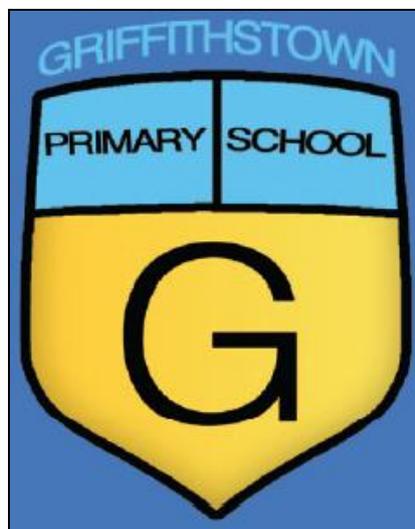


GRIFFITHSTOWN PRIMARY SCHOOL



Title	Performance Management Policy
Date	November 2014
Author	Torfaen County Borough Council



INSPIRE, CHALLENGE, ACHIEVE

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Introduction

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N.B. This policy refers to the statutory arrangements for the performance management of teachers and Headteachers. When using this policy schools are encouraged to also consider the performance management arrangements of all their staff. There is currently no statutory provision for the performance management of support staff but it is considered to be best practice for a school to have appropriate arrangements in place for all members of staff. Schools may adapt this policy accordingly while still having regard to statutory provisions.

1. About this policy

- 1.1 This policy sets out the performance management arrangements for the Headteacher and teachers of Blaenavon Heritage VC Primary school. It has been agreed by the governing body, Headteacher and local authority (LA) and follows consultation with all staff members and recognised trade unions. It describes the purpose, procedures, roles and responsibilities that will ensure that the school's performance management arrangements contribute to the professional development of its staff and to the achievement of wider development objectives for the school and its learners.
- 1.2 The policy will be reviewed annually and any necessary amendments will be the subject of further consultation with staff members and recognised trade unions.
- 1.3 The Headteacher will provide the governing body with an annual written report on the operation and effectiveness of this policy including the training and development needs arising from the performance management process.
- 1.4 This policy has been produced with due regard to the current appraisal regulations and accompanying guidance published by the Welsh Government (WG). These can be found at: -

Regulations

www.legislation.gov.uk/wsi/2011/2940/contents/made

Guidance

www.wales.gov.uk/topics/educationandskills/publications/guidance/performance-man-for-teachers?lang=en

- 1.5 This policy does not apply to:
 - newly qualified teachers (NQTs) undergoing their statutory period of induction who are exempted from performance management arrangements; and

- teachers employed for a fixed period of less than one school term.

2 Principles underpinning performance management

2.1 The following principles will underpin our performance management arrangements: -

- trust, confidentiality and professional dialogue between appraiser and appraisee;
- consistency so that all staff are treated fairly;
- recognition of strengths and a commitment to share effective practice;
- a commitment to provide constructive feedback on performance;
- rigorous and evidence-based; and
- a shared commitment to meeting the school's improvement plan and appropriate national priorities.

3 Professional standards

3.1 Teachers are required to meet the Practising Teacher Standards at the end of their induction period and must continue to meet them throughout their career. The Headteacher is required to meet the Leadership Standards. Other practitioners may choose to use the Leadership Standards as a reference for their leadership development where this is identified as a priority for their professional development.

3.2 The professional standards should be considered as a whole to provide a backdrop to discussion and to help practitioners identify areas for further development. The relevant professional standards can be found at: -

www.wales.gov.uk/topics/educationandskills/publications/circulars/practitioners/?lang=en

4 Timing of the performance management cycle

4.1 The school's annual performance management cycle will start on September 2014 and be completed by *July 2015*.

- 4.2 The appraisal cycle has been timed to link with the school's annual planning cycle.

5 Appointment of appraisers

- 5.1 The Headteacher will appoint an appraiser for every teacher in the school.

- 5.2 The Headteacher's appraisal will be carried out by a panel consisting of: -

- at least two governors appointed by the governing body; and
- one or two representatives appointed by the local authority.

N.B. Where this model policy is being used in a school of a religious character, the Diocesan Authority may appoint an appraiser.

6 The performance management plan

- 6.1 Performance management is a continuous cycle throughout the year involving three stages of planning, monitoring performance and reviewing performance. The performance management objectives set for the year must be linked to the school improvement plan.

- 6.2 The appraiser(s) will meet with the teacher/Headteacher at the start of the cycle to plan and prepare for the annual appraisal. This meeting may be combined with the review meeting held at the end of the previous cycle. This meeting will seek to agree the: -

- objectives for the cycle and professional development activities to support achievement of the objectives;
- monitoring procedures including arrangements for observation of teaching on at least one but no more than three occasions with only one of the three done by the appraiser. The other two lesson observations

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can with the agreement of the teacher at the planning meeting be undertaken by a member of the Senior Leadership team or external advisers/systems leaders; and

- sources of information and data relevant to the objectives – these should include an up-to-date practice, review and development (PRD) record and data/information drawn from existing sources.

6.3 Where required voluntary lesson observations will be agreed without limit provided they are: -

- truly voluntary;
- for the sharing of best practice;
- about professional dialogue;
- not formal, recorded or reported to anyone else.

6.4 A template for the (PRD) Record is at Appendix 1. A template for recording the objectives is at Appendix 2.

6.5 In the case of the Headteacher's performance plan only the Chair of Governors (CofG) will provide on request a copy of the Headteacher's objectives to Estyn.

6.6 The arrangements for monitoring performance against the objectives, including the use of lesson observation, will be decided during the planning meeting and recorded by the appraiser(s).

6.7 The appraisee and appraiser(s) will keep progress under review throughout the cycle including the use of informal discussion as well as the more formal arrangements specified in the planning meeting. The (PRD) Record will provide a focus for these discussions.

7 The review meeting

7.1 At the end of the performance management cycle a formal review meeting will be held where the appraiser and appraisee will discuss achievements and any areas for improvement and professional development activities. This meeting may be combined with the planning meeting for the next annual cycle.

7.2 The purpose of the review meeting will be to: -

- assess the extent to which the appraisee has met their objectives;
- determine whether there has been successful overall performance in confirming the appraisee continues to meet the relevant professional standards; and
- identify the need for additional support, training or development and how this will be met.

8 The appraisal review statement

8.1 Within ten school days of the review meeting the appraiser(s) will provide the appraisee with a written statement of the main points made at the review meeting and the conclusions reached. Annexed to the statement will be a summary of the Training and Development needs and an indication of how these might be met. A template for the 'Appraisal review statement' and an annex for "Training and Development Needs" are given in Appendix 3.

8.2 The appraiser will seek to agree the final wording of the appraisal statement with the appraisee. The appraisee may within ten school days of receiving the final appraisal statement add comments in writing. These comments will then form part of the statement. Both the appraisal statement and the annex are confidential documents and must be kept in a secure place. The provisions of the Data Protection Act will be followed at all times.

9 Appeals

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9.1 The appraisee may appeal against the appraisal statement within ten school days of receiving it. All appeals will be considered by the governing body's Appeals Panel. All appeals will be conducted in accordance with the current Appraisal Regulations and the associated (WG) guidance. The appeal process will involve the following stages: -

- appraisee lodges appeal with the governing body;
- Appeals Panel will be provided with copy of the appraisal statement within five school days of receiving notice of appeal;
- appeal review will be carried out within ten school days of receiving appraisal statement;
- the Appeals Panel must take into account any representations made by the appraisee;
- the Appeals Panel may then decide that: -
 - the appraisal has been carried out satisfactorily;
 - with the agreement of the appraiser(s) amend the appraisal statement; or
 - order that a new appraisal be carried out.

- the Appeals Panel cannot determine that: -
 - new objectives can be set; or
 - existing objectives be revised.

10 Use of appraisal statements

Teachers

10.1 The appraiser must give a copy of the appraisal statement to the appraisee and to the Headteacher. In turn, the Headteacher will on request provide a copy to: -

- the appraiser;
- an appeals officer; or
- any governors responsible for making decisions or giving advice on matters in relation to pay.

10.2 Where the appraisee is eligible for pay progression under the School Teachers Pay and Conditions Document (STPCD) the appraiser will provide a

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recommendation on pay progression to the Head teacher in line with provisions of the (STPCD).

- 10.3 The Headteacher will provide a copy of the annex to the appraisal statement detailing professional development needs to the person with whole-school responsibility for planning provision for training and development.
- 10.4 The appraisal statement will be kept by the Headteacher in a safe and secure place until at least three years after the next appraisal statement has been finalised.

Headteacher

- 10.5 In the case of the Headteacher's performance management the appraisers will give copies of the appraisal statement to the Headteacher, the (CofG) and the Chief Education Officer (CEO). Appraisers will also on request provide a copy to any governors responsible for making decisions or giving advice on matters in relation to pay.
- 10.6 The (CofG) will also provide on request a copy of the Headteacher's appraisal statement to: -
- the officer designated by the (CEO) responsible for the performance of Headteachers; and
 - the Appeals Panel.
- 10.7 The (CofG) will provide a copy of the annex to the appraisal statement detailing training and development needs to the person with whole-school responsibility for planning provision for training and development.
- 10.8 The appraisal statement will be kept by the governing body in a safe and secure place until at least three years after the next appraisal statement has been finalised. The Headteacher will also keep a copy of the appraisal statement for the same period of time.

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- 10.9 Information from teachers' and the Headteacher's appraisal statements may be taken into account by the governing body (or its committees) in matters relating to the promotion, discipline or dismissal of the Headteacher or in relation to any discretion over pay.

11 Managing underperformance

- 11.1 Effective line management arrangements, including the effective use of the procedures outlined in this policy, will help prevent underperformance through early identification, support and intervention.
- 11.2 The performance management procedures set out in this policy including the review meeting and appraisal statement do not form part of any disciplinary, competency or capability procedures. However, information from the appraisal statement can be taken into account when making decisions about performance, pay, promotion, dismissal, or disciplinary matters which may be triggered by other procedures.

Appendix 1: Practice, Review and Development Record

Practice, Review and Development Record	Name:	From: To:
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		Objective 1: Enter objective here	Objective 2: Enter objective here	Objective 3: Enter objective here
Planning	<ul style="list-style-type: none"> • What is the focus of my objectives – how do they relate to school priorities? • What is the intended impact on my practice? • What do I need to find out – what do other people already know about it? • What data and evidence will I make use of? • How will I use what I’ve found out to help me meet my objectives? • What actions and/or professional development activities am I planning? • What support will I need? • How will I work with others to achieve my objectives? 			
Monitoring	<ul style="list-style-type: none"> • What progress am I making in meeting my objectives? • What impact has there so far been on my practice? • How do I know – what data and evidence am I using? • How are others involved in monitoring? 			
Reviewing	<ul style="list-style-type: none"> • How well have I met my objectives? • Are there any factors which have affected progress in meeting my objectives? • What have I found out? • What has been the impact on my practice and/or learner outcomes? • How do I know – what data and evidence am I using? • What professional development activities have I undertaken? • What support has been provided to me? • Do I need any follow up development? 			

Practice, Review and Development Record

1 Purpose of the Practice, Review and Development (PRD) Record

1.1 The purpose of the (PRD) Record is to support practitioners in: -

- meeting the requirements of the appraisal regulations to keep an up-to-date record of: -
 - their own assessment of their performance against their performance management objectives;
 - professional development undertaken or other support provided and how this is contributing to the achievement of objectives; and
 - any factors which the practitioner considers are affecting performance against the objectives.
- reflecting regularly on their practice including the use of relevant data and evidence to review their practice and identify priorities for professional development; and
- providing a focus for discussion during the planning, monitoring and reviewing stages of the performance management cycle.

2 Completing the PRD Record

2.1 The following guidance will assist practitioners in completing their (PRD) Record during the performance management cycle. The guidance is intended to ensure the (PRD) Record supports the practitioner in their work without being burdensome to complete.

2.2 The (PRD) Record should be regularly updated – this does not need to be daily or even weekly but at key points throughout the performance management cycle. In reflecting regularly on their practice, practitioners should use their professional judgement to decide the points at which the record is updated so that it remains relevant and up-to-date.

2.3 The template makes provision for up to three objectives. It can be adapted where additional objectives have been identified. It is also arranged to reflect the performance management cycle of planning, monitoring and reviewing. Each section has a number of 'prompts' designed to assist practitioners to reflect on key aspects of their practice and professional development. Practitioners may find it

helpful to base their (PRD) records around answers to some or all of these prompts.

Entries should be concise but sufficiently detailed to serve as a basis for discussion. Lengthy prose responses are not necessary and practitioners may choose to adopt a 'bullet point' style approach.

- 2.4 It is recommended that the PRD Record is maintained in electronic form as this will facilitate easier amendment and updating. Where objectives are linked it may be more appropriate to 'write across' columns to avoid making duplicate entries.

Appendix 2: Template – performance management objectives

Appraisee:

Job title:

Period covered by objectives:.....to.....

Objectives*	Objective 1:	Objective 2:	Objective 3:
Professional development and/or support required to meet objectives	[Enter objective here]	[Enter objective here]	[Enter objective here]
Monitoring procedures to be used			
Relevant data and/or information to be used			

*If more than three objectives use continuation sheet

Date of planning meeting:

Appraisee comments (where required):

Appraiser: Date:

Appraisee: Date:

Appendix 3: Template – appraisal review statement

Appraisee:

Job title:

1. The extent to which the objectives have been met:

2. Overall performance

<Determination of successful overall performance considered against the relevant professional standards as a whole>:

3. Development needs

<Details of any identified need for additional support, training or development and how this may be met (if applicable)>:

4. Pay progression

<Recommendation on pay progression (where applicable)>:

5. Appraisee comments (where applicable):

Appraiser: Date:

Appraisee: Date:

Annex A: Training and development needs

Appraisee:

Job title:

Needs	How needs may be met	Timescale
[Enter description of need here]		
[Enter description of need here]		
[Enter description of need here]		
[Enter description of need here]		

Appraiser:

Date:

Appraisee:

Date:

Governor approval date:

Next review date: Autumn 2015

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