

CALSHOT PRIMARY SCHOOL

Performance Management Policy



'At Calshot we aim to provide the highest quality of learning and care for ALL children in a safe and enjoyable environment, nurturing personal values, in partnership with parents, carers and the wider community. We expect everyone in our school to strive to achieve their full potential.'

Policy Lead	Head Teacher
Committee	FGB
Link Governor	None
Date of Last Review	25 th November 2024
Next Review Date	Autumn 2025

PERFORMANCE MANAGEMENT POLICY AND PROCESS

The Governing Body of Calshot Primary School will ensure that the Government's Performance Management Regulations are implemented in this school in accordance with the principles set out in the following policy statement and Performance Management process and having regard to the guidance issued by the local authority from time to time.

1 Purpose and commitment

- 1.1 The governing body accepts that the purpose of Performance Management is to provide a clear and consistent assessment of the overall performance of teachers, including the head teacher, and for supporting their development within the context of the school's plan for improving educational provision and performance and the standards expected of teachers.
- 1.2 The Governors are committed to ensuring high quality and supportive Performance Management aligned to their aims and objectives for the school and linked where appropriate to other policies and procedures and their duties under equality legislation.

2 Principles

- 2.1 Performance Management in this school should be a supportive and developmental process, designed to foster professional dialogue between colleagues and ensure that all teachers have the skills and support they need to perform their roles and responsibilities effectively. It should help to ensure that teachers are able to continue to improve their professional practice and development. Performance Management is not pay related, although pay increments will be awarded when advised by Head Teacher, to numerate for overall service in school.
- 2.2 Performance Management should be based on the principles of
 - clarity of expectation
 - fairness and reasonableness
 - consistency
 - balance
 - enablement including supportive development
 - confidentiality
- 2.3 Teachers must know what is expected of them in order to support the School Improvement Plan as well as to benefit from the Performance Management process.
- 2.4 The methods of assessment against standards and objectives should be fair, thorough and non-discriminatory. A variety of methods should be used and discussed with teachers in the school.
- 2.5 To ensure consistency any teacher to whom the Performance Management of other teachers is delegated should be suitably prepared to discharge that responsibility, not

only through knowledge of the Performance Management regulations and process but also with the appropriate skills and confidence, whether by training within the school or by a suitable external organisation. Team Leaders should be qualified teachers with relevant experience.

- 2.6 Consistency and balance should also be achieved by appropriate moderation and monitoring for quality assurance. The head teacher should report to the governing body annually on the Performance Management process.
- 2.7 An assessment of a teacher's professional development needs and any action which should be taken to address them should be an integral part of the assessment and used to enable teachers to achieve their professional potential.
- 2.8 The records of each teacher's Performance Management will be confidential to the Head Teacher, team leader and teacher. The use of information from Performance Management reports to monitor fairness, inform the planning of professional development, ensure overall quality and report to the governing body should not compromise individual confidentiality.
- 2.9 If it becomes apparent during or at the end of the Performance Management period that the teacher's overall performance is below accepted standards the head teacher should address the situation without delay, as described in the Performance Management process, with a thorough assessment of the apparent deficiencies and possible causes (including any personal circumstances) and implement any necessary support. There should be a clear explanation to the teacher of what will happen if the necessary improvement does not take place.

PERFORMANCE MANAGEMENT PROCESS

The Governing Body has adopted the following process for implementing the Performance Management Regulations in this school.

Publication of the process

- 1.1 The Head Teacher will be responsible for publishing this process to all teachers in the school, together with the Teachers' Standards and any other standards to be used in accordance with the Performance Management Regulations. The Head Teacher will also be responsible for ensuring that the Performance Management process is published to each teacher newly appointed to the school.

Committee for appraising the head teacher

- 1.2 The Governing Body will appoint a committee to appraise the head teacher and delegate to this committee the responsibility to appoint an external adviser for the purposes of providing it with advice and support in relation to the Performance Management of the head teacher. It will expect the committee to choose an adviser

who is suitably skilled and experienced, ideally someone who has leadership experience in a school in the same phase but is not personally connected with the head teacher.

The Performance Management period

- 1.3 The Governing Body has agreed that there will be a common twelve-month Performance Management period for teachers in this school and that it will run from September to September each year. All Performance Management activities will take place within teacher directed time, but not within a teacher's PPA time.

Allocation of Team Leaders

- 1.4 The Head Teacher will decide to whom to delegate the role of team leader in respect of each teacher in the school and notify that decision to both the team leader and the teacher. If a teacher is dissatisfied with the choice of team leader he or she should explain those concerns to the head teacher, who, if he or she considers them to be valid, will appoint an alternative team leader. If the team leader is unable to perform their duties (for example, due to sickness), the head teacher will appoint an alternative team leader.
- 1.5 The head teacher and deputy head teacher will performance manage the middle leadership team. Phase leaders will performance manage the teachers and teaching assistants within their phase group. However, phase leaders will not be expected to performance manage other Phase Leaders, the English Leader, Mathematics Leader, Science Leader, Designated Safeguarding Leader, or the SENDCo; these will be performance managed by the head teacher or deputy head teacher.
- 1.6 The head teacher may make representations to the committee of the governing body if he or she has valid concerns about the choice of external adviser and the committee may then appoint a different adviser.

Preparation

- 1.7 The head teacher will ensure that each team leader is suitably prepared in accordance with the principles set out by the governing body and will ensure that the preparation includes discussion of moderation and quality assurance. The head teacher will also ensure that all teachers understand their own responsibilities and prepare for the first meeting, through self-reflection and evaluation of their own performance and development needs.

Meeting to start the Performance Management process

- 1.8 Shortly before or after the start of the Performance Management period the designated team leader will meet with each teacher to consider and agree objectives, the way in which those objectives are to be achieved, assessment criteria, the teacher's professional development needs and how they should be addressed. No more than three objectives will be set by the team leader, but the teacher has the option

to ask for more, if they wish to do so. The team leader will inform the teacher of the relevant standards against which the teacher's performance in that Performance Management period will be assessed and the objectives which have been set for the teacher in respect of that period. The Teacher Standards will be used to underpin the setting of these objectives; assessment against the Teacher Standards will start from the premise that all teachers are meeting the Teacher Standards. A written statement will be provided including this information and the sources of evidence for assessment. The school may devise a form for the written statement if it wishes. The team leader and the teacher will also agree arrangements for professional discussions during the Performance Management period which may include a meeting for a review approximately midway through the Performance Management process.

Collection of information and evidence

1.9 During the Performance Management period monitoring through a range of work-related activities will be used to provide balanced information on the teacher's performance. These will include:

- Planning/Book Scrutinies
- Formal Lesson Observations
- Pupil Progress Data Analysis
- Pupil Interviews
- Learning Walks

Observation

1.10 The means of assessment will include arrangements for observation, including the amount of observation, its purpose(s), any particular aspects of the teacher's work to be assessed during observation, its expected timing and duration, and who is likely to undertake the observation. Observation will be undertaken by people who have qualified teacher status, are adequately prepared and have the appropriate professional skills. It should be explained that if at any point during the Performance Management cycle it is considered that the teacher needs, or the teacher seeks extra support, additional observation may be arranged. The teacher will be notified of any observations in advance.

1.11 The team leader will give oral comments to the teacher as soon as possible, preferably on the day of the observation and otherwise within one working day. The team leader will follow this with a written report, including the date and duration of the observation and the lesson or task observed, within five working days of the observation. The teacher will be given the opportunity to add written comments to each report. The head teacher may at that stage ask to see for moderation purposes the information given to each teacher and the evidence used for assessment.

Revision meeting

- 1.12 If appropriate a 'revision meeting' can be requested by the team leader or the teacher and, if appropriate, objectives can be changed or adjusted.

Preparation of the Performance Management report

- 1.13 At the end of the Performance Management period the team leader will meet with the teacher to discuss and prepare the Performance Management report. The Performance Management review statement must be the only source of evidence teachers require to support pay progression.
- 1.14 The team leader will give the teacher the Performance Management report. The teacher may add comments and may submit additional evidence if they choose. If there are no objections to the report the team leader will forward it to the head teacher who will moderate the report and consider any recommendations for professional development and pay.

Review of Performance Management report

- 1.15 If the teacher is dissatisfied with any aspect of the Performance Management report that teacher should discuss the objection(s) with the team leader. If that discussion does not resolve the objections the teacher may submit a written request to the head teacher to review the Performance Management report. In cases when the head teacher is the team leader the teacher may submit a written request to the clerk to the governing body for the appropriate committee (depending on the governing body's delegations) to review the Performance Management report.
- 1.16 If the head teacher has any concerns about the Performance Management report he or she will discuss it with the team leader in the first instance. The head teacher will then decide whether any action is needed about the quality of the report or the performance of the teacher.

Performance below acceptable standards

- 1.17 If it becomes apparent during or at the end of the Performance Management period that the teacher's overall performance is below acceptable standards the head teacher or a member of the leadership team will meet with the teacher to discuss the nature and level of the concerns. The head teacher will then confirm the content of the discussion in writing and give the teacher the opportunity to reflect on it before another meeting, arranged with adequate notice, to determine what increased support will be given to the teacher, the kind of improvement required, the period within which the improvement should take place, how improvement will be assessed and when the situation will be reviewed. The head teacher will explain to the teacher what is likely to happen if the required improvement is not achieved. A written record of this meeting will also be given to the teacher.

Confidential storage

- 1.18 Once appropriate actions have been taken on professional development and pay the head teacher will arrange for confidential storage of the report for a period of six years.

Head teacher's report to governing body

- 1.19 The head teacher will use the information in the Performance Management reports, with due regard to confidentiality, to prepare the annual report on Performance Management for the governing body

This policy was agreed and ratified by the Full Governing Body on 25th November 2024

FLOW CHART

