

## **HAVEN HIGH TECHNOLOGY COLLEGE**

### **PERFORMANCE MANAGEMENT POLICY**

The Governing Body of Haven High Technology College adopted this performance management policy on 10<sup>th</sup> September 2007 and was ratified by governors on 19<sup>th</sup> November 2007.

#### **Application of the Policy**

The policy applies to the head teacher and to all staff employed by the college except those on contracts of less than one term, those undergoing induction (ie NQTs) and those who are the subject of capability procedures.

#### **Purpose**

This policy sets out the framework for a clear and consistent assessment of the overall performance of staff, support staff and the head teacher and for supporting their development needs within the context of the college's improvement plan and their own professional needs. Where staff are eligible for pay progression, the assessment of performance throughout the cycle against the performance criteria specified in the statement will be the basis on which the recommendation is made by the reviewer.

This policy should be read in conjunction with the college's pay policy which provides details of the arrangements relating to staff pay in accordance with the College Staff' Pay and Conditions Document.

#### **Links to College Improvement, College Self Evaluation and College Development Planning**

To comply with the requirement to show how the arrangements for performance management link with those for college improvement, college self-evaluation and college development planning and to minimise workload and bureaucracy the performance management process will be the main source of information as appropriate for college self-evaluation and the wider college improvement process.

Similarly, the college improvement and development plan and the college's self evaluation form are key documents for the performance management process.

All reviewers are expected to explore the alignment of reviewees' objectives with the college's priorities and plans. The objectives should also reflect reviewees' professional aspirations.

#### **Consistency of Treatment and Fairness**

The Governing Body is committed to ensuring consistency of treatment and fairness in the operation of performance management. To ensure this the following provisions are made in relation to moderation, quality assurance and objective setting.

#### **Quality assurance**

The head teacher has determined that he will delegate the reviewer role for some or all staff for whom he is not the line manager. In these circumstances the head teacher will moderate a sample of planning statements to check that the plans recorded in the statements of staff at the college:

- are consistent between those who have similar experience and similar levels of responsibility;
- comply with the college's performance management policy, the regulations and the requirements of equality legislation

The Governing Body will nominate the Chair of the Governing Body, who will not be involved in the head teacher's performance management or any appeal regarding the head

teacher's performance management to ensure that the head teacher's planning statement is consistent with the college's improvement priorities and complies with the college's performance management policy and the Regulations. The Governing Body will review the quality assurance processes when the performance policy is reviewed.

### **Objective Setting**

The objectives set will be rigorous, challenging, achievable, time-bound, fair and equitable in relation to staff with similar roles/responsibilities and experience, and will have regard to what can reasonably be expected of any teacher in that position given the desirability of the reviewee being able to achieve a satisfactory balance between the time required to discharge his/her professional duties and the time required to pursue his/her personal interests outside work, consistent with the college's strategy for bringing downward pressure on working hours. They shall also take account of the staff professional aspirations and any relevant pay progression criteria. They should be such that, if they are achieved, they will contribute to improving the progress of students at the college.

The reviewer and reviewee will seek to agree the objectives but where a joint determination cannot be made the reviewer will make the determination.

In this college:

all staff, including the head teacher, will have no more than four objectives

staff, including the head teacher, will not necessarily all have the same number of objectives

all staff, including the head teacher, will have a whole college academic objective

Though performance management is an assessment of overall performance of staff and the head teacher, objectives cannot cover the full range of a staff roles/responsibilities. Objectives will, therefore, focus on the priorities for an individual for the cycle. At the review stage it will be assumed that those aspects of individual staff roles/responsibilities not covered by the objectives or any amendment to the statement which may have been necessary in accordance with the provisions of the regulations have been carried out satisfactorily.

### **Reviewing Progress**

At the end of the cycle assessment of performance against an objective will be on the basis of the performance criteria set at the beginning of the cycle. Good progress towards the achievement of a challenging objective, even if the performance criteria have not been met in full, will be assessed favourably.

The performance management cycle is annual, but on occasions it may be appropriate to set objectives that will cover a period over more than one cycle. In such cases, the basis on which the progress being made towards meeting the performance criteria for the objective will be assessed at the end of the first cycle and will be recorded in the planning and review statement at the beginning of the cycle.

### **Appeals**

At specified points in the performance management process staff and the head teacher 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 and would have to follow the strict timescale of the whole process.

### **Confidentiality**

The whole performance management process and the statements generated under it, in particular, will be treated with strict confidentiality at all times. Only the reviewee's line manager or, where s/he has more than one, each of her/his line managers will be provided

with access to the reviewee's plan recorded in her/his statement, upon request, where this is necessary to enable the line manager to discharge her/his line management responsibilities. Reviewees will be told who has requested and has been granted access.

### **Training and Support**

The college's CPD programme will be informed by the training and development needs identified in the training annex of the reviewees' planning and review statements. A copy of this part of the statement only will be forwarded to the Assistant Headteacher Professional Development.

The governing body will ensure in the budget planning that where appropriate resources are made available in the INSET budget for any training and support agreed for reviewees.

An account of the training and development needs of staff in general, 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 performance management in the college.

With regard to the provision of CPD in the case of competing demands on the college budget, a decision on relative priority will be taken with regard to the extent to which: (a) the CPD identified is essential for a reviewee to meet their objectives; and (b) the extent to which the training and support will help the college to achieve its priorities. The college's priorities will have precedence. Staff should not be held accountable for failing to make good progress towards meeting their performance criteria where the support recorded in the planning statement has not been provided.

### **Appointment of Reviewers for the Headteacher**

#### **Appointment of Governors**

The Governing Body is the reviewer for the head teacher and to discharge this responsibility on its behalf may appoint 2 or 3 governors.

Where a head teacher is of the opinion that any of the governors appointed by the governing body under this regulation is unsuitable for professional reasons, s/he may submit a written request to the governing body for that governor to be replaced, stating those reasons.

#### **Appointment of College Improvement Partner or External Adviser**

The local authority has appointed a School Improvement Partner for the college, who will provide the Governing Body with advice and support in relation to the management and review of the performance of the head teacher.

#### **Appointment of Reviewers for Staff**

In the case where the head teacher is not the member of staffs line manager, the head teacher may delegate the duties imposed upon the reviewer, in their entirety, to the staff's line manager. The head teacher will be the reviewer for those staff he directly line manages and will delegate the role of reviewer, in its entirety, to the relevant line managers for some or all other staff.

Where staff have more than one line manager the head teacher will determine which line manager will be best placed to manage and review the staff performance.

Where a reviewee is of the opinion that the person to whom the head teacher has delegated the reviewer's duties is unsuitable for professional reasons, s/he may submit a written request to the head teacher for that reviewer to be replaced, stating those reasons.

Where it becomes apparent that the reviewer will be absent for the majority of the cycle or is unsuitable for professional reasons the head teacher may perform the duties himself or delegate them in their entirety to another reviewer. Where this reviewer is not the

reviewee's line manager the reviewer will have an equivalent or higher status in the staffing structure as the staff line manager.

A performance management cycle will not begin again in the event of the reviewer being changed.

All line managers to whom the head teacher has delegated the role of reviewer will receive appropriate preparation for that role.

### **The Performance Management Cycle**

The performance of staff will be reviewed on an annual basis. Performance planning and reviews must be completed for all staff by 31 October and for head teacher by 31 December.

The performance management cycle in this college, therefore, will run from September to August for staff, and from September to August for the head teacher.

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 the provisions of this policy. The length of the cycle will be determined by the duration of their contract.

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

Where a member of staff transfers to a new post within the college part-way through a cycle, the head teacher or, in the case where the teacher is the head teacher, the governing body shall determine whether the cycle shall begin again and whether to change the reviewer.

### **Retention of Statement**

Performance management planning and review statements will be retained for a minimum period of 6 years.

### **Monitoring and Evaluation**

The governing body will monitor the operation and outcomes of performance management arrangements. The head teacher will provide the governing body with a written report on the operation of the college's performance management policy annually. The report will not contain any information which would enable any individual to be identified. The report will include:

- the operation of the performance management policy;
- the effectiveness of the college's performance management procedures;
- staff training and development needs

### **Review of the Policy**

The Governing Body will review the performance management policy annually.

The Governing Body will take account of the head teacher's report in its review of the performance management policy. The policy will be revised as required to introduce any changes in regulation and statutory guidance to ensure that it is always up to date.

The Governing Body will seek to agree any revisions to the policy with the recognised trade unions having regard to the results of the consultation with all staff.

To ensure staff are fully conversant with the performance management arrangements, all new staff who join the college will be briefed on them as part of their introduction to the college.

**Access to Documentation**

Copies of the college improvement and development plan and SEF are available for all staff.

**Classroom Observation Protocol**

All classroom observation will be undertaken in accordance with the performance management regulations, the associated guidance published by the Rewards and Incentives Group and the classroom observation protocol that is appended to this policy in Annex 1.

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## **ANNEX 1 - CLASSROOM OBSERVATION PROTOCOL**

The Governing Body is committed to ensuring that classroom observation is developmental and supportive and that those involved in the process will:

- carry out the role with professionalism, integrity and courtesy;
- evaluate objectively;
- report accurately and fairly; and
- respect the confidentiality of the information gained.

The total period for classroom observation arranged for any teacher will not exceed three hours per cycle having regard to the individual circumstances of the teacher. There is no requirement to use all of the three hours. For the purpose of performance management, teaching staff will be observed twice – one planned and one unannounced observation. The amount of observation for each teacher should reflect and be proportionate to the needs of the individual.

The arrangements for classroom observation will be included in the plan in the planning and review statement and will include the amount of observation, specify its primary purpose, any particular aspects of the staff performance which will be assessed, the duration of the observation, when during the performance management cycle the observation will take place and who will conduct the observation.

Where evidence emerges about the reviewee's teaching performance which gives rise to concern during the cycle classroom observations may be arranged in addition to those recorded at the beginning of the cycle subject to a revision meeting being held in accordance with the Regulations.

Information gathered during the observation will be used, as appropriate, for a variety of purposes including to inform college self-evaluation and college improvement strategies in accordance with the college's commitment to streamlining data collection and minimising bureaucracy and workload burdens on staff.

Classroom observations will only be undertaken by persons with QTS. In addition, in this college classroom observation will only undertaken by those who have had adequate preparation and the appropriate professional skills to undertake observation and to provide constructive oral and written feedback and support, in the context of professional dialogue between colleagues.

Oral feedback will be given as soon as possible after the observation and no later than the end of the following working day. Written feedback will be provided within five working days of the observation taking place. If issues emerged from an observation that were not part of the focus of the observation as recorded in the planning and review statement these should also be covered in the written feedback and the appropriate action taken in accordance with the regulations and guidance.

The teacher has the right to append written comments on the feedback document. Observations will be recorded on the standard college form. No other written notes in addition to the written feedback will be kept.

Lesson observations and 'drop ins' are an embedded part of the college's monitoring systems. As part of the college's monitoring of standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained, each teaching member of staff will have one 'unannounced' lesson observation during each academic year. However, teaching staff will be told during which term they shall be observed at the beginning of each academic year. Designated members of the Senior Leadership Team and Advanced Skills Teacher Team will carry out these observations.