



CALLINGTON COMMUNITY COLLEGE (FOUNDATION SCHOOL)

PERFORMANCE MANAGEMENT POLICY

APPLICATION OF THE POLICY

The policy applies to the Headteacher and to all teachers employed by the college except teachers on contracts of less than one term, those undergoing induction (*i.e.* *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 teachers and the Headteacher and for supporting their development needs within the context of the college'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 College's Pay policy which provides details of the arrangements relating to teacher's pay in accordance with the School Teachers' 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 Headteacher has determined that he will delegate the reviewer role for some or all teachers for whom 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 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 Headteacher's performance management or any appeal regarding the Headteacher's performance management to ensure that the Headteacher'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 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. 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 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 teachers, including the Headteacher, will not necessarily all have the same number of objectives. All teachers, including the Headteacher, will have a team objective, as appropriate.

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.

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 teachers and Headteachers 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 College's Pay policy.

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.

The Governing Body will ensure in the budget planning that, as far as possible, appropriate resources are made available in the college budget for any training and support agreed for reviewees.

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. 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.

APPOINTMENT OF REVIEWERS FOR THE HEADTEACHER

Appointment of Governors

In this college the Governing Body is the reviewer for the Headteacher and to discharge this responsibility on its behalf may appoint two or three Governors.

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, 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 College 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 Headteacher.

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. In this college the Headteacher has decided that the Headteacher will be the reviewer for those teachers 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. For further information regarding line managers for the purpose of performance management see the associated document 'Performance Management Line Managers'.

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. The decision to replace the reviewer is at the Headteacher's discretion.

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 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.

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 31st October and for Headteachers by 31st December.

To allow time for the Headteacher's quality assurance of performance reviews all statements and meetings must be completed and documents handed to the Headteacher's PA by the first Monday in July.

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 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 college 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 college as soon as possible.

Where a teacher transfers to a new post within the college 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 six years.

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 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;
- teachers' training and development needs.

REVIEW OF THE POLICY

The Governing Body will review the performance management policy every college year.

The Governing Body will take account of the Headteacher'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 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 published on the college's intranet and/or can be obtained from the college office.

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.

GUIDANCE IN SUPPORT OF THE PERFORMANCE MANAGEMENT POLICY

- Threshold Assessment
- Post-threshold review and progression
- Leadership and Management review
- Performance Review of support staff
- Purpose and Context of Performance Management
- Pre threshold performance management for teachers and performance management for support staff
- Performance management for staff with leadership or management responsibility
- Post threshold performance management and pay policy
- Appeals procedure

Threshold Assessment

Since September 2000, Headteachers have assessed teachers applying for threshold status against national standards. Since September 2004, the governing body has become solely responsible for making threshold assessment decisions without external verification. At Callington Community College the Governing Body has delegated this authority to the Headteacher.

Schools are required to determine their own process for performance and pay review. The process for threshold assessment is defined in the School's Teachers' Pay and Conditions Document (STPCD) and cannot be varied by individual colleges.

Post-threshold review and progression

From September 2002, those teachers who have met the threshold standards have been considered for further progression on the upper pay spine. For post-threshold judgments, schools are able to use flexibility to meet their local contextual needs. The procedures for making judgments on post-threshold performance and pay recommendations is defined at school level and set out in this document for Callington Community College. Schools need a reliable and robust framework that defines their expectations of teachers in relation to their contexts. This allows the Headteacher to make post-threshold pay recommendations through a process that enables performance to be assessed against clear and relevant descriptors.

In making a determination on the salary of a post-threshold teacher there cannot be any award unless:

- there has been a review of performance; and
- the achievements of the post-threshold teacher and his/her contribution to the college have been substantial and sustained.

To ensure that the achievements and contribution have been substantial and sustained, the performance review will need to assess that the teacher has:

- continued to meet the threshold standards; and
- grown professionally by developing their teaching expertise post-threshold.

To be fair and transparent, judgments must be properly rooted in evidence and there must be a successful review of overall performance. Progress towards objectives constitutes one part of overall performance, and their achievement should not, in itself, lead to a pay increment. Progression on the upper pay scale should be based on *two successful consecutive* performance management reviews.

This framework of performance descriptors, based on the model set out by the Cambridge Educational associates (CEA), exemplifies the threshold standards and the post-threshold criterion. It seeks to support both teachers and the Headteacher in the process of threshold assessment and post-threshold review. This framework of performance descriptors is based on the threshold standards in order to provide a consistent foundation for post-threshold decisions. The descriptors do not introduce additional criteria or targets for teachers at either threshold or post-threshold levels.

Leadership and Management review

Those on the leadership spine play a critical role in the life of the college. They:

- inspire confidence in those around them and work with others to create a shared and strategic vision which motivates students and staff;
- take the lead in enhancing standards of teaching and learning and value enthusiasm and innovation in others; and

- have the confidence and ability to make management and organisational decisions and ensure equality, access and entitlement to learning.

To achieve progression the School Teachers' Pay and Conditions Document requires individuals on the leadership spine to:

- have achieved a successful review of overall performance;
- have demonstrated sustained high quality performance.

To ensure that there has been a sustained high quality performance, the performance review will need to assess that the teacher has:

- grown professionally by developing their leadership and (where relevant) teaching expertise.

To be fair and transparent judgments must be properly rooted in evidence. This framework of leadership and management descriptors uses the structure of the threshold standards to provide a means of reviewing performance in terms of its impact on the quality of teaching and learning and the contribution to whole college improvement. This is used to provide a robust and developmental performance management process, and, where applicable, can inform pay progression. The descriptors will be selectively applied to main scale teachers with subject responsibility, teachers with management allowances, Special Needs Co-ordinators, Assistant Headteachers and Deputy Headteachers within the college.

Performance Review of support staff – teaching support staff (including Teaching Assistants, Library staff, Cover Supervisors, Technicians and Assistant Heads of Year), administrative support staff, catering staff, site staff and cleaners.

This framework sets out four separate sets of performance descriptors for:

- Teaching support staff;
- Catering staff;
- Administrative staff; and
- Site staff and Cleaners.

For performance evaluation to work well all support staff need:

- A clear understanding of how the process will be conducted;
- An understanding that performance evaluation can identify training and development needs and inform career progression;
- Support from their team leaders in evaluating their performance and maintaining an evidence file.

The process of performance review is the same for **all** staff.

Purpose and Context of Performance Management

In the context of whole college performance management and staff professional growth the purpose of this framework of performance descriptors is to:

- Enable teachers to self-evaluate against the threshold standards.
- Support the Headteacher in making assessment judgments on threshold applications.
- Enable teachers to self evaluate against a descriptor framework for post-threshold performance.
- Support the Headteacher in evaluating a teacher's performance and to inform pay recommendations to Governors for progression on the upper pay scale.
- Enable teachers to self evaluate against a descriptor framework for leadership and management performance.
- Support the Headteacher in reviewing the performance of teachers with leadership and management roles, and inform pay recommendations to Governors where appropriate.
- Enable Teaching Assistants and Support Staff to self-evaluate against a descriptor framework to review the range of their role and the effectiveness of their performance.
- Support the Headteacher and Team Leaders in reviewing the roles and effectiveness of Teaching Assistants and Support Staff and, where appropriate, to make pay recommendations.

Pre-Threshold Performance Management for Teachers and Performance Management for Support Staff

The member of staff is invited to use the framework of descriptors to evaluate his/her own performance on the Evaluation Record. This is passed to the team leader when completed.

There are separate performance descriptors and Evaluation Records for teachers and support staff.

The Team Leader is invited to use the framework of descriptors to evaluate the performance of the individual. The Team Leader and the member of staff then meet to compare their evaluation responses and analyse any differences on the basis of any evidence available. The Team Leader draws on evidence from performance management reviews. This evidence includes:

- Annual performance review statements (evaluation records)
- Lesson observations (where appropriate)
- Records of professional development
- Student progress records (where appropriate)

The member of staff may wish to use the personal statement in the evaluation summary sheet to record the key features of achievements in the current review period.

This is passed to the Headteacher when completed.

The Headteacher may consult with other appropriate team leaders to seek additional information about the performance of the member of staff.

The Headteacher may use the framework of performance descriptors to evaluate the performance of the member of staff, referring to the evaluations completed by the member of staff and Team Leader, together with any further records from their meeting.

Performance Management for staff with Leadership or Management responsibility

The review of the impact of any leadership or management responsibility will be in addition to a review of that individual's teaching performance (where appropriate). The process is similar to that described for teaching. There is a separate evaluation record covering leadership and management responsibilities which contains a separate set of performance descriptors. The descriptors will be selectively applied to main scale teachers with subject responsibility, teachers with management allowances, Special Needs Co-ordinators, Assistant Headteachers and Deputy Headteachers within the college.

Teachers with leadership and management responsibility within the college occupy a wide range of roles. It will be necessary to select the performance descriptors that are applicable to a specific role.

To achieve progression they must demonstrate sustained high quality performance. To ensure that there has been high quality performance, the performance review will need to assess that the teacher has grown professionally by developing their leadership and (where relevant) teaching expertise.

Post Threshold Performance Management and Pay Policy

This section details the annual performance management review process for post-threshold teachers.

The Governing Body moves all teachers who are assessed by the Headteacher as successful in meeting the threshold standards onto the first post-threshold pay point.

In making a determination on the salary of a post-threshold teacher the Governing Body cannot consider a further award unless:

- There has been a review of performance;
- The achievements of the post-threshold teacher and his/her contribution to the college have been substantial and sustained.

Progression on UPS will be based on two successful consecutive performance management reviews.

To ensure the achievements and contribution have been substantial and sustained, that performance review will need to assess that the teacher has:

- Continued to meet the threshold standards; and
- Grown professionally by developing their teaching expertise post-threshold.

There is no automatic progression onto the upper pay scale.

The evaluation of post-threshold performance includes the following aspects of the teacher's work:

- Maintenance and consolidation of the threshold standards which is exemplified by the descriptor framework;
- Successful achievement of the areas for further development identified in the threshold process or subsequent performance review cycles;
- Successful achievement of performance objectives agreed or set under the performance management regulations.

The teacher is invited to use the framework of descriptors to evaluate his/her own performance. This is passed to the team leader when completed.

The Team Leader is invited to use the framework of descriptors to evaluate the performance of the teacher. The Team Leader and the teacher then meet to compare their evaluation responses and analyse any differences on the basis of any evidence available. The Team Leader draws on evidence from performance management reviews and considers their recommendation regarding a pay award. This recommendation is made to the Headteacher. The Team Leader may consult with other appropriate team leaders to seek additional information about the performance of the teacher. The Team Leader may use the framework of performance descriptors to evaluate the performance of the teacher, referring to the evaluations completed by the teacher together with any further records from their meeting.

This evidence includes:

- Annual performance review statements (evaluation records)
- Lesson observations
- Records of the teacher's professional development
- Student progress records.

This is passed to the Headteacher for moderation when completed.

The Headteacher may then make a recommendation to the Governing Body, identifying those post-threshold teachers who, following performance review, are recommended for upper pay scale progression.

A maximum of one upper pay scale point can be awarded in the course of an annual salary determination.

The Governing Body considers a movement up the upper pay scale:

- In the case of a teacher on the first scale point, at the second annual salary determination after the date on which the post-threshold teacher was placed on that scale point; or
- In any other case, at the second annual salary determination after the date on which the post-threshold teacher's salary was last increased by the award of an additional point on that pay scale.

The Governing Body informs the teacher of the outcome of their annual salary determination in writing.

The Team Leader provides the post-threshold teacher with professional feedback on the outcomes of his/her performance review and the nature of any pay recommendation made by the governing body.

Response Levels

For recommendations for further movement to UPS 2 or 3 teachers must show

- An increase in average response levels;
- As a minimum an average response level of two; and
- An increased response in particular descriptors that have been the subject of development; or
- An increased response in particular descriptors that are priorities in the college.

Appeals Procedure

Teachers who are not awarded a pay increment may appeal to the Governing Body. Teachers wishing to appeal must do so in writing to the Governing Body within ten days of their notification of salary. An appeal hearing will be held, normally within twenty working days of a written receipt of appeal notification. No one who has been involved in a prior decision will be involved in hearing an appeal. Appeal decisions will be given in writing within ten days of the appeal hearing. Where an appeal is rejected the evidence considered and the reasons for the decision will also be communicated in writing.

The only grounds for appeal against pay decisions are that the person by whom the decision was made:

- Incorrectly applied any provision of the School Teachers' Pay and Conditions Document.
- Failed to have a proper regard for the statutory guidance.
- Failed to take proper account of the relevant evidence.
- Took account of irrelevant or inaccurate evidence.
- Was biased.
- Otherwise unlawfully discriminated against the teacher.

If the Appeal Governors decide that the process of the Headteacher's recommendation was flawed it would be then for the Governors hearing the appeal to decide whether the appropriate evidence from performance review is sufficient to merit a pay award. The decision of the hearing is final.

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 related to performance management 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.

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, and 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 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.

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 college 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 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.

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. Headteachers have a right to drop in to inform their monitoring of the quality of learning. As this is a large college, drop-ins will be undertaken by the Headteacher supported by members of the Senior Management Team.

Classroom observations for the purpose of whole-college review or teacher development projects will be conducted with the same levels of professionalism, integrity and in accordance with the ethos of this protocol.