



The Diocese of Gloucester Academies Trust

Performance Management Policy and Procedure

Status and review cycle:	Non-Statutory and free review cycle
Responsible group:	The Trust with LGB additions
Implementation date:	May 2015
Next Review Date:	September 2023

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Performance Management Policy and Procedure

Policy Statement

- 1 The Trust is an organisation with a Christian foundation. The ethos, values and relationships of the Trust, and its associated academies, are central to witnessing to the value of the foundation. The Trust aims to support all staff to realise their aspirations and create a culture of continual improvement and learning. The Trust believes that high performing staff are the cornerstone of educational success that also offer young people effective and inspiring role models.
- 2 **Purpose and Scope:** This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the Headteacher and support staff. The framework provides a structure for supporting the continual development of all DGAT staff within the context of the school's plan for improving educational provision and performance, and the standards expected of all employees.
- 3 The outcomes of the performance management process will be used to inform the pay progression decisions for staff and therefore this policy and procedure should be read in conjunction with the school's pay policy.
- 4 This policy and procedure applies to all DGAT staff whether permanent or on a fixed term contract with the following exceptions:
 - i. Teachers employed for less than one term
 - ii. Early Career Teachers undergoing an induction
 - iii. Teachers on probation
 - iv. Support staff employed for less than one term
 - v. Support staff within their probation period
 - vi. Agency or contract workers or volunteers
 - vii. Employees subject to the formal capability procedure

Performance Management Process

- 5 Performance management in the Trust will be a supportive and developmental process designed to ensure that all employees have the skills and the support they need to carry out their role effectively. It will help to ensure that all Trust staff are able to continue to improve their professional practice, develop in their roles and realise their potential.

The Performance Management Cycle

- 6 The performance management period will run for twelve months, this will normally be from October to October for teachers and December to December for the Headteacher (while December is legal timescale for this for Headteachers, the Trust

endeavours to have this completed by October half term.) For support staff, this includes teaching and administrative support, the performance management period will be between December and December.

- 7 Staff who are employed on a fixed term contract of less than one year will have their performance managed in accordance with principles underpinning this policy. The length of the period will be determined by the duration of the employment contract. There needs to be flexibility within these cycles which may result in a shorter or longer period of performance management depending on the start or end dates of employment.

The Performance Management Procedure

- 8 The performance management process will remain confidential between the reviewer and employee and employee's line manager (if this is different to the reviewer). The Headteacher may access the documents as part of quality assurance and as part of the pay progression system for teaching staff. This procedure complies with the revised performance management arrangement for teachers, which came into force on 1 September 2012 – Education (School Teachers' Appraisal) (England) Regulations 2012. While these Regulations do not apply to academies the Trust views it good practice to base policy and practice on them.
- 9 The school will try to resolve issues of underperformance informally through meetings between the employee and their line manager. However where this approach has been tried and has failed to achieve improved performance or if the performance concerns are more serious, formal action under the Capability Procedure will be considered.

Appointing Appraisers

- 10 The Headteacher will be appraised by the CEO or DCEO supported by one appointed governor. The process for this performance management is to be found at Appendix I. Additional guidance has been provided for the appointed governor and this can be found on the Trust website.

The Headteacher will decide who will appraise staff. Where the Headteacher delegates this role for some or all teachers and support staff for whom they are not the line manager, they will moderate a sample of the documents to ensure consistency and compliance with this procedure.

Setting Objectives

- 12 The Headteacher's objectives will be set in consultation with the CEO and the appointed governor. A copy of the Headteacher's performance management will be forwarded to the CEO/DCEO. It will be held in a confidential file.
- 13 Objectives for all other staff will be set prior to, or as soon as practicable after, the start of each performance management period. The objectives set for individuals will

be Specific, Measurable, Achievable, Realistic and Time-Bound (SMART) and will be appropriate to the role/position held and the level of experience. The objectives shall also take into account any professional or career aspirations and any relevant pay progression criteria (See Pay Policy). The reviewer and employee will seek to agree the objectives but in the unlikely event that this is not possible, the reviewer will have the final decision and determine the objectives. As the performance management period progresses it may be necessary to revise the original objectives if circumstances change.

- 14 Under normal circumstances there will be a maximum of 3 objectives set in any one period, the number of objectives set will take into account the difficulty and complexity of the objectives. However for teachers, who are found not to be meeting standards at the appropriate level for their career stage additional objectives may be given as required to ensure that the most appropriate support can be provided.

Teaching Objectives

- 15 The objectives set for each teacher will, if achieved, contribute to the school's plans for improving the educational provision and performance. Objectives set will be in line with the school's own improvement objectives as defined in the School Development Plan. All reviewers should therefore refer to these documents prior to setting any objectives.

Reviewers will have regard to what can reasonably be expected in the context of roles, responsibilities and experience, consistent with the school's strategy for achieving a work/life balance for all staff.

Objectives set will also take account of guidance from unions and the DfE which states that, "Objectives can be set in relation to robust assessment data but that these targets will not be set in isolation and other factors will be considered when making decisions about pay progression, recognising that external factors such as illness etc. can affect outcomes". Suggested phrasing for these targets is contained in the performance management update paperwork for Teachers.

For teaching staff this link will be made:

- i. By ensuring that the pupil progress objective addresses the key attainment priority.
 - ii. By ensuring that the professional development objective addresses the key development priority identified
 - iii. By ensuring that the professional development objective (all teachers with paid leadership responsibilities) addresses the key development priority identified by consideration of each leader's impact on the relevant school improvement priorities – with reference to any leadership standards.
- 16 Before, or as soon as practicable after, the start of each performance management period, each teacher will be informed of the standards against which that teacher's performance in that performance management period will be assessed. For qualified

teachers this will normally be against the 'Teachers' Standards' contained within the School Teachers' Pay and Conditions Document.

Reviewing performance

- 17 The performance management is a supportive process which is used to inform continuing development. The Trust aims to encourage a culture in which all DGAT staff take responsibility for improving their performance and improve their teaching through appropriate professional development. Professional development will be linked to the school's improvement priorities and to the ongoing professional development needs of DGAT employees.

Teaching Observations

- 18 The Trust believes that observation of classroom practice through drop ins and monitoring of other responsibilities is important as a way of assessing teachers' performance to identify any particular strengths and areas for development they may have. Drop ins are also a way of gaining useful information which can inform school improvement more generally. All drop ins will be carried out in a supportive manner and will not add to teacher workload.
- 19 Teachers' performance will be regularly observed but the amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the school. This observation will be through drop ins. The Headteacher, or other leaders with responsibility for teaching standards, may 'drop in', to evaluate the standards of teaching and learning and to check that high standards of professional performance are established and maintained. The length and frequency of drop in observations will vary depending on the specific circumstances.
- 20 Teachers (including the Headteacher) who have responsibilities outside the classroom should also expect to have those responsibilities observed/assessed.

Feedback

- 21 DGAT staff can expect constructive feedback on their performance throughout the year and as soon as practicable after any teaching observation or when other evidence has come to light. Written feedback will highlight areas of strength as well as areas that need some attention. Where there are concerns about any aspects of performance the reviewer will meet the member of staff formally to:
- i. Give clear feedback about the nature and seriousness of the concerns.
 - ii. Give the member of staff the opportunity to comment and discuss the concerns.
 - iii. Agree any support (e.g. coaching, mentoring, structured observations), that will be provided to help address those specific concerns.

- iv. Make clear how, and by when, the appraiser will review progress (it may be appropriate to revise objectives, and it will be necessary to allow sufficient time for improvement).
 - v. Explain the implications and process if no or insufficient improvement is made, and any implications for pay progression if relevant.
- 22 When progress is reviewed, if the reviewer is satisfied that the member of staff has made, or is making, sufficient improvement, the performance management process will continue as normal, with any remaining issues continuing to be addressed through that process.
- 23 The range and level of evidence collected for performance management and pay determination purposes will always be proportionate and minimise workload.

Appeal process

Transition to capability

- 24 If the member of staff demonstrates continued underperformance, and has not responded to support provided within the performance management process, the staff member will be notified in writing that the performance management system will no longer apply and that their performance will be managed under the school's capability procedure. They will be invited to a formal capability meeting in accordance with procedure.

Annual Assessment

- 25 All DGAT staff performance will be formally assessed in each performance management period. This assessment is the end point to annual performance management process, but performance and development priorities may be reviewed and addressed on a regular basis throughout the year.
- 26 Employees will receive a written performance management report. This will be as soon as practicable following the end of each performance management period. They will have the opportunity to comment in writing on it. Teaching staff will receive their written performance management reports by the 31 October. For support staff, this will be 31 December.
- 27 The performance management report will include:
- i. Details of the objectives for the performance management period in question.
 - ii. An assessment of the members of staff performance of their role and responsibilities against their objectives and the relevant standards.
 - iii. An assessment of the staff member's training and development needs and identification of any action that should be taken to address them.
 - iv. Targets missed through no fault of the employee will be given consideration and included

v. A recommendation on pay, where relevant.

- 28 The assessment of performance, training and development needs will inform the planning process for the following performance management period(s) and any recommendations on pay will be referred to the Headteacher. Recommendations relating to the Headteacher will be referred to the governor pay panel.

Retention of Records

- 29 The Local Governing Board and the Headteacher will ensure that all the written performance management records are retained in a secure place for six years and then destroyed.

Other Related Documents

Capability Policy

Pay Policy

Teachers Pay and Conditions Document

Appendix I

Outline of the process for Headteacher Performance Management (PM)

CEO/DCEO arranges a Sept/Oct date with the Headteacher for the annual performance management. This will usually be at the last HT Day of the preceding year.

The Headteacher ensures that this date is shared and agreed with the appointed governor from the Local Governing Board.

Five days ahead of the meeting the CEO/DCEO will send the previous year's PM information, a copy of the policy, and the Headteachers standards to the Headteacher. The Headteacher will ensure that the appointed governor has copies of these documents ahead of the meeting.

The Headteacher self-evaluates against the previous year's objectives and collates the evidence of their impact, in readiness for the meeting.

The CEO/DCEO meets with the Headteacher 1:1 to review the evidence and proposed objectives for the coming year. The meeting is approximately 45 - 60 minutes.

Immediately following this the CEO/DCEO meets with Headteacher and appointed governor to review and celebrate the previous year's successes, acknowledge the frustrations, and set new objectives for the coming year. The CEO/DCEO will identify with the Headteacher what additional support and/or continuing professional development and learning is required to enable these objectives to be met. Arrangements for monitoring the progress of the objectives are agreed. The evidence to be collected is recorded on the PM form. Mid-year review arrangements are set with the appointed governor who will lead this aspect and feedback to the CEO/DCEO.

Immediately following this the CEO /DCEO meets 1:1 with the appointed governor to discuss any pay recommendation in line with this guidance. The appointed governor will share this with the governor pay panel.

The CEO/DCEO writes up the Headteachers PM and ensures that this is returned to the Headteacher in draft within 5 working days to ensure that they are content with the objectives for the year ahead.

The Headteacher reviews and confirms the PM document with the CEO /DCEO and returns it via email within 5 working days. The CEO/DCEO then returns the finished version of the document to the Headteacher within a further 5 working days. The Headteacher shares this with the appointed governor within 5 working days. The CEO/DCEO store an electronic version securely in the central team files.

The appointed governor meets with the Headteacher in February/March to review progress. The outcomes of this meeting are shared with the CEO/DCEO.