



Ysgol Iolo Morganwg

Performance Management Policy

1. Introduction

At Ysgol Iolo Morganwg we are committed to performance management to develop all members of staff, improve teaching and raise all children's standards of achievement. This policy includes all teachers excluding those on their induction year. It sets a framework for all staff to agree and review priorities and objectives within the context of the school's development scheme and their own professional development.

2. Logic

We want to improve performance by developing the effectiveness of teachers, and individuals and teams. Evidence shows that standards are rising when schools and individual teachers know what they expect the pupils to achieve. That is why performance management is important.

We will implement our management arrangements on the basis of:

- fairness - all of us must be aware of the potential for unintended differentiation and avoid taking things for granted with regard to individuals based on stereotypes;

- equal opportunities - all teachers should be encouraged and supported to achieve their potential by agreeing on objectives, taking on development and assessing their performance.

3. Roles

Performance management is a joint responsibility. The governing body has a strategic role in agreeing the school's performance management policies, ensuring that the teachers' performance in the school is reviewed regularly for monitoring the performance management process.

The Headteacher is responsible for implementing the school's performance management policy and ensuring that performance management reviews are conducted.

Performance management is based on cooperation between the headteacher and the teacher to ensure that objectives are discussed and achieved; that regular and objective feedback is given; that sufficient training and development are provided in accordance with the needs identified and that a performance review is conducted.

4. Responsibility for Reviews

We have considered the practical arrangements for the school's performance management very carefully. We have appointed governors to conduct the Headteacher's performance management reviews.

The Headteacher or Deputy Headteacher will lead the teacher review processes. The assistant leader will lead the process for the support staff.

Teachers will review and manage pupils' performance continually as part of the assessment and planning scheme for individuals.

5. Timing the Reviews

The performance management cycle of a year is linked to our planning work for managing the school and setting targets. The governing body will ensure that objectives are agreed or set for the Headteacher, teachers and pupils by the end of July every year.

Our timetable is as follows:

(a) Setting new objectives during the Summer term

These will inform and support our school management policies for future financial and academic years. We will consider the objectives of professional development by setting general school priorities for developing staff.

(b) Monitoring and Feedback

This section explains the school's review arrangements, including at least one observation session in the classroom for every teacher.

(c) Formal Reviews of Pupils' performance during the Summer term

We will use a variety of measures when considering pupils' progress, for example the results of national Key Stage tests. We will set new

objectives and discuss professional development in the future. The new individual plan will be completed for every teacher.

The review process will guide our school management policies including the School Development Plan for the following financial and academic years.

(d) The process outlined in (c) above is still annual.

The review cycle for teachers on fixed-term agreements, which are short-term but less than a year, will correspond to the length of the agreement.

6. The Performance Management Cycle

Performance management is placed in the context of our school's development plans, the background to the school development plan (SDP), national and local initiatives to improve teaching and any recent ESTYN school reports.

Performance management is a continuous cycle, not an event, which includes 3 planning steps, performance management and performance review. An end-of-year review and Step 1 can be held at the same time.

Teacher Performance Management Processes

Step 1: Planning - Every teacher will discuss and agree on objectives with their team leader and record these individually.

There are no specific rules on how many objectives a teacher should have, but the school expects that at least three, but no more than five, should be agreed.

Objectives for teachers will include pupils' progress in addition to ways of developing and improving teachers' professional practice.

We will follow the following principles when discussing objectives:

- the leader should ensure that the teacher understands what their objectives include, that they are in a position to achieve them, that they are aware of what they need to do to achieve them and understand when and how they will be reviewed;
- the objectives are clear, concise and measurable;
- the objectives focus on issues that teachers have influence/direct control over and consider the socio-economic, cultural, external and other influences on pupils; and
- the objectives for each teacher should be relevant to the school's development plan and any departmental or team plans including their own professional development needs.

The leader will note these objectives which will be relevant for the review period. There will be a joint agreement on these is possible. If there is any disagreement surrounding the objectives the teacher can add comments to the written record of objectives.

Professional development opportunities are needed to support agreed objectives, develop strengths and deal with areas for improvement or professional progress. Action will be noted in the development and training section of the individual plan.

Stage 2: Monitoring Progress - The teacher and leader will review progress throughout the year in a practical manner, observing in the classroom and using other relevant information. They will discuss any supporting steps that are required and update development plans.

The leader should consult the teacher before trying to attain information, oral or written, which is relevant to the teacher's performance, from other people.

Observation in the classroom is accepted as good practice, **and according to the regulations, at least one observation session is required every year.**

We will be following these principles when planning observation sessions:

- a successful observation session requires preparation and training and for the teacher and team leader to clearly understand its purpose;
- the nature of the observation session depends on its purpose;
- it is important that the observer ensures that the lesson develops in as normal an environment as possible;
- full, constructive and timely feedback offers an opportunity to discuss what was good, and what could be done better or different the next time. When giving feedback, the team leader should consider the variety of activities the teacher does and the time spent on every activity.

We will be using our own observation sheets.

Stage 3: Performance Review:

The annual review of the teacher's performance will use the objectives noted as a focus for discussing their achievements and identifying any development needs. It will be combined with objectives which were agreed for the following performance management cycle.

The focus of the report is how to improve performance and effectiveness. It will include:

- reviewing, discussing and confirming the teacher's essential tasks and objectives;
- acknowledging the strengths and achievements and consider factors which are beyond the control of the teacher;
- confirm action points agreed with the teacher in other reviews;
- identify areas for development and how they will be achieved;
- acknowledge professional development needs; and
- agreeing on new, clear objectives and completing an individual plan for the year to come.

The leader should evaluate the teacher's general performance, including assessing to what degree the objectives were achieved and the teacher's contribution to school life during the review period. They should consider the present period of the teacher's career e.g. a teacher with 2-3 years service, higher skills teacher, senior manager.

Within 10 days of the review meeting, the team leader will prepare a written review statement which notes the main points made during the review and the conclusions arrived at, including any development needs noted and activities recorded in a separate appendix, but which forms part of the review statement. Once this has been written the team leader will give a copy of the statement to the teacher. The teacher can add written comments to the statement within 10 days of receiving them.

Good practice shows that the review statement should be written as soon as possible after the review, while the facts are still fresh in the team leader's memory.

7. The connection between pay, careers periods and performance management.

Induction - the last review meeting of the induction period can be used to agree on professional development objectives and opportunities as a first step in the teacher's following performance management cycle.

Information of the performance review statement can be used to steer aspects of the new pay structure for headteachers and teachers employed under the Payment Document Conditions and the School Teachers' Conditions.

- Up until the threshold - teachers can expect an annual bonus if they work to a satisfactory level. The double bonus for excellent performance would need to be justified by the outcomes of a review.
- Threshold - teachers who are going to move to the higher salary band should fill in an application form provided by the Department of Education and Skills. Evidence of the reviews will be used to inform applications from teachers, to be assessed by headteachers.
- Salary points according to performance above the threshold, higher skills teachers and teachers in the leadership group - performance reviews are expected to form a part of the evidence that schools can use to inform decisions and award salary points according to the performance of qualified teachers.

8. Managing Poor Performance

Good management, along with clear expectations and appropriate support, go a long way towards identifying and dealing with weaknesses in performance.

The review meeting and the review statements do not form part of any disciplinary procedures or formal ability.

Relevant knowledge of the review statements possessed by those who have access to them when making decisions and advising those who are responsible for making decisions can be considered, or making recommendations on issues related to performance, pay, promotion, sackings or discipline.

9. Confidentiality

The individual plan and the review statements are personal and confidential documents which should be kept in a safe place. Those with access to the document should always follow the principles and provisions of the Data Protection Act 1998.

10. Access to Results

There will be two copies of the review statement - one will be kept by the teacher and other by the Headteacher/Deputy in the central file, which the responsible leader or Governing Sub-committee who will make pay-related decisions can ask to access.

Performance review-related information will be available as listed below:

- ***the Headteacher will ensure that training and development needs from the review statement will be given to the person who is responsible for training and development in the school;***
- ***the Headteacher will report to the governing body annually on the school's performance management, including the effectiveness of the performance management activities in the school and the teachers' training and development needs.***

11. Complaints

The Review

Within 10 days of receiving the review statement:

Teachers can record their dissatisfaction on aspects of the review on the review statement. If these cannot be solved with the team leader, they can convey their worries to the Headteacher. If the Headteacher is the team leader, the teacher can raise the matter with the Chair of Governors.

The review officer (who could be the Headteacher, the Chair of Governors or governors appointed to the governing body) will investigate the complaint and consider comments made by the post-holder. The review officer should conduct a review of the complaint within 10 days of the referral. They can decide that the review statement should not be changed or can add their own observations. The review officer can decide, with the agreement of the person responsible for the initial review (or in the Headteacher's case, all

appointed governors), to amend the review statement; or they can state that the review statement is void, and insist on conducting a new review or repeating a part of that review. If a new review is required, new governors will be appointed to conduct the review on behalf of the Headteacher. The Headteacher will appoint a new team leader for the teachers. Any new review, or new part of the review, should be held within another 15 days.

In the case of school teachers or specific short-term agreements of a term or more, but less than a year, if a complaint arises related to the review statement, the review officer might not insist on holding a new review or a new part of the review.

The Headteacher's Performance Management Processes

An external advisor will give advice to the representatives of the governing body on setting performance objectives for the Headteacher and will support them in reviewing performance at the end of the review cycle.

The objectives for the Headteacher will include leadership and management of the school in addition to pupils' progress.

If neither the Headteacher or representatives of the governing body can agree objectives, the appointed governors should review the Headteacher's performance and note the objectives. The Headteacher can add comments to the written record of objectives.

A copy of the Headteacher's review statement should go to the Chair of Governors.

The Headteacher can record his dissatisfaction with aspects of the review on the review statement. If these cannot be solved with the appointed governors, they can raise their concerns with the Chair

Governors. If the Chair of Governors has been involved in the review process, the governing body should appoint one or more governors who were not involved with the Headteacher's review to act as a review officer. Governors who are teachers or members of staff cannot be involved in performance review.

12. Evaluating the Policy

As a school which is committed to ensuring that individual teachers, teams and the school continue to improve, the governing body and the Headteacher will check that effective and challenging objectives are set, that all reviews are completed promptly and that performance is assessed continuously in the school. We will be evaluating the effectiveness of the policy while helping to improve learning and teaching standards.

As part of our continued commitment, the governing body and the Headteacher will update and amend the documentation and the process according to need, after consultation will all the staff, in order to include any large changes introduced by the Department of Education and Skills or the school to ensure that our school's policy is updated and effective.