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# The Regis Academy

Version 1.1

## Performance Management Policy

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| <b>Date</b>           | March 2021 |
| <b>Date of Review</b> | August 22  |
| <b>Approved By</b>    | A Pincher  |

| <b>Change of Record</b> |             |                                      |
|-------------------------|-------------|--------------------------------------|
| <b>Version</b>          | <b>Date</b> | <b>Description</b>                   |
| Version 1.1             | June 21     | Adapted for support staff procedures |

This procedure applies to support staff, teachers and the Leadership Roles.

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.

Benefits include:

- Ensuring that the school'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;
- 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 school.

Performance can only be assessed if there is clarity of expectations, therefore at The Regis Academy we will ensure that all our staff understand the standards and evidence criteria against which they will be assessed. The school's development plan will be 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 in supporting their development within the context of the school's development 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 school 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 school improvement priorities and to the ongoing professional development needs and priorities of individual Teachers.

The performance management policy will also be used to address any concerns that are raised about a teacher'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.

### Timescales

Performance management is an ongoing cycle, the preparation and self evaluation against the relevant standards should take place in the autumn term. School 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 school part way through a cycle, the Head of Centre, or in the case where the employee is the Head of Centre, the Leadership team and Governors 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.

## The Performance Management Process

### Preparation and self evaluation

In the summer term, the sub-groups identified, with the support of the advisers (external) will determine the standards against which the Head of Centre will be evaluated. The Head of Centre should be made aware of the standards and the levels (if appropriate) they will be assessed against.

During the summer term, the Head of Centre will determine the standards against which all teaching staff will be assessed. Staff will be made aware of the standards and at which level they should be performing.

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.

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 or not;
  - 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 School's Development 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

### Section A - Review of previous objectives and targets

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

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

Each teacher, including the headteacher, must have objectives set which, if achieved, contribute to the school's plan for improving the school's educational provision and performance. They should also be specific, measurable, achievable, realistic and time bound and may need to be revised if circumstances change.

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 school's development plan.

Under normal circumstances teachers will have a maximum of 3 objectives. However, teachers who are found not to be meeting standards at the appropriate level for their career stage may be given additional objectives as required to ensure that the most appropriate support can be provided. Teachers will be expected to show significant progress against the standards between each career stage.

A fourth objective may be agreed between appraisers and appraisees if deemed appropriate by both parties.

### Section B - Professional Development Objectives (Review of Standards)

At the appraisal meeting, appraisers and appraisees should:

- Discuss the progress in line with each of the standards. Appraisers will use the following terms: met, partially met and not met;
- For each standard make a note of strengths/achievements and agree areas for development;
- Where there are differences in ratings discuss the reasons for these and agree on a final rating;
- Discuss and agree professional development objectives in relation to the standards;
  
- In the event of not being able to reach agreement, the appraiser should record the rating which in their judgement corresponds to the level of performance demonstrated. The Teacher may record their comments in writing as an appendix to the appraisal form.

### Section C - Improving educational provision and performance objectives

All Teachers should have at least one objective related to pupil progress and it should address the key attainment priority identified by the school development plan.

### Section D - Leadership and Management Objectives (where appropriate)

The performance of all Teachers with paid leadership responsibilities should be assessed against the relevant leadership standards and their impact on relevant school improvement priorities. Where no standards currently exist the Head of Centre will develop appropriate standards for these roles. Leadership and management objectives should be set to address any development priorities identified.

### Section E - Performance Summary

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 Appraisal Statement

It is the responsibility of the Appraiser to complete the appraisal statement and forward it to 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 of the form.

Once both parties are in agreement with the content, they should both sign and retain copies. The Governors and Head of Centre 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 Head of Centre who will refer it to the Governors, after which the outcome must be confirmed with the teacher.

### 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 Quality of Education consultant has a duty to monitor standards of teaching and learning and the ongoing process should be reflected in the culture of the school, this includes the ongoing assessment from the Quality of Education consultant being responsible for drawing attention to 'success stories' and good practice throughout the performance management cycle. The emphasis should be on school 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 school improvement more generally. All observation will be carried out in a supportive fashion.

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 school. This will be up to three hours and will include two Quality Assurance observations and one performance management observation.

In addition to formal observations, the Head of Centre 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 who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

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;
- Focused and moderated work with specific groups;
- Learning walks;
- Student behaviour and their management;
- Quality of learning environment;
- Lesson plans and showcase innovative approaches;

## Feedback

Teachers will receive constructive feedback on their performance throughout the year and as soon as practicable after 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 agreed objectives. The decision made by the relevant decision maker.

## Transition to Capability

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, for example parental complaints, that the concerns are such that, if not rectified, could lead to capability procedures, the appraiser, the Head of Centre, 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;
- 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, but generally this will be 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.

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 progress to the capability procedure, the appraiser and the Head of Centre should meet with the teacher to inform them and this should be confirmed in writing.

## Confidentiality and Quality Assurance

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

The Head of Centre will moderate all the planning statements to check that the plans recorded in the statements of teachers at the school:

- Are consistent between those who have similar experience and similar levels of responsibility;
- Comply with the performance management policy, the regulations and the requirements of equality legislation.



## Monitoring and Evaluation

The Governing Body will monitor the operation and outcomes of performance management arrangements.

The Head of Centre will provide the Governing Body with a written report on the operation of the school's performance management policy annually. The Head of Centre will provide a summary report to the Governing Body. The report will include:

- The operation of the performance management policy;
- The effectiveness of the school'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 school'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 school 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 school 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 Regis Academy, except those on contracts of less than one term and those who are subject to the school's capability policy.

### Timescales

Performance management is an ongoing cycle, but school and individual objectives will be set and performance formally appraised each year in the spring 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 school part way through a cycle, the Head of Centre 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 school part way through the cycle, the Head of Centre shall determine whether their cycle shall begin again and whether to change the appraiser.

### Appointment of Appraisers

The Head of Centre 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.

## The Performance Management Process

### Preparation and self evaluation

During the autumn term, both parties should review the job description and the duties and responsibilities stated within it. In cases whereby formal standards 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 or not;
- 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;
- 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

### Section A - Review of previous objectives and targets

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

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?)

### Section B - Objective setting

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

The number of objectives must be reasonable and appropriate to the career stage of the individual concerned.

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

### Section C - Performance Summary

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 forward it to 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 of the form.

Once both parties are in agreement with the content, they should both sign and retain copies. The Quality of Education consultant 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 Director of Quality of Education has a duty to monitor standards of teaching and learning and the ongoing process should be reflected in the culture of the school, this includes the ongoing assessment from the Director of Quality of Education and employees being responsible for drawing attention to 'success stories' and good practice throughout the performance management cycle. The emphasis should be on school 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.

### Transition to Capability

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, for example parental complaints, that the concerns are such that, if not rectified, could lead to capability procedures, the appraiser and the Quality of Education consultant 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);
- An 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 consideration will be given to the need 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 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 capability procedure, the appraiser, Head Teacher and should meet with the employee to inform them and this should be confirmed in writing.

### Confidentiality and Quality Assurance

The performance management and capability processes will be treated with confidentiality. However, the desire for confidentiality does not override the need for the Quality of Education consultant, Head Teacher and proprietor to quality assure the operation and effectiveness of the appraisal system.

The Quality of Education consultant and Head Teacher may moderate all the planning statements to check that the plans recorded in the statements of employees at the school:

- Are consistent between those who have similar experience and similar levels of responsibility;
- Comply with the school's performance management policy and the requirements of equality legislation.

### Monitoring and Evaluation

The Head of Centre and Governing Body will monitor the operation and outcomes of performance management arrangements.

The Quality of Education consultant will provide the proprietor and Governing Body with a written report on the operation of the school'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 school'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.

Signed .....

Head of Centre