



The Diocese of Chelmsford
Vine Schools Trust
Performance Management
Procedure

This policy is a mandatory policy for all Vine Academies and must be implemented with no amendments.

The Diocese of Chelmsford Vine Schools Trust

Approved by:	The Vine Schools Trust
Signature:	Philip Preston Chairman
Date:	

[Name of Academy]

Approved by:	Local Governing Body/Local Board
Signed (Chair of Local Governing Body/Local Board)	
Date:	

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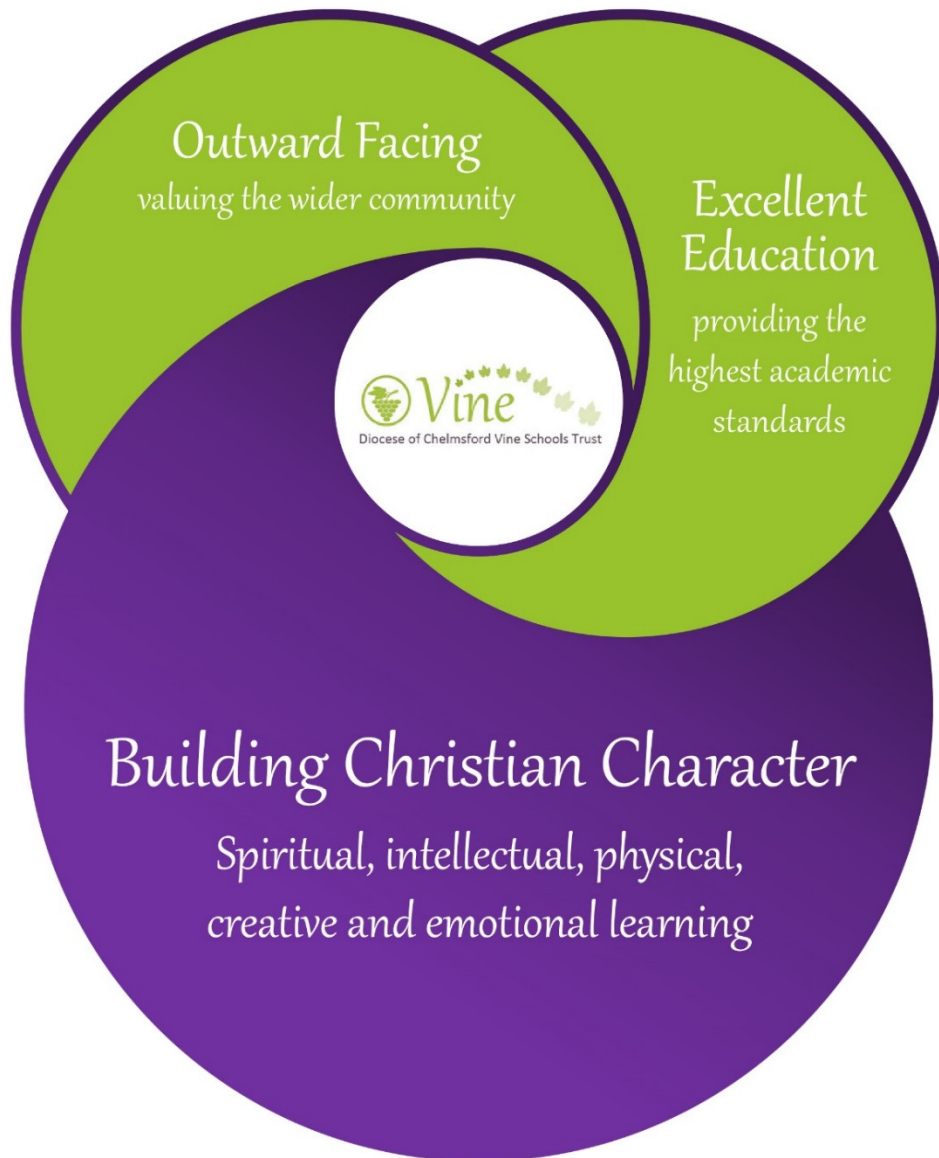
2018 Changes/Amendments

- 9.1 Confidentiality and data Protection – Insertion of a new clause covering data protection.

Notes:

- The performance management cycle (Section 4) and references to professional standards and pay (Sections 5.4, 7.2 and Appendix A) assume the adoption of national pay, terms and conditions (Teachers' Pay & Conditions and Green Book).
- Paragraph 7.1 has been left deliberately flexible. Academies may wish to insert specific review arrangements e.g formal mid-year meetings where applicable.
- It is recommended that academies continue to have protocols on classroom observations (but without time limits) as part of their PM procedure.
- The Performance Management form at Appendix A is an example and can be adapted / replaced if an alternate model is preferred.

Our Vision and Values



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1. INTRODUCTION

- 1.1 The day to day performance of staff is monitored, managed and supported by line managers. The Performance Management Procedure sets out the framework for a clear, fair and consistent assessment of the overall performance of staff. The process will be supportive and developmental, to ensure that all staff have the skills and support they need to carry out their role effectively and to enable them to continue to improve their professional practice within the context of the school's improvement plan and the standards expected of staff by relevant national and local standards and job and person specifications. Performance Management will also be the key process in determining annual performance pay progression.

2. SCOPE

- 2.1 This Procedure is applicable to all staff (including the headteacher).
In the case of:
- staff with less than one year's service/on fixed term contracts - the cycle will be adjusted according to the start/duration of the contract;
 - those undergoing a probationary or statutory induction period – the Performance Management Procedure will not normally apply until this period has been successfully completed.

3. ROLES AND RESPONSIBILITIES

3.1 Performance Management Reviewers

- The Trust Board will appoint a director(s) to manage the headteacher's performance management. This Headteacher's Performance Management Panel will be advised by an external advisor who has been appointed by the Trust Board for this purpose.
- The Headteacher will appoint performance management reviewers for other staff.

The role of the performance management reviewer is to operate the Performance Management Procedure in its entirety. The reviewer/headteacher will be responsible for making recommendations on pay progression on the Performance Management Statement in accordance with the Pay Policy.

3.2 It is the responsibility of the Local Board/Local Governing Body to:

- Define, communicate and monitor procedures and to ensure that they are applied in a fair and consistent manner;
- ensure that systems are in place for the proper induction of new and promoted staff, and for day to day management, support and development of staff.

3.3 It is the responsibility of the Trust Board to:

- appoint an external Advisor to support them in undertaking the headteacher's appraisal.

3.4 It is the responsibility of the headteacher and other managers to:

- manage performance effectively ensuring that staff are aware of the standards expected of them and dealing with any minor deficiencies at the earliest stage through normal day to day supervision and probation and induction procedures.

3.5 It is the responsibility of all staff to:

- be aware of and comply with the specific standards of performance related to their area of work and workplace;

- comply fully with this procedure and to co-operate with the processes contained therein.

The Performance Management process will be operated in a way which minimises the additional workload on all parties.

4. THE PERFORMANCE MANAGEMENT CYCLE

4.1 Teachers

The performance management cycle will run from September – August.

Final reviews will be completed in time to allow for any pay decisions to be made by 31 October (31 December for headteachers).

4.2 Support Staff

The performance management cycle will run from April – March.

Final reviews will be completed in time to allow for any pay decisions to be made by 31 March.

5. OBJECTIVE SETTING

5.1 Objectives will be set before, or as soon as possible after, the start of each appraisal cycle.

5.2 The objectives set for each reviewee will be SMART (specific, measurable, achievable, realistic and time-bound) and the number of objectives will be reasonable having regard to the nature of the role.

5.3 The reviewer and reviewee should each consider appropriate objectives and should seek to agree them through discussion. In the absence of agreement, the reviewer will determine the objectives. The objectives, and any training and support identified (see 6.3 below) will be set out in writing. The form at Appendix A may be used for this purpose.

5.4 The Trust Board will consult with the external advisor when setting objectives for the headteacher.

5.5 The objectives, if achieved, will contribute to the school's plans for improving educational provision and performance, improving the education of pupils and improving and developing the performance of staff. To ensure this, objectives will be quality assured against the improvement plan and moderated across the school to ensure consistency and fairness.

5.6 Objectives may be revised in-year where circumstances change.

6. MONITORING AND SUPPORTING PERFORMANCE

6.1 Observation

The Vine believes that observation is important both as a way of assessing strengths and areas for development and for gaining important information which can inform academy improvement more generally.

All staff should expect to have their performance and work observed and assessed by their line manager, reviewer and/or senior leaders. This will include where relevant, formal and 'drop-in' classroom observations for the purposes of evaluating the

standards of teaching and learning and to check that high standards of professional performance are established and maintained.

The amount and type of such observations will be proportionate to the performance of the reviewee and the needs of the school.

All observation will be carried out in a supportive fashion and, in the case of teachers, by someone with QTS.

6.2 Feedback

Reviewees 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.

6.3 Training and Support

The Vine expects all staff to take responsibility for improving their own performance through appropriate continuing professional development. Professional development will be linked to school improvement priorities and individual job roles, priorities and ambitions. Specific support, guidance and development needs will be identified through the performance management process.

7. REVIEWING PERFORMANCE

7.1 All staff will be assessed on their overall performance taking into account: any professional standards applicable to that role; performance against their performance management objectives; the requirements of their job roles and the degree to which they have taken responsibility for their own CPD.

7.2 Performance and development priorities will be considered and addressed on a continuous basis throughout the year and there will be informal meetings as necessary to consider progress against objectives. There may be formal review meetings during the year. Performance Management meetings will take place during working/directed time, excluding PPA time unless otherwise agreed.

7.3 End of year review

At the end of the cycle, each reviewee's performance will be formally assessed. In the case of the headteacher, the Headteachers Performance Management Panel will consult the external advisor.

The reviewer and reviewee will meet to discuss progress against objectives and overall performance.

The reviewee will receive, and have an opportunity to comment on, a written report (the form at Appendix A may be used for this purpose) which will include:

- An assessment of the reviewee's performance against the objectives
- An assessment of overall performance with particular reference to performance against the job role and any standards relevant to the role;
- An assessment of how the employee and school have identified and met the their training, development and support needs and the impact of learning on their performance;
- A recommendation on pay (to the headteacher where applicable).

7.4 Absence

Where an employee has been absent during the Performance Management Cycle, performance will be assessed on the basis of any and all evidence available for the periods of attendance and where necessary on prior performance.

8. UNSATISFACTORY PERFORMANCE

- 8.1 If at any point in the cycle, evidence emerges that an employee's performance has fallen below the minimum standards expected of them, the reviewer or other appropriate manager, will:
- explain the nature and seriousness of the concerns;
 - detail any previous discussions/support;
 - give the employee the opportunity to comment and discuss concerns.

This may also apply where employees consistently fail to develop their skills and knowledge or to sustain the expected level of performance.

Any concerns and subsequent discussion will be confirmed in writing to the employee.

The manager will normally (see 8.2 below) set a monitoring period. This will involve:

- the setting of targets for future performance (in addition to existing Performance Management Targets) ;
- agreeing any further support with the employee;
- making it clear how, and by whom, progress will be monitored and when it will be reviewed;
- explaining the consequences and process if no, or insufficient, improvement is made.

The period of monitoring will normally be between 4 and 8 working weeks and in any case shall only be as long as is necessary to allow reasonable time for improvement and this will depend on the seriousness of the issues and individual circumstances.

Exceptionally, an extension of not normally more than 4 weeks may be granted, where there has been significant improvement or there has been significant absence during the monitoring period.

Regular contact will be maintained throughout the monitoring period to review and support progress.

- 8.2 Where performance concerns are particularly serious, and/or where there has been insufficient improvement following any monitoring period, the performance management procedure will be suspended and the formal Capability Procedure will be invoked.

9. CONFIDENTIALITY

- 9.1 A written record of all meetings conducted under this procedure will be made, either by the person holding the meeting or by an alternative person arranged by the school to take notes. The school processes any personal data collected during the performance management procedure in accordance with its data protection policy. Any data collected is held securely and accessed by, and disclosed to, individuals only for the purposes of completing the performance management procedure or as set out in 9.2 below. On the conclusion of the procedure, data collected will be held in accordance with the school's retention schedule. Inappropriate access or disclosure of employee data constitutes a data breach and should be reported in accordance with the school's

data protection policy immediately. It may also constitute a disciplinary offence, which will be dealt with under the school's disciplinary procedure.

- 9.2 The performance management process and related paperwork will be treated with confidentiality. However, performance management paperwork may be shared beyond the reviewer and reviewee in the following circumstances:
- with senior leaders for the purposes of quality assurance;
 - with the headteacher for the purpose of assessing eligibility to progress to the Upper Pay Range and meeting HLTA and other relevant standards;
 - where poor performance is identified;
 - with those responsible for making pay decisions.

PERFORMANCE MANAGEMENT
CONFIDENTIAL

NAME OF REVIEWEE	
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JOB TITLE	
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NAME OF REVIEWER	
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PM CYCLE DATES	From	To
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Professional Standards applicable to the role	
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Key aspects of the improvement plan relevant to the role	<ul style="list-style-type: none"> • • • • •
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Date of initial meeting	
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Date(s) of informal review meeting(s)	

Date of final review meeting	
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Objectives (Key performance priorities for the year)	Measures/Milestones (How/when will objective be achieved)	Summary of success/ achievements through the year (Record of evidence)

Development required (Skills, knowledge etc.)	Delivery (How will development needs be met?)	Examples of application/impact (Has this added value to the role, how has this been applied?)

Name:

Date:

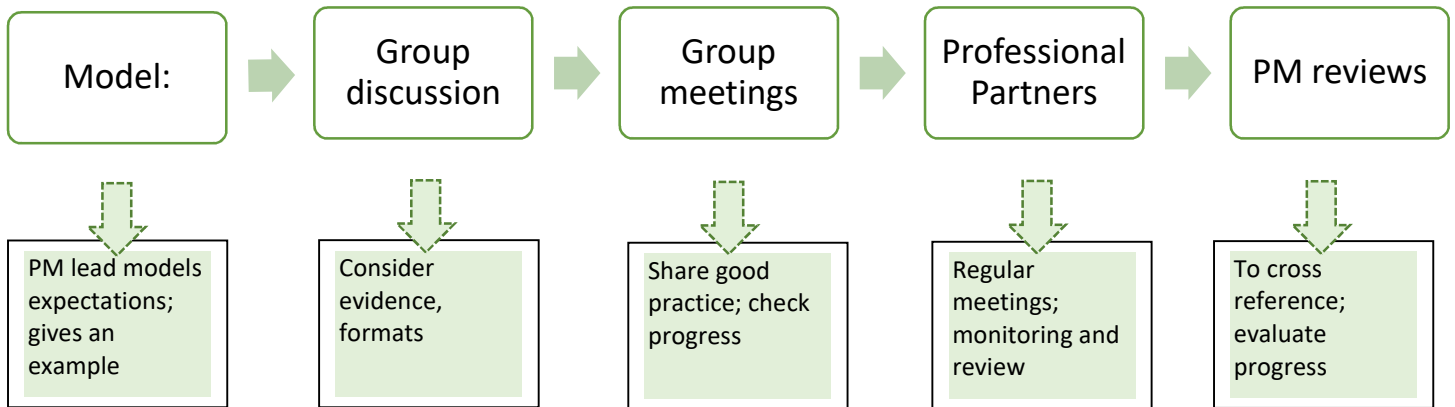
Evaluator:

Progress and attainment data	Overall assessment of the Quality of Teaching over time	Grade:	Quality and quantity of work in books
Pupil's views	Next steps and support (include coaching and CPD)		Observation (including environment and planning)
	Impact of support on improving teaching (include date)		

Record of CPD (Training, development opportunities)	Impact (What happened as a result of the CPD)	Example of application (Evidence of impact)

APPENDIX B

Process: suggested model (for further advice and support, please contact the Executive Headteacher or Head of School at St Margaret's)



Professional Partner Meetings:

- staff to bring evidence, discuss its' inclusion in the portfolio / scrapbook; stick in, cross reference to standards and PM target; highlight and colour tab; discuss; write reflections
- opportunity for moderation, sharing good practice, open discussion, focus on teaching and learning, holding each other to account

Evidence to be drawn from:

moderation; book scrutiny; walkabout / 'drop ins' / observations; assessment and data

Expectations:

- Each member of staff will develop a portfolio / scrap book to evidence their progress through the year
- The evidence, reflection, annotation will relate to the PM targets as agreed at the beginning of the year
- The portfolio / scrap book is an active working document, providing opportunities to present evidence, reviewing and reflecting their progress against PM targets
- The member of staff will need to highlight / colour code their evidence, annotating to show reflections, where they would make adjustments as well as further review once adjustments have been made
- Each member of staff will meet weekly with their professional partner to plan, review, evaluate and give feedback where appropriate
- The portfolio and other evidence will be reviewed formally as per the PM cycle (beginning, mid-term, end). This will give opportunity to review progress against targets, identify continued support as needed, and cross reference against the appropriate standards (Teaching Standards; Post Threshold; Middle Leader Standards; 'Outstanding' criteria from Ofsted; TA standards; HLTA standards etc.)

Term 1	Term 2	Term 3
Set targets (linked to appropriate standards) ¹ PM manager / link	Mid term review (February) to: <ul style="list-style-type: none"> • triangulate, cross reference against standards and targets • identify further support and training 	Review: Progress against targets
Meet weekly with Professional Partner to: plan, monitor, review, feedback, evaluate, support, share (Appendix C)		

¹ Possibly 1) teaching (e.g. subject enhancement; curriculum; pedagogy); 2) learning (e.g. specific groups of pupils; progress; assessment); 3) development (e.g. leading a specific aspect; supporting and developing others; 4) as identified through the SEF and APP

APPENDIX C

Role of the Professional Partner

Professional partners will work in tandem, meeting weekly to:

- discuss and agree the type of evidence needed to demonstrate progress against targets;
- give an opportunity to discuss teaching and learning, What Went Well (WWW), Even Better If (EBI) and Next Steps (NS);
- jointly plan lessons for the following week where needed, checking intended learning, sharing previous experience and knowledge, discuss resources and differentiation
- have a supportive conversation;
- provide feedback and an opportunity to discuss matters arising from learning walks, 'drop-ins', book scrutiny, assessment, moderation etc.;
- share good practice;
- share success, and provide encouragement for things that proved to be less successful;
- provide opportunity to support and develop other members of staff;
- challenge each-other and encourage to keep adding to the portfolio;
- hold each-other accountable for performance management, monitoring, review and evaluation;
- help their partner to prepare for formal Performance Management Reviews.