



**Beacon Academy Trust**

A COMPELLING VISION FOR SUCCESS

# Performance Management Procedures

# Performance Management Procedures

## 1. Introduction

- 1.1 Revised performance management arrangements come into force with effect from 1 September 2012. They are set out in the Education (School Teachers' Performance management) (England) Regulations 2012 (the Performance management Regulations) which replace the Education (School Teacher Performance Management) (England) Regulations 2006 (the 2006 Regulations). The 2006 Regulations continue to apply to any performance management cycle which is in progress on 1 September 2012, unless the governing body or local authority decides to end that cycle early and to begin a new performance management period starting on or after that date.
- 1.2 The Performance management Regulations set out the principles that apply to teachers in all maintained schools where they are employed for one term or more. They retain the key elements of the 2006 Regulations but allow schools more freedom to design arrangements to suit their own individual circumstances. They provide the minimum national framework within which schools should operate and say nothing, or very little, on many subjects on which the 2006 Regulations made detailed provision. If they wish, schools may include in their own policies details that are no longer covered by the Performance management Regulations. Teachers in Academies, Free Schools and other Independent Schools are not covered by this procedure, although they may wish to adopt it as a good practice model.
- 1.3 Academies must stay within the legal framework set out in the Performance management Regulations and in other relevant legislation that affects all employers (for example legislation on equality, employment protection and data protection).

## 2. Purpose

- 2.1 This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including that of the Accounting Officer and Headteacher/Principal, and for supporting their development within the context of the school's plan for improving educational provision and performance, and the standards expected of teachers.
- 2.2 The aim of the performance management process is to provide support and development to ensure that all teachers have the skills and support they need to carry out their role effectively. It will help to ensure that teachers are able to continue to improve their professional practice and to develop as teachers

### 3. Scope

- 3.1 This procedure applies to the Accounting Officer, Headteacher/Principal and to all teachers employed by the Beacon Multi-Academy Trust (BMAT) and its academies, except those on contracts of less than one term, and those undergoing induction (i.e. Newly Qualified Teachers).
- 3.2 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.
- 3.3 Separate procedures apply to:
- Misconduct cases (please refer to BMAT's Disciplinary Policy)
  - Ill health cases (please refer to BMAT's Sickness Absence Policy)
  - Capability cases (please refer to BMAT's Capability Procedures)

### 4. General principles underlying the policy:

- **Consistency of Treatment and Fairness.** The Trust is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.
- **Grievances.** Where a teacher raises a grievance during the Performance Management process, the process may be temporarily suspended in order to deal with the grievance. Where the grievance and performance cases are related it may be appropriate to deal with both issues concurrently.
- **Confidentiality .**The performance management and capability processes will be treated with confidentiality. However, the desire for confidentiality does not override the need for the Headteacher/Principal and Governing Body (LGB) to quality-assure the operation and effectiveness of the performance management system. The Headteacher/Principal or appropriate colleague might, for example, review all teachers' objectives; to check consistency of approach and expectation between different performance managers.

### 5. Performance Management Procedure

- 5.1 The performance management period should run for twelve months from 1st September to 31st August.

- 5.2 Where a teacher starts their employment at the school part-way through a cycle, the Headteacher/Principal or, in the case where the employee is the Headteacher/Principal, the Board of Trustees shall determine the length of the first cycle for that teacher, with a view to bringing his/her cycle into line with the cycle for other teachers as soon as possible.
- 5.3 Where a teacher transfers to a new post within the Trust or Academy part-way through a cycle, the Headteacher/Principal or, in the case where the employee is the Headteacher/Principal, the Trust shall determine whether the cycle shall begin again and whether to change the performance manager
- 5.4 The Accounting Officer, Headteacher/Principal will be appraised by the Board of Trustees. It is a statutory requirement that they are supported by a suitably skilled and/or experienced external adviser appointed by the Trust for that purpose.
- 5.5 The responsibility for performance managing the Accounting Officer, Headteacher/Principal including the setting of objectives, will be delegated to a sub-group consisting of at least two and no more than three trustees and governors appointed by the Board of Trustees.
- 5.6 The Headteacher/Principal will decide who will appraise other teachers. All performance managers appointed by the Headteacher/Principal will be qualified teachers and will have current or recent teaching experience.
- 5.7 If the Headteacher/Principal appoints a performance manager who is not the teacher's line manager, the performance manager to whom she/he delegates those duties will have an appropriate position in the staffing structure, together with the necessary background knowledge, skills and training to undertake the role.
- 5.8 If a teacher has concerns over the Headteacher/Principal's choice of performance manager, they will have an opportunity to discuss these concerns with the Headteacher/Principal who may decide to appoint alternative performance manager where appropriate and feasible.
- 5.9 Where it becomes apparent that the performance manager appointed by the Headteacher/Principal will be absent for the majority of the performance management cycle, the Headteacher/Principal may perform those duties herself/himself or delegate those duties to another teacher for the duration of that absence.

## **6. Setting objectives**

- 6.1 The Headteacher/Principal's objectives will be set by the Trustees after consultation with the external adviser and the Headteacher/Principal.
- 6.2 Objectives for each teacher will be set before or at the start of each performance management period by the Headteacher/Principal or their nominated performance manager.
- 6.3 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. The performance manager and teacher will seek to agree the objectives but, if that is not possible, the performance manager will determine the objectives. Objectives may be revised if circumstances change.
- 6.4 The agreed objectives will contain a description of what success may look like. Where use of numerical targets is appropriate, these will be reasonable, in the circumstances in which the teacher works and it will be recognized that factors outside teachers' control may significantly affect success.
- 6.5 The number of objectives set for each teacher will vary depending on the teacher's role and level of experience and should be reasonable, taking into consideration each teacher's workload.
- 6.6 The performance manager will take into account the effects of an individual's circumstances, including any disability, when agreeing objectives. For example, this might include a reasonable adjustment to allow an individual slightly longer to complete a task or additional practical support. When staff return from a period of extended absence (e.g. maternity leave), objectives may be adjusted to allow them to readjust to their working environment.
- 6.7 The objectives set for each teacher must contribute to the school's plans for improving the school's educational provision and performance and improving the education of pupils at that school.
- 6.8 Before, or at the start of each performance management period, each teacher will be informed of the standards against which their performance in that performance management period will be assessed.
- 6.9 With the exception of those who are qualified teachers by virtue of holding and maintaining Qualified Teacher Learning and Skills (QTLS) status, all teachers must be assessed against the set of standards contained in the document called "Teachers' Standards" published in July 2011 (introduction updated June 2013).

- 6.10 The Headteacher/Principal or Board of Trustees (as appropriate) will need to consider whether certain teachers should also be assessed against other sets of standards published by the Secretary of State that are relevant to them.
- 6.11 For teachers who are qualified teachers by virtue of holding QTLS status, it is for the Trust or Headteacher/Principal to decide which standards are most appropriate. Such teachers may be assessed against the Teachers' Standards, against any other sets of standards issued by the Secretary of State, against any other professional standards relevant to their performance or any combination of those three.

## **7. Recording Performance Management Objectives**

The Trust uses BlueSky as our performance management tool. It provides a record of the organisation improvement targets along with individual performance management targets, learner observations and continuous professional development (CPD). BlueSky also provides an overview of the performance management and reporting structure. All staff are required to register on BlueSky when they are employed by the Trust. It is expected that, in liaison with their performance manager, all staff will record their performance management targets at the beginning of each academic year. These targets will be monitored throughout the year and staff are encouraged to add evidence to show progress towards meeting these targets and any CPD undertaken during the year. All teaching staff should be observed each year and this should be recorded on BlueSky.

## **8. Reviewing performance**

- 8.1 Observation of classroom practice and other responsibilities will be used both as a way of assessing teachers' performance (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 with the aim of providing constructive support and development.
- 8.2 Teachers' performance should 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. Classroom observation will be carried out by those with QTS.

- 8.3 In addition to formal observation, the Headteacher/Principal (or designated teachers 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. The length and frequency of “drop in” observations will vary depending on specific circumstances.
- 8.4 Teachers (including the Headteacher/Principal) who have responsibilities outside the classroom should also have their performance of those responsibilities observed and assessed.

## **9. Development and support**

Performance management 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 on-going professional development needs and priorities of individual teachers.

## **10. Feedback**

- 10.1 Teachers 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. Feedback will highlight particular areas of strength as well as any areas that need attention.
- 10.2 When progress is reviewed, if the Headteacher/Principal (or other designated teacher) is satisfied that the teacher has made, or is making, sufficient improvement, the performance management process will continue as normal, with any remaining issues continuing to be addressed through that process.

## **11. Dealing with concerns about performance**

- 11.1 When dealing with a teacher experiencing difficulties, the objective is to provide support and guidance through the performance management process in such a way that the teacher’s performance improves and the problem is, therefore, resolved.

11.2 Where it is apparent that a teacher's personal circumstances are leading to performance problems at school (e.g. following bereavement), support will be offered as soon as possible, without waiting for the formal annual assessment.

## **12. Communicating concerns**

Where the teacher's performance is causing concern, this should be discussed with them at the earliest opportunity, normally at a one-to-one/supervision or performance management meeting. The Headteacher/Principal (other designated teacher) should:

- Explain the nature and seriousness of the concerns;
- Confirm any previous discussions and support offered/given;
- Give the teacher the opportunity to comment and discuss concerns.
- Agree any support (e.g. coaching, structured observations) that will be provided to help address specific concerns.

## **13. Monitoring**

13.1 Normally a monitoring period should be set as part of the performance management procedure, in order to give the teacher an appropriate time to improve their performance. However, if the performance has rapidly deteriorated or is so poor that pupil education is jeopardised, the Headteacher/Principal may decide to move the teacher concerned directly to the Capability Procedure. If this is the case, the Headteacher/Principal should consult with the HR Business Manager.

13.2 When setting a monitoring period, the Headteacher/Principal (or other designated teacher) should clarify:

- The targets for future performance (in addition to existing performance management objectives);
- How progress will be monitored, by whom and when it will be reviewed;
- The possible consequences if no improvement or insufficient improvement is made.

13.3 The length of the monitoring period will depend on the seriousness of the issues and individual circumstances, but should only be as long as is necessary to allow reasonable time for improvement. This should normally be between 4 and 8 school

weeks. In exceptional circumstances (e.g. where there has been a significant improvement or there has been significant absence during the monitoring period) an extension of up to 4 additional school weeks may be granted.

- 13.4 The Headteacher/Principal should confirm full details of these meetings and any decisions made to the teacher in writing.

#### **14. Transition to capability**

In the most serious cases, and where there has been unsatisfactory or no improvement following any monitoring period, the performance management process will be suspended and the capability procedure will be invoked. The Headteacher/Principal should notify the teacher, in writing, that the performance management process will no longer apply and that their performance will be managed under the capability procedure, and request them to attend a formal capability meeting. At this point, the Headteacher/Principal should consult with the HR Business Manager.

#### **15. Annual performance management assessment**

- 15.1 Each teacher's performance will be formally assessed in respect of each performance management period. In assessing the performance of the Accounting Officer, Headteacher/Principal, the Board of Trustees must consult the external adviser.
- 15.2 This assessment is the end point to the annual performance management process, but performance and development priorities may be reviewed and addressed during the year in one-to-one/supervision meetings as appropriate.
- 15.3 Following the end of each performance management period, the Headteacher/Principal (or other designated teacher) should send the teacher a written copy of their performance management report. This should be done without undue delay.
- 15.4 The teacher should be given the opportunity to comment in writing on their report. Teachers should receive their written performance management reports by 31 October (31 December for the Headteacher/Principal).

15.5 The performance management report should include:

- Details of the teacher's objectives for the performance management 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 professional development needs and identification of any action that should be taken to address them;
- A space for the teacher's own comments;
- Any additional information to support the performance management of the teacher, as decided by the Academy.

15.6 The assessment of performance and of professional development needs will inform the planning process for the following performance management period.

15.7 The Local Governing Body and Headteacher/Principal should ensure that all written performance management records are retained in a secure place for six years and then destroyed.

## **16. Monitoring the performance management process**

The Accounting Officer and Headteacher/Principal is responsible for monitoring the performance management process to ensure fairness and consistency of approach. This may include reviewing a sample of performance management documentation including: classroom observations, objectives and performance management reports.