2.3 Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Annex B

Appraisal – Career Stage Expectations

Annex C

Assessment and Monitoring Annual Plan