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Signed By:
Approval Committee: Governing Body



GILLINGHAM SCHOOL
Hardings Lane, Gillingham
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PERFORMANCE MANAGEMENT
POLICY

Gillingham School Performance Management Policy - Teaching Staff

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4. Setting objectives
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Part 1 – Performance Management Policy

1. Principles

1.1 At Gillingham School 'we treat others as we would be treated ourselves'. Performance management at our School will be a supportive and developmental process designed to ensure that all colleagues have the skills and support they need to carry out their role effectively. It will be carried out in a consistent and fair manner to ensure that all teachers are able to continue to improve their professional practice and to develop in their own professional development needs.

1.2 Colleagues are entitled to regular professional feedback and support throughout the review period. Professional development opportunities will be carefully planned by the school to underpin the performance management process and support colleagues.

1.3 The process of setting and reviewing performance objectives for colleagues at Gillingham is an integral part of the school's overall approach to school improvement and development. Performance objectives will be written in such a way that they complement and link to the targets expressed in the school development plan.

1.4 It is important to recognise that the objectives set for any teacher will not represent the complete job that the individual performs. Reviewing performance is about measuring the progress made against the objectives set with appropriate support, which will represent key priorities for that individual, and in addition, assessing and recognising the overall performance of that person in their job, including an assessment against any relevant standards/accountabilities.

1.5 One objective will be agreed for each member of staff based around a departmental inquiry question. One objective will be a personal teaching and learning goal. There will be an optional target for colleagues which reflects specific responsibilities, such as, for pastoral leads.

1.6 The Governing Body and Headteacher will monitor the operation and effectiveness of the school's performance management arrangements.

1.7 The performance management process will be treated with confidentiality. Normally only the reviewer, reviewee and the Headteacher will have access to performance management information and documentation relating to the reviewee. However, to enable moderation of objectives and assessments to take place, paperwork may be shared with members of the Senior Leadership Team. In the event of an Ofsted inspection taking place, Ofsted inspectors may request that anonymised information about the school's performance management arrangements, including the most recent performance management outcomes and their relationship to salary progression, is provided. Governors will also request an anonymised sample of performance management statements to enable them to perform their role in monitoring the effectiveness of the school's performance management system. This will form part of the Headteacher's report to the Governor's Pay Committee.

1.7 The Governing Body and Headteacher will ensure that all written performance management records are retained securely for six years and then destroyed.

1.8 When assessing an employee through the performance management process, factors such as any periods of ill health, or maternity leave, will be taken into account as this may affect an employee's ability to meet their objectives.

2. The Performance Management Cycle

2.1 The performance management cycle for the Headteacher, the Senior Leadership Team and all teachers will run for twelve months from November to November, with the end of year review being completed by the end of October for teachers, and December for the Headteacher and Senior Leadership Team in reference to the previous academic year.

2.2 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 their contract.

2.3 The performance management cycle will link to the pay arrangements for employees. In the case of teaching staff, the end of year review and the annual pay determination will take place by the end of November each year (December for the Headteacher/Senior Leadership Team) and is informed by the performance management cycle concluding at the end of the previous academic year (31 August). In the case of support staff, the end of year review will be completed by March in order for decisions about pay to be made, effective from 1 April each year.

3. Appointing reviewers

3.1 The Headteacher's performance will be reviewed by the Governing Body, supported by a suitably skilled external adviser who has been appointed by the Governing Body for that purpose.

3.2 In this school the task of reviewing the Headteacher, including the setting of objectives, will be delegated to a sub-group consisting of three members of the Governing Body. The appointed governors will be known as the Headteacher's Performance Management Committee.

3.3 The Headteacher will decide who will review other teachers and support staff. The Headteacher will make recommendations to the Governing body over pay progression in accordance with the school's Pay Policy. The Headteacher has the discretion to delegate the review process to other employees. Reviewers will have the necessary knowledge and training in order to undertake this role.

3.4 Where serious performance concerns arise (see Capability Policy), the Headteacher may re-delegate the reviewer role to a senior manager or undertake the role of reviewer.

4. Setting Objectives

4.1 The Headteacher's objectives will be set by the Governing Body after consultation with the external adviser. At least one of the targets for the Headteacher will relate to outcomes for pupils.

4.2 The key objective (effectively the department inquiry question) for each employee will be agreed before, or as soon as practicable after, the start of each performance management cycle. In setting objectives and success criteria, reviewers will have regard to what can reasonably be expected given the employee's role and level of experience as communicated in the school's Pay policy.

4.3 Before, or as soon as practicable after, the start of each performance management cycle, each teacher will be informed of the standards, objectives and success criteria against which that colleague's performance in that performance management cycle will be assessed (see appendix part A). In addition, the reviewer and reviewee will agree the reviewee's professional development priorities. Colleagues are entitled to set additional objectives outside the Performance Management framework to support them with their own professional development.

4.4 The objectives set for each colleague will contribute to the school's plans for improving the school's educational provision and performance and improving the education of students at our school. Objectives will also take into account the professional aspirations of the departmental team in which the employee is predominantly based.

4.5 Objective setting will have regard to a reasonable level of expectations of the employee in the context of work/life balance.

4.6 Before, or as soon as practicable after, the start of each performance management cycle, each member of support staff will be informed of the key accountabilities against which that employee's performance in that performance management cycle will be assessed, for example those contained within the role profile applicable to that employee. In addition, the reviewer and reviewee will agree the reviewee's professional learning priorities that year.

5. Reviewing Performance

5.1 Evidence

A number of methods will be used in order to obtain evidence by which to assess an employee's performance. These include those detailed below. Such evidence will be triangulated in order to undertake an overall assessment of the employee's performance. This will include their performance against their objectives and against the relevant standards/key accountabilities for their role.

5.1.1 Observation

Gillingham school believes that observation of classroom practice is important as a way of understanding the effectiveness of the delivery of the curriculum alongside identifying any particular strengths and areas for development amongst colleagues. However, we no longer carry out full formal lesson observations as part of the performance management process. In turn, this quality assurance work will provide useful information, which will inform school improvement work generally. Therefore, feedback from lesson observation, learning walks and drop-ins will be developmental and not simply a judgement. All observation will be carried out in a supportive manner.

At Gillingham teacher's performance will be observed during the quality assurance processes, via regular drop-ins by departmental colleagues, Heads of Department and senior staff (normally at least 3 x 20 minutes). Classroom observation of teachers will always be carried out by those with QTS. In addition to formal observation, the Headteacher or other leaders with responsibility for standards in the classroom may "drop in" in order to evaluate the standards of teaching and learning and to check that high standards of professional performance are established and maintained and that the individual's entitlement to support and development is ensured. The length and frequency of "drop in" observations will vary depending on specific circumstances.

Teachers (including the Headteacher) who have responsibilities outside the classroom, and support staff who are not classroom-based may also have their performance of those responsibilities observed and assessed.

Following formal quality assurance visits, colleagues will be provided with a written summary of the observations. These will be a celebration of strengths alongside identifying potential areas for development.

5.1.2 Pupil progress and attainment

Rates of pupil progress and levels of attainment as pertinent to the teacher's role will be considered in order to more fully understand the effectiveness of the implementation of the curriculum.

The Governing Body, with advice from the External Adviser, will review levels of pupil attainment, rates of pupil progress and whole school performance in their assessment of a Headteacher's performance in addition to other objectives that may have been set.

Where support staff are providing support to groups or individual pupils, the progress and attainment of those pupils may be taken into account in assessing the performance of the employee. This will only be used alongside other evidence which supports the level of contribution of the employee to the progress and attainment of pupils.

5.1.3 Work sampling

Analysis of students' books will be used in assessing whether the teacher has effectively implemented the planned curriculum ensuring equity of provision for all students. Students work should reflect the school's priorities, such as, retrieval practice, our school's pedagogical approach, adaptive practice, reading, vocabulary acquisition and allowing students to improve their work as a result of feedback. There should also be evidence that teachers have followed the agreed departmental assessment calendar and actively engaged in moderation work with colleagues.

5.1.4 Self-evaluation

Colleagues are expected to provide their own evaluations and evidence of meeting objectives, success criteria and relevant standards, as well as, identifying their own areas for development.

5.1.5 Upper pay range (UPR) application process

Any teacher wishing to be assessed against the UPR must complete an application process and submit the completed application form no later than 31st September in the year in which they wish to progress (see School's Pay Policy).

For the purposes of performance management, the following definitions apply:

Highly competent – meaning performance which is not only good, but also good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution

to the work of the school, in order to help them meet the relevant standards and develop their teaching practice.

Substantial – meaning playing a critical role in the life of the school and making a clear, distinctive contribution to the raising of pupil standards. The teacher takes advantage of appropriate opportunities for professional development and uses the outcomes effectively as evidenced by an improvement in pupils' performance.

Sustained – meaning continuously maintained over a period of 2 school years.

5.1.6 Other evidence

Other evidence may be considered, where it is pertinent to the objectives set and the standards/accountabilities for the role.

Examples of such evidence may include (but are not limited to):

Teachers

- Short, medium and long-term planning.
- Effective deployment and management of classroom-based support staff.

The Headteacher

- Evidence from reports from external sources such as Ofsted, the local authority, or other reviews.
- Assessing Pupil Progress data and other performance tables.

Support staff

- A sample of written correspondence produced (administrative staff).
- A sample of budget correspondence (finance staff).
- A sample of health and safety monitoring (site staff).
- Examples of displays and resources prepared (classroom-based support staff).
- General observations from walking the school about the state of the grounds and buildings (site staff).

It may also be appropriate to consider evidence such as feedback from colleagues, including peers, students and from line managers.

5.2 Feedback

5.2.1 Employees are entitled to and 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 highlight particular areas of strength and celebrate success, as well as any areas that need development and support.

Where there are any serious concerns about any aspects of an employee's performance, this may be managed in accordance with the Capability policy.

5.3 Annual Assessment

5.3.1 Every employee's performance will be formally assessed in each performance management cycle. In assessing the performance of the Headteacher, the Governing Body will consult the external adviser.

5.3.2 This assessment is the end point to the annual performance management process, but performance and development priorities will be reviewed and addressed on a regular basis.

5.3.3 An employee will receive a written performance management review statement as soon as practicable following the end of each performance management cycle. The employee will have the opportunity to comment on this. Teachers will receive their written performance management review by 31 October (31 December for the Headteacher and Senior Leadership Team). Support staff will receive their performance management statement by 15th March. The performance management review statement will include:

- an assessment of the employee's performance of their role and responsibilities against their objectives in the last performance management cycle;
- an assessment of the employee's performance of their role and responsibilities against the standards/accountabilities for their role (see appendix parts A & B) in the last performance management cycle;
- summary of the evidence considered to support the decisions made;

The employee will also receive a new performance management framework for the new performance management cycle. This will include:

- details of the employee's objectives for the new performance management cycle;
- details of the standards/accountabilities to apply in the new performance management cycle;
- an assessment of the employee's current training and development needs and identification of any action that should be taken to address them in the new performance management cycle;

5.3.4 The assessment of performance against the inquiry question and standards will inform the planning process and training and development needs for the next performance management cycle.

5.3.5 All staff and reviewers are encouraged to also use performance management meetings to discuss other matters pertinent to their employment.

5.3.6 With the exception of the Headteacher pay recommendation, all pay recommendations arising out of the performance management process must be approved by the Governing Body following consultations with the Headteacher, before being shared with the individual member of staff to whom the recommendation relates. The Headteacher's Performance Committee must also refer their recommendation to the governors' pay committee.

5.3.7 Pay progression for all staff will be as set out in the school's Pay policy.

5.4 Moderation of Performance Management Statements

5.4.1 The Headteacher will take responsibility, where the reviewer role has been delegated, for moderating a sample of performance management statements to ensure consistency and equality of treatment.

Appendix

Part A: Relevant professional standards

For teaching staff:

https://www.rgs.org/NR/rdonlyres/13C47A9B-633C-436F-8617-668966AEAEB7/0/CGT_Online_TDA_standards2007.pdf

Headteacher standards:

<https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers>

Part B: Achieved expected standards means:

Members of leadership team

- consistently demonstrates expected performance for their leadership role and career stage
- Where there is a teaching commitment, confidently demonstrates sound teaching skills, knowledge and practice and quality of teaching is consistently good or outstanding
- Has met performance management objectives to an appropriate and acceptable level
- Demonstrates consistent good performance

- Consistently meets the requirements of the relevant standards in a manner appropriate for their leadership role and career stage
- In early stage of leadership role, may seek professional support and guidance to further development
- Acts as a role model, offering professional guidance and cascading best practice within the school.

Classroom teachers (including classroom teachers holding or applying for a TLR position):

- Consistently demonstrates expected performance for teachers of their career stage and role
- Confidently demonstrates sound teaching skills, knowledge and practice
- Has met all performance management objectives to an appropriate and acceptable level.
- Demonstrates consistent good performance
- Consistently meets the requirements of all teaching / UPR standards in a manner appropriate for their career stage and role
- May seek professional support and guidance to guide further development and in strong areas can offer guidance and cascade best practice to others
- Quality of teaching is consistently good or outstanding and as a result students make at least good progress.

Support staff

- Consistently met the majority of targets/standards – in some areas, accomplishments may have exceeded expectations whereas in others, they may occasionally have fallen slightly short; however, the overall performance is acceptable for accomplishing targets/standards
- The job was delivered and the requirements of the role met
- Behaviour and the way the role has been performed has met expectations e.g.
 - ✓ Good customer service
 - ✓ Contributing to the team and supporting others in their role
 - ✓ Positive attitude to achieving the targets
 - ✓ Engaging in opportunities to learn and develop
 - ✓ Establishing positive working relationships with all colleagues