

CONTENTS

Introduction

Rationale

Adoption and Application of the Policy

Purpose

Links to Academy Self-Evaluation, Improvement and Development Planning

Consistency of Treatment and Fairness

Reviewing Progress

Appeals

Confidentiality

Training and Support

Appointment of Reviewers

The Performance Management Cycle

Links between Pay, Career Stages and Performance Management

Retention of Statements

Monitoring and Evaluation

Review of the Policy

Access to Documentation

Classroom Observation Protocol

Planning and Review Statement Documentation

Annexe 1 - Classroom Observation Protocol

Annexe 2 - Model Planning and Review Statement

Author:	Version:	Date Approved:	Page 1 of 26
G. Lloyd	1	03/04/08	

INTRODUCTION

This performance management policy has been adapted from the model policy prepared by the Rewards and Incentives Group (RIG) and recommended for use by schools to support the implementation of the revised performance management arrangements set out in The Education (School Teacher Performance Management) (England) Regulations 2006.

This policy sets out some of the key points for our Academy but does not duplicate everything that is covered by the regulations and guidance. For this reason the policy should be read in conjunction with the regulations and the guidance.

All teachers should be briefed on our performance management arrangements.

Regulation 7(9) requires that each governing body shall establish a written policy that shall:

- (a) state what results the policy is intended to achieve and how these will be measured;
- (b) show how the school's arrangements for school teacher performance management link with those for school improvement, school self-evaluation and school development planning;
- (c) show how the school will seek to achieve consistency of treatment and fairness between those teachers with similar experience or levels of responsibility;
- (d) set out the timing of the cycle;
- (e) include a classroom observation protocol;
- (f) provide performance management training to be made available as the need arises;
- (g) state the arrangements for monitoring and evaluating the policy: and
- (h) specify any ancillary or supplementary procedures necessary for the operation of the performance management of teachers at the school in accordance with these Regulations.

It may also set out the procedures for moderation.

The regulations require that the governing body shall ensure that the performance of teachers and the Executive Director is managed and reviewed in accordance with the regulations and the performance management policy. Before establishing or revising the performance management policy the governing body shall seek to agree the policy with the recognised trade unions, having regard to the results of any consultation with teachers.

Author:	Version:	Date Approved:	Page 2 of 26
G. Lloyd	1	03/04/08	

PERFORMANCE MANAGEMENT POLICY

As the Academy is required to demonstrate the link between performance management, improvement and its development plan it is good practice to consult all teachers on the Academy development plan and the self-evaluation process.

This performance management policy applies only to teachers. There are no national performance management regulations that apply to support staff and there is no national agreement on performance management with support staff unions.

Author:	Version:	Date Approved:	Page 3 of 26
G. Lloyd	1	03/04/08	

RATIONALE

New Charter Academy believes that performance management is an effective way of developing staff, improving teaching, contributing to school improvement and raising standards for all children. This Performance Management Policy defines the way in which performance management for teachers employed at the New Charter Academy should be carried out.

Effective performance management involves a shared commitment to high performance.

Performance management helps to focus attention on effective teaching, learning, monitoring and evaluation to raise the quality of teaching to the benefit of pupils, teachers and the education service. It means providing appropriate and effective professional training, support and development to ensure job satisfaction, a high level of expertise and progression of staff in their chosen profession.

Unless otherwise stated the definition of terms are as those given in the Education (School Teacher Performance Management) Regulations 2006 and the current edition of the School Teachers' Pay and Conditions Document.

Note: In this policy text in **bold** is required by regulation.

Author:	Version:	Date Approved:	Page 4 of 26
G. Lloyd	1	03/04/08	

ADOPTION AND APPLICATION OF THE POLICY

The governing body of the New Charter Academy adopted this policy for the performance management of teachers on 3rd April 2008

The policy applies to all teachers employed by the Academy except for teachers on contracts of less than one term, those undergoing NQT induction and those who are the subject of capability procedures.

Author:	Version:	Date Approved:	Page 5 of 26
G. Lloyd	1	03/04/08	

PURPOSE

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers **and for supporting their development needs within the context of the New Charter Academy's improvement plan and their own professional needs. Where teachers are eligible for pay progression, the assessment of performance throughout the relevant cycle(s) against the performance criteria specified in the relevant statement(s) will be the basis on which the recommendation is made by the reviewer.**

This policy should be read in conjunction with the Academy's pay policy, which provides details of the arrangements relating to teacher's pay in accordance with the School Teachers' Pay and Conditions Document.

Author:	Version:	Date Approved:	Page 6 of 26
G. Lloyd	1	03/04/08	

LINKS TO SELF EVALUATION AND IMPROVEMENT/BUSINESS PLANNING

To comply with the requirement to show how **the arrangements for performance management link with those for improvement, self-evaluation and academy development planning** and to minimise workload and bureaucracy the performance management process will be a source of information, as appropriate, for academy self-evaluation and the wider academy improvement process.

Similarly, the academy development plan and the Self-Evaluation Form (SEF) are key documents for the performance management process.

All reviewers are expected to explore the alignment of reviewees' objectives with the school's priorities and plans. The objectives should also reflect reviewees' professional aspirations.

Author:	Version:	Date Approved:	Page 7 of 26
G. Lloyd	1	03/04/08	

CONSISTENCY OF TREATMENT AND FAIRNESS

The Governing Body of New Charter Academy 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, quality assurance and objective setting.

Quality assurance

The Executive Director will **delegate the reviewer role for some or all teachers for whom he is not the line manager. In these circumstances the Executive Director will moderate either all or a sample of the 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 this performance management policy, the regulations and the requirements of equality legislation**

The performance review of the Executive Director will be supported by either a School Improvement Partner (SIP) or external adviser acting in the equivalent role.

The governing body will review the quality assurance processes when the performance management policy is reviewed.

Objective Setting

The objectives set will be rigorous, challenging, achievable, time-bound, fair and equitable in relation to teachers with similar roles/responsibilities and experience, **and will have regard to what can reasonably be expected of any teacher in that position given the desirability of the reviewee being able to achieve a satisfactory balance between the time required to discharge his/her professional duties and the time required to pursue his/her personal interests outside work. They shall also take account of the teacher's professional aspirations and any relevant pay progression criteria. They should be such that, if they are achieved, they will contribute to improving the progress of pupils.**

The reviewer and reviewee will seek to agree the objectives but **where a joint determination cannot be made the reviewer will make the determination.**

In the New Charter Academy:

- All teachers, including the Executive Directorate, will usually have three, and not more than four, objectives.
- Teachers, including the Executive Directorate, will not necessarily all have the same number of objectives.
- All teachers, including the Executive Directorate, may have a whole school objective.
- All teachers, including the Executive Directorate, may have a team objective, as appropriate.

Author:	Version:	Date Approved:	Page 8 of 26
G. Lloyd	1	03/04/08	

- All teachers, including the Executive Directorate, will have a work-life balance objective.

Though performance management is an assessment of overall performance of teachers and the Executive Directorate objectives cannot cover the full range of a teacher's roles/responsibilities. Objectives will, therefore, focus on the priorities for an individual for the cycle. At the review stage it will be assumed that those aspects of a teacher's roles/responsibilities not covered by the objectives or any amendment to the statement which may have been necessary in accordance with the provisions of the regulations have been carried out satisfactorily.

Author:	Version:	Date Approved:	Page 9 of 26
G. Lloyd	1	03/04/08	

REVIEWING PROGRESS

At the end of the cycle assessment of performance against an objective will be on the basis of the performance criteria set at the beginning of the cycle. Good progress towards the achievement of a challenging objective, even if the performance criteria have not been met in full, will be assessed favourably.

The performance management cycle is annual, but on occasions it may be appropriate to set objectives that will cover a period over more than one cycle. In such cases, the basis on which the progress being made towards meeting the performance criteria for the objective will be assessed at the end of the first cycle and will be recorded in the planning and review statement at the beginning of the cycle.

Author:	Version:	Date Approved:	Page 10 of 26
G. Lloyd	1	03/04/08	

APPEALS

At specified points in the performance management process teachers have a right of appeal against any of the entries in their planning and review statements. Where a reviewee wishes to appeal on the basis of more than one entry this would constitute one appeal hearing.

Details of the appeals process are covered in the New Charter Academy's pay policy.

Author:	Version:	Date Approved:	Page 11 of 26
G. Lloyd	1	03/04/08	

CONFIDENTIALITY

The whole performance management process and the statements generated under it, in particular, will be treated with strict confidentiality at all times. Planning and Review Statements are personal and confidential documents and should be kept in a secure place.

Only the reviewee's line manager or, where s/he has more than one, each of her/his line managers will be provided with access to the reviewee's plan recorded in her/his statement, upon request, where this is necessary to enable the line manager to discharge her/his line management responsibilities. Reviewees will be told who has requested and has been granted access.

The principles and provisions of the Data Protection Act should be followed at all times by those who have access to the documents.

Author:	Version:	Date Approved:	Page 12 of 26
G. Lloyd	1	03/04/08	

TRAINING AND SUPPORT

The New Charter Academy's CPD programme will be informed by the training and development needs identified in the training annex of the reviewees' planning and review statements.

The governing body through the Director of Finance and Corporate Services will ensure in the budget planning that, as far as possible, appropriate resources are made available in the budget for any training and support agreed for reviewees.

The Executive Directorate believes that the training and development needs identified by performance management should be drawn from a wide range of effective CPD strategies. These could include:

- Coaching.
- Mentoring.
- Observations.
- Networking.
- Professional reading.
- Support from consultants, teacher advisers and advisers.
- Access to additional resources.
- Whole Academy based training.
- Team teaching and training.
- Work shadowing.
- Attendance on courses.

An account of the training and development needs of teachers in general, including the instances of where it did not prove possible to provide any agree CPD, will form a part of the Executive Director's annual report to the governing body about the operation of performance management in the Academy.

With regard to the provision of CPD in the case of competing demands on the Academy budget, a decision on relative priority will be taken with regard to the extent to which: (a) the CPD identified is essential for a reviewee to meet their objectives; and (b) the extent to which the training and support will help the Academy to achieve its priorities. The New Charter Academy's priorities will have precedence.

Teachers should not be held accountable for failing to make good progress towards meeting their performance criteria where the support recorded in the planning statement has not been provided.

Author:	Version:	Date Approved:	Page 13 of 26
G. Lloyd	1	03/04/08	

APPOINTMENT OF REVIEWERS

New Charter Academy has carefully considered the practical arrangements for the performance management of teachers employed by the Academy.

Executive Director:

In New Charter Academy the governing body is the reviewer for the Executive Director and to discharge this responsibility on its behalf may appoint two or three governors as governor reviewers.

Where the Executive Director is of the opinion that the reviewer appointed by the authority is unsuitable for professional reasons, s/he may submit a written request to the governing body for that reviewer to be replaced, stating the reasons for this request.

Appointment of School Improvement Partner or External Adviser:

Where a School Improvement Partner has been allocated, then s/he will provide advice and support in relation to the management and review of the performance of the Executive Director.

Where a school improvement partner has not yet been allocated the governing body will appoint an adviser to act as the equivalent of an external adviser, to provide advice and support in relation to the management and review of the performance of the Executive Director.

Teachers:

In the case where the Executive Director is not the teacher's line manager, the Executive Director may delegate the duties imposed upon the reviewer, in their entirety, to the teacher's line manager.

In New Charter Academy the Executive Director has decided that he will be the reviewer for those teachers he directly line manages and will determine whether or not to delegate the role of reviewer, in its entirety, to the relevant line managers for some or all other teachers.

Where a teacher has more than one line manager the Executive Director will determine which line manager will be best placed to manage and review the teacher's performance.

Where a teacher is of the opinion that the person to whom the Executive Director has delegated the reviewer's duties is unsuitable for professional reasons, s/he may submit a written request to the Executive Director for that 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 Executive Director may perform the duties himself 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.

Author:	Version:	Date Approved:	Page 14 of 26
G. Lloyd	1	03/04/08	

A performance management cycle will not begin again in the event of the reviewer being changed.

All line managers to whom the Executive Director has delegated the role of reviewer will receive appropriate preparation for that role.

Author:	Version:	Date Approved:	Page 15 of 26
G. Lloyd	1	03/04/08	

THE PERFORMANCE MANAGEMENT CYCLE

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

The performance management cycle of New Charter Academy, therefore, will run from 1 September to 31 August i.e. the academic year.

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 the provisions of this policy. The length of the cycle will be determined by the duration of their contract.

Where a teacher starts their employment at New Charter Academy part-way through a cycle, the Executive Director or the governing body shall determine the length of the first cycle for that teacher, with a view to bringing this cycle into line with the cycle for other teachers at the Academy as soon as possible.

Where a teacher transfers to a new post within the Academy part-way through a cycle, Executive Director or the governing body shall determine whether the cycle shall begin again and whether to change the reviewer.

Author:	Version:	Date Approved:	Page 16 of 26
G. Lloyd	1	03/04/08	

LINKS BETWEEN PAY, CAREER STAGES AND PERFORMANCE MANAGEMENT

Regulations now require that information from the planning and review statement is used to inform aspects of performance pay progression for teachers employed under the terms and conditions of the School Teachers' Pay and Conditions Document:

- NQT Induction – the final review meeting of the induction period will be used to agree objectives and professional development opportunities as the first stage of the teacher’s subsequent Performance Management cycle.
- Main Pay Scale – teachers can expect an annual increment if they are performing satisfactorily. Double increments for exceptional performance awarded in accordance with the school's Pay Policy would need to be justified by review outcomes.
- Threshold Assessment – evidence from reviews will be used to inform applications by teachers and assessment by the Executive Director or managers;
- Upper Pay Scale and Outstanding teachers – performance reviews will form the basis of the evidence that the governing body will use to make decisions about awarding performance pay points to eligible teachers.
- Leadership Group – performance reviews will form the basis of the evidence that the governing body will use to make decisions about awarding performance pay points to eligible teachers.

Author:	Version:	Date Approved:	Page 17 of 26
G. Lloyd	1	03/04/08	

RETENTION OF STATEMENTS

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

Author:	Version:	Date Approved:	Page 18 of 26
G. Lloyd	1	03/04/08	

MONITORING AND EVALUATION

The governing body will monitor the operation and outcomes of performance management arrangements.

The Executive Director will provide the governing body with a written report on the operation of the Academy's performance management policy annually. These reports will not contain any information, which would enable any individual to be identified. The reports will include information related to:

- the operation of the performance management policy;
- the effectiveness of the performance management procedures; and
- teachers' training and development needs.

The governing body is committed to ensuring that the performance management process within New Charter Academy is fair and non-discriminatory and the following monitoring data should be included in the Executive Director's report because they represent the possible grounds of alleged discrimination.

- Race
- Sex
- Sexual orientation
- Disability
- Religion and belief
- Age
- Part-time contracts
- Trade union or recognised professional association membership.

The Executive Director will also report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination under any of the categories above.

Author:	Version:	Date Approved:	Page 19 of 26
G. Lloyd	1	03/04/08	

REVIEW OF THE POLICY

The governing body will review the performance management policy every academy year. The governing body will take account of the Executive Director's report in its review of the performance management policy. The policy will be revised as required to introduce any changes in regulation and statutory guidance to ensure that it is always up to date.

The authority will seek to agree any revisions to the policy with the recognised trade unions having regard to the results of the consultation with all teachers.

To ensure teachers are fully conversant with the performance management arrangements, all new teachers who join New Charter Academy should be briefed on them as part of their induction.

Author:	Version:	Date Approved:	Page 20 of 26
G. Lloyd	1	03/04/08	

ACCESS TO DOCUMENTATION

Teachers are encouraged to access copies of the Academy Development Plan and the SEF. These are usually available on line.

Author:	Version:	Date Approved:	Page 21 of 26
G. Lloyd	1	03/04/08	

NEW CHARTER ACADEMY CLASSROOM OBSERVATION PROTOCOL

All classroom observation, where appropriate, **will be undertaken in accordance with the performance management regulations**, the associated guidance published by the Rewards and Incentives Group and **the classroom observation protocol that is appended to this policy in Annex 1.**

Author:	Version:	Date Approved:	Page 22 of 26
G. Lloyd	1	03/04/08	

PLANNING AND REVIEW STATEMENT DOCUMENTATION

A model copy of the Planning and Review Statement, which should be used, can be found attached in Annex 2 to this policy.

Author:	Version:	Date Approved:	Page 23 of 26
G. Lloyd	1	03/04/08	

ANNEXE 1 - CLASSROOM OBSERVATION PROTOCOL

The governing body of New Charter Academy is committed to ensuring that classroom observation is developmental and supportive and that those involved in the process will:

- carry out the role with professionalism, integrity and courtesy;
- evaluate objectively;
- report accurately and fairly; and
- respect the confidentiality of the information gained.

The total period for classroom observation arranged for any teacher, for performance management purposes, will not exceed three hours per cycle having regard to the individual circumstances of the teacher. There is no requirement to use all of the three hours. The amount of observation for each teacher should reflect and be proportionate to the needs of the individual.

In New Charter Academy 'proportionate to need' will be determined by the Executive Director.

The arrangements for classroom observation will be included in the plan in the planning and review statement and will include the amount of observation, specify its primary purpose, any particular aspects of the teacher's performance which will be assessed, the duration of the observation, when during the performance management cycle the observation will take place and who will conduct the observation.

Where evidence emerges about the reviewee's teaching performance which gives rise to concern during the cycle, classroom observations may be arranged in addition to those recorded at the beginning of the cycle subject to a revision meeting being held in accordance with the Regulations.

Information gathered during the observation will be used, as appropriate, for a variety of purposes including informing academy self-evaluation and academy improvement strategies in accordance with the commitment to streamlining data collection and minimising bureaucracy and workload burdens on staff.

In keeping with the commitment to supportive and developmental classroom observation those being observed will be notified in advance.

Classroom observations will only be undertaken by persons with QTS. In addition, in New Charter Academy classroom observation will only undertaken by those who have had adequate preparation and the appropriate professional skills to undertake observation and to provide constructive oral and written feedback and support, in the context of professional dialogue between colleagues.

Oral feedback will be given as soon as possible after the observation and no later than the end of the following working day. It will be given during directed time in a suitable, private environment.

Written feedback will be provided within five working days of the observation taking place. If issues emerged from an observation that were not part of the focus of the observation as recorded in the planning and review statement these should

Author:	Version:	Date Approved:	Page 24 of 26
G. Lloyd	1	03/04/08	

also be covered in the written feedback and the appropriate action taken in accordance with the regulations and guidance.

The written record of feedback also includes the date on which the observation took place, the lesson observed and the length of the observation. **The teacher has the right to append written comments on the feedback document.** No written notes in addition to the written feedback will be kept.

The Executive Director has a duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained. The Executive Director has the right and will 'drop in' on lessons to inform his monitoring of the quality of learning.

As New Charter Academy is a very large institution 'drop ins' will be undertaken by the Executive Director supported by designated members of the Strategic Management team.

'Drop ins' will only inform the performance management process where evidence arises which merits the revision of the performance management planning statement, in accordance with the provisions of the regulations.

Author:	Version:	Date Approved:	Page 25 of 26
G. Lloyd	1	03/04/08	

ANNEXE 2 - DOCUMENTATION

Author:	Version:	Date Approved:	Page 26 of 26
G. Lloyd	1	03/04/08	