

E-ACT POLICY

PARKWOOD ACADEMY

PERFORMANCE MANAGEMENT

Date agreed by Governors	
Date of review	
Responsible officer	Principal / Business Director

In accordance with the statutory requirements laid down in The Revised Performance Management (PM) regulations (S.I. no. 2661 2006) for teachers laid before Parliament on October 9th 2006 and the Revised Professional Standards, 2006 and Threshold Application route 2009

1. Introduction

At Parkwood we are committed to performance management to support the development of all staff in order to improve teaching and learning and to raise standards of achievement and attainment for all students, and to enable all at Parkwood to enjoy learning

This policy **applies to all teachers employed by the Academy except teachers on short fixed term contracts of less than one term, those undergoing induction ie NQTs and those teachers who are subject of capability procedures.** It sets a framework for all staff to agree and review priorities and objectives within the context of the Academy's RAP and their own professional needs.

2. Rationale

Performance Management means a shared commitment to high performance. We want to improve performance by developing the effectiveness of teachers both as individuals and as teams. The evidence is that standards rise when all staff are clear about the role they play in raising attainment and turning the vision for the Academy into reality.

We will implement our performance management policy within the context of

- Commitment to driving up standards
- Fairness. We all need to be aware of the potential for unconscious discrimination and to avoid assumptions about individuals based on stereotypes;
- Equal Opportunity. All teachers should be encouraged and supported to achieve their potential through agreeing objectives, undertaking development and having their performance assessed.
- Commitment to learning

3. Roles

Performance management is a shared responsibility. The Governing Body has a strategic role in agreeing the Academy's performance management policy, ensuring that performance of teachers at the Academy is regularly reviewed, for monitoring the performance management process and for conducting the performance management process of the Principal. The Principal is responsible for implementing the Academy's performance management policy and ensuring that performance management reviews take place. S/he is also responsible, or can delegate the responsibility, for ensuring that Objectives set by reviewers are: linked to the AIP/RAP, aspirational and commensurate with the reviewee's level of experience and roles of responsibility. Objectives can be amended by the Principal or member of SLT with delegated responsibility.

Performance management involves both the Reviewer (teamleader) and the reviewee (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. This process is at heart a professional dialogue and both parties should be ready to engage fully in the process.

4. 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 Academy Reviewers (team leaders) have been selected on the basis of their responsibilities for teaching and learning in the Academy and a judgement on who has the best overview of the teacher's work and the ability to provide support to staff. Good practice shows that team leaders should not have more than 6 reviewees. In Parkwood Academy it has been decided that the number of reviewees, except for the Principal will be limited to four for any reviewer.

Where a teacher has more than one line manager the Principal will determine which line manager will be the 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 the professional reasons, s/he may submit a written request to the Principal for the 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/ herself 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.

A copy of performance management teams can be found at Annex A or obtained from the Vice Principal

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 and quality assurance the Principal has determined that s/he will delegate the reviewer role for some or all teachers for whom s/he is not the line manager.

In these circumstances the Principal will moderate a sample of planning statements to check that the plans recorded in the statements of teachers at the Academy:-

- are consistent between those who have similar experience and similar levels of responsibility;
- comply with the Academy's performance management policy, the regulations and the requirements of equality legislation

The Governing Body 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 Academy's improvement priorities and complies with the Academy's performance management policy and the Regulations.

The Governing Body will review the quality assurance processes when the performance policy is reviewed.

5. Timing of Reviews

The performance of teachers must be reviewed on an annual basis. Performance planning and reviews must be completed for all teachers by 31st October and for the Principal by 31st December.

In order to inform the PM process it is anticipated that all teaching staff will complete a self evaluative audit on their own professional capabilities. This reflective exercise, done using the Bluesky CPD tools will provide reviewees with a precise view of their professional strengths and areas for development. This information will ensure that the PM meeting is thus based on considered, reflective and informed judgments. To enable all teaching staff the opportunity to complete this self audit, time will be built into the meeting structures.

Performance management is an ongoing cycle, not an event. It involves four stages:

- **Pre-planning preparation:** The reviewer should ensure that s/he has all the relevant contextual documentation available for the meeting including the professional standards, AIP, DIP and the reviewee’s job description. The reviewee must have completed an assessment of how far they have met their objectives*, have evidence of any training or CPD** that s/he has been involved in and have details of the performance of all groups taught by the reviewee.

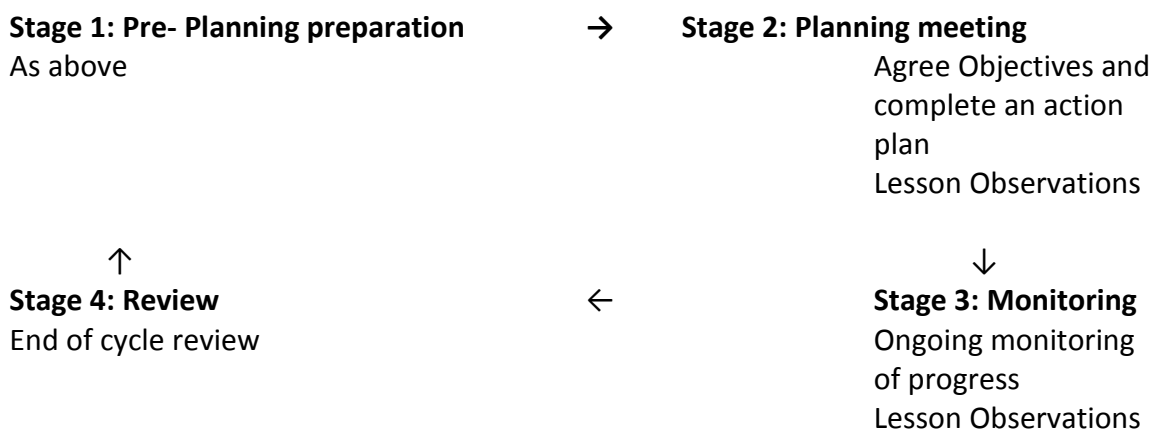
*Completion of assessment on Objectives needs to be done using the Bluesky portal. Once logged on, teachers go to the home page and then the Portfolio Tab, from there they click onto an objective and then “Complete my objective record.”

*Then teachers must decide if they have completed, partially met or not completed their objective. Teachers are advised to write an impact statement and to add evidence to support their decision.

** Training and CPD can also be added to the Teachers Blue sky site

- **Planning:** Reviewers discuss and record priorities and Objectives with each of the reviewees in their team. They discuss how progress will be monitored.
- **Monitoring:** The reviewee and reviewer keep progress under review throughout the cycle, taking any supportive action needed.
- **Review:** The reviewee and the reviewer identify achievements over the year and evaluate the reviewee’s overall performance taking account of progress against objective set

Pre PM Process: Staff complete self evaluation audit



The arrangements for the performance management cycle link with those for Academy improvement, Academy self evaluation and departmental improvement schedules. An individual’s objectives should be based upon the targets in the departmental and Academy improvement plans as well as considering the reviewees own professional developmental needs and aspirations

The Performance Management Process at Parkwood

The RAP is in place by July each year as are Learning Areas Improvement plans. These will help inform the performance management process at Parkwood.

Stage 1 and Stage 4

At the beginning of the Autumn Term reviewees prepare for their review (Stage 4) and target setting/planning meeting by completing a review of progress towards achieving Objectives (using Bluesky, and explained above)

Reviewers prepare for the planning meeting by collating all relevant documentation.

- **Reviewing Performance**

The annual review of the reviewee's performance will use the reviewee's evaluation of completion towards professional objectives from the last cycle to discuss his/her achievements and identify any developmental needs. Outcomes of the planning meeting in the autumn term should serve as the agenda for the assessment of performance.

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

- Reviewing Objectives and examining evidence to see how far the Objectives have been met; (This information should be stored on Bluesky)
- Recognising strengths and achievements;
- Identifying areas for development and how these can be met; and
- Recognising CPD needs.

The reviewer should evaluate the reviewee's overall performance, including an assessment of the extent to which the objectives have been met, and the teacher's contribution to the life of the Academy during the review period. The process may also be informed by the rich evidence of the reviewee's wider contribution to the Academy, other evidence and management systems used in the Academy and the reviewee's own self audit. It should take account of the stage the teacher is at in his/her career. In the case of aspirational Objectives, it should not be seen as failure if the target has not been fully met. Progress towards achieving the target must be recorded and the target may be carried through to the next cycle.

Although it is the responsibility of the reviewer to collect evidence to support the progress or lack of progress towards achieving the Objectives, reviewees are encouraged to present any relevant information particularly in the form of a professional portfolio.

Within **five** Academy days of the planning and review meeting, the Reviewer will prepare an overview statement recording the main points made at the review and the conclusions reached on the previous years performance, , including any identified development needs and activities. The reviewee's training and development needs must be considered in the setting of future objectives

This draft should then be agreed by the reviewee who is able to respond to the review statement before it is finalised.

Within **ten** days of the meeting the reviewer should produce a final version accepted by both parties. Any CPD needs should be identified on the CPD tab on Bluesky and then passed to the person responsible for planning and training and development of all teaching staff in Academy. The statement should be completed by 31st October (31st December for the Principal)

All review statements and objectives are stored centrally via the Blue Sky education portal. Reviewees can access their own information, reviewers that of the staff they manage and the Principal and VP responsible for PM, can access all colleagues in the Academy. A copy of the Principal's review statement should go to the Chair of Governors.

On the basis of the totality of performance and through careful consideration of the standards to which teaching staff are working towards, the reviewer will record a recommendation regarding pay progression. Recommendations regarding pay progression need to be addressed to the Principal within ten days of the review

Stage 2

- **Planning and Setting Objectives**

Objectives must be discussed, agreed and recorded on an individual plan They should be aspirational and take account of the reviewee's role description and their existing skill and knowledge base. **The reviewer and reviewee will seek to agree the objectives but where a joint determination cannot be made the reviewer will make the determination.**

Objectives may be readjusted by the reviewer if the Principal instructs this in line with the Academy's improvement priorities including any relevant whole Academy or team shared objectives specified in the SIP

Where the Principal, or delegated member of SLT, feels that a reviewee's objectives are insufficiently taxing or would lead to unfair outcomes between teachers with the same roles and responsibilities, he or the delegated person, should intervene at the outset and insist that the objectives are revised to ensure consistency and equity across the board. The revision must be made within ten days of receipt of the objectives.

At least three objectives linked to the Academy and departmental development plans must be set. It is vital that the objectives set are SMART objectives

Specific **M** measurable **A** aspirational **R** realistic **T** time –related

Target Setting (to be done on Blue sky/ Professional Objectives Tab)

Objectives should be rigorous, challenging but achievable, time bound, fair and aspirational.

Of the three objectives set, at least one target should be linked to student progress. Such objectives must be set in line with Academy and departmental targets for achievement, informed by forensic analysis of data and be quantifiable.

Where an individual has a management or leadership role in Academy one target should be linked to taking this role forward in the pursuit of raising attainment. EG the LL for Maths must be responsible for the performance of the whole cohort of students in Maths.

Examples of objectives can be seen at the end of this document

The reviewer should ensure that the reviewee understands what his or her 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 must be linked to improving standards, attainment and outcomes within the Academy.

The reviewer 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 reviewee may add comments to the written record of Objectives.

If professional development opportunities are needed to support agreed Objectives, to develop strengths and address areas for development or professional growth these will be identified on the necessary sites on Blue sky Education

The planning meeting should determine and consider:

- The individual's Objectives/ objectives
- The success criteria for each target/ objective
- Classroom observation arrangements – how many (less than 3), duration of visits, focus of observation
- Any other evidence which will be taken into account for assessing the teacher's overall performance for example the contents of a professional portfolio
- The support to be provided
- How totality of performance will be assessed
- What CPD might help him/her to develop further his/her aspirations and how the activity will impact on teaching and learning in the Academy.

Once the team reviewer has completed the planning stage with all members of his/her team, s/he must complete the record of actions to be completed by the team.

Examples of CPD opportunities other than external courses are below.

Stage 3

Throughout the year the team reviewer and the teacher may meet at any stage to discuss progress. If a lesson observation is required, the purpose and focus of the observation should be discussed and must be agreed beforehand. There must be a minimum of 1 hour observation and no more than three formal observations, unless there are concerns over the teacher's performance. The observation does not have to be conducted by the team leader. Where the observation is conducted by someone other than the team leader, it is the team leader's responsibility to ensure that the evidence is collected.

Peer observation and observation carried out for coaching and mentoring for example where teachers work together voluntarily to improve and develop their practice are in addition to performance management observations Additional observations may also be conducted by the LEA or by OFSTED as part of the Academy inspection process. All observations must follow the guidelines below.

Lesson Observation

Principles

- Lesson observation must focus on student learning.
- The focus must be on the students
- There must be a clear understanding of what success looks like with a focus on learning, teaching and progress.
- Must take teaching and learning forward.
- It should be a positive experience for all involved through high quality feedback.

Process

- There should be a pre-observation meeting in which the lesson plan is given to the observer and the success criteria is shared with the observer
- The focus for the observation should reflect the teacher's performance management Objectives and will help in collecting evidence for the review at the end of the performance management cycle.
- The observer should arrive at the lesson promptly and stay, unless otherwise agreed, for the full lesson.
- The observation must be recorded on the Academy's observation proforma
- Oral feedback should be provided within 24 hours.
- Written feedback should be given within five days of the observation
- There must be a post-observation meeting to discuss the observation

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.

Outcome

- A copy of the observation form should be given to the teacher, and a copy sent electronically to the Vice Principal. A copy should also be attached to the Blue sky education site
- If the observation is carried out by someone other than the team leader, a copy must be given to the team leader.
- A lesson observation database will monitor who has been observed and will help to build up a composite overview of the strengths of the teaching staff within the school.

6. Links between pay, career stages and performance management

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 the recommendation is made by the reviewer

Recommendations on pay progression by the reviewer should be passed on unaltered by the Principal to the governing body, who will be responsible for discretionary pay progression decisions. All reviewers must use the professional standards for teachers and must be able to demonstrate that teachers they recommend to progress on the pay scale can clearly meet the professional standards for teaching staff. Reviewers will be responsible for making the decision whether reviewees meet the standards required to progress and must be prepared to be able to support their recommendations. However unless a teacher is involved in a process it is unlikely that a pay progression will not be recommended.

NQTs

The final review meeting for NQTs will be used to agree Objectives and professional development opportunities as the first stage in the teacher's subsequent performance management cycle.

Teachers below threshold

Information from the performance review statement will be used by Governors to inform decisions regarding pay.

Teachers can expect an annual increment if they are performing satisfactorily or better.

Threshold

Teachers who are eligible for Threshold must register their interest and wish to be considered for threshold assessment. There is a form attached to the PM policy that allows teaching staff that are eligible to do this.

The Principal remains responsible for assessing the evidence provided by a teacher to ascertain whether the evidence clearly demonstrates that the teacher has worked at the level indicated by the post threshold standards for a sustained period immediately before requesting assessment. Although some fluctuations in performance are to be expected, the principal will be seeking to determine whether the evidence is representative of the teacher's overall performance against the post-threshold standards.

Performance management reviewers play an important role in the two years prior to the teacher submitting a request for assessment by working with and agreeing a reviewee's development needs, agreeing appropriate evidence to be collected (through objectives, classroom observations and other evidence) in line with their aspirations, and assessing whether or not a reviewee has made good progress towards meeting his/her objectives. However it is the Principal who assesses and determines whether the standards for post threshold are met.

Evidence from reviews will be required to support recommendations that teachers progress on either the main pay scale or through UPS

7. Training

Reviewers will need to be properly trained to assume and discharge such responsibilities and their job descriptions need to reflect this. QTS standards and the standards for UPS colleagues can be found on the Blue sky education site. All reviewers will need to be familiar with these standards.

8. Managing Weak Performance

Good management with clear expectations and appropriate support will go a long way towards identifying and handling weaknesses in performance before there is a need to address this formally through capability proceedings.

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 capability pay, promotion, dismissal or disciplinary matters.

9. Confidentiality

Review statements and objectives can only be accessed by either the reviewee, their reviewer or the Vice Principal/ Principal .

10. Access to outcomes

There will be two copies of the review statement – one held by the teacher and another held by the Vice Principal on a central file, to which the team leader or Governors responsible for making decisions regarding pay could request access.

The training and development needs from the review can be accessed by to the Vice Principal responsible for CPD

11. Retention of Statements

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

12. Monitoring and Evaluation

The Principal will report annually to the Governing Body in the Spring term, on the **operation of** performance management in the Academy, the effectiveness of performance management procedures in the Academy and the training and development needs of the Academy. **The Report will not contain any information which would enable an individual to be identified**

13. Complaints/ Appeals

At specified points in the performance management process teachers and Principals have a right of appeal against any of the entries in their planning and review statements

This section explains the procedures for complaining about reviews and sets out the minimum statutory requirements.

The Review

Within 10 days of receiving the review statement:

Teachers can record their dissatisfaction with aspects of the review on the review statement. Where these cannot be resolved with the team leader, they can raise their concerns with the Principal. Where the Principal is the team leader, the teacher can raise the issue with the Chair of Governors.

The review officer (who could be the Principal, the Chair of Governors or a governor appointed by the governing body) will investigate the complaint and take account of comments made by the job holder. The review officer should conduct a review of the complaint within 10 working days of referral. S/he may decide that the review statement should remain unchanged or may add any observations of his/her own. The review officer may decide, with the agreement of the person responsible for carrying out the initial review, or in the Principal's case all the appointed governors, to amend the review statement, or declare that the review statement is void and order a new review or part of the review to be repeated. Where a new review is ordered new governors will be appointed to carry out the review of the Principal.

For teachers, the Principal will appoint a new team leader. Any new review or part review ordered should be conducted within a further 15 days.

14. Evaluation of the policy

As an Academy committed to ensuring that individual teachers, teams and the Academy continues to improve, the governing body and the Principal will check that effective and challenging Objectives are set, that all reviews are completed on time and the assessment of performance is consistently applied in the Academy. We will evaluate the effectiveness of the policy in helping to improve standards of teaching and learning.

As part of our ongoing commitment the governing body and the Principal will update and amend the documentation and the process as required, after consultation with all staff, to incorporate any major changes introduced either by the DfES or the Academy to ensure that the policy is up-to-date and effective in our Academy.

Copies of all Standard Documents, which we use such as the self review and classroom observation form, can be found attached in the annexes and will be available on the staff resources.

Threshold Eligibility Forms

Expression of Interest

Part 1: Teacher Details

To be completed by the teacher

Personal details

Surname

First name(s)

Previous surname (if applicable)

DCSF or Welsh Office teacher reference number
(this must be seven digits including zeros)

<input type="text"/>	<input type="text"/>	/	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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Please give details if you are submitting a PM statement from another school

Name and address of school/LA	Date(s) of employment	Name of headteacher/ service manager

Declaration by teacher

I confirm that at the date of this request I meet the eligibility criteria and I submit performance management reviews covering the two year period prior to this request for assessment against the post threshold standards in Round 10.

Signed

Date

Part 2: Actions for the Headteacher

Check that the teacher is eligible to be assessed.

Before assessing whether the teacher meets the post-threshold standards you must first be satisfied, on the basis of the evidence contained in the performance reviews, that the teacher meets the core standards. If the core standards are not met, you must not proceed with the post-threshold assessment, and must write to the teacher setting out the rationale for the judgement. **(Please refer to the 'Threshold Assessment, Round 10: Guidance')**

If the core standards are met you then go on to assess whether the teacher meets the post-threshold standards.

Make an overall judgement on whether the post-threshold standards are met/not yet met

Complete the Principals statement (see page 4).

Sign, date and copy the form.

Promptly inform the governing body of this decision, or the LA in the case of an unattached teacher, and refer to the 'Threshold Assessment, Round 10: Guidance' for information about informing the teacher, and notifying the appropriate body that deals with payroll matters for the school.

Inform the teacher of the outcome within 20 working days of informing the governing body/LA service of this decision.

Notify the teacher in writing of the outcome of the post-threshold assessment where the standards have *not yet been met* and a copy of page 4 supplied for their information.

Where the standards *have been met*, provide the teacher with oral feedback.

Please read the 'Threshold Assessment 2009/10, Round 10: Guidance' before assessing and completing the headteacher sections of this form. This may be downloaded from the following site:
www.teachernet.gov.uk/threshold

To be completed by headteacher where either the core standard or the post-threshold standards are not met

Name of teacher

School/

Please record your overall judgements below. [please delete as appropriate]

Core standards: met/not met:

To be successful, the teacher must meet the core standards as well as each of the post-threshold standards. Assessment against post threshold standards may not proceed where the teacher does not meet core standards. You should provide a detailed explanation below why the standards have not been met.

Post-threshold Standards: met/not yet met

Please provide a detailed explanation why, in your judgement, the core standards have not been met or all the post threshold standards have not yet been met throughout the relevant period.

Please indicate any further areas of professional development for the teacher.

Signature

Please paste in electronic/scanned signature above if submitting the application form electronically.

Print name

School name

Date

NB This page should be passed back to the teacher where either core or post-threshold standards have not yet been met.

Post-Threshold Standards

Professional Attributes

Frameworks

- P1 Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

Professional Knowledge and Understanding

Teaching and learning

- P2 Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.

Assessment and monitoring

- P3 Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.
- P4 Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.

Subjects and Curriculum

- P5 Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.

Health and well-being

- P6 Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.

Professional Skills

Planning

- P7 Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.

Teaching

- P8 Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.

Team working and collaboration

- P9 Promote collaboration and work effectively as a team member.
- P10 Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

Request for Post-Threshold Assessment Round 10

Date dd/MM/yyyy

Dear (insert teacher's name)

I acknowledge receipt of your request for assessment against the post-threshold standards and confirm that I have received all the associated documents to enable the process to be completed.

You will be informed about the outcome of the assessment and where required provided with written feedback.

Signed

Principal