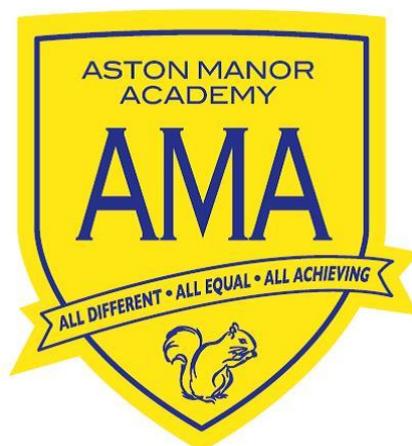


EQUITAS ACADEMIES TRUST



Chilwell Croft
Academy

PERFORMANCE MANAGEMENT POLICY

Review Date: December 2018
To be Reviewed: December 2020
Agreed: Headteacher
Policy Lead: Zoe Donnelly

PERFORMANCE MANAGEMENT POLICY

1. INTRODUCTION

Equitas Academies Trust is committed to providing high quality teaching and learning. Through the workforce the Trust aims to provide excellent opportunities for all pupils, whatever their ability. Each employee will therefore be given support to ensure that they have the skills they need to carry out their role, help them continually improve their performance and develop to their full potential which will in turn help improve outcomes for the Trust's young people.

Having an effective performance management process in place is one of the ways the Trust can support its employees and deal with performance matters as they arise. This involves effective day-to-day supervision, carrying out performance management reviews, providing development opportunities and operating a fair and reasonable capability process.

This performance management policy has been developed to comply with current legislation including the Education (School Teachers' Performance management) (England) Regulations 2012 (the Appraisal Regulations).

This policy does not form part of any employee's contract of employment and may be amended at any time.

2. SCOPE AND PURPOSE OF THIS POLICY

The purpose of this policy is to set out the framework for a clear and consistent assessment of the overall performance of all employees, and for supporting their development within the context of the Trust's plan for improving educational provision and performance, and the set standards expected of each employee.

This Trust regards the Department for Education Teachers' Standards as the baseline of expectations for the professional practice and conduct of teachers, from the point of qualification.

The Trust has decided to use the principles of the Appraisal Regulations and apply them to support staff employed within the Trust to ensure consistency across all employees.

This policy applies to all employees of the Trust, including teachers and support staff, except those on contracts of less than one term, those undergoing induction and those who are subject to the Trust's Capability Policy. It does not apply to agency workers.

Employees within a probationary period are, in addition, subject to the Trust's Probationary Policy.

Where an employee is not covered by this policy as set out above, then performance will be managed through regular supervision and feedback.

3. THE PERFORMANCE MANAGEMENT PERIOD

The performance management period will run for the Academic Year from September to August.

Employees who are employed on a fixed term contract of less than one year but more than one term 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.

4. APPOINTING REVIEWERS

The Executive Director / Headteacher will be appraised by the Trust Board. This has been delegated to the Chair of the Trust Board. In appraising the performance of the Executive Director / Headteacher the Trust Board may consult an appointed external advisor.

The Headteacher of each Academy within the Trust will decide who will review all other employees.

Employees will be notified of who their reviewer will be, before or as soon as practicable.

5. SETTING OBJECTIVES

All employees

Objectives for each employee will be set as soon as practicable after the start of each performance management period. The objectives will be Specific, Measurable, Achievable, Realistic and Time-bound (SMART) and will be fair, reasonable and appropriate to their role and level of experience. The reviewer and reviewee will seek to agree the objectives but, if that is not possible, the reviewer will determine the objectives.

Objectives may be revised if circumstances change during the performance management period.

The objectives set for each employee will, if achieved, contribute to the Trust's plans for improving educational provision and performance and improving the education of pupils. The Headteacher of each Academy within the Trust together with the senior leadership team will be responsible for quality assuring objectives set across the whole Trust against each Academy's improvement plan.

Teachers

The performance of each teacher will be assessed against the relevant standards, which contribute to the Trust's aims and provide a guide to being a teacher.

Reviewees need to input objectives into the relevant performance management platform.

6. REVIEWING PERFORMANCE

Observation

Teachers and teaching assistants

This Trust understands the importance of carrying out observation of classroom practice and other responsibilities of teachers and teaching assistants. Observation assesses performance to identify strengths (so the reviewer can give positive feedback and praise) and areas for development but also provides a way of gaining useful information which can inform improvements in the Trust more generally.

In this Trust, performance will be regularly observed but the amount and type of classroom observation will depend on the individual circumstances of the employee and the overall needs of the Academy in which they work. Responsibilities outside the classroom will also be observed and assessed where appropriate. All observation will be carried out in a supportive fashion. Classroom observation for teachers will be carried out by those with QTS and for teaching assistants by those with QTS or a HLTA.

In addition to observation, the Headteacher or other leaders with responsibility for teaching standards may “drop in” in order to evaluate the standards of teaching and classroom practice 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. “Drop in” can be used to provide feedback to teachers as part of the ongoing supportive nature of the performance management process.

Development and support

The Trust’s performance management process is used to inform and decide continuing professional development which improves performance. The Trust encourages a culture in which all employees take responsibility for improving their performance in their role and extending their depth of knowledge through appropriate professional development. Agreed training and professional development will be linked to each Academies improvement priorities and where possible, to the ongoing professional development needs and priorities of individuals. The Trust is committed to supporting appropriate and reasonable development which not only assists the employee in their role but also leads to improvements in performance across the Trust.

Feedback

Within this Trust, employees will receive constructive feedback on their performance throughout the year and as soon as practicable after an observation has taken place (where applicable) or other evidence has come to light. Feedback should highlight particular areas of strength as well as any areas that need attention. Often this can resolve issues without the need for any formal action.

Feedback will also be sought from relevant employees within the Trust for example, a teacher may be asked to provide feedback on a teaching assistant who works with them.

Where there are concerns about any aspects of an employee's performance the reviewer will meet the reviewee as soon as these are identified to:

- give clear feedback about the nature and seriousness of the concerns;
- give the reviewee the opportunity to comment and discuss the concerns;
- find out if there are any issues (both in or outside of work) that are affecting their performance that the reviewer can assist with or provide support;
- make clear what improvements need to be made and how this can be achieved;
- agree any support (for example coaching, mentoring, training, structured observations, observing others in a similar role etc), that will be provided to help address those specific concerns;
- make clear how, and by when, the reviewer will review progress either by setting new and clear objectives which will be assessed during the review period or by revising current objectives, allowing sufficient time for improvement; the amount of time for this should reflect the seriousness of the concerns. This will be an informal review period;
- explain the implications and process if no – or insufficient – improvement is made during the informal review period i.e. the application of the capability policy.

This meeting can happen at any time during the performance management period. It is designed to be a supportive meeting to address issues early to avoid the matter escalating, giving the employee the opportunity to improve. At the meeting, the reviewer will present evidence collected that indicates that the employee's performance is not up to the required standard. There is no right to be accompanied to this meeting. Although this is part of an informal process, a note of the meeting will be made and a copy given to the employee so that they are clear about the support they will be given, what improvements need to be made and the timescales.

An informal review period will follow this meeting; the length will be determined by the reviewer based on the individual circumstances of the situation but it should not be unduly long. During the informal review period, regular meetings should take place to ensure progress is being made.

At the end of this informal review period when progress is reviewed, if the reviewer is satisfied that the employee 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. If performance is improving and the reviewer feels that further time is required to monitor improving performance, the reviewer can decide to extend the informal review period but it should not be unduly long. If no or insufficient improvement is being made, then the process set out below (section 9) should be followed. It will be for the reviewer to decide which procedure will be followed.

7. TERMLY ASSESSMENT

Performance and development priorities will be reviewed and addressed throughout the process and performance management meetings will take place during the process to review performance and progress towards objectives. Any concerns will be noted and an appropriate support plan will be put in place for a determined period of time. The support plan will set out what improvement is required and what support will be provided.

Last term assessment is the end point to the annual performance management cycle and will formally assess each employee's performance in respect of that cycle. The reviewer will ensure that this information is placed on the performance management platform as soon as practicable and have the opportunity to comment on it either verbally or in writing. The performance management notes recorded will be a summary of the performance during the previous year and set out what the employee's development needs are for the next year. In particular they will include:

- details of the objectives for the performance management period in question;
- an assessment of performance against their objectives AND any relevant standards;
- a summary of observation findings if applicable;
- an assessment of training and professional development needs and identification of any action that should be taken to address them;
- if a recommendation on pay if relevant then this will be in accordance with the Pay Policy, which will include reference to sources of evidence that may be used in assessment of pay progression.

The assessment of performance and of professional development needs from each individual performance management review will inform the planning process for the following performance management period for each Academy within the Trust.

8. MONITORING & EVALUATION

All employees

During the performance management period, each employee has a responsibility for gathering evidence of their progress throughout the year in order for them to identify any particular strengths or areas for further development. The reviewer will then record the discussion on this evidence and make an assessment in the performance management platform.

Teachers

In addition, a range of evidence should be available to the reviewer on a teacher's performance as part of the Trust's quality assurance processes. Evidence may include but is not limited to:

- lesson observations (including “drop ins”)
- work scrutiny
- questionnaires (pupil or parent – where obtained)
- planning scrutiny
- learning walks
- pupil feedback (where obtained)
- tracking data of pupil’s progress
- progress of individuals/groups
- evidence of meeting Standards
- assessment of TLR

9. TRANSITION TO CAPABILITY

Performance management is an ongoing process. If the reviewer is not satisfied with progress, despite the support provided, the employee will be notified in writing that the performance management 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.

10. GENERAL PRINCIPLES UNDERLYING THIS POLICY

Confidentiality

The performance management process will be treated confidentially. However, the desire for confidentiality does not override the need for the Headteacher and the Trust Board to quality-assure the operation and effectiveness of the performance management system. In this Trust the Headteacher, in conjunction with the senior leadership team and middle / phase leaders, are responsible for reviewing objectives and written performance management records, in order to check consistency of approach and expectation between different reviewers.

Consistency of Treatment and Fairness

Equitas Academies Trust and the Trust Board are committed to ensuring consistency of treatment and fairness. It will abide by all relevant equality legislation, including the duty to make reasonable adjustments for disabled employees. The Trust Board is aware of the guidance on the Equality Act issued by the Department for Education.

Monitoring and Evaluation

The Trust Board and Headteacher will monitor the operation and effectiveness of the performance management arrangements.

Retention

The Trust Board and Headteacher will ensure that all performance management records are retained in a secure place. All staff record objectives and are able to log evidence on the performance management platform. All records will be kept no longer than is necessary in accordance with the Data Protection Act 1998.

11. REVIEW OF POLICY

This policy is reviewed bi-annually by Trust.

Date of next review: December 2020