



WARBLINGTON
SCHOOL

PART 1

PERFORMANCE MANAGEMENT POLICY

ALL STAFF

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Document Control

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PERFORMANCE MANAGEMENT

This policy applies to all staff employed by Warblington School with the exception of those employees on contracts of less than one term, those undergoing induction (i.e. NQTs), and those who are subject to the Capability Procedure (see Part 2 of this document)

1. Mission Statement

Warblington School strives to be a quality learning community which delivers excellence in partnership. We promote openness and transparency in all our dealings with staff and we promote excellence in performance.

2. Introduction

At Warblington School we are committed to performance management to:

- Support staff to achieve their individual and school aspirations
- Provide inspirational learning opportunities
- Raise standards of achievement for all learners.

3. Purpose

This procedure sets out how Warblington School will improve outcomes for pupil's appraisal, and raise the morale of all staff, by motivating staff to update their skills and improve their performance.

Through the appraisal process all teachers pay progression will be linked to performance, creating a consistent progression path from graduate entry to the top of the upper pay scale.

The appraisal procedure will also be used to address any concerns that are raised about an individual's performance. If concerns are such that they cannot be resolved through the appraisal process, then the capability procedure may be commenced.

Appraisal in this school will always be a supportive and developmental process designed to ensure that all staff 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 in their careers.

We will implement our performance management arrangements on the basis of:

- Fairness – we all need to be aware of the potential for unconscious discrimination and to avoid assumptions about individuals based on stereotypes,
- Equal opportunities – all staff will be encouraged and supported to achieve their potential through agreeing objectives, undertaking development and having their performance assessed; and

- Confidentiality - normally only the appraiser, appraisee and the head teacher will have access to performance management information and documentation relating to the appraisee. However, in the event of an Ofsted inspection taking place, Ofsted inspectors may request that anonymised information about the school's performance management arrangements, including the most recent performance management outcomes and their relationship to salary progression, is provided. Governors may also request an anonymised sample of performance management statements to enable them to perform their role in monitoring the effectiveness of the school's performance management system.

4. The Appraisal Period

The performance management cycle for the Head teacher and all teachers will run for twelve months, with the end of year review being completed by October for teachers, and December for the Head teacher, in reference to the previous academic year. The performance management cycle for support staff will run for twelve months with the end of year review being completed by December, in reference to the current financial year.

Staff 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.

Where an employee starts their employment at the school part-way through a cycle, the head teacher or, in the case where the employee is the head teacher, the governing body shall determine the length of the first cycle for that employee, with a view to bringing his/her cycle into line with the cycle for other employees as soon as possible.

Where an employee transfers to a new post within the school part-way through a cycle, the head teacher or, in the case where the employee is the head teacher, the governing body shall determine whether the cycle shall begin again and whether to change the appraiser.

The performance management cycle will link to the pay arrangements for employees. In the case of teaching staff, the end of year review and the annual pay determination will take place by the end of October each year (December for the Head teacher) and is informed by the performance management cycle concluding at the end of the previous academic year (31 August). In the case of support staff who are performance managed via the Individual Performance Planning (IPP) process, the end of year review will be completed by December in order for decisions about pay to be made, effective from 1 April each year.

5. Appointing Appraisers

Please see Appendix i.

All appraisers of teachers and support staff, other than those appraising the head teacher, will be a senior member of staff and will have the necessary knowledge and training in order to undertake this role. The head teacher may re-delegate the appraiser role to another senior manager or undertake the role of appraiser themselves.

5.1 Head Teacher

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

The task of appraising the head teacher, including the setting of objectives, will be delegated to a sub-group consisting of normally 3 members of the Governing Body. The appointed governors will be known as the Head teacher Performance Management Committee (HPMC). It will not normally be appropriate for the Chair of Governors to be part of the HPMC.

Where a head teacher is of the opinion that any of the governors appointed by the governing body is unsuitable to act as his/her appraiser, she/he may submit a written request for that governor to be replaced, stating the reasons for the request.

5.2 Teachers

All teaching staff appraisers will be appointed by the head teacher. Where teachers have an objection to the head teacher's choice, their concerns will be carefully considered and, where possible, an alternative appraiser will be offered. All appraisers appointed by the head teacher will be qualified teachers and will have current or recent teaching experience.

5.3 Support staff

All support staff appraisers will be appointed by the head teacher and will usually be the appraisee's line manager.

Where it becomes apparent that the appraiser appointed by the head teacher will be absent for the majority of the appraisal cycle, the head teacher may perform those duties herself/himself or delegate those duties to another teacher for the duration of the absence.

If the head teacher appoints an appraiser who is not the member of staff's line manager, the appraiser to whom she/he delegates those duties will have an appropriate position in the staffing structure, together with the necessary background knowledge, skills and training to undertake the role.

Where a member of staff is experiencing difficulties and the head teacher is not the appraiser, the head teacher may undertake the role of appraiser. See also section 11 on Staff Experiencing Difficulties.

6. Setting Objectives

The head teacher's objectives will be set by the appraisal sub-group of the Governing Body after consultation with the external adviser and the head teacher. At least one of the targets for the Head teacher will relate to outcomes for pupils.

Objectives will be set before or as soon as practicable after, the start of each appraisal period. The objectives set will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the appraisee's role and level of experience. In setting the 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. Appraisees may at any point append their comments alongside their objectives.

The appraiser and appraisee will seek to agree the objectives. Objectives may be revised if circumstances change. The school operates a system of moderation to ensure that all appraisers are working to the same standards. Targets will be moderated across the school to ensure that they are consistent between teachers with similar experience and levels of responsibility. Should the objectives not be agreed, the final decision on allocation of objectives rests with the head teacher.

6.1 Head teacher

The head teacher's objectives will be set by the appraisal sub-group of the Governing Body after consultation with the external adviser and the head teacher. At least one of the targets for the Head teacher will relate to outcomes for pupils.

6.2 Teaching Staff

For teaching staff the agreed objectives will contain a description of what success may look like. Where use of numerical targets is appropriate, these will be reasonable, in the circumstances in which the teacher works and it will be recognised that factors outside their control may significantly affect success. In addition, the appraiser and appraisee will agree the appraisee's development plan for the year.

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. Teachers will be assessed against the appropriate set of standards contained in the document "Teacher' Standards" published in July 2012. The head teacher or governing body (as appropriate) will need to consider whether certain teachers should be assessed against other sets of standards published by the Secretary of State or other body that are relevant to them. For QTLS holders, that may include the overarching professional standards for teachers in the lifelong learning sector, held by the Learning and Skills Improvement Service.

Please see Appendix ii for the full teaching standards.

The setting of more than three objectives, or, for example, using sub-targets, can lead to staff experiencing unreasonable workload and pressure, making the objectives more difficult to achieve. Therefore, other than in exceptional circumstances, no member of staff will be given more than three objectives.

As a guide performance management objectives will be set as follows:

- 3 objectives: (a) progress target
(b) teaching and learning target
(c) Individual development target

The objectives set for each employee are intended to contribute to the school's plan for improving the school's educational provision and performance and improving the education of pupils at Warblington school. It will also take into account the professional aspirations of the member of staff.

The appraiser will take into account the effects of an individual's circumstances, including any disability, when agreeing objectives. For example, this might include a reasonable adjustment to allow an individual slightly longer to complete a task than might otherwise be the case. When staff return from a period of extended absence, objectives may be adjusted to allow them to readjust to their working environment.

6.3 Support Staff

Before, or as soon as practicable after, the start of each performance management cycle, each member of support staff will be informed of the key accountabilities against which that employee's performance in that performance management cycle will be assessed, for example those contained within the role profile applicable to that employee. In addition, the appraiser and appraisee will agree the appraisee's development plan for that year.

The setting of more than three objectives, or, for example, using sub-targets, can lead to staff experiencing unreasonable workload and pressure, making the objectives more difficult to achieve. Therefore, other than in exceptional circumstances, no member of staff will be given more than three objectives.

As a guide performance management objectives will be set as follows:

- 3 objectives: (a) individual performance target
(b) Team/department target
(c) Individual development target

The objectives set for each employee are intended to contribute to the school's for improving the school's educational provision and performance and improving the education of pupils at Warblington school. It will also take into account the professional aspirations of the member of staff.

The appraiser will take into account the effects of an individual's circumstances, including any disability, when agreeing objectives. For example, this might include a reasonable adjustment to allow an individual slightly longer to complete a task than might otherwise be the case. When staff return from a period of extended absence, objectives may be adjusted to allow them to readjust to their working environment.

7. Pay Progression

Where employees are eligible for pay progression, the recommendation made by the appraiser will be based on the assessment of their performance against the agreed objectives. The decision made by the relevant decision-making body will be based on the statutory criteria and guidance set out in the STPCD and the relevant teacher standards.

The Governing Body has agreed the pay policy of the school and has considered the implications of the appraisal policy with respect to the arrangements relating to teachers' pay in accordance with the School Teachers' Pay and Conditions Document. The Governing Body will ensure that decisions on pay progression are made by 31 December for head teachers and by 31 October for other teachers.

8. Reviewing Performance

Evidence

A number of methods will be used in order to obtain evidence by which to assess an employee's performance. These include those detailed below. Such evidence will be triangulated in order to undertake an overall assessment of the employee's performance. This will include their performance against their objectives and against the relevant standards/key accountabilities for their role.

Observation

Warblington school believes that observation of classroom practice and other responsibilities is important both as a way of assessing the performance of classroom-based employees 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.

The effective and efficient operation of the appraisal process requires lesson observation to be a confidential process of constructive engagement with an atmosphere of support and co-operation. Accordingly, observations will be carried out in a supportive fashion, with professionalism, integrity and courtesy, will be evaluated objectively and reported accurately and fairly and will take account of particular circumstances which may affect performance on the day.

At least 5 working days' notice of the date and time of the observation will be given and verbal feedback within 5 working days, unless circumstances make this impossible.

Classroom observation will be carried out by qualified teachers.

For the purposes of appraisal, teachers' performance will be observed on an appropriate and reasonable number of occasions and will, as far as possible, be agreed by the appraiser with the appraisee based on the individual circumstances of the teacher and the overall needs of the school. The number and duration of appraisal observations will be in accordance with the school's observation protocol, which includes provision for exceptional circumstances where

concerns have been raised about a teacher's performance, or where the teacher requests additional observation visits.

Head teachers or other leaders with responsibility for learning and teaching standards may "drop in " or undertake other observations to evaluate the standards of teaching and learning and to ensure that high standards of professional performance are established and maintained. The length and frequency of "drop in" or other observations, and the notice given, will vary depending on specific circumstances but will be in accordance with the school's classroom observation and drop-in policy.

For the purpose of professional development, feedback about lesson observations will be developmental, not simply a judgement using Ofsted grades.

Warblington school will use the findings of each observation, including appraisal observations, for other management requirements (for example subject area reviews), thereby seeking to minimise the total number of occasions on which teachers are observed.

Teachers (including the head teacher) whose posts have responsibilities outside the classroom, and support staff who are not classroom-based should also expect to have their performance of their responsibilities observed and assessed.

Observations undertaken by Ofsted inspectors or as a result of local authority monitoring, will not, in themselves, be used for performance management purposes. However, these observations may highlight the need for the school to undertake separate observations for performance management purposes, for example if a lesson is rated as inadequate by Ofsted. Observations undertaken by a local authority officer may be used in performance management where this has been planned and communicated to all parties in advance

Pupil progress and attainment

Rates of pupil progress and levels of attainment as pertinent to the teacher's role will be used in assessing a teacher's performance against the Teachers' Standards and, where relevant, against objectives. The HPMC, with advice from the External Adviser, will review levels of pupil attainment, rates of pupil progress and whole school performance in their assessment of a Head teacher's performance in addition to other objectives that may have been set.

Where support staff are providing support to groups or individual pupils, the progress and attainment of those pupils may be taken into account in assessing the performance of the employee. This will only be used alongside other evidence which supports the level of contribution of the employee to the progress and attainment of pupils.

Work sampling

Work sampling may be used in assessing teacher performance against the standards for the role, and where relevant, against objectives.

Other evidence

Other evidence may be considered, where it is pertinent to the objectives set and the standards/accountabilities for the role.

Examples of such evidence may include (but are not limited to):

The Head teacher

- Evidence from reports from external sources such as Ofsted, the local authority, or other reviews.
- RAISEonline and other performance tables.

Teachers

- Short, medium and long-term planning.
- Effective deployment and management of classroom-based support staff.
- Outcome data, progress data, exemplar work, leading CPD, evaluation of impact.

Support staff

- A sample of written correspondence produced (administrative staff).
- A sample of budget correspondence (finance staff).
- A sample of health and safety monitoring (site staff).
- Examples of displays and resources prepared (classroom-based support staff).

It may also be appropriate to consider evidence such as feedback from colleagues, including peers, and for line managers, their staff.

9. Development and Support

Appraisal is a supportive process which will be used to inform continuing professional development. Warblington School wishes to encourage a culture in which all staff take responsibility for improving, in the case of teachers through appropriate professional development such as peer observation for example. Professional development will be linked to school improvement priorities and to the on-going professional development needs and priorities of individual members of staff.

The school's CPD programme will be informed by the training and development needs identified as part of the appraisal process. The governing body will ensure in the budget planning that, as far as possible, resources are made available in the school budget for appropriate training, and support agreed for appraisees, maintaining access on an equitable basis.

An account of the training and development needs of staff including the instances where it did not prove possible to provide any agreed CPD, will form a part of the head teacher's annual report to the governing body about the operation of the appraisal process in the school.

With regard to the provision of CPD in the case of competing demands on the school budget, a decision on relative priority will be taken with regard to the extent to which:

- a) the training and support will help the school to achieve its priorities;
- and
- b) the CPD identified is essential for an appraisee to meet his/her objectives.

Account will be taken in a review meeting of where it has not been possible for staff to fully meet their performance criteria because the support recorded in the planning statement has not been provided.

10. Annual Assessment

Each member of staff'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.

The employee will receive as soon as practicable following the end of each appraisal period – and have the opportunity to comment on – a written appraisal report. The appraisal report will include:

- details of the employees objectives for the appraisal period in question;
- an assessment of the employee's performance of their role and responsibilities against their objectives, and against the relevant standards;
- an assessment of the employee's training and development needs and identification of any action that should be taken to address them;
- a recommendation on pay where that is relevant (**N.B. – pay recommendations need to be made by 31 December for head teachers and by 31 October for other teachers.** Support staff will receive their performance management statement by: 31st January.
- a space for the teacher's own comments

A review meeting will take place to discuss the content of the report and any further action required and to inform objective setting for the next cycle. In some circumstances an interim review meeting may be appropriate.

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

With the exception of the head teacher pay recommendation, all pay recommendations arising out of the performance management process must be approved by the head teacher before being shared with the individual member of staff to whom the recommendation relates, and referred to the governors' pay committee. The HPMC must also refer their recommendation to the governors' pay committee.

11. Staff Experiencing Difficulties

When dealing with a member of staff who is experiencing difficulties, the objective is to provide support and guidance through the appraisal process in such a way that their performance improves and the problem is, therefore, resolved.

Where it is apparent that an employee's personal circumstances are leading to difficulties at school, support will be offered as soon as possible, without waiting for the formal annual assessment.

If an appraiser identifies through the appraisal process, or via other sources of information, for example parental complaints, that the difficulties experienced by a member of staff are such that, if not rectified, could lead to capability procedures the appraiser, the head teacher, or a member of the leadership team, will, as part of the appraisal process meet the employee to:

- give clear written feedback to the member of staff about the nature and seriousness of the concerns;
- give the member of staff the opportunity to comment on and discuss the concerns;
- give the employee at least 5 working days' notice that a meeting will be held to discuss targets for improvement alongside a programme of support, and inform the staff member that he/she has the right to be assisted by a representative of an independent trade union or work place colleague, and at any future meetings where capability will be discussed;
- in consultation with the employee at the above meeting, an action plan with support will be established (for example coaching, training, in-class support, mentoring, structured observations, visits to other classes or schools or discussions with advisory teachers), that will help address those specific concerns;
- make clear how progress will be monitored and when it will be reviewed;
- explain the implications and process if no – or insufficient – improvement is made.

The employee's progress will continue to be monitored as part of the appraisal process and a reasonable time given for performance to improve. This will depend upon the circumstances, but will be for a period of 4 – 10 weeks, with appropriate support as agreed in the Action Plan, in order that the aim of recovering and improving performance can be achieved. During this monitoring period the employee will be given regular feedback and progress and arrangements will be made to modify the support programme if appropriate.

If sufficient progress is made such that they are performing at a level that indicates there is no longer a possibility of capability procedures being invoked then the employee should be informed of this at a formal meeting with the appraiser or head teacher. Following this meeting the appraisal process will continue as normal.

If no, or insufficient, improvement has been made over this period, the employee will be invited to a transition meeting to determine whether formal capability proceedings need to be commenced or the appraisal process remains in place. The member of staff may be assisted by a trade union representative or work colleague and will have at least 5 working days notice of the meeting.

By-passing structured managerial support

In most circumstances a structured managerial support programme will be put in place prior to the Capability Procedure being used. However, the head teacher/Senior Manager/HPMC may determine that it is appropriate to move straight to the Capability Procedure, in the following circumstances:

- the employee's performance is putting the health and safety of pupils and/or staff at risk;
- the employee's performance is putting the education of pupils in serious jeopardy;
- the employee's performance has not been sustained independently for 6 months at an accepted level following an earlier managerial support programme.

Please see Appendix iii.

12. Appeals

Appraisees have a right of appeal against any of the entries in the written appraisal report. Details of the appeals process are available from the head teacher or from the school governing body. Where the head teacher has not been recommended for pay progression he/she will be informed by the appropriate governor. The head teacher will notify any member of staff who has not been recommended for pay progression of the date when the governing body meets to consider pay recommendations, following which the employee (and head teacher when the head has not been recommended for pay progression) may exercise the right of appeal, assisted by a companion who may be a colleague, a trade union official or a trade union representative.

13. General Principles Underlying This Policy

ACAS Code of Practice on Disciplinary and Grievance Procedures

The conduct of the formal capability stage will be undertaken in accordance with the provisions of the ACAS Code of Practice.

Consistency of Treatment and Fairness

The Governing Body is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.

13.1 Sickness

If long term sickness absence appears to have been triggered by the commencement of monitoring or a formal capability procedure, the case will be dealt with in accordance with the school's absence policy and will normally be referred to the occupational health service to assess the member of staff's health and fitness for continued employment and the appropriateness or otherwise of continuing with monitoring or formal procedures. In some cases it may be appropriate for formal procedures to continue during a period of sickness absence. However, the views of the occupational health physician will always be taken into account before a decision is reached.

13.2 Grievances

Where a member of staff raises a grievance during the appraisal or capability process, the appraisal or capability process may be temporarily suspended in order to deal with the grievance. Where the grievance and appraisal or capability cases are related it may be appropriate to deal with both issues concurrently.

13.3 Confidentiality & Professional Relationships

The appraisal and capability processes will be treated with confidentiality. Only the appraiser's line manager or, where she/he had more than one, each of her/his line managers will be provided with access to the appraisee's plan recorded in her/his statements. This will be done upon request and only where this is necessary to enable the line manager to discharge her/his line management responsibilities. Appraisees will be consulted on requests for access to statements in the context of this policy.

The process of gathering evidence for performance review will not compromise normal professional relationships between members of staff. The governing body recognises that the appraiser will consult with, and seek to secure the agreement of, the appraisee before seeking information from other colleagues about the work of the appraisee.

However, the desire for confidentiality does not override the need for the head teacher and governing body to quality assure the operation and effectiveness of the appraisal system. The head teacher or appropriate colleague might, for example, review all staff objectives and written appraisal records personally – to check consistency of approach and expectation between different appraisers. The head teacher might also wish to be aware of any pay recommendations that have been made.

14. Monitoring and Evaluation

The governing body and head teacher will monitor the operation and effectiveness of the school's appraisal arrangements.

The head teacher will provide the governing body with a written report on the operation of the school's appraisal and capability policies annually. The report will not identify any individual by name. The report will include an assessment of the impact of these policies on:

- Race
- Sex
- Sexual Orientation
- Disability
- Religion and Beliefs
- Age
- Part-time Status
- Maternity and Pregnancy

The head teacher will report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination.

15. Retention

The governing body and head teacher will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.

The Governing Body of Warblington School adopted this policy in September 2013 following consultation with the recognised teaching unions.

It will review it in September 2016.