

# Kingsdown Secondary School

---

## PERFORMANCE MANAGEMENT POLICY

### 1. **Application of the Policy**

1.1 This Policy applies to all staff employed by Kingsdown Secondary School

### 2. **Purpose of the Policy**

2.1 This policy sets out the framework for a clear and consistent assessment of the overall performance of all the teaching staff and for supporting their development needs within the context of the School's needs and their own professional needs.

2.2 This policy should be read in conjunction with all the School's policies.

### 3. **Links to School Improvement**

3.1 The performance management process will be the main source of information for the evaluation of teaching and learning and the wider school improvement process.

3.2 Analyses of examination performance and pupil progression will also contribute to the performance management process.

3.3 The Performance Manager[s] should examine the match of each teacher's objectives to the School's priorities and plans. The objectives should also reflect realistic professional aspirations for each teacher.

### 4. **Quality Assurance and Consistency**

4 The Board of Governors is committed to ensuring consistency of treatment and fairness.

4.2 In September the Head Teacher will discuss with any senior colleague the Performance Management objectives agreed with each teacher at the self-evaluation stage. Any necessary modification will take place at this stage.

4.3 The Board of Governors will appoint one responsible Governor, who is not involved in the review of the Head Teacher's performance, to review the performance objectives of any other senior colleague.

4.4 The Governing Body will review the quality assurance processes when the Performance Policy is reviewed.

### 5. **Objective Setting**

5.1 The objectives set will be rigorous, challenging, achievable, time-bound by the Performance Management process, fair and equitable in relation to each teacher's responsibilities and experience and will have regard to what can be expected of any teacher. They should also take account of the teacher's professional aspirations. They should be such that, if they are achieved, they will contribute to improving the progress of pupils at the School; one objective should therefore be related directly to pupil achievement.

- 5.2 The Performance Manager and the teacher will seek to agree the objectives but where a joint decision about a particular objective cannot be reached the Performance Manager will make the decision.
- 5.3 At Kingsdown Secondary School each teacher, including the Head Teacher, will have no more than three objectives for each period of review. One must be related directly to pupil achievement [see 5.1].
- 5.4 Objectives will focus on priorities for each individual within each cycle. At the review stage it will be assumed that other aspects of each teacher's performance not covered by the objectives or any amendment to them have been carried out satisfactorily.

## 6. **Reviewing Process**

- 6.1 The end-of-cycle assessment of performance towards an objective will be on the basis of the performance criteria set at the beginning of the cycle. If the performance criteria in the achievement of a particularly challenging objective have not been met fully, good progress towards the achievement of that objective will be assessed favourably.
- 6.2 The Performance Management cycle is intended to be annual, but by agreement, if the objectives warrant it, the cycle could be shorter.

## 7. **Appeals**

- 7.1 If an individual member of staff wishes to appeal against a decision of the Head Teacher, this appeal will be heard by a panel of two governors, usually including the Chair. The decision of this panel shall then be final.

## 8. **Confidentiality**

- 8.1 The whole Performance Management process and statements generated by it will be treated with strict confidentiality at all times. Copies of lesson observations completed within the process form part of the School's self-evaluation of teaching and learning and must be available to the Head Teacher. Training and development needs are for discussion as appropriate.

## 9. **Continuing Professional Development**

- 9.1 The School's C.P.D. programme will be informed by the needs identified in the Performance Management process.
- 9.2 The Head Teacher should ensure in the budget planning that, as far as is possible within available funds, that resources are made available for training and development.
- 9.3 An account of the training and development needs of teachers in general, including the instances where it did not prove possible to provide any agreed C.P.D., will form part of the Head Teacher's termly report to the Board of Governors.
- 9.4 In the case of competing demands on the School budget a decision on relative priority in the provision of C.P.D. will be taken with regard to the extent: [a] it is essential for the teacher to meet an agreed objective and [b] to which the C.P.D. will help the School to achieve its priorities. In instances where the appropriate C.P.D. for an individual teacher cannot be provided, this should be taken into account at the teacher's review.

## 10. **Performance Managers**

- 10.1 With the School at its present size the Head Teacher will fulfil the role of Performance Manager for all teachers. With the growth of the School this policy will be reviewed and agreed by the Board of Governors to take account of the increase in the number of teaching staff.

## 11. **The Performance Management Cycle**

- 11.1 In 2013 performance meeting will be held with all staff during April and objectives set for the period April to December 2013. In January 2014 new objectives will be set for the period January to July 2014. In September 2014 objectives will be set for the period September 2014 until July 2015. Thereafter the cycle will be annual.
- 11.2 Where the teacher is on a fixed term rather than full-time contract the cycle should be managed within the duration of the contract.
- 11.3 Where a teacher is appointed during the cycle, the length of the first cycle should be managed in such a way that the teacher then can fall into line with the cycle for other teachers at the School as soon as possible.

## 12. **Retention of Performance Management Statements**

- 12.1 Performance Management Planning and Review statements will be retained for a minimum period of 5 years.

## 13. **Monitoring and Evaluation**

- 13.1 The Board of Governors will monitor the operation and outcomes of the Performance Management arrangements.
- 13.2 The Head Teacher will provide the Board of Governors with a written report annually on the operation of the Performance Management policy. The report will cover:
- a. the operation of the Performance Management policy;
  - b. the effectiveness of the procedures;
  - c. teachers' training and development needs.
- 13.3 The Board of Governors is committed to ensuring that the process is fair and non-discriminatory and the following monitoring data will be included in the Head Teacher's report to guard against grounds for unlawful discrimination:
- Race
  - Sex
  - Sexual orientation
  - Disability
  - Religion and beliefs
  - Age
  - Part-time contracts
  - Trade union membership
- 13.4 The Head Teacher will also report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination under any of the categories above.

## 14. **Review of the Policy**

- 14.1 The Board of Governors will undertake a review of the performance management policy every school year.
- 14.2 The Policy will be revised as required to take account of the School's growth, changes in regulations and statutory guidance, to ensure it is always up to date.
- 14.3 To ensure teachers are fully conversant with the Performance Management procedures, all new teachers who join the School will be briefed on them as part of their introduction to the School.

## 15. **Classroom observations**

- 15.1 At Kingsdown we have an open classroom policy and teachers can expect to be visited /observed informally regularly in the course of a day.
- 15.2 All teachers and TAs will be subject to a termly formal observation by the head teacher or external adviser. Additionally teachers and TAs may be seen as part of a 'learning` or behaviour walk which may be undertaken from time to time by senior managers, governors etc.
- 15.3 Where there are concerns about a teacher's performance observations may be more frequent and linked to an agreed improvement plan.
- 15.4 Observation pro formas will be shared with staff prior to formal observations so that they understand the criteria against which performance will be evaluated. These pro formas may change from time to time in line with Ofsted criteria for evaluating teaching and learning and the school's own priorities. The management of behaviour will always form a crucial part of the observation schedule.
- 15.5 Peer observation is encouraged.

## 16. **Performance Related Pay**

- 16.1 Kingsdown is not subject to STP&C however we seek to mirror good practice wherever possible. Any decisions on pay bade by the MD or Board of Governors will clearly reference a member of staff's performance.