

ALL SAINTS' CE PRIMARY SCHOOL
PERFORMANCE MANAGEMENT POLICY

Introduction

This policy is in line with the DFEE Performance Management system that comes into force from September 2000. The aim is to improve the quality of teaching and learning and so raise standards of achievement for all pupils. Performance management is a process to support the development of all staff in achieving this aim. The policy covers all teacher except those on contracts of less than one year and those in their induction year who are covered by separate procedures.

The Annual Performance Management Cycle

The process will involve a three stage annual review process - Planning, Monitoring Progress and Reviewing Performance.

Stage 1 Planning

Each teacher will discuss and agree three objectives with the team leader who will record these on the planning record. Teacher objectives will cover pupil progress, and quality of teaching and learning, as well as ways of developing the teacher's professional practice. Staff with management responsibilities will have an objective linked to their managerial role, which will cover school leadership and management.

The aim is to ensure a high standard of classroom teaching. The following criteria will be used to inform the objectives agreed for each teacher:

- Lesson preparation and planning
- Subject knowledge
- Lesson presentation and teaching methods
- Communication and motivational skills
- Discipline
- Marking, assessment and monitoring of pupils' work and progress
- Effective use of homework
- Classroom organisation
- Implementation of school policies
- Additional responsibilities

The objectives should be jointly agreed where possible, but if there is a difference of opinion staff may add a comment to the written record.

Stage 2 Monitoring Progress

Progress will be monitored through school review systems and classroom observation. The team leader will undertake at least one hour's classroom observation throughout the year. A balanced selection of lessons should be observed to reflect the teacher's work. Adequate notice should be given to teachers prior to observation.

In exceptional circumstances, where OFSTED declares the school to be in need of special measures or suffering from serious weaknesses, or where an individual teacher is becoming subject to capability procedures, additional observation may be necessary.

If the team leader requires further information, written or oral, relevant to the teacher's performance from other people, the teacher will be consulted before the information is sought.

Stage 3 Review and Performance

There will be an annual review meeting between the teacher and team leader, which will use the recorded objectives as a focus to discuss achievements and identify any development needs. A written review statement will be prepared recording the main points and conclusions reached. If it is not possible to complete the written statement at the meeting it must be prepared by the team leader within 10 days. The teacher will be provided with a copy and may, within 10 working days, add to it comments in writing.

There will only be two copies of the review statement - one held by the teacher and the other held by the Headteacher on a central file, to which the team leader or governors responsible for making decisions about pay could request access. A copy of the Headteacher's review statement will go to the Chair of Governors and will be provided to the CEO on request.

All review statements will be kept on the central file for at least three years.

The training and development needs will be passed to the Professional Development Co-ordinator.

Complaints.

Within 10 working days of receiving the review statement:

- Teachers can record their dissatisfaction with aspects of the review on the review statement. Where these cannot be resolved with the team leader they can raise their concerns with the Headteacher. Where the Headteacher is the team leader the teachers can raise the issue with the Chair of Governors.
- The Headteacher can record his dissatisfaction with aspects of the review on the review statement. Where these cannot be resolved with the appointed governors he can raise the concerns with the Chair of Governors. Where the Chair of Governors has been involved in the review process, the Governing Body should appoint a panel of three governors who have not participated in the Headteacher's review, to act as review officers. No governor who is teacher or a staff member will be involved in the performance review.
- The review officer will investigate the complaint and take account of comments made by the job holder. The review of the complaint should take place within 10 working days of referral.

- The review officer may decide that the review will remain unchanged or may add observations.
- The review officer may decide, with the agreement of the person responsible for carrying out the initial review or in the Headteacher's case all the appointed governors, to amend the review statement or declare that the review statement is void and order a new review or part of the review to be repeated.
- Where a new review is ordered, new governors will be appointed to carry out the review of the Headteacher. For teachers, the Headteacher will appoint a new team leader.
- Any new review, or part review, should be conducted within a further 15 days.
- The complaints procedure does not remove any employee's right of recourse to the grievance procedure at any stage.

Managing Weak Performance

The Performance Management process may identify serious deficiencies in a teacher's performance. Where this occurs, Performance Management will cease and the capability procedure under the National Scheme will be used. At the initial stage of the capability procedure the teacher and the teacher's representative will be provided with the evidence from the Performance Management process which has prompted the implementation of the capability procedure.

Links between pay, career stages and Performance Management

Induction

The final meeting of the induction period will be used to agree objectives and professional development opportunities as the first stage of the teacher's subsequent Performance Management Cycle.

Up to the Threshold

Teachers can expect an annual increment if they are performing satisfactorily. Consideration of withholding annual increments will only occur in circumstances where a teacher is subject to the agreed formal capability procedures.

Threshold

The reviews of teachers who want to move to the upper pay spine will be used to inform the applications by the teachers and the Headteacher's assessment.

Performance Pay Points

For teachers above the threshold, ASTs and teachers in the leadership group, performance reviews will form part of the evidence used to make decisions about the award of performance pay points.

Relevant information from the review statements may be taken into account by those who have access to them in making decisions and advising those responsible for taking decisions, or making recommendations about performance, pay, promotion, dismissal or disciplinary matters. Where review statements are used to inform decisions, about performance, pay, and promotion, to preserve confidentiality and to avoid proliferation of copies of the review statements, they will be tabled at the relevant meeting for reference and collected at its conclusion. Their use in

disciplinary or dismissal procedures will be governed by the procedures agreed for addressing such matters.

Review of the Policy.

The Headteacher will report annually to Governing Body on Performance Management procedures in the school and the professional development needs of teachers. Individual teachers will not be mentioned.

The policy will be updated and amended as required to ensure that it is effective and complies with regulations from the DFEE.

This policy was adopted by the Governing Body of All Saints' School on

April 2002

REVIEWED September 04

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