



Model Policy for **PERFORMANCE MANAGEMENT**

This model policy is offered to the Church of England schools of the Diocese of Ely. It seeks to root Performance Management in the distinctively Christian context of the church school, whilst remaining closely modelled on the model policy from the DfEE already in school. It therefore complies with Regulations and contains verbatim all those sections in bold from the DfEE model policy which are non-negotiable. Within the DfEE requirements, please feel free to adapt the policy to suit your particular school community.

Those parts of the text underlined are the variations from the DfEE model.
Those in bold are the obligatory texts. *Those in this font are comments/suggestions.*

In preparing this document I am grateful to colleagues in the Church of England Diocese of Sheffield and the Roman Catholic Dioceses of Hallam and East Anglia who have prepared similar models.

The text of the document will also be made available for downloading on the Diocesan website:

www.ely.anglican.org/education/schools

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1. INTRODUCTION

Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its pupils.

Insert at the beginning of the Introduction here your school's Ethos Statement (as contained in the Instrument of Government). Your school's Ethos Statement underpins all that you do. The above text is the model Church of England school statement, which your school may have adapted or expanded. If you have also adopted a Mission Statement, particular to your school, it may be appropriate to insert it

As a Church of England school we believe Christian belief and practice underpins our educational philosophy and our vision. The school is a place where there is no ideological pressure yet Christian inferences are built into the ethos and teaching as signals for children and adults to detect.

We believe that God is in our midst and that our Christian spirituality is as much about the way in which we deal with each other as it is about our more explicit expressions of collective worship. We believe all are children of God and that through his life, death and resurrection Jesus affirmed and redeemed us as whole people. We believe, therefore, that the intrinsic dignity of each member of our school community is to be honoured in spirit, in word, in deed and in law.

It is with these things in mind that that we approach Performance Management in this policy and will seek to implement it. The policy has been prepared with close regard to the Model Performance Policy published by the DfEE (April 2000). In its implementation, the Governing Body aims to meet its responsibility by -

- affirming, consolidating and celebrating achievement
- challenging ourselves, staff and pupils to recognise the unique contribution that each of us can make and work towards making that contribution in the fullest sense
- supporting pupils and staff in the process.

The Governing Body will seek to ensure that the legal requirements of Performance Management are fulfilled in a manner which reflects our beliefs and the values of the school as expressed in our Ethos Statement.

This policy, based on the Performance Management system which comes into statutory force from September 2000, covers all teachers except teachers on contracts of less

than one year and those in their induction year. All teachers have been consulted in developing this policy. It sets a framework for all staff to agree and review priorities and objectives within the context of the school's development plan and their own on-going professional and formation needs.

2. RATIONALE

Performance Management helps us to focus attention on the most effective teaching and monitoring we can achieve to raise the quality of teaching and to benefit pupils, teachers and the school. It means providing appropriate and effective personal training and development in an endeavour to ensure job satisfaction, a high level of expertise and progression of staff in their chosen profession.

From our Christian perspective, committed to the continuous search for excellence, we seek to consolidate and improve school performance by developing the effectiveness of teachers, both as individuals and as teams. We recognise that this requires our teachers to maintain a healthy balance between work and home life and appreciate that over-work can be destructive to self and to school. The evidence from Ofsted and other sources is that standards rise when schools and individual teachers have a shared vision and are clear about what they expect pupils to achieve. This is why we believe Performance Management is important.

We will implement our Performance Management arrangements on the basis of:

- i. *Fairness:*
We all need to be aware of the potential for unintentional discrimination, to avoid assumptions about individuals based on stereotypes, and to ensure that no teacher is disadvantaged.
- ii. *Equal opportunity-*
All teachers should be encouraged and supported to develop their human wholeness through agreeing objectives, undertaking development and having their performance assessed within the distinctive context of the Church of England school.

3. ROLES

We acknowledge that Performance Management is a shared responsibility. The Governing Body has a strategic role in agreeing the school's Performance Management policy, ensuring that performance of teachers at the school is regularly reviewed and monitoring the Performance Management process. The headteacher is responsible for implementing the school's performance policy and ensuring that Performance Management reviews take place.

Performance Management involves both the team leader and the teacher working together to ensure that objectives are discussed and agreed. It should encompass all aspects of the work of the school, including its distinctive mission as a church school; regular and objective feedback is given; adequate coaching, training and development is provided and the performance review takes place.

An External Adviser will provide advice to the Governing Body's representatives on the setting of performance objectives for the head of this church school, and will support them in reviewing performance at the end of the review cycle. Where appropriate we will also seek the advice of the Diocese. A more detailed breakdown of statutory roles and responsibilities is included in the summary of the Regulations at Annex A.

4. RESPONSIBILITY FOR REVIEWS

We have carefully considered the practical arrangements for Performance Management in the school. We have appointed two/three governors to carry out the head's Performance Management review, one/two of whom is/are Foundation Governor(s). The head has decided who shall act as team leader for each teacher on the basis of responsibilities for learning in the school. In doing this, the head has delegated responsibility to an appropriate team leader to ensure that each reviewer is responsible for a limited number of reviews. In some cases this is the head. Good practice shows that reviewers do not have more than six reviewees. We have decided that we will limit the number of reviewees to four, thereby realistically acknowledging the additional workload the formal introduction of Performance Management will create.

You will want to modify this paragraph to reflect your own situation: in a small primary school the head will conduct all reviews and the final sentence will be superfluous.

5. TIMING OF REVIEWS

The one year Performance Management cycle links with our planning for school management and target-setting. ***The Governing Body will ensure that objectives have been agreed or set for the headteacher by the end of December 2000 and for all other teaching staff by the end of February 2001.***

Our timetable is shown below-

(a) Objectives set in the Autumn Term 2000/Spring Term 2001

These will inform and support our school management policies for the financial and academic years 2001/2002 and 2002/2003. We will take account of professional development objectives in setting the school's overall priorities for staff development.

(b) Monitoring and Feedback

This is a continuous process throughout the Performance Management cycle. It will include at least one formal classroom observation for each teacher.

(c) Formal Reviews Autumn Term 2001

We will take into account Key Stage, (GCSE) and other outcomes from June/August 2001 in considering pupil progress. We will set new objectives and discuss future professional development activities and opportunities for ongoing formation. A new individual plan will be completed for each teacher.

The review process will inform our school management policies, the Education Development Plan and the School Development Plan for financial and academic years 2001/2002 and 2002/2003 (especially the cost of the development/ training/formation discussed in reviews).

(d) The process outlined in (c) above continues annually.

6. PERFORMANCE MANAGEMENT CYCLE

Performance Management in our school is set in the context of

- our Christian vision of education and our school's Ethos (and Mission) statement,
- the school's plans for development against the background of the local education development plan (EDP),
- national and local initiatives on improving teaching,
- any recent OFSTED report for the school.

Performance Management is an ongoing cycle, not an event, involving three stages of planning, monitoring performance and reviewing performance. The end of year review and Stage 1 may happen at the same time. The spirit in which the cycle is approached is crucial to its success. Therefore, challenge, affirmation, evaluation, consolidation, celebration and prayerful reflection will be important characteristics to our approach in this school.

Stage 1: Planning - Each teacher will discuss and agree objectives with their team leader and record these in an individual plan (an example of a blank individual plan is attached at Annex B). Objectives should be challenging but realistic and take account of a teacher's job description and their existing skill and knowledge base.

There can be no hard and fast rule about how many objectives there should be for a teacher, but we expect a minimum of three and no more than five or six to be agreed. Agreeing objectives does not mean itemising every activity but picking out key expectations and yardsticks, including those relevant to the distinctive ethos nature of

the school. The range of objectives should match the nature of the job, including leadership or management areas as appropriate. Where someone has a wide range of managerial duties, objectives might focus on specific areas of this work.

Teacher objectives will cover pupil progress as well as ways of developing and improving teachers' professional practice. Leadership group staff and those with management allowances will have objectives relating to their additional responsibilities. ***The head's objectives will cover school leadership and management as well as pupil progress clearly rooted in the distinctive ethos of this church school.***

We will follow the following principles in discussing objectives-

- the team leader should ensure that the teacher understands what his/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 are written clearly and concisely and are measurable;
- objectives focus on issues/matters over which a teacher has direct influence/control and take into account fully the wider social-economic, cultural and other external influences on pupils; and
- objectives for each teacher should relate to the objectives in the school development plan and any departmental or team plans as well as to his/her own professional needs and ongoing formation in his/her vocation as a teacher.

The team leader 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 teacher may add comments to the written record of objectives. If the head and the governing body representatives are unable to agree objectives, the governors appointed to review the performance of the head should set and record the objectives. The head may add comments to the written record of objectives.

Professional development opportunities are needed to support agreed objectives, to develop strengths and address areas for development or professional growth. The development page of the individual plan will be used to record action.

Stage 2: Monitoring Progress - The teacher and team leader will keep progress under active review throughout the year using classroom observation and other relevant information. They will discuss any supportive action needed and keep development plans up-to-date.

The team leader should consult the teacher before seeking to obtain information, written or oral, relevant to the teacher's performance from other people.

Classroom observation is accepted good practice with a minimum of one observation each year required by Regulations. It is not a requirement to observe head teachers with teaching responsibilities. In our school we have agreed to have one full lesson observation per year, supplemented by any fuller observation of whole or part lesson which are agreed to be useful for developmental purposes.

In planning observation, we will follow these principles:

- successful observation requires preparation and training, and a clear understanding on the part of the teacher and team leader of its purpose;
- the nature of the observation will depend on its purpose;
- it is important that the observer ensures that the lesson proceeds in as normal an atmosphere as possible;
- full, constructive and timely feedback offers an opportunity to discuss what went well, what might be done better or differently next time. When giving feedback the team leader should take into account the range of activities carried out by the teacher and the time spent on each activity.

We will use an adapted version of the standard DfEE proforma for observations (as attached at Annex C). Copies should be kept by the teacher and the team leader.

Stage 3: Reviewing performance - The annual review of the teacher's performance will use the recorded objectives as a focus to discuss his/her achievements and identify and development needs. It will be combined with agreeing objectives for the following Performance Management cycle.

The focus of the review is realistically to affirm the teacher, evaluate and reflect on the experiences and look towards the possibility of raising performance and improving effectiveness. It will involve-

- reviewing, discussing and confirming the teacher's essential tasks and objectives
- recognising strengths and achievements and taking account of factors outside the teacher's control
- confirming action agreed with the teacher at other reviews
- identifying areas for development and how these will be met
- recognising personal development needs and
- agreeing new clear objectives and completing an individual plan for the year ahead.

The team leader should evaluate the teacher's overall performance, including an assessment of the extent to which objectives have been met, and the teacher's contribution to the life and ethos of the school during the review period. It should take account of the stage the teacher is at in his or her career, e.g. teacher with two to three years service, advanced skills teacher, senior manager.

Within ten days of the review meeting, the team leader will prepare a written review statement recording the main points made at the review and the conclusions reached, including any identified development needs and activities recorded in a separate annex (but forming part of) the review statement. Once written, the team leader will give the teacher a copy of the statement. The teacher may, within ten days of first having access to the statement, add to it comments in writing. Good practice shows that the review statement should be written as soon as possible after the review, whilst the facts are still fresh in the team leader's memory.

7. LINKS BETWEEN PAY, CAREER STAGES AND PERFORMANCE MANAGEMENT

Induction - the final review meeting of the induction period can be used to agree objectives and professional development opportunities as the first stage of the teacher's subsequent Performance Management cycle; (Circular No- 5/99 The Induction Period for Newly Qualified Teachers para 58).

Information from the performance review statement can be used to inform aspects of the new pay structure from September 2000.

- *Up to the Threshold* - teachers can expect an annual increment if they are performing satisfactorily. The Governing Body reserves the right to award double increments for exceptional performance when justified by review outcomes.
- *Threshold* - teachers who want to move to the upper pay spine should fill out the application form provided by the DfEE. Evidence from reviews will be used to inform applications by teachers and assessment by heads.
- *Performance Pay Points above the threshold, Advanced Skills Teachers and teachers in the leadership group* - performance reviews will form part of the evidence which schools can use to make decisions about awarding performance pay points to eligible teachers.

8. MANAGING WEAK PERFORMANCE

Good management, with clear expectations and appropriate support, will go a long way towards identifying and handling weaknesses in performance.

The review meeting and review statement do not form part of any formal disciplinary or capability procedures. ***However, 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.***

9. CONFIDENTIALITY

The individual plan and the review statement are personal and confidential documents and should be kept in a secure place. The principles and provisions of the Data Protection Act 1998 should be followed at all times by those who have access to the documents.

10. ACCESS TO OUTCOMES

(Please follow DfEE model policy)

11. COMPLAINTS

(Please follow DfEE model policy. This section is entirely in bold italics in the DfEE model and should be used in the school policy without amendments.)

12. EVALUATION OF THE POLICY

(Please follow DfEE model policy)

13. COPIES OF ALL STANDARD DOCUMENTS

(Please follow DfEE model policy)

Annexes

Copies of DfEE model Annexes A, B and C should be appended to the school's Performance Management Policy.