



KENSWORTH PRIMARY SCHOOL

PERFORMANCE MANAGEMENT POLICY KPS-018

This Policy covers the following areas of interest

- Performance Management of all staff (including the Head Teacher)
- The Capability Procedure which should be used should the need occur

Agreed by	The Full Governing Body
Signed	 Anthony Todd (Chair of Governors)
Date	5 th December 2016
Next Review Date	July 2018



School Context

At Kensworth Primary school we wish to develop high performing staff who are eager to grow their professional skills.

Therefore, performance management at Kensworth Primary School is focused at developing our staff to be able to perform at the highest level possible. It should be viewed as a supportive process which provides constructive feedback, targets and objectives such that our staff understand not only what is required of them but also how they may develop their career.

One key aspect then of our performance management process is continuing professional development and all staff are expected, in conjunction with their appraiser, to identify how they can progress their career development through professional training.

Policy Aims

This policy sets out the framework for 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.

It also sets out the arrangements that will apply when teachers fall below the levels of competence that are expected of them.

The policy applies to all support staff employed at the school.

Performance Management

Performance Management in this school will be a supportive and developmental process designed to ensure that all teachers have the skills and support they need to carry out their role effectively.

It will help to ensure that staff are able to continue to improve their professional practice and to develop their skills accordingly.

The appraisal period will run for twelve months from 1st September to 31st August.

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

Note: At the Head Teachers discretion, there is flexibility to have a longer or shorter appraisal period when teachers begin or end employment with a school or local authority or when unattached teachers change post within the same authority.



Appointing Appraisers

The Head Teacher will be appraised by the Governing Body, supported by a suitably skilled and/or experienced external adviser who has been appointed by the Governing Body for that purpose.

In this school the task of appraising the head teacher, including the setting of objectives, will be delegated to a sub-group consisting of

- The Chair of Governors
- The Vice Chair of Governors / A Foundation Governor

The Head Teacher will decide who will appraise other teachers and support staff.

Setting objectives

The Head Teacher's objectives will be set by the Governing Body after consultation with the external adviser.

Objectives for each teacher will be set before, or as soon as practicable after, the start of each appraisal period. The objectives set for each teacher, will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the teacher's role and level of experience. The appraiser and teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change.

The objectives set for each teacher will, if achieved, contribute to the school's plans for improving the school's educational provision and performance and improving the education of pupils at that school. This will be ensured by quality assuring all objectives against the school development plan.

Before the appraisal meeting each teacher will be encouraged to rate themselves against the Teacher standards and will bring this to the appraisal meeting. With the exception of those who are qualified teachers by virtue of holding and maintaining Qualified Teacher Learning and Skills (QTLS) status, all teachers must be assessed against the set of standards contained in the document called "Teachers' Standards" published in July 2011. The Head Teacher or Governing Body (as appropriate) will need to consider whether certain teachers should also be assessed against other sets of standards published by the Secretary of State that are relevant to them.

For teachers who are qualified teachers by virtue of holding QTLS status, it is for the Head Teacher to decide which standards are most appropriate. Such teachers may be assessed against the Teachers' Standards, against any other sets of standards issued by the Secretary of State, against any other professional standards relevant to their performance or any combination of those three.



Reviewing performance

Observation

This school believes that observation of classroom practice and other responsibilities is important both as a way of assessing teachers' performance in order to identify any particular strengths and areas for development they may have and of gaining useful information which can inform school improvement more generally. All observation will be carried out in a supportive fashion.

In this school 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. Classroom observation will be carried out by those with QTS. In addition to formal observation, Head Teachers or other leaders with responsibility for teaching standards may "drop in" in order to evaluate the standards of teaching 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 specific circumstances

Teachers (including the Head Teacher) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

Development and support

Performance management is a supportive process which will be used to inform continuing professional development. The school wishes to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development.

Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual teachers.



Feedback

Teachers will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has come to light. Feedback will highlight particular areas of strength as well as any areas that need attention.

Where there are concerns about any aspects of the teacher's performance, the appraiser will meet the teacher formally to:

- give clear feedback to the teacher about the nature and seriousness of the concerns;
- give the teacher the opportunity to comment and discuss the concerns;
- agree any support (eg coaching, mentoring, structured observations), that will be provided to help address those specific concerns;
- 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. The amount of time is up to the appraiser, but should reflect the seriousness of the concerns);
- explain the implications and process if no – or insufficient – improvement is made.

When progress is reviewed, if the appraiser is satisfied that the teacher has made, or is making, sufficient improvement, the appraisal process will continue as normal, with any remaining issues continuing to be addressed through that process.

Transition to capability

If the appraiser is not satisfied with progress, the teacher will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the capability procedure, and will be invited to a formal capability meeting. The capability procedures used will be as specified by Central Bedfordshire Council.

Annual assessment

Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the Head Teacher, the Governing Body must consult the external adviser.

This assessment is the end point to the annual appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year in interim meetings which will take place (eg once a term).



The teacher will receive as soon as practicable following the end of each appraisal period – and have the opportunity to comment in writing on - a written appraisal report.

In this school, teachers will receive their written appraisal reports by 31 October (31 December for the Head Teacher). The appraisal report will include:

- details of the teacher's objectives for the appraisal period in question;
- an assessment of the teacher's performance of their role and responsibilities against their objectives and the relevant standards;
- an assessment of the teacher's professional development needs and identification of any action that should be taken to address them;
- a recommendation on pay where relevant which has been approved by the Governing Body

The assessment of performance and of professional development needs will inform the planning process for the following appraisal period.

A summary of the appraisal reports, anonymised, will be provided to the relevant Governing Body committee such that they can review and, where necessary, approve the pay recommendations for the school.

Retention

The Head Teacher will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.

Monitoring and Review

It is expected that this policy will be reviewed at least every two years as part of the Governing Bodies policy review process.