



Osborne

Co-operative Academy Trust

Policy	Appraisal and Performance Management Procedures
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Performance Management Procedure

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Osborne Co-operative Academy Trust is a multi-academy trust (MAT) incorporated around the principles and values of the international co-operative movement. These are Equality, Equity, Democracy, Self-help, Self-Responsibility and Solidarity, along with the ethical values of openness, honesty, social responsibility and caring for others. These values and principles underpin all our actions.

1. INTRODUCTION

- 1.1 The day to day performance of staff is monitored, managed and supported by line managers. The Trust's Appraisal and Performance Management Procedure sets out the framework for a clear, fair and consistent assessment of the overall performance of staff. The process will be supportive and developmental, to ensure that all staff have the skills and support they need to carry out their role effectively and to enable them to continue to improve their professional practice within the context of the school's improvement plan and the standards expected of staff by relevant national and local standards and job and person specifications. The Trust's Performance Management will also be the key process in determining annual performance pay progression,

2. SCOPE

- 2.1 This Procedure is applicable to all staff including the Chief Executive Officer (CEO), Executive Headteachers and the headteachers).
In the case of:
- staff with less than one year's service/on fixed term contracts - the cycle will be adjusted according to the start/duration of the contract;
 - those undergoing a probationary or statutory induction period – the Trust's Appraisal and Performance Management Procedure will not normally apply until this period has been successfully completed.

3. ROLES AND RESPONSIBILITIES

3.1 Performance Management Reviewers

- The Trust Board will appoint a member(s) to manage the CEO/headteacher's performance management. Executive Headteachers who oversee a school can review that Headteacher's performance management. The CEO and Headteacher's Performance Management Panel will be advised by an external advisor who has been appointed by the Trust Board for this purpose.
- The CEO and Headteacher will appoint performance management reviewers for other staff.

The role of the performance management reviewer is to operate the Trust's Appraisal and Performance Management Procedure in its entirety. The reviewer/CEO/Headteacher will be responsible for making recommendations on pay progression on the Trust's Performance Management Statement in accordance with the Trust's Pay Policy.

3.2 It is the responsibility of the Trust Board to:

- Define, communicate and monitor procedures and to ensure that they are applied in a fair and consistent manner;
- Appoint an external Advisor to support them in undertaking the CEO/head teacher's appraisal.

- ensure that systems are in place for the proper induction of new and promoted staff, and for day to day management, support and development of staff.

3.3 It is the responsibility of the Trust Board/CEO, headteacher and other managers to:

- manage performance effectively ensuring that staff are aware of the standards expected of them and dealing with any minor deficiencies at the earliest stage through normal day to day supervision and probation and induction procedures.

3.4 It is the responsibility of all staff to:

- be aware of and comply with the specific standards of performance related to their area of work and workplace;
- comply fully with this procedure and to co-operate with the processes contained therein.

The Trust's Performance Management process will be operated in a way which minimises the additional workload on all parties.

4. THE PERFORMANCE MANAGEMENT CYCLE

4.1 Teachers

The performance management cycle will run from September – August. Final reviews will be completed in time to allow for any pay decisions to be made by 31 October (31 December for CEO/headteachers).

4.2 Support Staff

The performance management cycle will run from April – March. Final reviews will be completed in time to allow for any pay decisions to be made by 31 March.

5. OBJECTIVE SETTING

5.1 Objectives will be set before, or as soon as possible after, the start of each appraisal cycle.

5.2 The objectives set will be SMART (Specific, Measurable, Achievable, Realistic and Timely), fair and equitable in relation to staff with similar roles/responsibilities and experience. In setting the objectives, the reviewers will have regard to what can reasonably be expected of staff in the context of their roles, responsibilities and experience. The reviewer will take into account the desirability of the reviewee being able to achieve a satisfactory balance between the time required to discharge his or her professional duties and the time required to pursue his or her personal interests outside work, consistent with the Trust's strategy for achieving a work/life balance for all staff. It is the responsibility of the reviewee to make sure appraisal objectives are set for each cycle.

5.3 The reviewer and reviewee should each consider appropriate objectives and should seek to agree them through discussion. In the absence of agreement, the reviewer will determine the objectives. The objectives, and any training and support identified (see 6.3 below) will be set out in writing. The form at Appendix A may be used for this purpose.

- 5.4 The Trust Board will consult with the external advisor when setting objectives for the CEO/headteacher.
- 5.5 The objectives, if achieved, will contribute to the Trust and school's plans for improving educational provision and performance, improving the education of pupils and improving and developing the performance of staff. To ensure this, objectives will be quality assured against the improvement plan and moderated across the school to ensure consistency and fairness.
- 5.6 Objectives may be revised in-year where circumstances change.

6. MONITORING AND SUPPORTING PERFORMANCE

6.1 Observations over time

The Trust believes that observation is important both as a way of assessing strengths and areas for development and for gaining important information which can inform school improvement more generally.

All staff should expect to have their performance and work observed over time and assessed by their line manager, reviewer and/or senior leaders. This will include where relevant, formal and 'drop-in' classroom observations for the purposes of evaluating the standards of teaching and learning and to check that high standards of professional performance are established and maintained. The observations will include the use of pupil progress data, pupil's work and interviews with pupils.

The amount and type of such observations will be proportionate to the performance of the reviewee and the needs of the school. See classroom observation protocol appendix C.

All observation will be carried out in a supportive fashion and, in the case of teachers, by someone with QTS.

Support staff will receive a mid-point review against their PMR targets. Dates of the informal reviews will be documented on Appendix A.

6.2 Feedback

Reviewees will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has come to light.

6.3 Training and Support

The Trust expects all staff to take responsibility for improving their own performance through appropriate continuing professional development. Professional development will be linked to school improvement priorities and individual job roles, priorities and ambitions. Specific support, guidance and development needs will be identified through the performance management process.

7. REVIEWING PERFORMANCE

- 7.1 All staff will be assessed on their overall performance taking into account: any professional standards applicable to that role; performance against their performance management objectives; the requirements of their job roles and the degree to which they have taken responsibility for their own CPD.

- 7.2 Performance and development priorities will be considered and addressed on a continuous basis throughout the year and there will be informal meetings as necessary to consider progress against objectives. There may be formal a mid-point review meeting during the year. Performance Management meetings will take place during working/directed time, excluding PPA time unless otherwise agreed.

For Headteachers there will be regular reviews with the Chief Executive Officer and at least one mid-point review that will include the external consultant.

For the CEO there will be regular reviews with the Chair of Trust and at least one mid-point review that will include an external consultant.

7.3 End of year review

At the end of the cycle, each reviewee's performance will be formally assessed.

In the case of the CEO, the Chair of Trust will consult the external advisor.

In the case of the headteacher, the CEO will consult the external advisor.

The reviewer and reviewee will meet to discuss progress against objectives and overall performance.

The reviewee will receive, and have an opportunity to comment on, a written report (the form at Appendix A or B may be used for this purpose) which will include:

- An assessment of the reviewee's performance against the objectives
- An assessment of overall performance with particular reference to performance against the job role and any standards relevant to the role;
- An assessment of how the employee/school/Trust have identified and met their training, development and support needs and the impact of learning on their performance;
- A recommendation on pay (to the CEO/headteacher where applicable).

7.4 Absence

Where an employee has been absent during the Performance Management Cycle, performance will be assessed on the basis of any and all evidence available for the periods of attendance and where necessary on prior performance.

8. **UNSATISFACTORY PERFORMANCE**

- 8.1 If at any point in the cycle, evidence emerges that an employee's performance has fallen below the minimum standards expected of them, the reviewer or other appropriate manager, will:
- explain the nature and seriousness of the concerns;
 - detail any previous discussions/support;
 - give the employee the opportunity to comment and discuss concerns.

This may also apply where employees consistently fail to develop their skills and knowledge or to sustain the expected level of performance.

Any concerns and subsequent discussion will be confirmed in writing to the employee.

The manager will normally (see 8.2 below) set a monitoring period. This will involve:

- the setting of targets for future performance (in addition to existing Performance Management Targets) ;
- agreeing any further support with the employee;
- making it clear how, and by whom, progress will be monitored and when it will be reviewed;
- explaining the consequences and process if no, or insufficient, improvement is made.

The period of monitoring will normally be between 4 and 8 working weeks and in any case shall only be as long as is necessary to allow reasonable time for improvement and this will depend on the seriousness of the issues and individual circumstances. Exceptionally, an extension of not normally more than 4 weeks may be granted, where there has been significant improvement or there has been significant absence during the monitoring period.

Regular contact will be maintained throughout the monitoring period to review and support progress.

- 8.2 Where performance concerns are particularly serious, and/or where there has been insufficient improvement following any monitoring period, the appraisal and performance management procedure will be suspended and the formal Capability Procedure will be invoked.

9. CONFIDENTIALITY

- 9.1 The performance management process and related paperwork will be treated with confidentiality. However, performance management paperwork may be shared beyond the reviewer and reviewee in the following circumstances:
- with senior leaders for the purposes of quality assurance;
 - with the CEO/headteacher for the purpose of assessing eligibility to progress to the Upper Pay Range and meeting HLTA and other relevant standards;
 - where poor performance is identified;
 - with those responsible for making pay decisions.



PERFORMANCE MANAGEMENT REVIEW

CONFIDENTIAL

NAME OF REVIEWEE	
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JOB TITLE	
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NAME OF REVIEWER	
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PM CYCLE DATES	From April	To March
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Professional Standards applicable to the role	
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Key aspects of the improvement plan relevant to the role	
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Date of initial meeting	
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Date(s) of Interim mid-year review meeting	Eg: November for support staff and February for Teachers

Date of final review meeting	
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Objectives (Key performance priorities for the year linked to JD and/or professional standards)	Measures/Targets (How will objective be achieved)	Summary of success/achievements at Mid-year review (Record of evidence)	Summary of success/achievements at End of year review (Record of evidence)
1			
2		-	-
3			
Personal target for CPD			

Development required (Skills, knowledge, training courses etc.)	Delivery (How will development needs be met?)	Evidence of impact (Has this added value to the role, how has this been applied?)

Review comments/summary

<p>Summary of mid-year review by reviewer (Summary of achievements)</p>		<p>Reviewers signature:..... Date:.....</p>
<p>Summary of mid-year review by employee (Summary of achievements)</p>		<p>Employee's signature:..... Date:.....</p>
<p>Summary of end of year review by reviewer</p>		<p>Reviewers signature:..... Date:.....</p>
<p>Employee Comments for end of year review</p>		<p>Employee's signature:..... Date:.....</p>

<p>Assessment of employee's CPD activity (Target 4) comments and summary</p>	
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Pay Recommendation Must be completed (with reviewer's recommendation)	Performance Pay Progression criteria set out in the Pay Policy have / have not been met: Current Pay level: Band....., point..... £ (actual salary) Pay Progression recommendation: new pay level: BandPoint.....
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End of year review completed :- Signed.....(Reviewer)

End of year review completed:- Signed.....(Employee)

Date.....

APPENDIX B



PERFORMANCE MANAGEMENT REVIEW

CONFIDENTIAL

NAME OF REVIEWEE	
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JOB TITLE	Teacher
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NAME OF REVIEWER	
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PM CYCLE DATES	From September	To July
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Professional Standards applicable to the role	Teacher Standards
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Professional Standards working towards	Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning. (Ofsted Criteria)
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Key aspects of the improvement plan relevant to the role	<ul style="list-style-type: none">• Teaching and Learning• Progress and Attainment
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Date of initial meeting	
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Date(s) of Interim mid-year review meeting	Eg:
	February for Teachers

Date of final review meeting	
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Objectives (key performance priorities for the year)	Measures/Milestones (How/when will objective be achieved)	Summary of success/achievements through the year (Record of evidence)
Overarching School Appraisal Statement Hold and articulate clear values and moral purpose, demonstrating the vision of The Trust in all aspects of individual roles and responsibilities. Understand and focus on providing excellence within the school supporting the evidence required for an outstanding judgement from Ofsted.		
Teaching: Promote good progress and outcomes by pupils <ul style="list-style-type: none"> • be accountable for pupils' attainment, progress and outcomes • be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these • guide pupils to reflect on the progress they have made and their emerging needs • demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching 	<ul style="list-style-type: none"> • 100% of children leaving the previous KS maintain their progress and attainment at ARE or GD • 80% of children cusping ARE convert to ARE (Excluding SEND) • Identified children to accelerate in progressing to GD from ARE. • Targets are set in class recognising the individual starting points of children, taking in to account previous year and previous KS. • Marking and Feedback is in line with the school policy and the majority during lessons. • Examples of reshaping learning through verbal feedback in lessons • PPM is informed by the teacher's in-depth knowledge of their children • Teacher demonstrates a 'can do' attitude and ensures plans are of the highest quality to ensure excellent progress. 	

<p>Demonstrate good subject and curriculum knowledge</p> <ul style="list-style-type: none"> • have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings 	<ul style="list-style-type: none"> • Ensure that teaching meets the differing needs of the pupils from their various starting points, particularly those who are not yet working at the expected standard for their age or have the potential to be working at GD. • Precise learning tasks are accurately matched to the right level of challenge required for each child to be successful learners • Planning is completed along with the relevant resources for the year group and the cover staff • Planning for trips foster the pupil interest • Lessons are observed maintaining and fostering a love of learning for all pupils (SEND, CLA, GD, ARE, PPG) • Triangulated evidence suggests move to outstanding judgement through quality first teaching, excellent work in books, high teacher expectations, data that is moderated as accurate. 	
<p>Professional Target:</p> <ul style="list-style-type: none"> • Use the co-coaching framework to identify areas for development 	<ul style="list-style-type: none"> • Development needs are identified and action taken to enhance skills/practice in this area. 	

TEACHERS PLAN ON HOW TO MEET OBJECTIVES		
Development required (skills, knowledge etc.)	Delivery (How will development be delivered/received?)	Examples of application (Has this added value to the role, how has this been applied?)

End of Year Review

Assessment against Objectives (Summary of achievements, evidence etc.)	
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Assessment against Professional Standards	
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Summary of training, development & support received	
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Pay Recommendation (If applicable)	
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	September 201	March 201	July 201
	Employee's Comments	Employee's Comments	Employee's Comments
Signed (Appraiser)	Signed	Signed	Signed
Date	Date	Date	Date

APPENDIX C

CLASSROOM OBSERVATION PROTOCOL

The Trust Board 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 maximum number of times each teacher experiences classroom observation for the purposes of performance management and the evaluation of standards of teaching and learning will vary depending on their experience and their need for additional support. The amount of observation for each teacher will reflect and be proportionate to the needs of the individual. It will also include the use of pupil progress, pupils' work, achievement data and include interview with pupils.

There will be a reasonable amount of time between classroom observations, irrespective of the purpose of those observations.

The arrangements for classroom observation will be included in the planning and review statement and should:

- include the amount of observation;
- specify its primary purpose;
- specify any particular aspects of the teacher's performance which will be assessed;
- specify the duration of the observation;
- specify when the observation will take place; and
- specify who will conduct the observation.

Notification of observation conducted for the purposes of performance management or for the evaluation of standards of teaching and learning at least three working days in advance.

Classroom observation will be undertaken solely by persons with qualified teacher status.

In addition, in the school, classroom observation will only be undertaken by those who have the appropriate professional skills, who will be able to undertake observation and who can provide constructive oral and written feedback and support to reviewees.

Oral feedback from classroom observation for the purposes of performance management will be given as soon as possible after the observation and no later than the end of the following day. Sufficient time will be allocated within the school day to enable participants in classroom observations to discuss and agree the arrangements for the observations. Initial written feedback will be provided within five working days of the observation taking place. The reviewer will be given sufficient time within the school day to put in written form the conclusions agreed with the reviewee on the outcomes of the classroom observation. Final written feedback to be given within 10 working days.

The written record of feedback will include the date on which the observation took place, the lesson observed and the length of the observation. The reviewee will be able to append written comments to the feedback document.

Teachers will have access to the written accounts of the observations after their lessons.

Visits to classrooms by head teachers or senior staff in order to support teachers or talk to pupils are separate from this classroom observation protocol.

