



Unity Schools Trust

'Excellence through collaboration'

Performance Management Policy

Policy Reviewed:	September 2017
Next Review:	June 2019
Approved by Unity Schools Trust	December 2017

Introduction and Purpose of Policy

This policy sets out the framework for a clear and consistent assessment of the overall performance of staff at the school and for supporting their development within the context of the school's plan for improving educational provision and performance, the national standards expected of teachers and the role expectations of support staff.

The appraisal system in this school is intended to be a supportive and developmental process designed to ensure that all members of staff:

- have the skills and support they need to carry out their role effectively;
- can continue to improve their professional practice and to develop further in their role

For teaching staff, the appraisal system also provides the basis for ensuring that teachers receive fair pay progression awards reflecting their achievements and contribution, in accordance with the Trust's pay policy for individual schools.

This policy applies to all staff (including the heads of school employed by the Trust except those on contracts of less than one term, teachers undergoing induction (i.e. NQTs) and those who are the subject of capability procedures or a period of probationary service.

The Trust is mindful of its obligations under the Equality Act 2010 and this policy will be applied fairly and consistently to all staff employed by the Trust, with the exceptions outlined above.

The Appraisal Period

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

Employees who are engaged on a temporary or fixed term contract likely to last for less than one year will have their performance managed in accordance with the principles underpinning this policy. The length of the appraisal period will be determined by the known or likely duration of the contract.

Appointing Appraisers

The Chief Executive Officer will be appraised by the Trust Board.

The heads of school will be appraised by the Chief Executive Officer.

The heads of school will determine who will appraise other members of staff.

Setting Objectives

General

Objectives for each member of staff will be set before, or as soon as practicable after, the start of each appraisal period. The objectives set for each appraisee will be 'SMART' (i.e. specific, measurable, achievable, realistic and time-bound) and will be appropriate to the individual's role and level of experience. It may be determined that

specific objectives require a longer time span than a single appraisal period, in which case appropriate milestones towards the achievement of such objectives will be built in, in order to monitor progress within each appraisal period.

The appraiser and appraisee will seek to agree the objectives. Where this is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change.

Teaching Staff

The Chief Executive Officer objectives will be set by the Trust Board.

The heads of school objectives will be set by the Chief Executive Officer.

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 students at the school. This will be ensured by quality assuring all objectives against the school development plan.

Before, or as soon as practicable after, the start of each appraisal period, each teacher will be informed of the standards against which that teacher's performance in that appraisal period will be assessed.

Objectives will be subject to moderation before they are finalised in accordance with the Trust's arrangements for monitoring and evaluation.

Support Staff

The objectives set for each member of support staff will, if achieved, contribute to the school's plans for improving the school's educational provision and performance and improving the education of students at the school where related to the individual's role. Otherwise, or in addition, they may relate to progress in a specific task and/or professional development. Although the appraisal process may require adaptation for different roles, the Trust will continue to ensure that all employees have the opportunity to have their performance reviewed on an annual basis.

Relevant occupational or professional standards may be used as a backdrop for the appraisal discussion where appropriate.

Agreeing Evidence Base and Reviewing Performance

Reviewing Teachers' Performance

Classroom Observation

The Trust 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.

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. Teachers can, however, expect to be formally observed on a minimum of three occasions in any appraisal cycle. Classroom observations will be carried out by those with QTS. In addition to formal observation, heads of school 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.

Other Evidence

In addition to classroom observations, the reviewer will discuss, and wherever possible agree with each teacher, the evidence base to be used for assessment at the end of the appraisal period. The evidence base may vary according to the chosen objectives and any development focus but is likely to include:

- Lesson plans
- Book scrutiny
- Learning walks
- Pupil progress data
- Examination / test outcomes
- Pupil / parental surveys

Other Responsibilities

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

Reviewing Support Staff Performance

The process of reviewing support staff performance may involve a mixture of informal and formal evidence gathering and assessment.

Development and Support

Appraisal is designed to be a supportive process which will be used to inform continuing professional development. The Trust wishes to encourage a culture in which all members of staff take responsibility for improving their performance through appropriate professional development. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual members of staff.

Feedback

All members of staff 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 further development. Where there are concerns about any aspects of the individual’s performance the appraiser will arrange to meet the member of staff to:

- give clear feedback about the nature and seriousness of the concerns;

- give the member of staff the opportunity to comment and discuss the concerns;
- agree any support (e.g. coaching, mentoring, structured observations for teachers), that will be provided to help address those specific concerns;
- make clear how, and by when, the appraiser will review progress;
- explain the implications and process if no – or insufficient – improvement is made.

The appraisal plan will be revised as necessary to reflect any changes, such as to the objectives or planned development activities.

When progress is reviewed, if the appraiser is satisfied that the appraisee 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 Procedures

If the appraiser is not satisfied with progress, the member of staff will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the capability procedure. They will be invited to a formal capability meeting in accordance with the Trust's adopted procedure.

Progression To and Through the Upper Pay Range

If a teacher wishes to be considered for progression to the upper pay range, they should follow the process laid out in the school's pay policy and submit an application by the deadline in the policy. Copies of the application forms are available via the teacher's reviewer.

Progression through the upper pay range will be based on the outcome of appraisal and assessment against criteria in the Trust's pay policy for pre and post threshold teachers.

Annual Assessment

Each member of staff's performance will be formally assessed in respect of each appraisal period.

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 regularly as appropriate to the role. The reviewer will use interim meetings to check progress against objectives and that evidence gathering is on track to inform the final assessment of performance at the end of the appraisal year.

The appraisee 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. All staff will receive their written appraisal reports by 31 October (31 December for the head of school).

The appraisal report will include:

- details of the individual's objectives for the appraisal period in question;

- an assessment of the appraisee's performance of their role and responsibilities against their objectives and,
 - for teachers, the relevant standards or,
 - for support staff, their job description and any occupational or national standards deemed relevant;
- an assessment of the appraisee's training and development needs and identification of any action that should be taken to address them;
- a recommendation on pay where relevant in accordance with the Trust's pay policy;

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

Confidentiality

The appraisal process will be treated with confidentiality. However, the desire for confidentiality does not override the need for the Trust to quality assure the operation and effectiveness of the appraisal system.

Monitoring and Evaluation

The Trust will monitor the operation and effectiveness of a school's appraisal arrangements.

The heads of school or their designate will review all teachers' objectives to check consistency of approach and expectation between different appraisers.

The heads of school will be appraised of all pay recommendations and will moderate these for consistency, taking into account the pay progression model adopted by the Trust in the pay policy.

Reviewers will receive training to ensure they are familiar with the teacher or other role standards and the Trust's approach to appraisal, objective setting and pay recommendations, where appropriate.

Appeals

All staff have a right of appeal against any of the entries in their planning and review statements. Where a reviewee wishes to appeal on the basis of more than one entry this would constitute one appeal hearing.

Details of the appeals process is covered in the Trust's pay policy for each school.