

PERFORMANCE MANAGEMENT POLICY

Where this document specifically mentions 'Teacher' it is applicable to all staff depending on their roles and responsibilities and individual circumstances.

Governors and Trustees will have an annual skills audit and portfolio of responsibilities. Performance in these areas will be measured against the MAT development plan and governance code of conduct.

1. INTRODUCTION

1.1 This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers and support staff, including the-CEO, CFO, Headteacher and Head of School posts., and for their development within the context of the Special Partnership Trust's plan for improving the educational standards expected of all staff who work within the Trust. It also makes reference to the policy/procedure that will apply when teachers and other staff fall below the levels of competence that are expected of them.

2. APPLICATION OF THE POLICY

2.1 This appraisal policy applies to all staff within the Trust, except those on contracts of less than one term, those undergoing induction (ie NQTs) and those who are subject to capability. When a member of staff is not meeting the required standard for their job you should refer to the Capability Policy and Procedure

3. PROFESSIONAL REVIEW - APPRAISAL

3.1 Appraisals in each school within the Special Partnership Trust will be a supportive and developmental process designed to ensure that all teachers and learning mentors have the skills and support they need to carry out their role effectively. It will help to ensure that teachers within the Trust are able to continue to improve their professional practice and develop as teachers.

3.2 The appraisal period will run for twelve months from September to July for teachers and support staff. Teachers who are employed on a fixed term contract of less than one year will have their performance managed in accordance with the principles underpinning this policy. The length of the period will be determined by the duration of their contract. There is flexibility to have a longer or shorter appraisal period when teachers begin or end employment with a school.

4. APPOINTING APPRAISERS

4.1 The Trustees of the Special Partnership Trust, supported by the SPT SIP will appraise the CEO of the Trust. A panel from the Trustees Finance, Personnel and Estate group and the CEO will appraise the CFO. The CEO will appraise all other centrally resourced staff e.g. admin / PA.

4.1 A sub-group consisting of 2-3 members of the Local Governing Body, supported by a suitably skilled and/or experienced Trustee and CEO will appraise the Headteacher / Head of School of each school, including the setting of objectives.

5. SETTING OBJECTIVES

5.1 The appraiser will set individual targets aligned to the specific priorities of the Trust or specific school.

Objectives for each teacher will be set before, or as soon as practicable after, the start of each academic year. The objectives set for each teacher, will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the teacher's role and level of experience. They can also be set to enable the school to develop new initiatives identified through the school's self-evaluation process or changing educational landscape. The appraiser and teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change. Any objections by a teacher to the objectives will be recorded on the appraisal form and they have the right to appeal heard by a panel of Trustees or the CEO.

- 5.2 The objectives set for each teacher will, if achieved, contribute to the school's plans for improving the education and progress of pupils at that school. This will be ensured by aligning the objectives against those of the school and/or subject self-evaluation, wherever appropriate.
- 5.3 Before, or as soon as practicable after, the start of each appraisal period, each teacher will be informed of the standards against which that teacher's performance in that appraisal period will be assessed. All teachers should be assessed against the set of standards contained in the current national Standards, these maybe Teachers, Headteacher or Teaching Assistant Standards.
- 5.4 Achievement of objectives does not automatically determine progression through Threshold, UPS, or leadership spine points, these are discretionary decisions based on the Threshold criteria and evidence of sustained and significant contributions to school improvement above and beyond the normal role expectations. Please refer to the Trust's pay policy for more information.

6. REVIEWING PERFORMANCE

- 6.1 Observation - The Special Partnership Trust believes that observation of classroom practice learning walks and other responsibilities is important both as a way of assessing teachers' performance in order to identify any particular strengths and areas for development they may have and of gaining useful information which can inform school improvement more generally. All observation will be carried out in a supportive fashion and result in written and oral feedback, forming part of an evaluative dialogue (significant differences of opinion may be recorded on the observation form).
- 6.2 In each school, teachers' performance will be regularly observed but the amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the school (as a minimum teachers should expect to have 3 formal observations per year). In addition to formal observation, the Principal/Headteacher or other leaders with responsibility for teaching standards may 'drop in' in order to evaluate the standards of teaching and to check that high standards of professional performance are established and maintained; this can additionally be identified through learning walks with a specific school improvement focus. The length and frequency of 'drop in' observations will vary depending on specific circumstances. Staff who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

7. DEVELOPMENT AND SUPPORT

- 7.1 Appraisal is a supportive process, which will be used to inform continuing professional development. The school wishes to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual teachers. Professional development can take many different forms and all teachers will be able to benefit from 'Peer Learning Partnerships' where colleagues jointly plan, observe and teach lessons around a specific theme, such as literacy, numeracy or communication (this list is not

exhaustive). These are aimed at identifying and sharing best practice across all the schools within the Trust.

8. FEEDBACK

8.1 The Special Partnership Trust is committed to high standards in all the schools that form part of the Trust and supporting its staff in providing the best learning opportunities for its pupils. Teachers will receive constructive feedback on their performance throughout the year and as soon as practicable after any has taken place, in oral and written form (formal observations), or other evidence has come to light. Feedback will highlight particular areas of strength as well as any areas that need attention, as part of an informal stage of support and development. Where there are ongoing concerns about any aspects of the teacher's performance the appraiser will meet the teacher formally to:

- give clear feedback to the teacher about the nature and seriousness of the concerns;
- give the teacher the opportunity to comment and discuss the concerns;
- agree any support (eg coaching, mentoring, structured observations), that will be provided to help address those specific concerns;
- make clear how, and by when, the appraiser will review progress (it may be appropriate to revise objectives, and it will be necessary to allow sufficient time for improvement. The amount of time is up to the school but should reflect the seriousness of the concerns);
- explain the implications and process if no – or insufficient – improvement is made.

8.2 When progress is reviewed, if the appraiser is satisfied that the teacher has made, or is making, sufficient improvement, the appraisal process will continue as normal, with any remaining issues continuing to be addressed through that process. It is important for all staff to remember that in the vast majority of cases there is a great deal to celebrate during an appraisal process and it is intended for it to be a positive and developmental process. The nature of the role is one, which is constantly changing, and the professional and personal demands are high. Staff are supported with a wide range of Well Being and Professional Support initiatives, such as mentoring, coaching, counseling and alternative therapies. If anyone feels that the appraisal scheme is being unfairly administered, they should feel free to register their concerns with the 'Appeal Officer' who will be identified on every appraisal statement.

9. TRANSITION TO CAPABILITY

9.1 Notification of concerns over performance would initially form part of the 'informal' capability support process and be confirmed in writing. If the appraiser is not satisfied with progress, the teacher will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the formal Capability Policy and Procedure, and will be invited to a formal capability meeting.

10. ANNUAL ASSESSMENT

10.1 Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the Headteacher, the Governing Body must consult with the CEO and Trustees of the Trust.

10.2 This assessment is the end point to the annual appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year in interim meetings

where appropriate.

10.3 The teacher will receive a written appraisal report within seven days of the appraisal and have the opportunity to comment in writing their views if needed. The appraisal report will include:

- details of the teacher's objectives for the appraisal period in question;
- an assessment of the teacher's performance of their role and responsibilities against their objectives and the relevant standards;
- an assessment of the teacher's training and development needs and identification of any action that should be taken to address them;
- a recommendation on pay where that is relevant

The assessment of performance and of training and development needs will inform the planning process for the following appraisal period.

This policy applies to all staff, and at this stage it is a generic Performance Management policy. Specific details about processes for specific groups, such as HLTAs, Leadership, admin staff will be developed over the next academic year and aligned to the pay policy.

Agreed by Trustees: November 2016 - next review November 2017