

# **Hasbury Church of England**

## **Primary School**



## **Performance Management Policy**

**Reviewed: Autumn 2010**

**Review dates: 2011, 2012**

**HASBURY CHURCH OF ENGLAND PRIMARY SCHOOL**  
**PERFORMANCE MANAGEMENT POLICY**  
**2007**

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**DUDLEY METROPOLITAN BOROUGH**

**ADMINISTRATIVE PROCEDURES**

**D-36**

**TITLE:**                   **PERFORMANCE MANAGEMENT POLICY**

**PURPOSE:**               *Following the publication of R.I.G model performance management policy for schools, this framework policy has been agreed as a Dudley Model, following consultation with appropriate Professional Associations for Teachers and Head teachers. The Dudley Model is recommended to Governing Bodies as an agreed framework to enable schools to consider the options available and publish an individual School Policy to support the implementation of the Performance Management Regulations 2006.*

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**ORIGINAL DATE:** *April 2007*

**REVISED DATE:**

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**NOTE:**                   *This Model Policy for Dudley has been formulated in consultation with ATL, NUT, NAS/UWT, ASCL, NAHT, UNISON AND GMB.*

## **PERFORMANCE MANAGEMENT POLICY** **(THE DUDLEY MODEL)**

### **PREAMBLE**

*The Education (School Teachers' Performance Management (England) Regulations 2006 will come into force on 1st September 2007.*

*Regulation 7(9) requires that each governing body shall establish a written policy that shall:*

- (a) state what results the policy is intended to achieve and how these will be measured;*
- (b) show how the school's arrangements for school teacher performance management link with those for school improvement, school self-evaluation and school development planning;*
- (c) show how the school will seek to achieve consistency of treatment and fairness between those teachers with similar experience or levels of responsibility;*
- (d) set out the timing of the cycle;*
- (e) include a classroom observation protocol*
- (f) provide performance management training to be made available as the need arises;*
- (g) state the arrangements for monitoring and evaluating the policy: and*
- (h) specify any ancillary or supplementary procedures necessary for the operation of the performance management of teachers at the school in accordance with these Regulations.*

*This Dudley Model Performance Management Policy is locally agreed by the Directorate Joint Consultative Committee (Personnel Issues) Sub-Group. It recommends a model of both Regulation and good practice for Dudley schools and provides the framework for further consultation at school level on issues which although are required by regulation, there are options on the way they are interpreted and implemented in an individual school.*

*This Model Performance Management Policy applies only to teachers and Headteachers. There are no national performance management regulations which apply to support staff and there is no national agreement on performance management with support staff unions.*

*The boxed text in **BOLD**, identifies the options for individual schools' consultation and decisions for individual Governing Bodies. All other sections have been through a collective consultation process with relevant Professional Associations and form the basis of the Dudley Model Policy.*

*Schools wishing to operate outside of the framework in the Dudley Model Policy are reminded that consultation on all aspects of a Performance Management Policy will be required.*

**PERFORMANCE MANAGEMENT POLICY**  
**(THE DUDLEY MODEL)**

***The Governing Body of Hasbury Church of England Primary School adopted this performance management policy on 1st October 2007***

***Review dates: Oct 2008, Oct 2009 and Oct 2010***

**1. INTRODUCTION**

*The Governing Body has adopted this policy following consultation with all teachers in the school and the school based Professional Association representatives as applicable.*

*Local options have been considered and agreed upon for this school having regard to the Education (School Teacher Performance Management) (England) Regulations 2006 and guidance provided by the Rewards and Incentive Group (RIG), namely 'Performance Management for Teachers and Headteachers guidance'.*

*Copies of the Regulations and guidance are readily available for reference to all teachers and can be downloaded from:*

*[http://www.teachernet.gov.uk / management / pay and performance / performance management](http://www.teachernet.gov.uk/management/payandperformance/performancemanagement)*

**2. APPLICATION OF THE POLICY**

*The policy applies to the Headteacher and to all teachers employed by the school except teachers on contracts of less than one term, those undergoing induction (ie NQTs) and those who are the subject of capability procedures.*

### **3. PURPOSE**

*This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers and the Headteacher and for supporting their development needs within the context of the school's improvement plan and their own professional needs. Where teachers 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 school's pay policy which provides details of the arrangements relating to teacher's pay in accordance with the School Teachers' Pay and Conditions Document.*

### **3. LINKS TO SCHOOL IMPROVEMENT, SCHOOL SELF EVALUATION AND SCHOOL DEVELOPMENT PLANNING**

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

*Similarly, the school improvement and development plan and the school'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 school's priorities and plans. The objectives should also reflect reviewees' professional aspirations.*

#### **4. 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.*

##### **4.1 Quality assurance**

*The Headteacher has determined that he/she will:*

***delegate the reviewer role for some or all teachers for whom s/he is not the line manager. In these circumstances the Headteacher will:***

***moderate all the planning statements to check that the plans recorded in the statements of teachers at the school:***

- are consistent between those who have similar experience and similar levels of responsibility***
- comply with the school'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 school's improvement priorities and complies with the school's performance management policy and the Regulations.***

*The Governing Body will review the quality assurance processes when the performance policy is reviewed.*

## **5. OBJECTIVE SETTING**

*The objectives set will be rigorous, challenging, achievable, time-bound, fair and equitable in relation to teachers 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 school's strategy for bringing downward pressure on working hours. They shall also take account of the teacher's 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 pupils at the school.*

*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 school (choose as applicable):***

- all teachers, including the Headteacher, will usually have no more than 3 objectives***

- ***teachers, including the Headteacher, may not necessarily all have the same number of objectives***
- ***all teachers, including the Headteacher, may have a whole school objective***

*Though performance management is an assessment of overall performance of teachers and the Headteacher, objectives cannot cover the full range of a teacher's 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 a teacher's 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.*

## **6. 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.*

## **7. APPEALS**

*At specified points in the performance management process teachers and head teachers 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.*

*Details of the appeals process are covered in the school's pay policy.*

## **8. CONFIDENTIALITY**

*The outcomes of the performance management review should remain confidential to members of the Governing Body delegated to conduct the performance and pay reviews of the Headteacher.*

*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 his/her 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.*

## **9. TRAINING AND SUPPORT**

*The school's CPD programme will be informed by the training and development needs identified in the training annex of the reviewees' planning and review statements.*

*The governing body will ensure in the budget planning that, as far as possible, appropriate resources are made available in the school budget for any training and support agreed for reviewees.*

*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 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 school.*

*With regard to the provision of CPD in the case of competing demands on the school 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 school to achieve its priorities. Teachers 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.*

## **10. APPOINTMENT OF REVIEWERS FOR THE HEADTEACHER**

### **Appointment of Governors**

*In this school:*

***The Governing Body is the reviewer for the Headteacher and to discharge this responsibility on its behalf appoints 2 or 3 governors of which one will be a foundation governor.***

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

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

***A school improvement partner has not yet been allocated to this school and the Governing Body will appoint an external adviser to provide advice and support in relation to the management and review of the performance of the Headteacher.***

### **Appointment of Reviewers for Teachers**

*In the case where the Headteacher is not the teacher's line manager, the head teacher may delegate the duties imposed upon the reviewer, in their entirety, to the teacher's line manager. In this school the Headteacher has decided that:*

***The Headteacher will be the reviewer for those teachers s/he directly line manages and will delegate the role of reviewer, in its entirety, to the relevant line managers for some or all other teachers.***

***Where the Headteacher has chosen this option, then choose from the following:***

- ***Line managers will be the reviewers for all those teachers they line manage.***
- ***Where the reviewer is neither the Headteacher or on the Leadership Spine, then as far as reasonably possible, each reviewer should be allocated no more than 3 reviews.***
- ***The maximum number of reviews that any line manager will be expected to undertake per cycle is four***

*Where a teacher has more than one line manager the Headteacher will determine which line manager will be best placed to manage and review the teacher's performance.*

*Where a teacher is of the opinion that the person to whom the Headteacher has delegated the reviewer's duties is unsuitable for professional reasons, s/he may submit a written request to the Headteacher 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 Headteacher may perform the duties himself/herself or delegate them in their entirety to another teacher. Where this teacher*

*is not the reviewee's line manager the teacher will have an equivalent or higher status in the staffing structure as the teacher's line manager.*

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

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

## **11. THE PERFORMANCE MANAGEMENT CYCLE**

*The performance of teachers must be reviewed on an annual basis.*

*Performance planning and reviews must be completed for all teachers by 31 October and for Head teachers by 31 December.*

***The performance management cycle in this school, therefore, will run from October to October for teachers, and from November to November for the Headteacher.***

*Teachers who are employed on a fixed term contract of less than one year, may seek to 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 a teacher starts their employment at the school part-way through a cycle, the Headteacher or, in the case where the teacher is the Headteacher, the governing body shall determine the length of the first cycle for that teacher, with a view to bringing his cycle into line with the cycle for other teachers at the school as soon as possible.*

*Where a teacher transfers to a new post within the school part-way through a cycle, the Headteacher or, in the case where the teacher is the Headteacher,*

*the governing body shall determine whether the cycle shall begin again and whether to change the reviewer.*

## **12. RETENTION OF STATEMENTS**

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

## **13. MONITORING AND EVALUATION**

*The Governing Body will monitor the operation and outcomes of performance management arrangements.*

*The Headteacher will provide the governing body with a written report on the operation of the school'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 school's performance management procedures;*
- teachers' training and development needs.*

*The Governing Body is committed to ensuring that the performance management process is fair and non-discriminatory.*

*The Headteacher will also report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination.*

## **14. REVIEW OF THE POLICY**

*The Governing Body will review the performance management policy every*

*school year at its November meeting.*

*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 teachers.*

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

**15. ACCESS TO DOCUMENTATION**

*Copies of the school improvement and development plan and SEF are published on the school's intranet and/or can be obtained from the school office.*

**16. 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.*

## **ANNEX 1 - CLASSROOM OBSERVATION PROTOCOL (DUDLEY MODEL)**

*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. The amount of observation for each teacher should reflect and be proportionate to the needs of the individual.*

*In this school 'proportionate to need' will be determined by discussion in the planning meeting, as appropriate to objectives set, and having regard to the teacher's working hours.*

*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 teacher's 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 school self-evaluation and school improvement strategies in accordance with the school's commitment to streamlining data collection and minimising bureaucracy and workload burdens on staff.*

*In keeping with the commitment to supportive and developmental classroom observation those being observed will be notified in advance.*

*Classroom observations will only be undertaken by persons with QTS.*

*In addition, in this school classroom observation will only be 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. It will be given during directed time in a suitable, private environment.*

*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 written record of feedback also includes the date on which the observation took place, the lesson observed and the length of the observation. The teacher has the right to append written comments on the feedback document. No written notes in addition to the written feedback will be kept.*

*A Headteacher has a duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained. Heads have a right to drop in to inform their monitoring of the quality of learning.*

*Clearly the performance management arrangements are integral to fulfilling this duty and Head teachers may consider the classroom observations they have agreed for performance management are sufficient and that drop in will not be needed.*

*In this school:*

***drop ins will only be undertaken by the Headteacher***

*Drop ins will only inform the performance management process where evidence arises which merits the revision of the performance management planning statement, in accordance with the provisions of the regulations.*

**PLANNING RECORD**

**Teacher:** \_\_\_\_\_ **Team Leader:** \_\_\_\_\_

**Date of meeting:** \_\_\_\_\_

**Objectives:**

1.

2.

3.

**Development and training:**

**Resources to support the objectives:**

**Teacher's comments:**

**Teacher:** \_\_\_\_\_ (signature) **Team Leader:** \_\_\_\_\_ (signature)

**Date:** \_\_\_\_\_

Date of receipt of the completed planning statement. \_\_\_\_\_

## MONITORING PROGRESS: CLASSROOM OBSERVATION CHECKLIST

Date of observation: \_\_\_\_\_ Time: \_\_\_\_\_  
Class observed: \_\_\_\_\_ Subject: \_\_\_\_\_

Teacher \_\_\_\_\_ Team \_\_\_\_\_  
Leader \_\_\_\_\_

Further \_\_\_\_\_

At least

Development

Satisfactory

### **1. The teacher plans effectively and sets clear objectives that are understood.**

- a) Objectives are communicated clearly at the start of the lesson. \_\_\_\_\_
- b) Materials are ready. \_\_\_\_\_
- c) There is a good structure to the lesson. \_\_\_\_\_
- d) The lesson is reviewed at the end. \_\_\_\_\_
- e) The material was differentiated as appropriate. \_\_\_\_\_

### **2. The teacher shows good subject knowledge and understanding.**

- a) Teacher has a thorough knowledge of the subject content covered in the lesson.
- b) Subject material was appropriate for the lesson. \_\_\_\_\_
- c) Knowledge is made relevant and interesting for pupils. \_\_\_\_\_

### **3. The teaching methods used enable all pupils to learn effectively. \_\_\_\_\_**

- a) The lesson is linked to previous teaching or learning. \_\_\_\_\_
- b) A variety of activities and questioning techniques is used. \_\_\_\_\_
- c) Instructions and explanations are clear and specific. \_\_\_\_\_
- d) The teacher involves all pupils, listens to them and responds appropriately. \_\_\_\_\_
- e) High standards of effort, accuracy and presentation are encouraged. \_\_\_\_\_
- f) Appropriate methods of differentiation are used. \_\_\_\_\_

### **4. Pupils are well managed and high standards of behaviour are insisted upon.**

- a) Pupils are praised regularly for their good effort and achievement. \_\_\_\_\_
- b) All pupils are treated fairly, with an equal emphasis on the work of boys and girls, and all ability

groups. \_\_\_\_\_

**5. Pupils' work is assessed thoroughly.**

a) Pupil understanding is assessed throughout the lesson by the use of the teacher's questions \_\_\_\_\_

b) Mistakes and misconceptions are recognised by the teacher and used constructively to facilitate learning. \_\_\_\_\_

c) Pupil's written work is assessed regularly and accurately. \_\_\_\_\_

**6. Pupils achieve productive outcomes.**

a) Pupils remain fully engaged throughout the lesson and make progress in the lesson.

b) Pupils understand what work is expected of them during the lesson. \_\_\_\_\_

c) The pupil outcomes of the lesson are consistent with the objectives set at the beginning.

d) The teacher and pupils work at a good pace \_\_\_\_\_

e) Where appropriate the teacher encourages pupils to reflect sensitively on their learning.

**7. The teacher makes effective use of time and resources.**

a) Time is well utilised and the learning is maintained for the full time available. \_\_\_\_\_

b) A good pace is maintained throughout the lesson. \_\_\_\_\_

c) Good use is made of any support available e.g. learning assistants \_\_\_\_\_

d) Resources are clear, appropriate and well managed \_\_\_\_\_

e) Appropriate learning resources are used, e.g. ICT \_\_\_\_\_

**8. Homework is used effectively to reinforce and extend learning.**

a) Homework is set if appropriate. \_\_\_\_\_

b) The learning objectives are explicit and relate to the work in progress. \_\_\_\_\_

c) Homework is followed up if it has been set previously. \_\_\_

**9. The teacher's objectives for this lesson were met.**

**10. The classroom is well organised, stimulating and conducive to learning..**

**CLASSROOM OBSERVATION FEEDBACK RECORD**

**Date of feedback:** \_\_\_\_\_

**Date of observation:** \_\_\_\_\_

**Class observed:** \_\_\_\_\_

**Subject:** \_\_\_\_\_

**Teacher** \_\_\_\_\_

**Team**

**Leader** \_\_\_\_\_

**Strengths:**

**Areas for development:**

**Teacher's comments:**

**Observer:** \_\_\_\_\_ (signature)

**Teacher:** \_\_\_\_\_ (signature)

**ANNUAL REVIEW STATEMENT**

**Date of Review Meeting:** \_\_\_\_\_

**Teacher:** \_\_\_\_\_ **Team Leader:**  
\_\_\_\_\_

Met  
Further

Development  
(✓) (✓)

**Objectives:**

- 1.
- 2.
- 3.

**Areas of particular strength (specify)**

**Areas to be developed**

**Support and resources requested (specify)**

**Teacher's comments**

**The content of this record has been agreed by:**

**Teacher:** \_\_\_\_\_ (signature) **Team Leader:**  
\_\_\_\_\_ (signature)

Date of receipt of the completed review statement by the