

PERFORMANCE MANAGEMENT POLICY 2010-2011

1. 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 (i.e. NQTs) and those who are the subject of capability procedures.

Reviewers will make the final decision if a reviewee is to receive an increment. If the reviewee disagrees with the decision of the reviewer then they can appeal to the Appeals Committee of the Governing Body.

2. 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 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 Teacher's Pay and Conditions Document.

3. Links to College Improvement, Self Evaluation and Development Planning

To comply with the requirement to show how the arrangements for performance management link with those for College Improvement, Self Evaluation and 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 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.

4. 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 he will delegate the reviewer role for some or all teachers for whom he is not the line manager. In these circumstances the Principal will:

Moderate a sample of the planning statements, to check that the plans records 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, the regulations and the requirements of equality legislation.

The Governing Body will:

Nominate three Governors who will 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.

5. Objective Setting

The objectives set will be rigorous, challenging, achievable, time-bound, fair and equitable in relation to teachers with similar roles/responsibilities and experience, 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, consistent with the College's strategy for bringing downward pressure on working hours 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 improving the progress of pupils 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
- Teachers including the Principal will not necessarily all have the same number of objectives
- All teachers including the Principal will have a whole College objective
- All teachers including the Principal will have a pupil performance objective as appropriate

Though performance management is an assessment of overall performance of teachers and the Principal, objectives cannot cover the full range of a teacher's role/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 amendment 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 assessment of performance against an objective will be on the basis of the performance criteria set at the beginning of the cycle. Good progress towards the achievement of a challenging objective, even if the performance criteria have not been met in full, will be assessed favourably.

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.

6. Appeals

At specified points in the performance management process teachers and head teachers have 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.

7. 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 s/he has more than one, each of his/her 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 his/her line management responsibilities. Reviewees will be told who has requested and has been granted access.

8. Training and Support

The College's CPD programme will be informed by the training and development needs identified in the training annex of the reviewee's 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 reviewers.

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 performance management in the College.

With regard to the provision of CPD in the case of competing 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 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.

9. 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 three governors.

Where the Principal is of the opinion that any of the governors appointed by the Governing Body under this regulation is unsuitable for professional reasons, 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.

10. 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 College, the Principal has decided that:

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

Line managers will be the reviewers for all those teachers they line manage.

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 delegated the reviewer's duties is unsuitable for professional reasons, 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 or delegate them in their entirety to another teacher. Where this teacher is not the reviewee's line manager the teacher will have an equivalent or higher status in the staffing structure as the teacher's line manager.

A performance management cycle will not begin again in the event of the reviewer being changed.

All line managers to whom the Principal has delegated the role of reviewer will receive appropriate preparation for that role.

11. 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 October and for head teachers by 31 December.

The performance management cycle in this College, therefore, will run from October to October for teachers and December to 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 College 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.

12. Retention of Statements

Performance management planning and review statements will be retained for a minimum period of 6 years.

13. 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 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

The Governing Body is committed to ensuring that the performance management process is fair and non-discriminatory and the following monitoring data should be included in the Principal's report because they represent the possible grounds for unlawful discrimination:

- Race
- Sex
- Sexual orientation
- Disability
- Religion and belief
- Age
- Part time contracts
- Trade union membership

The Principal will also report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination under any of the categories above.

14. Review of the Policy

The Governing Body will review the Performance Management Policy every academic year as its July 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 College will be briefed on them as part of their introduction to the College.

15. Access to Documentation

Copies of the College Improvement Plan and SEF are published on the College Intranet and can be obtained from the College office.

16. Classroom Observation Protocol

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

Guidance on setting Pupil Progress targets can be found in Appendices 2 and 3.

Appendix 1

Classroom Observation Protocol

The Governing Body is committed to ensuring that classroom observation is development 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.

In this College “proportionate to need” will be determined by the Principal in consultation with the reviewee.

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.

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.

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 emerged 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 written notes in addition to the written feedback will be kept.

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. The Principal has a right to drop into inform their monitoring of the quality of learning.

Clearly the performance arrangements are integral to fulfilling this duty and the Principal may consider the classroom observations they have agreed for performance management are sufficient and that drop in will not be needed.

As this College is a large school, drop ins will be undertaken by the Principal supported by the Leadership Team.

Drop ins will only inform the performance management process where evidence arises which merits the revision of the performance management planning statement in accordance with the provisions of the regulations.

Lesson Observation – Evidence Form

Teacher:

Class:

Observer:

Subject:

Date:

Evaluation of teaching: *(text should identify strengths and weaknesses giving significant examples which have specific impact on pupils' attainment and progress;)*

Secure knowledge of subject/areas of learning: *(explanation; questioning; range of contexts and resources, accurate marking)*

High expectations: *(appropriate differentiated challenge, purposeful intervention; knows pupils, constructively critical, creative, good presentation, quality of dialogue)*

Effective planning: *(clear and relevant objectives; resourced, differentiation, use of adults)*

Teaching methods: *(match curriculum objectives, take pupils on clear exposition, explanation, probing questions, purposeful activity, investigative, pupil groupings/organised appropriately allowing teacher interaction, students know how to improve)*

Behaviour/discipline: *(time wasting, polite, considerate, mutual encouragement to behave well, responsibility in responding to expectations of staff)*

Effective use of time and resources: *(well structured lesson, pupils clear about what they have to do, why and how long they have and success criteria)*

Assessment: *(how well assessment is used to meet the needs of all students, awareness of prior learning and strategies for improvement)*

Homework: *(used to reinforce or extend learning)*

Summary of main points

Progress: Evidence should identify either during lesson or over time:

- Current in relation to prior attainment
- Evidence of new learning; movement and gains in knowledge, understanding and skills
- Consolidation and application of previous knowledge, understanding and skills
- Whether high, average and low attaining pupils (including SEN) are progressing as well as or better than expected
- Whether progress of minority groups is comparable to others

Appendix 2

Pupil Progress Target

The following guidance should be used when setting the Pupil Progress Target. The purpose of this is to provide us with a more detailed plan for key exam classes which will enable us to deploy more focused intervention strategies.

The following classes should be identified: **One Year 13 class, one Year 12, one Year 11 and one Year 10GCSE or equivalent class.** If you do not teach any of these then select a Year 9 and a Year 8 class for your pupil progress target. For each class please complete a pupil progress form (see Appendix 3) following each of the steps below:

1. Identify the class and pupil/student numbers
2. Using FFT 'D' / ALLIS target data calculate the percentage A - E, / A* - C, / L5+ / 2 Levels of progress, for the class.
3. Now using the above data and your professional judgement calculate the percentage of the class that you expect to achieve or exceed their Target grade; e.g. Class size = 30, on target =15, therefore class percentage = 50%.
4. Identify and list the names of those pupils/students who, in your judgement, are unlikely to achieve target grades with indication of key factors threatening achievement
5. Outline the intervention currently in place for these pupils/students
6. For each pupil/student record at least ONE specific action/strategy that you will put in place in order to help the individual improve. This intervention will be at an individual teacher level and will provide the data for you pupil progress target.

Where a class is shared please ensure that your data agrees and the same individuals are selected for intervention.

Please make sure that the names of pupils/students unlikely to achieve target grades are passed to your head of dept. or faculty so that departmental / faculty strategies can be devised and deployed.

NB The FFT and ALLIS data can be found on the PAPS system & on the 'Q' drive 'Statistics'.

Appendix 3 (Exemplar)

Pupil Progress Form

Teacher name: P. Lowry

Class: Year 11 Astronomy

Number in group: 25

FFT'D' Target: 88% A* - C

On Target: 84%

Pupils unlikely to achieve Target grades / key factors

A Adams - Attendance

B Brown - Organisation / ability to meet deadlines

C Cope - Strong on the narrative, weak analytical skills

D Day - exam technique

Intervention currently in place

Catch-up sessions after school

Written feedback on all work submitted

Timed exam questions

Specific intervention strategies to be deployed with individual pupils this academic year

A Adams - Lesson notes and resources posted on the college intranet and emailed home by welfare assistants. Regular communication with parents, work emailed in marked, feedback emailed home. Clear rewards in place.

B Brown - Regular communication with parents. Access to catch-up classes. Tasks broken down into smaller parts, regular feedback with advice for improvement and incentive to succeed. Set aside 5 minutes every two lessons to monitor situation.

C Cope - Key word vocabulary available for explanation type essays. Modelling answers. Practise oral response to question, draw up bullet points, build essay.

D Day - Exam papers, or part thereof set as exercises for independent study, emailed in written response returned before next lesson.

PERFORMANCE MANAGEMENT REVIEW 2009/2010

Teacher :	Reviewer :	Date:
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Job Description checked (Please attach any amendments/queries)

Areas of success and development in 2008/2009 – To be completed by the reviewee

Review of Performance Management Objectives 2009/2010 – To be completed by the reviewer – evidence based

			Comment – Evidence Based
Objective 1	Fully met	<input type="checkbox"/>	
	Partially met	<input type="checkbox"/>	
	Not met	<input type="checkbox"/>	
Objective 2	Fully met	<input type="checkbox"/>	
	Partially met	<input type="checkbox"/>	
	Not met	<input type="checkbox"/>	
Objective 3	Fully met	<input type="checkbox"/>	
	Partially met	<input type="checkbox"/>	
	Not met	<input type="checkbox"/>	

Teacher Comments:

Performance Management Objectives 2010/2011

Objective 1 – To be based upon current whole College priorities:
 (1) Teaching and Learning; (2) Behaviour Management; (3) Implementation of Post 16 Studies

Objective 2 – Pupil based

Objective 3 – Personal development

Teacher's Needs/professional development	Support/Resources	Reviewer's role in supporting professional development

Signed : (Teacher)

Date:

Signed :