



Performance Management Policy

Performance Management Teaching Staff

Parkside Community College are committed to develop all staff through a performance management process which contributes to the overall performance of the school and the improvement of educational standards for pupils. This policy covers all Teaching staff employed at Parkside Community College School.

1. Rationale

Performance Management means shared commitment to high performance. It helps focus attention on more effective teaching and to benefit pupils, teachers and our education, management and support services. It means providing appropriate and effective professional training and development to ensure job satisfaction, a high level of expertise and progression of staff in their chosen profession.

We want to improve performance by developing the effectiveness of teachers both as individuals and teams. The evidence is that standards rise when individual teachers are clear about what they expect pupils to achieve. That is why performance management is important.

We will implement our performance management process of teachers on the basis of:

- a) Fairness – have an awareness of the potential for unconscious discrimination and to avoid assumptions about individuals based on stereotypes; and
- b) Equal Opportunity – All teachers should be encouraged and supported to achieve their potential through agreeing objectives, undertaking development and having their performance assessed.

2. Roles

Performance management involves both the manager and the Teacher working together to ensure that objectives are discussed and agreed; regular and objective feedback is given; adequate coaching, training and development is provided and that the performance review takes place. Regulations place the School under a duty to ensure that performance of teacher's is regularly reviewed.

3. Responsibility for Reviews

The Headteacher's performance review will be carried out by Chair of Governors and/or other members of the Governing body.

Teachers reviews will normally be carried out by the Teacher's Manager although where appropriate they may delegate teaching observation to another person with suitable experience.



4. Timing of Reviews

Objectives for Headteachers must be agreed or set by December and then for all other teachers by the end of February. The timetable for the performance management cycle is shown below:-

- (a) Objectives set in the Autumn term (Headteachers) Spring Term (Other Teachers)
- (b) Monitor and Feedback – This will be carried out throughout the year and will involve at least one teaching observation.
- (c) Formal Reviews – Autumn term (Headteachers) Spring Term (Other Teachers). A wide range of measures will be taken into consideration i.e. Key Stage National Results, GCSE results and other outcomes of pupil progress. New objectives will be set and future professional development will be discussed. A new individual plan will be completed for each teacher.

5. Performance Management Cycle

Performance Management is set in the context of all plans relating to development for the school, national and local initiatives on improving teachers and any recent OFSTED report.

Performance Management is an ongoing cycle, not an event, involving three stages of planning, monitoring performance and reviewing performance. The end of year review and stage one may occur at the same time.

Stage 1 Planning

Each teacher will discuss and agree objectives with their Manager/Headteacher and record these in an individual plan. Objectives should be challenging but realistic and take account of recent OFSTED reports, the Local Education Authority Education Development Plan, the School Development Plan, Departmental Objectives and Job Description. Existing skills and knowledge must also be taken into account.

Normally between 3 and 6 objectives will be set. Agreeing objectives does not mean itemising every activity but picking out key expectations and yardsticks. The range of objectives should match the nature of the job, including leadership or management areas as appropriate. Where someone has a wide range of managerial duties or special needs responsibilities, objectives might focus on specific areas of this work.

Objectives may be revised at any time during the performance management cycle if there is agreement between the Manager/Headteacher and teacher. Where this takes place all reference to objectives in this policy shall be read as reference to the revised objectives.

Teacher objectives will cover pupil progress as well as developing and improving teachers' professional practise.



Headteachers' objectives will cover leadership and management as well as pupil progress.

Where a teacher or headteacher does not have sufficient direct contact with a pupil or group of pupils to enable a direct measure of progress the pupil progress objective may be replaced by an objective relating to contribution to pupil progress.

The following principals will be followed when discussing objectives:-

- The Manager/Headteacher will ensure that the teacher understands what their objectives involve, is in a position to achieve them, knows what they need to do to achieve them and understands when and how they will be reviewed.
- Objectives are clear, concise and measurable.
- Objectives focus on matters over which the teacher has direct influence or control and take fully into account the wider socio-economic, cultural and other external influence on pupils.
- Objectives for each teacher should relate to the objectives in the authority's Education Development and Support Plan, which will inform any departmental or team plans and (where applicable) the school or unit's development plan; and
- The teacher's own professional development needs.

The Manager/Headteacher should record the objectives which will apply for the review period. These should be jointly agreed if possible. If there are any differences of opinion about the objectives the teacher may add comments to the written record of objectives. Where objectives are revised the written record shall be amended to show the revision and all reference to objectives shall be read as references to the revised objectives.

Professional development opportunities are needed to support agreed objectives to develop strengths and address areas for development or professional growth. The development page of the individual plan will be used to record action.

Stage 2 Monitoring Progress

The teacher and their Manager/Headteacher will keep progress under active review throughout the year using observation and/or other relevant information. They will discuss any supportive action needed and keep development plans up to date. Provision has been made to enable a person, other than the Manager/Headteacher to undertake observation where appropriate.

The Manager/Headteacher should consult the teacher before seeking to obtain information, written or oral, relevant to the teacher's performance from any person other than a person who has been specifically designated to undertake teaching observation.

Teaching observation is accepted good practise with a minimum of one observation each year required by Regulation.

It is not a requirement to observe headteachers or teachers who have no teaching responsibilities.



In planning observation the following principles will be followed:

- Successful observation requires preparation and training and a clear understanding of the teacher and observer of its purpose;
- The nature of the observation will depend on its purpose
- It is important that the observer ensures that the lesson proceeds in as normal an atmosphere as possible;
- Full, constructive and timely feedback will offer an opportunity to discuss what went well and what might have been done better or differently next time. When giving feedback, the observer should take into account the range of activities carried out by the teacher and the time spent on each activity.

Copies should be kept by the teacher and manager.

Stage 3 Reviewing Performance

The annual review of performance will use the recorded objectives as a focus to discuss his/her achievements and identify any development needs. It will be combined with agreeing objectives for the following performance management cycle.

The focus of the review is on how to improve their working practises and raise effectiveness. It will involve:

- Reviewing, discussing and confirming the teacher's essential tasks and objectives;
- Recognising strengths and achievements and taking account of factors outside the individual's control;
- Confirming actions agreed at other reviews;
- Identifying areas for development and how these will be met;
- Recognising development needs; and
- Agreeing clear objectives and completing an individual plan for the year ahead.

The Manager/Headteacher should evaluate the teacher's overall performance, including an assessment of the extent to which objectives have been met. It should take into account the stage the teacher is at in his or her career e.g. teacher with two to three years service, advanced skills teacher, senior manager.

Within 10 days of the review meeting the Manager/Headteacher will prepare a written review statement recording the main points made at the review and the conclusions reached, including any identified development needs and activities, recorded appropriately and attached to the review statement. Once written the Manager/Headteacher will give the individual a copy of the statement. Within 10 days of receiving the statement they may add comments to it in writing.

Completing the notes quickly will ensure that the facts of the review are still fresh in the Manager/Headteacher's memory.



6. Links between pay, career stages and performance management.

The final review meeting of the induction period can be used to agree objectives and professional development opportunities as the first stage of the teacher's subsequent performance management cycle.

Information from the performance review statement can be used to inform aspects of the pay structure for teachers employed under the terms and conditions of the School Teachers' Pay and Conditions Document;

- Up to the Threshold – teachers can expect an annual increment if they are performing satisfactorily. Double increments for exceptional performance would need to be justified by review outcomes.
- Threshold – evidence from reviews will be used to inform applications by teachers and assessment by Heads or Managers.
- Performance Pay Points above the threshold, Advanced Skills Teachers and teachers in the Leadership group – performance reviews will form part of the evidence which can be used to make decisions about awarding performance pay points to eligible teachers.

7. Managing Weak Performance

Good management, with clear expectations and appropriate support, will go a long way towards identifying and handling weaknesses in performance.

The review meeting and review statement do not form any part of any formal disciplinary or capability procedures. However, relevant information from review statements may be taken into account by those who have access to them in making decisions and in advising those responsible for taking decisions or making recommendations about performance, pay, promotion, dismissal or disciplinary matters.

8. Confidentiality

The individual plan and review statement are personal and confidential documents and should be kept in a secure place. The principles and provisions of the Data Protection Act 1998 should be followed at all times by those who have access to the documents.

Copies of these documents will be placed on the individual's personal file.

9. Access to Outcomes

There will be two copies of the teacher's review statement – one held by the Headteacher or teacher and the other held on the personnel file. The manager or officers responsible for making decisions regarding pay can request access to this document.

10. Review

Within 10 working days of receiving the review statement:

Headteachers and Teachers can record their dissatisfaction with aspects of the review on the review statement. Where these cannot be resolved with the Manager/Headteacher they can



raise their concerns with the Headteacher or Chair of Governors if the review was carried out by the Headteacher.

The complaint will be investigated fully and will take account of the jobholder's comments. The Review Officer should conduct a review within 10 working days of referral. He/She may decide that the review statement should remain unchanged or may add their own observations. The Review Officer may decide with the agreement of the person responsible for carrying out the initial review to amend the review statement; or declare the review statement is void and order a new review or part of the review to be repeated. Any new review or part review ordered should be conducted within a further 15 working days.

11. Evaluation of the Policy

The Headteacher will provide an annual report to Governors on how effective the performance management procedures have been in supporting the school development plan and progress of pupils.

This process will be evaluated and updated from time to time by the Headteacher and Governors to meet the needs of the school.

Approved Wednesday 8 December 2004. Review due December 2007