

# Grobby Community College

*Achieving Excellence Together*



## Performance Management Policy 2014-15

Reviewed: Robert Coles and Pam Hollingshead: September 2014  
Agreed: Full Governing Body: September 2014  
Next review: Autumn 2015

Signed:...Helen Brown Chair of Governors

Date: .....2.9.14

# Performance Management Policy for Teachers and Support Staff

The Governing Body of Groby Community College (Academy Trust) adopted this policy on 4 September 2014. It will be reviewed each year.

Groby Community College is committed to the fullest development of all members of staff and ensuring that all students receive a good education.

## **Vision Statement**

### *Achieving Excellence Together*

- Single minded focus on outcomes for all young people
- High challenge, high expectations and high support for all
- An outstanding, creative learning environment which engages and motivates all members
- Outward facing and working in partnership to achieve excellence 11-19

## **Scope**

The main purpose of performance management is to ensure that all staff have the opportunity to discuss their performance and development needs in relation to their job role.

Performance management is a mechanism to ensure the achievement of our goals through setting objectives, managing and monitoring performance against these objectives and providing the coaching and development that ensures all our staff are equipped with the skills and knowledge to deliver the required outcomes.

The focus of performance management is on continuous development and performance improvement, and the performance management process is an essential element of this.

Successful performance management will work in parallel with the Pay Policy for Teachers.

Benefits include:

- Ensuring that the college's priorities are included in individual's targets and objectives;
- Encouraging effective people management and ongoing communication between line managers and staff;
- Establishing a fair and consistent base so people know what is expected of them;
- Helping people to achieve higher levels of performance and be recognised for doing so;
- Ensuring that all teachers continue to make progress in the development and embedding of the Teacher Standards in relation to their career stage;
- Enables teachers to make successful pay progression between MPS1 and UPS3;
- Making sure that people are as effective as they can be;
- Establishing greater accountability for delivery of performance, objectives and development;
- Implementing a consistent approach across our college/academy.

Performance can only be assessed if there is clarity of expectations therefore the college/academy will ensure that all our staff understand the standards and evidence criteria against which they will be assessed. This includes:

- Full awareness of the Teacher Standards
- A clear understanding of what is expected of each teacher in relation to their career stage as determined by the level descriptors in the Pay Policy for Teachers - Appendix F

- The college/academy's improvement plan which is crucial in informing staff of what we want to achieve. The aim is that all our staff will take responsibility for their contribution in achieving that plan.

## **PART A: Teaching Staff**

### **Purpose**

This policy sets out the framework for a clear and consistent assessment of the overall performance of Teachers, including the Principal, for supporting their development within the context of the college's improvement plan for improving educational provision and performance, and the standards expected of Teachers.

Performance management is a supportive process which will raise the morale of Teachers by motivating them to update their skills and improve their performance. The college 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 college improvement priorities and to the ongoing professional development needs and priorities of individual Teachers.

The performance management policy is designed to support all teachers through their pay progression from MPS1 to UPS3 and on the Leadership Scale.

The performance management policy will also be used to address any concerns that are raised about a Teacher's performance. Supporting teachers to develop the quality of their teaching will be an integral part of the Performance Management process. If concerns are such that they cannot be resolved through the performance management process, there will be consideration of whether to commence the capability policy.

### **Scope**

The policy applies to the Principal and to all Teachers employed by the college or local authority, except those on contracts of less than one term, those undergoing induction (i.e. NQTs) and those who are subject to the college's capability policy.

Throughout this policy, unless indicated otherwise, all references to 'Teacher' include the Principal when they are the individual being appraised.

### **Timescales**

Performance management is an ongoing cycle, the preparation and self-evaluation against the relevant standards should take place in the summer term (or by a specific date). College and individual objectives will be set and performance formally appraised each year in the autumn term

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 the contract.

Where a Teacher starts their employment at the college part way through a cycle, the Principal, or in the case where the employee is the Principal, the Governing Body shall determine the length of the first cycle for that Teacher, with a view to bringing his/her cycle into line with the cycle for other Teachers as soon as possible.

Where a Teacher transfers to a new post within the college part way through the cycle, the Principal or, in the case where the employee is the Principal, the Governing Body shall determine whether their cycle shall begin again and whether to change the appraiser.

### **Appointment of Appraisers**

The Principal will be appraised by a sub-group of the Governing Body, supported by a suitably skilled and/or experienced external adviser who has been appointed by the Governing Body.

The Principal and senior leadership team will decide who will undertake appraisals of the teaching staff. It will normally be the member of staff with a clear line management overview of the work of the member of staff being appraised.

### **Training of Appraisers**

The college is committed to ensuring that all appraisers receive full training on the process every three years. All appraisers new to the process will receive full training at the start of the academic year. The Principal will publish support guidance each year to accompany the appraisal process, including sample objectives.

### **The Performance Management Process**

#### **Preparation and self-evaluation**

In the summer term, the sub-group of the Governing Body, with the support of an external adviser will determine the standards against which the Principal will be evaluated, e.g. Teachers' Standards (July 2011). The Principal should be made aware of the standards and the levels (if appropriate) they will be assessed against.

During the summer term, the Principal will determine the standards against which all teaching staff will be assessed against. Staff should be made aware of the standards and at which level they should be performing. All Teachers will be evaluated against the 'Teachers' Standards' published in July 2011. The following standards may also be used if relevant:

- National Principal Standards (2004);
- National Standards for Subject Leaders (1998);
- Senco Standards;
- Draft National Standards for College Leaders;
- College Leadership Standards;
- National occupational standards for supporting teaching and learning in colleges.

The responsibility for ensuring a productive discussion takes place at an appraisal meeting rests equally with the appraiser and appraisee. The web based programme of My School is provided to support the review and objective setting.

Therefore, before the meeting appraisers should:

- Ensure the appraisal is conducted within agreed timescales;
- Organise a mutually convenient time and date (giving sufficient notice);
- Ensure enough time is allocated for the meeting and the environment is appropriate;
- Take time to effectively prepare for the discussion;
- Give the appraisee time to prepare (built into the Training Day);
- Confirm the standards against which performance in that cycle will be evaluated.

In readiness for the appraisal, both the appraiser and appraisee should:

- Review previous appraisal paperwork;
- Consider performance against last year's objectives and evaluate whether they have been met, working towards or not met;
- Reflect on areas of good performance including the way in which they work as well as what has been achieved;
- Consider how any learning and development activities have impacted on their role/performance;
- Familiarise themselves with the College or Faculty Improvement Plan and other key plans which may impact on their role;
- Complete self evaluation against the relevant standards;
- Ensure that performance over the whole of the review period is taken into account and give examples/evidence of performance to support ratings;
- Consider whether there are areas for performance improvement and prepare potential development objectives for discussion in the appraisal meeting.

## **Appraisal Meeting**

### **Review of previous objectives and targets on My School**

Appraisers and appraisees should discuss previously set objectives and targets and provide evidence of achievement and comment on whether the objectives were met, working towards or not being met. The outcome of the discussion should be recorded on the appraisal form on **myschool**.

It is appropriate to consider:

- Were there any barriers preventing completion? If so, what were they?
- If the objective was achieved, how successful was it? (i.e. was it achieved to the standards expected or did it exceed expectations, etc?)

### **Objective setting**

In order to comply with 'The Education (College Teachers' Appraisal) Regulations 2012' each Teacher, including the Principal, must have objectives set which, if achieved, contribute to the college's plan for improving the college's educational provision and performance.

The performance management process will ensure that it complies with these regulations through setting professional development and student progress objectives which directly support the achievement of the College/Academy's improvement plan.

The number of objectives must be reasonable and appropriate to the career stage of the individual concerned. Groby Community College will have a minimum of 3 objectives and a maximum of 4.

They should also be specific, measurable, achievable, realistic and time bound and may need to be revised if circumstances change.

### **Professional Development Objectives on My School (Review of Standards)**

At the appraisal meeting, appraisers and appraisees should:

- Prior to the appraisal meeting the appraisee should complete an audit of their progress against the Teacher Standards. The Teachers' Standards are not a checklist against which the teacher's

performance is to be assessed. The standards, and therefore the self-evaluation, are to be used to inform objective setting.

- At the meeting discuss progress in relation to the objectives and each of the standards.
- Complete a self-evaluation to enable the appraisee to note strengths/achievements and agree areas for development;
- Discuss and agree professional development objectives in relation to the standards;

### **Improving educational provision and performance objectives**

All Teachers should have at least one objective related to student progress and it should address the key attainment priority identified by the college improvement plan. In 2014-15 this priority for all staff is closing the gap for disadvantaged groups – primarily those students in receipt of the Pupil Premium.

Other objectives are likely to relate to improving the quality of teaching and learning as identified in the College Improvement Plan

### **Leadership and Management Objectives (where appropriate)**

The performance of all Teachers with paid leadership responsibilities at TLR 1b / Leadership Spine should be assessed against the relevant leadership standards and their impact on relevant college improvement priorities. For 2014-15 the college will use the NCSL National Standards for Leadership (see Appendix F) produced by the NCSL. Leadership and management objectives should be set to address any development priorities identified.

### **Box 5 - Comments**

The purpose of the comments box (box 5) is for the appraiser and appraisee to record their own comments regarding overall performance over the year from each of their perspectives. This section should also include aspirations for the future. Appraisees are encouraged to write their own comments in this section.

### **Completion of the Appraisal Statement**

It is the responsibility of the Appraiser to complete the appraisal statement and save it to My School. The appraisee should feel free to comment and approve the objectives before it is saved.

Once both parties are in agreement with the content, they should print, sign and retain copies. The Governing Body and Principal will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.

The appraisal form will include the following:

- Details of the Teacher's objectives for the appraisal 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;
- Identified support for the forthcoming appraisal period.

A recommendation regarding pay must be considered by the Principal who will refer it to the Governing Body, after which the outcome must be confirmed with the Teacher.

### **Appeals**

- At specified points in the performance management process teachers and the Principal has a right of appeal against any of the entries in their planning and review statements. 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.
- The college will notify all staff of the points in the performance management process at which they have the right of appeal.

### **Ongoing review of performance**

The level and nature of ongoing assessment required will be confirmed within the appraisal meeting and statement. It should be carried out in a supportive fashion and reflect the performance and development needs of the individual. Any feedback on performance must be given promptly and highlight particular areas of strength as well as any areas that need attention and will determine any appropriate action required. The Principal and SLT have a duty to monitor standards of teaching and learning and the ongoing process should be reflected in the culture of the college, this includes the ongoing assessment from the Principal and SLT and Teachers being responsible for drawing attention to 'success stories' and good practice throughout the performance management cycle. The emphasis should be on college improvement throughout the cycle.

### **Observation**

Observation of classroom and leadership practice 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 college improvement more generally. All observation will be carried out in a supportive fashion by those with QTS.

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 college. There will be a maximum of 3 hours of observation during the performance management cycle. Where the performance of a teacher is a cause for concern, observation (non-judged) may form part of coaching/support cycles.

Classroom observation will be carried out by those with QTS. Performance Management observations should be joint observations where possible.

In addition to formal observation, Principals 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 Principal) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

A maximum 3 day notice period will be given for lesson observations for all teachers deemed to be good or better. A teacher who receives support because teaching requires improvement may be given a short notice period of just 24 hours in order to assess typicality of the quality of teaching. A full lesson plan is expected, along with access to the data file for the class, when being observed for Performance Management.

Other means of assessing performance may include:

- Planning and work scrutiny;

- Termly meeting with appraiser;
- Mid-cycle review meeting with appraiser;
- Observation / scrutiny of leadership and management activities where appropriate;
- Other feedback obtained during the cycle relevant to the Teacher's overall performance;
- Focussed and moderated assessment work with specific groups;
- Learning walks;
- Student behaviour and their management;
- Attendance rates of students;
- Quality of learning environment;
- Student attitude survey;
- Specific internal as well as external tests;
- Lesson planning and showcasing innovative approaches;
- Student conferences.

### **Feedback**

Teachers will receive constructive feedback on their performance throughout the year and as soon as practicable after the observation has taken place or other evidence has come to light. Feedback will include discussion with the Teacher, will highlight particular areas of strength as well as any areas that need attention and will determine any appropriate action required.

### **Pay Progression**

Where Teachers are eligible for pay progression, the recommendation made by the appraiser will be based on the assessment of their performance against the Teacher Standards in relation to their career stage as shown by the level descriptors in the Pay Policy for Teachers (2013) and the successful completion of their Performance Management Objectives.

### **Focused Support for teachers – see central section of the flow chart**

Focused Support is designed to support teachers needing to accelerate the quality of their teaching quickly to good. The teacher is most likely to be identified for Focused Support due to weaknesses in their quality of teaching as identified against the Teacher Standards.

A Focused Support plan will be put in place by either Curriculum Leader and/or the Assistant Principal – Learning College and should reflect the performance management targets.

### **Informal support for teachers – see the right hand side of the flow chart**

Where it is apparent that there are performance concerns against the Teacher Standards, informal support will be offered as soon as possible (often skipping Focused support), without waiting for the formal annual assessment. Performance concerns may be for a number of reasons:

- Failure to meet the national standards for teachers 2012
- A pattern of observations graded as inadequate (4) or requiring improvement (3 or 3-)
- A pattern of underperformance in terms of student outcomes
- Non completion of leadership responsibilities impacting on the performance of colleagues and students
- Parental complaints

If an appraiser identifies through the appraisal process, or via other sources of information (see page 8), that the concerns are such that, if not rectified, could lead to the suspension of performance management, the appraiser, the Principal, or a member of the leadership team, will, as part of the appraisal process meet the Teacher to:



- Give clear written feedback to the Teacher about the nature and seriousness of the concerns’
- Give the Teacher the opportunity to comment on and discuss concerns;
- Meet with the Teacher to discuss targets for improvement alongside a programme of support (the Teacher may be represented by a Trade Union representative or work colleague);
- An improvement plan which includes appropriate supportive measures which may include coaching, training, in-class support, structured observations or mentoring, that will help to address those specific concerns;
- Make clear how progress will be monitored and when it will be reviewed;
- Explain that if the Teacher does not make the required improvement then it may be necessary to refer to the capability procedure.

The Teacher’s progress will continue to be monitored as part of the performance management process and a reasonable time given for the Teacher’s performance to improve, this will vary in individual cases (especially for part time teachers), but generally this will be in cycles of between 4 and 10 weeks. During this monitoring period the Teacher will be given regular feedback on progress and arrangements will be made to modify the support programme if appropriate. There will be a maximum of 3 monitoring cycles.

If, on consideration, the required improvement has been made and there is no longer a possibility that capability procedures will be invoked the Teacher should be informed of this.

Alternatively if, on consideration of the evidence, it is concluded that it is appropriate to suspend Performance Management and move to capability, the appraiser, Principal or member of the leadership team should meet with the Teacher to inform them and this should be confirmed in writing.

### **Confidentiality and Quality Assurance**

The performance management processes will be treated with confidentiality. However, the desire for confidentiality does not override the need for the Principal and Governing Body to quality assure the operation and effectiveness of the appraisal system.

The Principal will moderate the objectives set on My School to check that the plans:

- are consistent between those who have similar experience and similar levels of responsibility;
- comply with the college’s performance management policy, the regulations and the requirements of equality legislation.

In relation to the Principal, the Governing Body may nominate 3 governors to quality assure the planning statement for the Principal.

### **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 that would enable any 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;

- An assessment of the performance management process to ensure that it is fair and non-discriminatory.

## **PART B: Support Staff**

### **Purpose**

This policy sets out the framework for a clear and consistent assessment of the overall performance of staff and for supporting their development within the context of the college's development plan for improving educational provision and performance.

Performance management is a supportive process which will raise the morale of employees by motivating them to update their skills and improve their performance. The college wishes to encourage a culture in which all staff take responsibility for improving their performance through appropriate professional development. Professional development will be linked to college improvement priorities and to the ongoing development needs and priorities of individual staff.

The performance management policy will also be used to address any concerns that are raised about an employee's performance. If concerns are such that they cannot be resolved through the performance management process, there will be consideration of whether to commence the capability policy.

### **Scope**

The policy applies to all staff employed by the college or local authority, except those on contracts of less than one term and those who are subject to the college's capability policy.

### **Timescales**

Performance management is an ongoing cycle, but college and individual objectives will be set and performance formally appraised each year in the autumn term.

Employees 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 the contract.

Where an employee starts their employment at the college part way through a cycle, the Principal shall determine the length of the first cycle for that employee, with a view to bringing his/her cycle into line with the cycle for other employees as soon as possible.

Where an employee transfers to a new post within the college part way through the cycle, the Principal shall determine whether their cycle shall begin again and whether to change the appraiser.

### **Appointment of Appraisers**

The Principal and senior leadership team will decide who will undertake appraisals of the staff. It will normally be the member of staff with a clear line management overview of the work of the member of staff being appraised.

### **Training of Appraisers**

The college is committed to ensuring that all appraisers receive full training on the process every three years. All appraisers new to the process will receive full training at the start of the academic year. The Principal will publish support guidance each year to accompany the appraisal process, including sample objectives.

## The Performance Management Process

### Preparation and self evaluation

During the summer term, both parties should review the job description and the duties and responsibilities stated within it. In cases whereby formal standards, e.g. College Business Management Competency Framework, exist for the staff group concerned, the appraiser will clarify that these are the standards against which a staff member should be performing and will be assessed.

The responsibility for ensuring a productive discussion takes place at an appraisal meeting rests equally with the appraiser and appraisee. Detailed and considered preparation will often determine the success of the discussion. A proforma is provided for the appraisee to prepare.

Therefore, before the meeting appraisers should:

- Ensure the appraisal is conducted within agreed timescales;
- Organise a mutually convenient time and date (giving sufficient notice);
- Ensure enough time is allocated for the meeting and the environment is appropriate;
- Take time to effectively prepare for the discussion;
- Give the appraisee time to prepare.

In readiness for the appraisal, both the appraiser and appraisee should:

- Review previous appraisal paperwork;
- Consider performance against last year's objectives and evaluate whether they have been met, working towards or not met;
- Reflect on areas of good performance including the way in which they work as well as what has been achieved;
- Consider how any learning and development activities have impacted on their role/performance;
- Familiarise them self with the College Improvement Plan and other key plans which may impact on their role;
- Complete self evaluation against the roles and responsibilities stated on the job description;
- Ensure that performance over the whole of the review period is taken into account and give examples/evidence of performance to support ratings;
- Consider whether there are areas for performance improvement and prepare potential development objectives for discussion for the appraisal meeting.

### Appraisal Meeting

#### Review of previous objectives and targets on myschool

Appraisers and appraisees should discuss previously set objectives and targets and provide evidence of achievement and comment on whether the objectives were met, working towards or not met. The outcome of the discussion should be recorded on **myschool**.

It is appropriate to consider:

- Were there any barriers preventing completion? If so, what were they?
- If the objective was achieved, how successful was it? (i.e. Was it achieved to the standards expected or did it exceed expectations etc?)

### **Objective setting on myschool**

Staff must have objectives set which, if achieved, not only reflect their individual priorities within their role, but also contribute to the college's plan for improving the college's educational provision and performance.

The number of objectives must be reasonable and appropriate to the career stage of the individual concerned. Groby Community College will have a minimum of 3 objectives and a maximum of 4.

For staff who have professional standards associated with their role, due consideration should be given to these when setting and reviewing objectives.

### **Performance Summary Comments Box 5**

The purpose of the Performance Summary is for the appraiser and appraisee to record their own comments regarding overall performance over the year from each of their perspectives. This section may also include aspirations for the future. Appraisees are encouraged to write their own comments in this section.

### **Completion of the Performance and Development Appraisal Statement**

It is the responsibility of the appraiser to complete the appraisal statement and save it to **myschool** for the appraisee for comment/approval within a reasonable time after the appraisal meeting. At this point, the appraisee can add any comments they wish to make in the relevant section.

Once both parties are in agreement with the content, they should both print, sign and retain copies. The Governing Body and Principal will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.

The appraisal form will include the following:

- Details of the individual's objectives for the appraisal period in question;
- An assessment of the individual's performance of their role and responsibilities against their objectives, job description and any relevant standards;
- An assessment of the individual's training and development needs and identification of any action that should be taken to address them;
- Objectives and support for the forthcoming appraisal period.

### **Ongoing review of performance and feedback**

The level and nature of ongoing assessment required will be confirmed within the appraisal meeting and statement. It should be carried out in a supportive fashion and reflect the performance and development needs of the individual. Any feedback on performance must be given promptly and highlight particular areas of strength as well as any areas that need attention and will determine any appropriate action required. The Principal and SLT have a duty to monitor standards of teaching and learning and the ongoing process should be reflected in the culture of the college, this includes the ongoing assessment from the Principal and SLT and employees being responsible for drawing attention to 'success stories' and good practice throughout the performance management cycle. The emphasis should be on college improvement throughout the cycle.

Means of assessing performance may include:

- Termly meeting with appraiser;
- Mid-cycle review meeting with appraiser;

- Feedback obtained during the cycle relevant to the staff's overall performance.

### **Informal support for support staff:**

Where it is apparent that there are performance concerns, support will be offered as soon as possible, without waiting for the formal annual assessment.

If an appraiser identifies through the appraisal process, or via other sources of information, that the concerns are such that, if not rectified, could lead to the suspension of performance management, the appraiser, the Principal, or a member of the leadership team, will, as part of the appraisal process meet the employee to:

- Give clear written feedback to the employee about the nature and seriousness of the concerns;
- Give the employee the opportunity to comment on and discuss concerns;
- Meet with the employee to discuss targets for improvement alongside a programme of support (the employee may be represented by a Trade Union representative or work colleague);
- A Focused Support improvement plan which includes appropriate supportive measures which may include coaching, training or mentoring, that will help to address those specific concerns;
- Make clear how progress will be monitored and when it will be reviewed;
- Explain that if the employee does not make the required improvement then it may be necessary to refer to the capability procedure.

The employee's progress will continue to be monitored as part of the performance management process and a reasonable time given for the employee's performance to improve, this will vary in individual cases, but generally this will be in cycles of between 4 and 10 weeks. During this monitoring period the employee will be given regular feedback on progress and arrangements will be made to modify the support programme if appropriate.

If, on consideration, the required improvement has been made and there is no longer a possibility that capability procedures will be invoked the employee should be informed of this.

Alternatively if, on consideration of the evidence, it is concluded that it is appropriate to progress to the suspension of performance management i.e. capability, the appraiser, Principal or member of the leadership team should meet with the employee to inform them and this should be confirmed in writing.

### **Confidentiality and Quality Assurance**

The performance management processes will be treated with confidentiality. However, the desire for confidentiality does not override the need for the Principal and Governing Body to quality assure the operation and effectiveness of the appraisal system.

The Principal may moderate a sample the planning statements to check that the plans recorded in the statements of employees 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 requirements of equality legislation.

### **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 that would enable any individual to be identified. The report will include:

- The operation of the performance management policy;
- The effectiveness of the college's performance management procedures;
- Employees' training and development needs
- An assessment of the performance management process to ensure that it is fair and non-discriminatory.

## APPENDICES

### APPENDIX A – CLASSROOM OBSERVATION PROTOCOL

1. The college is committed to ensuring that classroom observation is both about development and support as well as assessing quality of teaching.
2. Observers must:
  - Carry out the role with professionalism, integrity and courtesy;
  - Evaluate objectively
  - Report accurately and fairly; and
  - Respect the confidentiality of the information gained.
3. The total period for classroom observation arranged for any teacher **in respect of performance management** will not exceed 3 hours per cycle, having regard to the individual circumstances of the teacher. There is no requirement to use all of the 3 hours. The amount of observation for each teacher will reflect and be proportionate to the needs of the individual.
4. In this college “proportionate to need” will be determined by the Principal
5. All PM observations in 2014-15 will be given a maximum of 3 days notice. For teachers who require improvement a short notice period of 24 hours may be applied.
6. 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.
7. 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 have the appropriate professional skills to undertake observation and provide constructive oral and written feedback and support, in the context of professional dialogue between colleagues.
8. 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.
9. Written feedback will be provided within 5 working days of the observation taking place.
10. If issues emerge from an observation these will be covered in the written feedback and appropriate action taken in accordance with the regulations and guidance.
11. The written record of feedback will include the date on which the observation took place, the lesson observed and the length of the observation.
12. The teacher has the right to add written comments on the feedback document. No written notes other than the written feedback will be kept.
13. The 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.
14. T&L drop-ins will be used to inform the performance management process and therefore count towards the 3 hours observation time. Non-judgmental drop-ins e.g. ‘movers’ etc will not count into the 3 hour total.
15. For teachers on a formal capability procedure an important part of the support offered to the teacher will be a clearly defined amount of classroom observation with structured oral and written feedback. The amount of classroom observation will be discussed with the teacher and their union representative who is supporting and advising them in the formal process.



## Monitoring the quality of teaching

### 1. Observation Schedule

- 1.1 The Performance Management Policy limits the observation of teachers to a maximum of 3 hours per academic year. All teachers can engage in as much non-judgemental observation as they wish as part of their CPD. Most T&L drop-ins will be given grades 1-4 and therefore count towards the 3 hours observation time. Non T&L drop-ins or SLT 'movers' do not count towards the 3 hours observation time.
- 1.2 All teachers will be observed at least once per academic year by their Line Manager as part of a joint observation (usually with a member of SLT / Assistant Curriculum Leader). These observations can take place either in the autumn or summer term.
- 1.3 All teachers deemed to be consistently good or outstanding will have a minimum of one observation per year which will count towards Performance Management.
- 1.4 Newly Qualified Teachers (NQTs) will be observed each half term. The main observer will be the mentor who makes the judgements about progress towards QTS standards. Other observers will include the Principal, Professional Development Coordinator and the Assistant Principal – Learning College (AP-LC). Observations need not be judged against Ofsted criteria although this does help to understand the progress being made.
- 1.5 All Recently Qualified (2YT) and Third Year Teachers (3YT) will be observed at least once per term (3 x 30mins) to ensure that standards remain high and the member of staff is on track to become an outstanding teacher within 3 years. CLs will be supported by SLT in order to reduce the burden of observing.

### 2. Good to outstanding teaching

- 2.1 They could be asked to be a member of the Drive Team (**voluntary**), leading on teaching and learning and supporting the delivery of Whole School INSET.
- 2.2 Good and outstanding teachers will be trained to coach or mentor other colleagues (**voluntary for main scale teachers**).
- 2.3 If a teacher is on UPS then there will be an expectation that they will take a lead in sharing good practice and leading CPD sessions as well as mentoring and coaching other colleagues. See Pay Policy Skill level Descriptors.

### 3. Weaknesses in teaching and learning:

- 3.1 Minor weaknesses in teaching and learning (grade 3+) means that Focussed support will be provided by the Curriculum Leader (CL) / Learning College to accelerate the teaching to at least good or outstanding. As part of Focussed support, the CL will observe the teacher at least once per term to support the progression required (**maximum of 3 hours per year**).
- 3.2 Teachers who have had minor weaknesses in teaching and learning but have shown, that with support, they can accelerate to good or outstanding, may continue to have additional monitoring for a full 12 months after receiving Focussed support. It is likely that the CL or AP-LC will complete a 30 minute observation at least once per term in order to ensure that standards remain high.

### 4. Significant weaknesses in teaching and learning:

- 4.1 Significant weaknesses in teaching and learning (grade 3 / 3- / 4) will result in structured informal support **within Performance Management** (see policy) being put in place.
- 4.2 A structured plan of support will be put in place including mentoring / coaching. Part of each cycle of informal support will end with a 30 minute observation which will be judged to assess progress towards a good (grade 2) quality of teaching (**maximum of 3 hours observation per year**).
- 4.3 If weaknesses have been largely eliminated then informal support can move to the more light touch Focussed support.
- 4.4 If a member of staff reverts to Focussed support and then onto normal Performance Management routines, they will continue to be monitored for up to 12 months after support was removed (see 2.2).

- 4.5 If the quality of teaching and learning does not show progression towards a good standard after 3 cycles of informal support then Performance Management will be suspended and the Capability Policy will be enacted (see P Drive>School>Policies>Statutory).
- 4.6 A single Requires Improvement observation (grade 3 / 3-) will not automatically lead to informal support. Informal support will be the result of a pattern of teaching which requires improvement or is inadequate.

May 2014



## Performance Management Timeline

APPENDIX D	
Timeline	
<b>Autumn</b>	<p><b>August Training Day:</b></p> <ul style="list-style-type: none"> <li>• Evaluate own results / student progress ready for PM review. Pass copy to Curriculum Leader</li> <li>• Action Research begins. Focus on Good to Outstanding</li> </ul> <p><b>September:</b></p> <ul style="list-style-type: none"> <li>• Performance Management training for all reviewers</li> <li>• Performance Management reviewers in each faculty meet Co/Bn to discuss the overall professional performance of reviewees within the faculty</li> <li>• Optional Yearly Self Review for staff</li> <li>• Self review audit – against Teacher Standards</li> <li>• PM Observations against targets and Teacher Standards</li> </ul> <p><b>October:</b></p> <ul style="list-style-type: none"> <li>• Reviewee – completes evaluation prior to 17 Oct</li> <li>• Evidence collected in CPD portfolio folder</li> <li>• Reviewee/reviewer discuss audit against standards</li> <li>• Review meeting – targets reviewed / new targets</li> <li>• Progress towards targets begins</li> </ul> <p><b>November:</b></p> <ul style="list-style-type: none"> <li>• Principal – review targets / makes recommendations for pay progression. Checks quality of review statements and targets</li> </ul>
<b>Spring</b>	<p><b>January to March:</b></p> <ul style="list-style-type: none"> <li>• Review continues to make progress towards targets</li> <li>• Action Research – develop own teaching (Good to Outstanding)</li> <li>• QA Activities – Observations/Planning / Marking Trawls / Drop-ins to / Quality of Tutoring. Collect evidence</li> </ul> <p><b>March:</b></p> <ul style="list-style-type: none"> <li>• Mid-year review – will reviewee meet targets?</li> </ul>
<b>Summer</b>	<p><b>March to July:</b></p> <ul style="list-style-type: none"> <li>• Complete activities to meet targets</li> <li>• Update self review audit against standards</li> <li>• QA Activities – Observations/Planning / Marking Trawls / Drop-ins to / Quality of Tutoring. Collect evidence</li> <li>• Complete PM observations</li> </ul>

<b>Preamble</b>
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
<b>Professional Standards</b>
<b>1.1 Set high expectations which inspire, motivate and challenge pupils</b>
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.
<b>1.2 Promote good progress and outcomes by pupils</b>
1.2.1 be accountable for pupils' attainment, progress and outcomes plan teaching to build on pupils' capabilities and prior knowledge
1.2.2 guide pupils to reflect on the progress they have made and their emerging needs
1.2.3 demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
1.2.4 encourage pupils to take a responsible and conscientious attitude to their own work and study.
<b>1.3 Demonstrate good subject and curriculum knowledge</b>
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
<b>1.4 Plan and teach well structured lessons</b>
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).
<b>1.5 Adapt teaching to respond to the strengths and needs of all pupils</b>
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.
<b>1.6 Make accurate and productive use of assessment</b>
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.
<b>1.7 Manage behaviour effectively to ensure a good and safe learning environment</b>
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.
<b>1.8 Fulfil wider professional responsibilities</b>
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.
<b>Part 2 Personal and Professional Conduct</b>
<b>2.1. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:</b>
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 to 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
<b>2.2 Teachers must have a proper and professional regard for the ethos policies and practice of the school in which they teach, and maintain high standards in their own attendance and punctuality</b>
<b>2.3 Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities</b>

## National Standards for School Leadership

### Key Areas of the National Standards for School Leadership

#### 1. Leading Strategically:

<b><i>Knowledge and understanding of:</i></b>	<b><i>Skills:</i></b>
developments in education at local, national and global levels	a. think strategically, analytically and creatively
models of effective leadership and organisational structures	b. build capacity and achieve sustainability
new technologies and their potential impact	c. deal with complexity and uncertainty
strategic planning processes, tools and techniques	d. build a vision and communicate clear purpose and sense of direction
ways of achieving stakeholder and community engagement	e. model the vision and values of the school
leading change, creativity and innovation	f. anticipate, lead & manage change
ways of achieving social inclusion, diversity and access	g. use research to support and challenge practice
	h. inspire, challenge, motivate & empower others to attain challenging outcomes
	i. work strategically with governing body
	j. celebrate achievement and acknowledge excellence
	k. demonstrate political acumen

#### 2. Leading Teaching and Learning:

<b><i>Knowledge and understanding of;</i></b>	<b><i>Skills</i></b>
curriculum design and management	a. design, develop and deliver the curriculum
principles of quality learning, teaching and assessment including school review and self evaluation	b. demonstrate equality and diversity in teaching and learning
ways of applying effective practice and research evidence to improve outcomes	c. achieve the best possible learning outcomes for all
use of external support and expertise	d. use developmental models for teaching and learning
behaviour and attendance management	e. engage parents in children's teaching and learning
new technologies to support learning and teaching	f. manage and use performance data
political impact of external, community or family factors on learning	g. develop whole school culture of best practice in teaching and learning
strategies for improving outcomes and achieving excellence for all	h. create flexible and comprehensive learning opportunities for all pupils
tools for data collection and analysis	i. capitalise on appropriate sources of external support and expertise
	j. deploy technology to support teaching and learning
	k. develop and use effective assessment and moderation systems
	l. evaluate, review and develop systems and structures

### 3. Leading the Organisation:

<b>Knowledge and understanding of:</b>	<b>Skills:</b>
legal issues relating to leading and managing a school, derived from all relevant statutory and regulatory frameworks	a. manage the school's financial, human and physical resources
development of and access to school buildings and facilities	b. seek expertise and advice from within and outside the school
strategic financial planning, budget management and principles of best value	c. establish structures and systems so operational decisions are based on informed discussion
organisational development, planning and implementing change	d. delegate, collaborate and distribute leadership
employment market, effective recruitment, deployment and management of staff	e. manage others within an accountability framework
technology to enhance organisational effectiveness	f. create an environment which enables people to perform at their best and underpins effective employee relations
strategies to maximise contributions from the whole workforce	g. develop and sustain a safe, secure and healthy school environment
accountability frameworks	h. create a working environment which takes account of workload and work-life balance
project management techniques	i. manage industrial relations

### 4. Leading People:

<b>Knowledge and understanding of:</b>	<b>Skills:</b>
significance of interpersonal relationships, including impact on teacher performance and pupil learning	a. create a culture which encourages ideas and contributions from others
performance management, continuous professional development and sustained school improvement	b. develop self awareness, self-management and self confidence and use effectively
building motivation, including the importance of celebrating achievement	c. listen, reflect and communicate effectively
building and sustaining a learning community within a diverse workforce	d. negotiate and manage conflict, providing appropriate support
own performance, ways of obtaining feedback and how to improve	e. give feedback and provide support to improve performance
support and development systems for individuals and teams	f. hold people to account and challenge under performance
	g. develop a culture of learning and continuous professional development
	h. receive and act on feedback to build on strengths and improve personal performance
	i. foster an open, fair and equitable culture
	j. motivate, develop, empower and sustain individuals and teams

## 5. Leading in the Community:

<b><i>Knowledge and understanding of:</i></b>	<b><i>Skills:</i></b>
multi-agency work (including the team around the child), benefits and risks of multi-agency working	a. establish and engage in partnerships, including working with multi-agency teams
extended service provision, commissioning and contracting	b. collaborate and work within and across the community
the diversity of professional cultures and ways of working	c. engage the community in systematic evaluation of the school's work and act on outcomes
diversity and community cohesion issues	d. take a leadership role within and across the community
collaboration and partnership working (including school, home, community and business partnerships)	e. consult, engage and communicate with staff, pupils, parents and carers to enhance children's learning
strengths, capabilities and objectives of other schools, services and agencies	f. engage in cross phase working and transition issues
wider curriculum beyond the school and opportunities it provides	g. engage in school-to-school collaboration and contribute to leadership in the wider education system
	h. contribute to achievement of community cohesion
	i. broker and commission services