



# **Greenside School Performance Development Policy for Teachers**

## **Introduction**

At Greenside School the term “performance development” is used to describe the annual cycle of review of staff performance. This term has been chosen in preference to that of “performance management” as it describes the aims and intent of the process at Greenside School. All members of staff at Greenside are entitled to receive performance development. This policy outlines the aims of this provision how opportunities for performance development is provided for the wide range of positions at our school.

At Greenside School we believe in lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a creative, rewarding and enjoyable experience for everyone. This is summarised in our mission statement

### ***“ Working as One - Learning Together”***

Together we seek to create a reflective community in which everyone is a learner, pupils make outstanding progress, and the drive for improvement is evident.

## **Performance development for teachers**

This policy is based on the model performance management policy prepared by the Rewards and Incentives Group (RIG) for the regulations which come into effect from 1<sup>st</sup>. September 2007. This policy applies only to teachers and the Headteacher except teachers on contracts of less than one term, Newly Qualified Teachers (NQTs) and those who are the subject of capability procedures. This policy should be read in conjunction with the School's pay policy which provides details of the arrangements relating to teachers' pay in accordance with the School Teachers' Pay and Conditions Document (STPCD).

## **Purpose**

This policy sets out the framework for the 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 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.

The arrangements for performance development link with those for school improvement and school development plans as well as the school's self-evaluation process. All reviewers are expected to explore the alignment of reviewers' objectives with the school's priorities and plans. The objectives should also reflect the professional aspirations of the teacher.

### **Consistency of treatment and fairness**

The governing body is committed to ensuring consistency of treatment and fairness in the operation of the performance development process at Greenside School. To ensure this the following quality assurance measures are made in relation to moderation and objective setting.

### **Quality assurance**

The Headteacher will delegate the reviewer role for some teachers to other members of the leadership team.

The Headteacher will moderate a sample of 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 schools' performance development policy, the regulations and requirements of equality legislation.

The Governing body will nominate 2 governors who will not be involved in the Headteacher's performance development or any appeal regarding the Headteacher's performance development to ensure that the Headteacher's planning statement is consistent with the school's improvement priorities and complies with the school's performance development policy and RIG regulations.

### **Objective setting**

The objectives set 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 their professional duties and the time required to pursue their interests outside work. 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 Greenside School.

In order to assist the teacher to reflect on the issues and personal aspirations that may influence their selection of performance objectives, the main areas of the OfSTED School self Evaluation Form (SEF) will be used.

The reviewer will act as a facilitator in the objective setting process, seeking the support the reviewee to identify the key area(s) that they want to improve. It is better that the reviewee has one objective that is important to them, rather than several that they cannot remember at the end of the year.

The reviewee will be asked by the reviewer to take notes during the meeting and to phrase their own objective(s). 2 or 3 days following the meeting the reviewee may share their draft of the objective(s) with their reviewer. It is the reviewer who must produce the final draft of the objectives and ensure that this is shared with the reviewee, and where appropriate, the Headteacher.

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

At Greenside School all teachers, including the Headteacher, will have no more than 3 objectives. Teachers, including the Headteacher, will not necessarily all have the same number of objectives.

Though performance development 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, to assist in identifying these priorities the reviewee will be asked to complete a short questionnaire prior to the review meeting.

### **Reviewing progress**

Progress towards achieving each objective will be assessed at the end of the annual performance development cycle and recorded in the planning and review statement at the beginning of the cycle.

### **Appeals**

At specified points in the performance development process teachers and the Headteacher have the 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 appeal process are covered in the school's pay policy.

### **Confidentiality**

The whole performance development 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 school's Continuing Professional Development (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 Headteacher's annual report to the governing body about the operation of the performance development process at Greenside 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:

- The CPD identified is essential for a reviewee to meet their objectives
- The extent to which the training and support will help the school to achieve its priorities. The school's priorities will take precedence.

Teachers should not be held accountable for failing to make good progress towards meeting their performance development criteria where the support recorded in the planning statement has not been provided.

### **Appointment of reviewers for the Headteacher.**

The Governing Body is the reviewer for the Headteacher and to discharge this responsibility on its behalf may assign 2 governors.

Where the Headteacher 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 reviewers for teachers**

In the case where the Headteacher is not the teacher's line manager, the Headteacher may delegate the duties imposed upon the reviewer, in their entirety, to the teacher's line manager.

At Greenside School the Headteacher has decided that the Headteacher will be the reviewer for those teachers s/he directly line manages as well as those teachers who work on a part time or temporary basis and will delegate the role of the reviewer, in its entirety, to the relevant line manager for some or all other teachers.

The maximum number of reviews that any line manager will be expected to undertake per cycle is 8.

Where the 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 the 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 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 development 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.

### **The performance development cycle.**

The performance of teachers must be reviewed on an annual basis. Performance planning and reviews must be completed for all teachers by 31<sup>st</sup> October and for the Headteacher by 31<sup>st</sup> December.

At Greenside School the performance development cycle will run from September to August for teachers and from October to September for the Headteacher.

Teachers who are employed on a fixed term basis 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 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 the 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.

### **Retention of statements**

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 of performance development arrangements.

The DfES require the Headteacher to provide the governing body with a written report on the operation of the school's performance development 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 development policy
- the effectiveness of the school's performance development procedures
- teachers' training and development needs.

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 under any of the categories above.

### **Review of policy**

The Governing Body will review the performance development policy every school year at its autumn meeting.

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.

### **Access to documentation**

Copies of the school improvement and development plan and OfSTED Self Evaluation Form (SEF) are available from the school office and in the meeting room.

### **Classroom observation**

All observations will be undertaken in accordance with the performance development regulations published by RIG and the classroom observation protocol that is appended to this policy in Annex 1.

### **Performance management of specialist staff (swimming instructors, sports, drama instructors etc.)**

Specialist staff will follow the same cycle of performance development as that provided for teachers (see above).

## **Annex 1**

### **Classroom observation protocol**

The Governing Body of Greenside School 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.

The total for classroom observation arranged for any teacher will not exceed 3 hours per cycle having regard to the individual circumstances of the teacher. There is no requirement to use all of the 3 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 ensuring that initial observations are assessed as being at least “good” using current OfSTED criteria. Observations that judge practice to be satisfactory or unsatisfactory will require the teacher to receive further observation(s) of a minimum of 30 minutes with the expectation of the teacher’s practice will be judged as “good.”

The arrangements for classroom observation will be included in the planning review statement and will include the amount of observation, specify its purpose, any particular aspects of the teacher’s performance which will be assessed.

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 observations will be used, as appropriate, for a variety of purposes including informing 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.

Classroom observations will only be undertaken by persons with qualified teacher status (QTS).

Oral feedback will be given as soon as possible after the observation and no later than the end of the following day. It will be given in a suitable private environment.

Written feedback will be provided within 5 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.

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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 comments on the feedback document. No notes in addition to the written feedback will be kept.

The Headteacher has the duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained. The Head has the right to drop in to inform her/his monitoring of the quality of teaching and learning.

As Greenside is a relatively large special school, drop in observations will be undertaken by the Headteacher and the Assistant Headteachers. Drop in observations will only inform the performance development process where evidence arises which merits the revision of the performance development planning statement, in accordance with the provisions of the regulations.

## **Annex 2**

### **Differentiating performance expectations for teachers at different stages in their career and with different posts.**

At Greenside School objectives for teachers should include elements and emphases that differentiate expectations appropriately for their experience and post. This supports the teacher in meeting the statutory obligations in the School Teachers' Pay and Conditions Document (STPCD).

The following characteristics are derived from the STPCD and are used to guide the level of expectation in performance development objectives for each group.

#### **Main scale teachers (M1 to M6):**

- Improving individual areas of personal practice identified through observation, monitoring and review
- Implementing school policy and practices more effectively
- Continuing professional development and implementing the outcomes effectively.
- Developing a curriculum area

#### **Post-threshold teachers (UPS1)**

Teachers who have met the threshold standards and who are progressing from UPS1 to 3 on the main scale do not have additional responsibilities due to their pay position. However, STPCD makes it clear that they do have additional obligations to provide a specific quality of teaching and learning that reflects the performance – related progression that they have achieved.

All teachers who wish to progress on the upper pay scale are required to demonstrate that their achievements and contribution to the school have been substantial and sustained.

Teachers who seek to progress to UPS3 or who have reached UPS3 should meet the guidance in STPCD, which states that teachers aspiring and those who have reached UPS2 - UPS3 must play a critical role in the life of the school. They must provide a model for teaching and learning, make a distinctive contribution to the raising of pupil standards and contribute effectively to the work of the wider team. They should take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning.

In keeping with this guidance, UPS teachers have an obligation to make significant impact through their teaching and through the subject co-ordination activities.

UPS teachers are expected to:

- Contribute in a substantial and sustained manner to school policy and practice
- Demonstrate professional growth in the development of personal teaching expertise post-threshold.

#### **TLR post holders**

- Developing provision and practice across the curriculum.
- Impacting on the progress of pupils beyond those personally taught
- Leading, developing and enhancing the teaching practice of other staff.

#### **Leadership group teachers**

- Impacting on the confidence and commitment of other staff and pupils
- Creating and implementing strategic vision in the school
- Enhancing the standards of teaching and learning
- Demonstrating professional growth in the development of leadership expertise over time.



**Review of other achievements including impact of continuous professional development (e.g. with reference to the relevant professional standards)**

**Reviewer's evaluation**

**Summary of evidence from classroom observation in the completed cycle**

**Reviewer's evaluation**

**Recommendation on pay progression (where appropriate)**

The reviewee is eligible for consideration for pay progression for: (delete as appropriate)

- Main scale progression (M1 to M6)\*
- Threshold Assessment
- Upper Pay Spine progression
- Leadership Group Spine progression
- Advanced Skills teacher progression

\* Progression from M1 to M6 is automatic unless performance has been unsatisfactory. The school policy may provide the possibility of the award of two incremental points for excellent performance. Reviewers should be aware of the position taken in the school policy on double increment.

Reviewer's pay progression recommendation, taking into account the relevant criteria within STPCD and the school Pay Policy: (delete as appropriate)

Either:

- Based on the outcomes of the performance review above, pay progression on the relevant spine **is recommended**

Or

- Based on the outcomes of the performance review above, pay progression on the relevant spine **is not recommended**

## **Section 2: Planning for the forthcoming cycle - Reflecting on needs and priorities for the forthcoming year**

The following headings should be used as discussion points to help identify whole school issues. After assigning a grade to the different headings the reviewee should consider the factors that informed their judgements and how they would want to see these areas improve and the actions they could take to contribute towards bringing about such developments.

**Using a scale whereby: 1 is Outstanding.**

**2 is Good**

**3 is Satisfactory**

**4 is Inadequate**

**How would you grade the level of achievement and standards**

- 1) In the classes you teach?**
- 2) In the subject area for which you are responsible?**

**How would you grade the quality of teaching and learning?**

- 1) In your class(s)?**
- 2) In your department?**

**How would you grade the curriculum and other activities**

- 1) In your class?**
- 2) in your department?**

**How would you grade personal development and well being**

- 1) In your class**
- 2) For the whole school?**

**How would you grade the quality of leadership and management**

- 1) In your department?**
- 2) For the whole school?**

**Objectives for the forthcoming year**

*'The reviewee's objectives shall be such that, if they are achieved, they will contribute to improving the progress of pupils at the school'.*

Objective headline	Proposed strategies ( tasks involved and support to be provided)	Success criteria (including timescales)	Monitoring arrangements

**Arrangements for classroom observation**

<p>Classroom observations for the specific purpose of performance management will be completed in: (insert half term / month)</p>	<p>Key focus (or general statement, e.g. 'the focus of all observations will be the overall impact of teaching on learning; any further specific aspects for focus will be determined in the light of school improvement priorities at the relevant time'.</p>
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**Staff member comments (to be completed after receipt of the draft review statement and/or receipt of the final review statement)**

<b>Signed (reviewee)</b>	<b>Signed (reviewer)</b>
<b>Date</b>	<b>Date</b>

**Training and Development Statement**

**Continuous professional development and other support sought for the forthcoming year**

	Reviewer comment – rationale for CPD and outcomes sought
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**A copy of the Training and Development Statement should be passed to the person who co-ordinates professional development in the school.**

## **Guidance for reviewees (teachers only)**

The performance management cycle gives you the opportunity to demonstrate the quality of your professional practice and your contribution to the school. It recognises your strengths and helps identify areas for further professional development. It provides evidence for your career development and pay progression.

The framework of expectations that guides your performance management includes:

- Your objectives from the previous cycle.
- Your job description.
- Your annual job plan (if adopted by the school).
- Any performance criteria set by the school.
- Any relevant whole-school or team objectives specified in the school improvement plan.
- The relevant requirements from the School Teachers' Pay and Conditions Document.
- Any relevant Professional Standards for Teachers.
- Any relevant pay progression criteria.

Performance review and professional development are directly linked. In order to meet the challenges of objectives and professional growth the school must provide appropriate professional development opportunities and support.

The following step by step guide provides a sequenced plan for the year.

## **Guidance for reviewers**

Performance management reviewers make a central contribution to the quality of teaching, learning and improvement in the school.

Reviewers are responsible for:

- Agreeing relevant and challenging objectives with teachers.
- Ensuring that classroom observations are completed, recorded and discussed with teachers
- Maintaining an ongoing relationship with their reviewees, monitoring and supporting progress towards the achievement of their objectives.
- Prompting robust professional dialogue based on clear expectations and criteria
- Writing accurate, clear and focused evaluations in all parts of the performance management process

Reviewers should ensure that they are familiar with and have access to the following documentation before the annual review meeting:

- The reviewee's objectives from the previous cycle.
- The reviewee's job description.
- The reviewee's annual job plan (if adopted by the school).
- Any performance criteria set by the school.
- Any relevant whole-school or team objectives specified in the school improvement plan.
- The relevant requirements from the School Teachers' Pay and Conditions Document.
- Any relevant Professional Standards for Teachers.
- Any relevant pay progression criteria.

The reviewer needs this information for reference purposes and to form the basis of appropriate questions during the review process.

Maximum benefit will be achieved if the reviewee is fully aware of this information in order that s/he can engage fully with the process at an appropriate level of expectation.

The following step by step guide provides a sequenced plan for the year.

## **Guidance for governors**

Governors play an important strategic role in performance management, ensuring that the overall process is completed and that it is effective and directly reviewing the performance of the headteacher.

The specific role of the governors in performance management is to:

- Approve and establish the school's performance management policy and review it annually.
- Monitor the operation and outcomes of performance management arrangements, normally through reports from the headteacher.
- Appoint 2 or 3 governors to review the headteacher's performance on an annual basis.
- Take account of performance review outcomes in any decisions about teachers' pay progression.
- Keep a copy of the headteacher's annual review statement.
- Request or pass on evidence from the performance management process if teachers or the headteacher transfers to another school mid-cycle.

## **Guidance for appointed governors on the headteacher performance review process**

Appointed governors play a central role in the performance management process of the school, by taking responsibility for the performance review of the headteacher.

For some governors this may appear to be a daunting prospect. However, it can be effectively managed, and a robust process can easily be achieved by asking appropriate questions of the headteacher at each stage. Examples of appropriate questions are given in the step-by-step guidance below.

Appointed governors should have access to and be familiar with the following documentation:

- The headteacher's objectives from the previous cycle.
- The headteacher's job description.
- The headteacher's annual job plan (if adopted by the school).
- Any performance criteria set by the school performance management policy of the previous review.
- Any relevant whole-school or team objectives specified in the school improvement plan.
- The Conditions of Employment of headteachers from the School Teachers' Pay and Conditions Document (STPCD).
- The pay progression criteria for leadership group (from STPCD).

Appointed governors have access to up to two key sources of supporting information:

### **The self-evaluation written by the headteacher**

Whilst there is no statutory obligation on the headteacher to complete a written self-evaluation it provides a central document around which the review process can be built. The pro forma supplied gives the headteacher the opportunity to record relevant information and evaluation in separate sections, which form the basis for governor questions. Governors can seek to explore and constructively challenge the evaluations, leading in most cases to a robust process of corroboration.

### **The written preliminary advice provided by the adviser**

Advisers or School Improvement Partners should be encouraged to provide written preliminary advice for appointed governors. If this is not provided there is little or no chance to consider evidence before the review meeting or to plan appropriate questions for exploration. Where written advice is received appointed governors then have the chance to form questions to seek clarification of issues with the adviser in the pre-review meeting, and can cross-reference the advice with the self-evaluation provided by the headteacher.

The following step by step guide provides a sequenced plan for the year.

**Annex 7  
Individual annual job plan**

<b>Name</b>		<b>Period covered</b>
<b>Post / title</b>		
<b>Class issues</b>	<b>Whole school issues</b>	<b>Post specific issues or main scale responsibility issues</b>
<b>Summary of professional development confirmed for the year</b>		