



Policy for

Performance Management

Prepared by:	Adopted by Board of Directors	Signed	Renewal Date (Annual)
		----- Chair of Board of Directors	

Performance Management Policy

This policy relates to the following legislation:

- School Teacher Appraisal (Wales) Regulations 2011
- Education (School Teachers' Appraisal) (England) Regulations 2012

We believe Performance Management is a system of annual performance review that involves professional dialogue about aims and achievements between teachers and their appraisers and head teachers and their governing body. (Welsh Government)

The appraisal cycle corresponds to the academic year but does not apply to staff on contracts less than one term, newly qualified teachers and those on capability.

We believe performance management will support the development of all staff including the Principal, improve the quality of teaching and learning, make teachers accountable for the learning of pupils and their rate of progress, ensure that teacher objectives are linked with school improvement targets and will develop leadership and management.

We will consider all recommendations by appraisers for those staff who are eligible for pay progression. Appraisers recommendations will also inform decisions relating to teaching and learning responsibilities.

We are aware that our performance management strategies and procedures will be scrutinised during an inspection in order to assess their robustness for the improvement of teaching and learning throughout the school.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

- To help the school to improve by supporting and improving the work of staff as individuals.
- To set a framework for teachers and their appraisers to agree and review priorities and objectives in the context of the school development plan.
- To work with other academies to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Local Governing Body

The Local Governing Body:

- has the responsibility for ensuring that the policy is devised, agreed, reviewed and implemented;
- has the responsibility for ensuring the performance of staff is undertaken in line with this policy;
- has the responsibility for conducting the performance review cycle of the Principal by:
 - appointing a committee of two governors to perform the review;
 - Involving the CEO of the Aspire Educational Trust;
 - informing the Principal of the standards by which their performance will be assessed;
 - meeting with Principal at the beginning of the cycle to set objectives;
 - reviewing the performance of the Principal;
 - producing a performance review statement for the Principal which is submitted to the Chair of Governors
- will direct the Chair of Governors to investigate any complaints received about reviews undertaken by the Principal;
- be responsible for discretionary pay progression decisions;
- delegated powers and responsibilities to the Principal to ensure all school personnel are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy.

Role of the Principal

The Principal will:

- ensure all school personnel are aware of this policy and that the policy is implemented;
- ensure that reviews take place for all members of staff;
- appoint appraisers for all members of staff;
- act as an appraiser;
- inform individual staff of the standards against which their performance will be assessed;
- review complaints where the Principal is not the appraiser;
- forward documentary evidence if a member of the school personnel changes school half way through the performance cycle;
- plan all training and development recommendations that are highlighted in all review statements;
- produce an annual report to the LGB;
- monitor the effectiveness of performance management;

- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy.

Role of the Appraisers

Appraisers may be:

- the Principal
- members of the Senior Leadership Team
- class teachers

Appraisers undertake the role in line with the school's policy by ensuring that PM process is carried out correctly by:

- setting objectives
- agreeing performance criteria and using them to assess progress
- highlighting support, training, and development needs for the reviewee
- making a pay recommendation where that is appropriate
- leading the planning and review meeting
- writing the statement

Training will be provided for all appraisers.

Role of the Appraisee

The appraisee will:

- provide all appropriate documentation and information
- enable reviews and observations to take place
- undertake appropriate training and development
- request a change of reviewer for professional reasons if not happy with the appointed one

Role of the Staff

Staff will:

- take an active role in their performance management;
- act as appraisers, if required, in line with the school policy and with the appropriate training.

Planning and Review Meeting

Before the meeting with the appraisee the appraiser will collect and share with the appraisee copies of the following:

- Relevant Professional Standards
- School Teachers' Pay and Conditions Document (where relevant)
- Job description of the appraisee

- *School improvement priorities*
- An outline of the appraisee's professional career objectives

During the planning meeting the appraiser and the appraisee will discuss:

- areas for development and support needed
- objectives for the appraisal
- performance/success criteria for each objective
- classroom observation arrangements
- any other evidence to be considered
- continuing professional development provision
- professional career objectives
- eligibility for pay progression
- monitoring of progress throughout the cycle
- time scale and dates

During the review meeting the appraiser and the appraisee will discuss:

- progress towards achievement of the objectives
- overall performance compared against the performance/success criteria
- the impact of any continuing professional development provision
- the draft review statement - planning and assessment of performance
- recommendations for pay progression

Appeals

The Principal or Chair of Governors deals with all appeals and makes a decision on the validity of the planning and review statement within 10 working days.

Confidentiality

All confidential PM documents will be stored securely.

Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training related to this policy on induction which specifically covers:
 - Performance Management
 - The role of the appraiser
 - The role of the appraisee
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.