

<b>Title</b>	<b>Performance Management Policy</b>
<b>Cross References</b>	<p><b>External:</b></p> <ul style="list-style-type: none"> <li>🍑 Data Protection Policy</li> </ul> <p><b>Internal:</b></p> <ul style="list-style-type: none"> <li>🍑 Apricot Safer Recruiting Policy</li> <li>🍑 Child Protection and Safeguarding Policy</li> <li>🍑 Equality Policy</li> <li>🍑 Complaints Policy</li> <li>🍑 Confidentiality Policy</li> </ul>
<b>Date</b>	<b>October 2024</b>

## THE APPLICATION OF THE POLICY

This policy covers all teachers except:

- 🍑 school teachers in their induction year;
- 🍑 school teachers employed for less than one year;

## THE SCHOOL PERFORMANCE MANAGEMENT

The School recognises that it has the responsibility for agreeing the overall policy for performance management in the school and that the development and review of the policy will be based on consultation and agreement. It recognises that the monitoring of the performance of teachers is the responsibility of senior management and department heads.

## EQUAL OPPORTUNITIES

The Directors believes that fairness and consistency of judgement is essential to any performance management system. All teachers within the school have equality of opportunity to achieve their full potential and will not be discriminated against when agreeing objectives and when being involved in performance reviews. Teachers will not be discriminated against because of age, disability, gender, sexual orientation, nationality, race, religion or be treated unfairly because they work part-time or are union representatives.

The Directors believes that the school always has to be aware of the potential for unconscious discrimination, to avoid assumptions about individual teachers based on stereotypes and to use the performance management arrangements actively to encourage all teachers to achieve their full potential.

## THE PERFORMANCE MANAGEMENT CYCLE

The performance management process will be based on reasonable objectives and expectations of each teacher.

The Directors recognises that the cycle will be on an annual basis. It has decided, however, that the maximum amount of time should be made available for the introduction of the first school performance management cycle.

## **DIRECTED TIME**

Arrangements for performance review will take place in teachers' teaching time per year.

## **THE ANNUAL REVIEW CYCLE**

### **Stage 1: Planning**

Each teacher, as the Teacher, will discuss and agree no more than three objectives with the department head who will record these on Standards Tracker. The objective for each Teacher will cover student progress, as well as ways of developing and helping improve the Teacher's professional practice and subject knowledge.

To ensure that agreed objectives can support teachers, the following criteria will be applied to the setting of the objectives. These criteria include those that will apply to classroom observation for the purposes of performance management. The criteria would also help teachers in their involvement in the development and implementation of school policies.

The criteria used to inform the objectives will be:

- lesson planning and preparation;
- understanding of subject areas; including communication and motivational skills;
- teaching methods;
- the assessment and evaluation of students' work;
- the management of students behaviour;
- the teacher's objectives for students' learning;
- classroom observation; and
- where applicable, the use of homework.

The Director/Department Head will record the objectives which will apply on the review cycle. These will be jointly agreed, if possible. If there are differences of opinion about the objectives, the teacher may add comments to the written record of objectives.

### **Stage 2: Monitoring Progress**

The Department Head will undertake classroom observation sufficient to provide informed feedback. The requirements for classroom observation should be limited to no more than one classroom observation per teacher within the review cycle. Agreement should be sought between the Teacher and Department Head on the focus for the classroom observation.

The Teacher will be consulted by the Department Head with a view to reaching agreement on when classroom observations will take place.

The lesson(s) selected for observation will reflect the teacher's work.

### **Stage 3: Reviewing Performance**

There will be a review meeting between the Teacher and the Department Head. At the review meeting, recorded objectives will be used as a focus to discuss achievements. It will be used further to identify professional development needs and the consequent resources and the support to be provided.

A written review statement will be prepared by the Department Head at the review meeting, recording the main points made and the conclusions reached, including:

- i. identified professional development needs; and
- ii. recommended strategies for meeting those identified needs.

If the statement is not completed at the meeting, it must be prepared by the Department Head within 10 subsequent working days of the meeting. The Teacher will be provided with a copy of the review statement and may, within 10 working days of first having access to the copy, add to its comments in writing.

All review statements will be kept by the Directors for at least three years. The individual plan and review statement proforma within the DfEE's model performance management policy provides an appropriate structure.

## **PERFORMANCE AND CAPABILITY PROCEDURES**

### **Capability Procedures**

The Performance Management Policy does not form part of any formal disciplinary or capability procedures.

### **Relevant information from Review Statements**

The Director adopts the requirement in the regulations that: "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".

### **Up To The Threshold**

Teachers may achieve annual increments if they are performing satisfactorily. Consideration of withholding annual increments will occur in circumstances where a teacher is subject to the agreed formal capability procedures or insufficient company profits to provide salary increments.

## **EVALUATION OF THE POLICY**

The Director will report annually on performance management procedures in the school including their effectiveness and training and development needs of teachers. Individual teachers will not be mentioned or identified within the report.

After consultation with staff, the Director may update or amend the school's performance management policy.

The Director recognises that the school performance management policy must not impede the necessary trust between teachers, headteachers, and governing bodies and that any evaluation must take into account the need to enhance the trust and professional confidence of teachers and the department heads.

## **CONFIDENTIALITY**

The performance management policy recognises that individual reviews shall remain confidential. Copies of each teacher's review, statement, and individual plan will be held by the Director and each teacher only.

The principles and provisions of the Data Protection Act 2018 will be followed at all times.

## **ACCESS TO REVIEW STATEMENTS - A SUMMARY**

The Director adopts the requirements in the regulations set out below. There will only be three copies of the review statement held by the following: teacher; department head; and the Director (central file).

Information about performance review should be made available, as set out below.

- 🍊 The review statements will be given by department heads to the Director responsible for training and professional development within the school.
- 🍊 The Director will keep review statements for at least three years.

## APPENDIX

### CLASSROOM OBSERVATION CHECKLIST

The Director notes the classroom observation checklist agreed between the Director and teaching staff and notes that the Department Head will use the list to identify the Teacher's professional development needs. It agrees that the checklist set out below will be effective in recording each teacher's professional development needs.

#### Lesson Planning and Preparation

- 🍊 The lesson was part of a planned programme.
- 🍊 There was a good structure to the lesson.
- 🍊 The aims of the lesson were clear. Resources for the lesson were prepared and available.
- 🍊 Individual student's learning needs were taken into account.

#### Understanding of the Subject Area

- 🍊 A good understanding of the subject content covered in the lesson was displayed.

#### Teaching Methods

- 🍊 Teacher adapts quickly to respond to the strengths and needs of all students.
- 🍊 Instructions and explanations were clear and specific.
- 🍊 Students were involved, were listened to, and were responded to appropriately.
- 🍊 Good use of interactive resources and subscriptions.
- 🍊 The ideas and experiences of students were drawn upon. The teaching methods adopted were suitable for all students in the class.

#### The Assessment and Evaluation of Students within the Class

- 🍊 Students were involved and their understanding evaluated through the use of appropriate questioning.
- 🍊 Mistakes and misconceptions were recognised by the teacher and were responded to within the lesson.

#### The Management of Student Behaviour

- 🍊 Action was taken promptly to address inappropriate student behaviour.
- 🍊 The teacher was confident in the strategy that he or she adopted for encouraging and rewarding good behaviour.
- 🍊 Where behaviour was inappropriate, the teacher knew the next steps to take.

#### The Teacher's Objectives for Students' Learning

- 🍊 Teacher sets high expectations that inspire, motivate, and challenge students.
- 🍊 Students understood what work was expected of them during the lesson.
- 🍊 Student outcomes of the lesson were consistent with the objectives set at the beginning.
- 🍊 The pace was appropriate.

#### Classroom Observation

- 🍊 The classroom was well organised.
- 🍊 Appropriate materials were available to students when needed.

#### Homework

- 🍊 Homework was set in accordance with the school's homework policy.
- 🍊 Appropriate feedback on homework was given.

**Authorised by:** Jodie Phillips, Operations Director

**Date:** October 2024

**Review Date:** October 2025