



**Kingsthorpe College**  
a designated Sports College



# **PERFORMANCE MANAGEMENT POLICY**

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# **KINGSTHORPE COLLEGE**

## **PERFORMANCE MANAGEMENT POLICY**

### **APPLICATION OF THE POLICY**

The policy applies to the Principal and to all teachers employed by the College except teachers on contracts of less than one term, those undergoing induction (*ie* NQTs) and those who are the subject of capability procedures.

### **PURPOSE**

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers and the Principal and for supporting their development needs within the context of the College'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.

This policy should be read in conjunction with the College's pay policy which provides details of the arrangements relating to teacher's pay in accordance with the School Teachers' Pay and Conditions Document.

## **LINKS TO COLLEGE IMPROVEMENT, COLLEGE SELF-EVALUATION AND COLLEGE DEVELOPMENT PLANNING**

To comply with the requirements to show how the arrangements for performance management link with those for College improvement, College self-evaluation and College development planning and to minimise workload and bureaucracy the performance management process will be the main source of information as appropriate for College self-evaluation and the wider College improvement process.

Similarly, the College improvement and development plan and the College's self-evaluation form are key documents for the performance management process.

All reviewers are expected to explore the alignment of reviewees' objectives with the College's priorities and plans. The objectives should also reflect 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 Principal has determined that she will:

Delegate the reviewer role for some or all teachers for whom she is not the line manager. In these circumstances the Principal will moderate a sample of planning statements to check that the plans recorded in the statements of teachers at the College:

- are consistent between those who have similar experience and similar levels of responsibility;
- comply with the College's Performance Management Policy and the regulations and the requirements of equality legislation

The Governing Body will choose up to three governors who will not be involved in the Principal's performance management or any appeal regarding the Principal's performance management to ensure that the Principal's planning statement is consistent with the College's improvement priorities and complies with the College's performance management policy and the Regulations.

The Governing Body will review the quality assurance processes when the performance policy is reviewed.

## **OBJECTIVE SETTING**

The objectives set will be achievable, time-bound, fair and equitable in relation to teachers with similar roles / responsibilities and experience, and 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 balance between the time required to discharge his professional duties and the time required to pursue his personal interests outside work. They shall 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 achieving the progress of students at the College.

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

In this College:

all teachers, including the Principal, will have no more than three objectives

all teachers, including the Principal, will have a whole College objective within the context of their role and responsibilities

all teachers, including the Principal, will have a team objective, as appropriate within the context of their role and responsibilities

The range and type of objectives will be reviewed on an annual basis.

Though performance management is an assessment of overall performance of teachers and the Principal, objectives cannot cover the full range of a teacher's roles / responsibilities. Objectives will, therefore, focus on the priorities for an individual for the cycle. At the review stage it will be assumed that those aspects of a teacher's roles / responsibilities not covered by the objectives or any amendments to the statement which may have been necessary in accordance with the provisions of the regulations have been carried out satisfactorily.

## **Reviewing Progress**

At the end of the cycle the assessment of performance against an objective will be on the basis of 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.

Teachers should not be held accountable for progress towards objectives in cases where promised support has not been forthcoming.

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.

## **APPEALS**

At specified points in the performance management process teachers and Principals have a right of appeal against any of the entries in their planning and review statement. Where a reviewee wishes to appeal on the basis of more than one entry this would constitute one appeal hearing.

Details of the appeals process are covered in the College's pay policy.

## **CONFIDENTIALITY**

The whole performance management process and the statements generated under it, in particular, will be treated with strict confidentiality at all times. Only the reviewee's line manager or, where she / he has more than one, each of her / his line managers will be provided with access to the reviewee's plan recorded in her / his statement, upon request, where this is necessary to enable the line manager to discharge her / his line management responsibilities. Reviewees will be told who has requested and has been granted access.

## **TRAINING AND SUPPORT**

The College's CPD programme will be informed by the training and development needs identified in the training annex of the reviewees' planning and review statements.

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

An account of the training and development needs of teachers in general, including the instances where it did not prove possible to provide any agreed CPD, will form a part of the Principal's annual report to the governing body about the operation of the performance management in the College.

With regard to the provision of CPD in the case of completing demands on the College 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 College to achieve its priorities. The College's priorities will have precedence. Teachers should not be held accountable for failing to make good progress towards meeting their performance criteria where the support recorded in the planning statement has not been provided.

## **APPOINTMENT OF REVIEWERS FOR THE PRINCIPAL**

### **Appointment of Governors**

In this College:

The Governing Body is the reviewer for the Principal and to discharge this responsibility on its behalf may appoint 2 or 3 governors.

Where a Principal is of the opinion that any of the governors appointed by the governing body under this regulation is unsuitable for professional reasons, she / he may submit a written request to the Governing Body for that governor to be replaced, stating those reasons.

### **Appointment of School Improvement Partner**

The local authority has appointed a School Improvement Partner for the College, who will provide the Governing Body with advice and support in relation to the management and review of the performance of the Principal.

## **APPOINTMENT OF REVIEWERS FOR TEACHERS**

In the case where the Principal is not the teacher's line manager, the Principal may delegate the duties imposed upon the reviewer, in their entirety, to the teacher's line manager. In this school the Principal has decided that the Principal will be the reviewer for those teachers she / 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.

Where a teacher has more than one line manager the Principal 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 Principal has delegate the reviewer's duties is unsuitable for professional reasons, she / he may submit a written request to the Principal for that reviewer to be replaced, stating those reasons.

Where it becomes apparent that the reviewer will be absent for the majority of the cycle or is unsuitable for professional reasons the Principal may perform the duties himself / herself 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 reviewers will receive appropriate preparation and adequate time to carry out the role.

## **THE PERFORMANCE MANAGEMENT CYCLE**

The performance of teachers must be reviewed on an annual basis. Performance planning and reviews must be completed for all teachers by 31<sup>st</sup> October and for head teachers by 31<sup>st</sup> December.

The performance management cycle in this College, therefore, will run from 1<sup>st</sup> November to 31<sup>st</sup> October for teachers, and from 1<sup>st</sup> January to 31<sup>st</sup> December for the Principal.

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 College part-way through a cycle, the Principal or, in the case where the teacher is the Principal, the governing body shall determine the length of the first cycle for that teacher, with a view to bringing his cycle into line with the cycle for other teachers at the school as soon as possible.

Where a teacher transfers to a new post within the College part-way through a cycle, the Principal or, in the case where the teacher is the Principal, the governing body shall determine whether the cycle shall begin again and whether to change the reviewer.

## **RETENTION OF STATEMENTS**

Performance management planning and review statements will be retained for a minimum period of 6 years. Unless there are reasons to retain statements for longer they will normally be destroyed after 6 years.

## **MONITORING AND EVALUATION**

The governing body will monitor the operation and outcomes of performance management arrangements.

The Principal will provide the governing body with a written report on the operation of the College's performance management policy annually. The report will not contain any information which would enable an individual to be identified. The report will include:

- the operation of the performance management policy;
- the effectiveness of the College'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, with regards to:

- Ethnicity
- Gender
- Sexual orientation
- Disability
- Religion and belief
- Age
- Part-time contracts
- Trade union membership

The Principal will 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 College year at its February meeting.

The Governing Body will take account of the Principal's report in its review of the performance management policy. The policy will be revised as required to introduce any changes in regulation and statutory guidance 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 having regard to the results of the consultation with all teachers.

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 induction to the College.

## **ACCESS TO DOCUMENTATION**

Copies of the College improvement and development plan and SEF are published on the College's intranet and / or can be obtained from the College office.

## **CLASSROOM OBSERVATION PROTOCOL**

All classroom observation will be undertaken in accordance with the performance management regulations, the associated guidance published by the Rewards and Incentives Group and the classroom observation protocol that is appended to this policy in Annex 1.

## **ANNEX 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; and
- respect the confidentiality of the information gained

The total period for classroom observation arranged for any teacher will not exceed three hours per cycle having regard to the individual circumstances of the teacher. There is no requirement to use all of the three hours. The amount of observation for each teacher should reflect and be proportionate to the needs of the individual, but there is an expectation of a minimum of one hour to enable appropriate judgements to be made.

The arrangements for classroom observation will be included in the plan in the planning and review statement and will include the amount of observation, specify its primary purpose, any particular aspects of the teacher's performance which will be assessed, the duration of the observation, when during the performance management cycle the observation will take place and who will conduct the observation.

Where evidence emerges about the reviewee's teaching performance which gives rise to concern during the cycle classroom observations may be arranged in addition to those recorded at the beginning of the cycle subject to a revision meeting being held in accordance with the Regulations.

Information gathered during the observation will be used, as appropriate, for a variety of purposes including to inform College self-evaluation and College improvement strategies in accordance with the College's commitment to streamlining data collection and minimising bureaucracy and workload burdens on staff.

In keeping with the commitment to supportive and developmental classroom observation those being observed will be notified in advance. This should be at least five working days.

Classroom observations will only be undertaken by persons with QTS. In addition, in this College classroom observation will only be undertaken by those who have had adequate preparation and 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. Normally only one person at a time should be carrying out an observation.

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. If issues emerge from an observation that were not part of the focus of the observation as recorded in the planning and review statement these should also be covered in the written feedback and the appropriate action taken in accordance with the regulations and guidance.

The written record of feedback also includes the date on which the observation took place, the lesson observed and the length of the observation. The teacher has the right to append written comments on the feedback document. No notes made by the reviewer in addition to the written feedback will be kept.

## **INFORMAL MONITORING (drop ins)**

A Principal has a duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained. Principals have a right to drop in to inform their monitoring of the quality of learning.

As this College is a large College, drop ins will be undertaken by the Principal supported by the following appropriate and designated member(s) of the Leadership Team and the College's Advanced Skills Teachers:

Judith Long  
Paul Moreton  
Sue Lomas  
Phil Domingo  
Tony Richards  
Liam Powell  
Stuart Judge  
Michelle White  
Lisa Dunkley