CARWARDEN HOUSE SCHOOL

Performance Management Policy

Reviewed by:	Deputy Head Teacher
Adopted by AR&R committee:	November 2024
Due for review:	September 2026

1. Introduction and Purpose of Policy

This policy sets out the framework for a clear and consistent assessment of the overall performance of staff at the school and for supporting their development within the context of the school's plan for improving educational provision and performance, the national standards expected of teachers & TAs and the role expectations of support staff.

The performance management / appraisal system in this school is intended to be a supportive and developmental process designed to ensure that all members of staff:

- have their contribution to the school recognised;
- have the skills and support they need to carry out their role effectively.
- can continue to improve their professional practice and to develop further in their role.

The appraisal system also provides the basis for ensuring that staff receive fair pay progression awards (where appropriate) reflecting their achievements and contribution, in accordance with the school's pay policy.

This policy applies to all staff (including the Headteacher) employed by the school except those on contracts of less than one term, teachers undergoing induction (i.e. ECTs) and those who are the subject of capability procedures or a period of probationary service.

The Trustee Board is mindful of its obligations under the Equality Act 2010 and this policy will be applied fairly and consistently to all staff employed at the school, with the exceptions outlined above.

2. The Appraisal Period

The appraisal period will run for twelve months from 1st September to 31st August.

- The Headteacher will have his/her performance appraised for the previous year by 30th September and have the following year's targets set at the same time.
- Teachers will have their performance appraised for the previous year by the end of October and have the following year's targets set at the same time.
- Support staff will have their performance appraised for the previous year by the end of the autumn term and have the following year's targets set at the same time.
- All staff will have a mid-year review meeting with their line manager to look at progress towards targets.

Employees who are engaged on a temporary or fixed term contract likely to last for less than one year will have their performance managed in accordance with the principles underpinning this policy. The length of the appraisal period will be determined by the known or likely duration of the contract.

3. Appointing Appraisers

The Headteacher will be appraised by the Headteacher's Performance Management Panel (three members) appointed from the Trustee Board. They may choose to be supported by an external adviser who has been appointed by the Trustee Board for the purpose.

The Headteacher will determine who will appraise all other members of staff. This will normally be the appointed line manager.

As a rule, senior leaders will appraise middle leaders, who in turn will appraise teachers, who in turn will appraise teaching assistants.

4. Setting Objectives

4.1 General

Objectives for each member of staff will be set before, or as soon as practicable after, the start of each appraisal period. The objectives set for each appraisee will be 'SMART' (i.e. specific, measurable, achievable, realistic and time-bound) and will be appropriate to the individual's role and level of experience. Wherever possible the objectives will relate directly to agreed school improvement priorities. It may be determined that specific objectives require a longer time span than a single appraisal period, in which case appropriate milestones towards the achievement of such objectives will be built in, to monitor progress within each appraisal period.

The appraiser and appraisee will seek to agree the objectives. Where this is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change.

4.2 Teaching Staff

The Headteacher's objectives will be set by the Headteacher's Performance Management Panel. If this panel has commissioned the support of an external adviser, their advice in relation to objectives will be considered.

The objectives set for each teacher will, if achieved, contribute to the achievement of the agreed School Improvement Plan (SIP). Teacher will be informed of the standards against which their performance will be assessed.

Objectives will be subject to moderation before they are finalised in accordance with the school's arrangements for monitoring and evaluation in section 7.

4.3 Support Staff

It is recognised that the process of objective setting will be more appropriate to some support staff roles than others and that therefore it may not be practicable in all cases to set formal objectives. Although the appraisal process may require adaptation for different roles, the Trustee Board will continue to ensure that all employees have their performance reviewed on an annual basis.

Objectives will relate to the SIP where relevant to the individual's role; otherwise (or in addition) they may relate to progress in a specific task and/or professional development.

Relevant occupational or professional standards may be used as a backdrop for the appraisal discussion where appropriate (e.g. National Standards for Teaching Assistants 2018).

5. Agreeing Evidence Base and Reviewing Performance

5.1 Reviewing Teachers' Performance

Classroom Observations and Learning Walks

This school believes that observing classroom practice 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 observations and learning walks will be carried out in a supportive manner with an emphasis on recognising good practice and providing developmental feedback.

In addition to classroom observations, the appraiser will discuss, and wherever possible agree with each teacher, the evidence base to be used for assessment at the end of the appraisal period. The evidence base may vary according to the chosen objectives and any development focus but is likely to include:

- Lesson plans
- Book scrutiny
- Learning walks
- Pupil progress data
- Examination / test outcomes
- Pupil / parental surveys

Other Responsibilities

Teachers (including the Headteacher) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

5.2 Reviewing Support Staff Performance

The process of reviewing support staff performance may involve a mixture of informal and formal evidence gathering and assessment. For teaching assistants, data will normally consist of evidence of student work or progress. For other support staff there may be evidence from project documentation or from co-workers and/or others managers which can feed into the process.

5.3 Development and Support

Appraisal is designed to be a positive experience and supportive process which will be used to inform continuing professional development. The school wishes to encourage a culture in which all members of staff take responsibility for improving their performance through appropriate and continual professional development. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of staff teams and individual members of staff.

5.4 Developmental Feedback

All members of staff will receive constructive feedback on their performance throughout the year and as soon as practicable after observation or learning walk has taken place or other evidence has come to light. Feedback will highlight particular areas of strength as well as any areas that need further development. Where there are concerns about any aspects of the individual's performance the appraiser will arrange to meet the member of staff to:

- give clear feedback about the nature and seriousness of the concerns;
- give the member of staff the opportunity to comment and discuss the concerns;
- agree any support (e.g. coaching, mentoring, structured observations for teachers), that will be provided to help address those specific concerns;
- make clear how, and by when, the appraiser will review progress;
- explain the implications and process if no – or insufficient – improvement is made.

Performance Management Review documentation (PMR) will be revised as necessary to reflect any changes, such as to the objectives or planned development activities.

When progress is reviewed, if the appraiser is satisfied that the appraisee 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.

5.5 Transition to Capability Procedures

If the appraiser is not satisfied with progress, the member of staff will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the capability procedure. They will be invited to a formal capability meeting in accordance with the school's adopted procedure outlined in the Capability Policy.

5.5 Progression To and Through the Upper Pay Range

If a teacher wishes to be considered for progression to the upper pay range, he/she should follow the process laid out in the school's pay policy and submit an application by the deadline in the policy.

Progression through the upper pay range will be based on the outcome of appraisal and assessment against criteria in the school's pay policy.

5.6 Annual Assessment

Each member of staff's performance will be formally assessed in respect of each appraisal period.

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 which will take place as appropriate to the role. The reviewer will use interim meetings to check progress against objectives and that evidence-gathering is on track to inform the final assessment of performance at the end of the appraisal year.

The appraisee will receive as soon as practicable following the end of each appraisal period – and have the opportunity to comment in writing on – a written PMR record. Whenever feasible, the Headteacher will receive their completed PMR record by 30th September, teachers by 31 October and support staff by December 31st. The PMR record will include:

- details of the individual's objectives for the appraisal period in question;
- an assessment of the appraisee's performance of their role and responsibilities against their objectives and,
    - for teachers, the relevant standards or,
    - for support staff, their job description and any occupational or national standards deemed relevant;
- an assessment of the appraisee's training and development needs and identification of any action that should be taken to address them;
- a recommendation on pay where relevant in accordance with the school's pay policy;

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

6. Data Protection

When conducting an employee's appraisal, the School processes personal data collected in accordance with its data protection policy. Data collected by the school as part of the operation of the appraisal process is held securely and accessed by, and disclosed to, individuals only for the purposes of managing his/her appraisal or to quality assure the operation and effectiveness of the appraisal system. Inappropriate access or disclosure of employee data constitutes a data breach and should be reported in accordance with the data protection policy immediately. It may also constitute a disciplinary offence, which will be dealt with under the School's disciplinary procedure.

7. Monitoring and Evaluation

The Trustee Board and Headteacher will monitor the operation and effectiveness of the school's performance management / appraisal arrangements.

The Headteacher or another senior leader might review all teachers' objectives (or a sample) to check consistency of approach and expectation between different appraisers.

The Headteacher will be apprised of all pay recommendations (if these are made by multiple reviewers) and will moderate these for consistency, considering the pay progression model adopted by the school in the pay policy.

Appraisers will receive training to ensure they are familiar with national standards and the school's approach.

8. Retention

The Trustee Board and Headteacher will ensure that all written PMR records are retained in a secure place for six years after employment has ended and then destroyed.

9. Status of Policy and Review

The content and operation of this policy is reviewed as and when deemed necessary by the Trustee Board. The policy is discretionary and does not confer any contractual rights.

APPENDIX A: TEACHER PERFORMANCE OBJECTIVES AND STANDARDS

Teacher Objectives

Teachers' performance is assessed against the relevant standards as well as against their objectives. Objectives are likely to focus on:

- impact on pupil progress;
- impact on wider outcomes for pupils;
- improvements in specific elements of practice, such as behaviour management or lesson planning;
- impact on effectiveness of teachers or other staff; and
- wider contribution to the work of the school.

Objectives provide an important basis for assessing performance, but they are not the only one. A teacher is also expected to meet all of the relevant standards.

Teachers' Standards

All teachers at this School are expected to meet the Teachers' Standards as set out in the STPCD in order to be considered good teachers, but they will not be expected to provide evidence of this for the purposes of their appraisal. If the School has concerns that a teacher may not be meeting the Teachers Standards appropriate action may be considered under either the Disciplinary or Capability procedure.

Post Threshold Standards

Teachers on the Upper Pay Range should be able to demonstrate that they are meeting the Post Threshold Standards as set out below, and that they are continuing to meet the criteria for being paid on the Upper Pay Range, as set out in the STPCD and the School's Pay Policy.

(1) Professional Attributes

Frameworks

P1. Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

(2) Professional knowledge and understanding

Teaching and learning

P2. Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.

Assessment and monitoring

P3. Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.

P4. Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.

Subjects and curriculum

P5. Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.

Health and well-being

P6. Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.

(3) Professional skills

Planning

P7. Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.

Teaching

P8. Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.

Team working and collaboration

P9. Promote collaboration and work effectively as a team member.

P10. Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

Career Stage Expectations

The following matrix gives an indication of the standard of performance that the School expects teachers to meet in order to achieve progression up the pay scale. This may be supplemented by specific performance objectives for all teachers, and the threshold standards for teachers who wish to be paid and to progress on the Upper Pay Range. Teachers are not expected to evidence each aspect at their appraisal, but this may be required in the event of an appeal against a pay decision.

CAREER STAGE EXPECTATIONS					
Professional Area	**M1-2**	**M3-4**	**M5-6**	**UPS 1-2**	**UPS 3**
Professional Practice	All lessons good.	All lessons good some with outstanding features.	All lessons good many with outstanding features.	All lessons good with outstanding features, some outstanding.	All lessons good with outstanding features, majority outstanding.
Professional Outcomes (Student Progress)	Almost all students progress in line with school expectations with evidence of monitoring, tracking and intervention.	Almost all students progress in line with school expectations with evidence of monitoring, tracking and intervention.	Almost all students progress in line with school expectations; some exceed them with evidence of monitoring, tracking and intervention	All students progress in line with school expectations; some exceed them with evidence of monitoring, tracking and intervention	All students progress in line with school expectations; a significant proportion exceed them with evidence of monitoring, tracking and intervention
Professional Relationships	Positive working relationships with students, colleagues and parents.	Positive working relationships with students, colleagues and parents which are securely focused on improving student outcomes.	Professional relationships with students, colleagues and parents lead to outstanding class provision.	Plays a proactive role in improving Key Stage or Departmental teams, enhancing provision and student outcomes.	Plays a proactive role in building whole school ethos through initiatives/projects to improve provision and student outcomes.
Professional Development	Able, with support, to identify key	Take a proactive role in accessing	Fully competent practitioner,	Plays a proactive role in leading the	Plays a proactive role in leading the CPD of pastoral or

	professional development needs and respond to advice and feedback. Participate in CPD. Can produce student resources with guidance.	relevant support and CPD from colleagues, able to keep up-to-date with current pedagogy. Actively participates in relevant training. Can produce effective student resources.	able to keep up-to-date with current pedagogy and adapt practice accordingly. Actively participates in training and can support other colleagues. Can produce effective student resources.	CPD of pastoral or department colleagues. Can lead colleagues in producing effective resources for students.	department colleagues. Where appropriate takes part in whole school developments. Can lead teams of colleagues to produce high quality resources to further enhance learning.
Professional Conduct	Meets all standards	Meets all standards	Meets all standards	Meets all standards	Meets all standards