

Performance Management Policy

Aim of The Langley Academy Trust

To provide an outstanding education for every child in the trust through high aspirations and through the principles of quality learning using curiosity, exploration and discovery

Performance Management means shared commitment to high performance. It helps focus attention on more effective teaching and monitoring to raise the quality of teaching and to benefit pupils, teachers and the Academy Trust. It means providing appropriate and effective personal training and development to ensure job satisfaction, a high level of expertise and progression of staff in their chosen profession. In short, effective Performance Management is about a logical chain of procedures which place continuous professional development at the heart of schools planning for improvement.

We want to improve performance by developing the effectiveness of teachers and support Staff, both as individuals and as teams. The evidence is that standards rise when schools and individual teachers are clear about what they expect students to achieve. That is why Performance Management is important.

This policy is linked with:

Equality Policy

Capability Policy

Pay Policy

Staff Discipline Policy

Policy statement

This policy is intended to underpin our Performance Management process to ensure that all staff experience fairness and that there is consistency of treatment between those teachers/ support Staff with similar levels of responsibility or experience. It applies to the Executive Principal and to all teachers/support Staff employed by the Academy Trust except staff on supply contracts, those training to be teachers and those who are the subject of capability procedures.

There are no national Performance Management regulations which apply to support staff and there is no national agreement on Performance Management with support staff unions. However, it is our belief that all staff at The Langley Academy Trust are entitled to have a positive annual review where progress is assessed and acknowledged and objectives for continued professional and personal progress are set. Therefore all staff will be trained in Performance Management as the need arises and all new teachers and support staff who join The Langley Academy Trust will be briefed on them as part of their introduction to the Trust Academies.

The Trust and Local Governing Bodies are committed to ensuring consistency of treatment in the operation of Performance Management. To this end, the Executive Principal has determined that he will delegate the reviewer role for some or all teachers/ staff for whom he is not the Line Manager. In these circumstances the Executive Principal will liaise with the staff responsible for Performance Management, to moderate a sample of Professional Objectives of teachers and support Staff to ensure that they comply with The Trust's Performance Management Policy and the regulations and the requirements of equality legislation.

Implementation

We will implement our Performance Management arrangements as follows:

All Performance Management recording carried out on Blue Sky

1. It will be fair. We all need to be aware of the potential for unconscious discrimination and to avoid assumptions about individuals based on stereotypes; and
2. It will be based on the principle of Equal Opportunity. All staff should be encouraged and supported to achieve their potential through agreeing objectives, undertaking development and having their performance assessed.
3. We will use Teacher Career Expectations' that have been agreed by all the members of the Slough Association of Secondary Head teachers. These are used in conjunction with the DfE's publication 'Teachers Standards' May 2012 on which they are based.
4. The Executive Principal, Head teachers' and Vice Principals' performance is measured by The National Standard for Head teachers.
5. The Senior Leadership Team's performance is measured against The Trust's Leadership Standards.
6. Support staff's performance is measured against the Trust's support staff standards
7. An overarching aim of the expectations is to support professional development of teachers and support Staff throughout their careers. The focus is on progression, therefore staff who has been in the profession/role for a number of years, and is paid more as a result, are expected to perform at a higher standard than those at the beginning of their career.
8. The expectations will be used holistically to make a professional judgement about how an individual member staff is performing.
9. One point will be awarded for each year of successful Performance Management using the Career Expectations document (teachers).
10. One point per year will be awarded to support Staff within the pay band for which their role relates for each year of successful Performance Management.
11. The Executive Principal may award two points in any year where a teacher's/ Staff member's performance is deemed to be exceptional, normally based on student outcomes. This also applies to teachers on threshold.
12. The Executive Principal may decide not to award a performance point when a teacher/ staff member has not met the standards required as part of the Career Expectations.
13. The 'Professional Conduct' expectation is non-negotiable.

Probation period for new staff

New staff are subject to a probationary period of six months. During this time their performance will be assessed by their Line Manager in terms of general performance against the requirements of the job description.

Staff who are on probation will have at least one review meeting after three months to assess their progress and then a final review meeting after six months. Teachers will have a formal observation of their teaching practice in this time. At the final meeting a decision will be made by the Line Manager from the following three options:

- Pass the probation: the Staff member then moves to a permanent contract.
- Extend the probation: where there are concerns over performance it is possible to extend the probationary period for up to a further six months (a total of a year).
- Fail the probation: the Staff member leaves the Academy with one week's notice.

Threshold

The arrangements for threshold mean that we assess staff against the National Standards at the main scale and upper pay scales and The Langley Academy Trust Career Expectation Standards. The standards are set out to broaden and deepen the professional attributes, knowledge, understanding and skills of teachers and are therefore seen as harder standards to achieve. Threshold Teachers should be able to act as role models for Teaching and Learning, make a distinctive contribution to raising standards across the Academy or Trust, continue to develop their expertise post threshold and provide regular coaching and mentoring to less experienced teachers. (The statutory basis for assessment against the post-threshold standards is contained in the School Teachers' Pay and Conditions Document (STPCD). The full text of the STPCD, including its accompanying statutory guidance, is available on the DfE website at <https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00091-2012>

In our view this means that teachers need to demonstrate that:

1. They have played a proactive role in leading the professional development of other colleagues
2. They can demonstrate whole school improvement to improve provision and outcomes.
3. Their teaching now needs to have elements of outstanding.
4. They can show that student outcomes are in line with the Academy Trust's expectations and either many, a significant number or almost all students exceed them depending on the scale UPS1-3.

Process for Threshold

1. Any teacher eligible to be considered for the Upper Pay Scale must write a letter of interest or e-mail to the Executive Principal, Head teacher by the end of September in any PM cycle.
2. Where a teacher is eligible for and successful at threshold assessment, he or she will be placed on point one of the upper pay scale and the pay will be backdated to 1st September.
3. Progression on the upper pay scale is not automatic.
4. Only in exceptional circumstances will post threshold teachers be awarded a further point on the Upper Pay Scale more frequently than at two year intervals. This is likely to be based on student outcomes.
5. The 'Professional Conduct' expectation is non-negotiable.

Support staff

All staff are subject to the Performance Management Policy. Support staff will use The Langley Academy Trust Bespoke Support Staff Standards, the HLTA, L.S.A Level 1, 2, 3 and 4 standards, The Science Technicians Standards and The Early Years Standards to review their performance. Support Staff will then agree to 3 objectives for the new academic year. The deadline for completion of the PM paperwork is the end of the October half-term

Objective setting

Executive Principal

The Trust will nominate 2 Trustees/Governors on behalf of the TLAT who will review the Executive Principal's performance, along with the School Improvement Partner (or appropriate professional as agreed by the Trust). 3 objectives will then be agreed.

Headteacher

The Executive Principal and the Chair of the LGB will review the Headteacher's performance along with the School Improvement Partner (or appropriate professional as agreed by the Trust). 3 objectives will then be agreed.

All teaching staff other than the Executive Principal and Headteachers

Objectives will have regard to what can reasonably be expected of any teacher in that position and shall take into account the teacher's professional aspirations and any relevant pay progression criteria. The Academy will provide training to all staff who are progressing through the Upper Pay Scale to ensure that there is clarity as to what needs to be done to pass the Threshold. They should be such that, if they are achieved, they will contribute to improving the progress of students and linked to the relevant Trust, Academy, Faculty, Key Stage, Year or Pastoral Improvement Plans or the CPD expectation to support the achievement of an objective set.

The reviewer and reviewee will seek to agree the objectives but where a joint determination cannot be made the reviewer will make the determination. If an agreement cannot be reached then the senior teacher in charge of Performance Management will determine the objectives. If an agreement can still not be made then the Executive Principal/Headteacher will make the final determination.

The objectives set for each teacher, will be Specific, Measurable, Achievable, Realistic and time-bound and will be appropriate to the teacher's/ staff member's role and level of experience. Objectives may be revised if circumstances change.

The agreed professional objectives will contain a description of what success may look like.

It should be noted that progress towards an objective can be a clear positive and that objectives can be set which may take longer than one academic year to achieve. There is an opportunity to review an objective as to whether it is realistic at the mid-year review. It may well be that the objective has been met at this point and would need to be changed or that circumstances have changed and the objective needs to be revised accordingly.

Where use of numerical targets is appropriate, these will be reasonable, in the circumstances in which the teacher / staff member works and it will be recognized that factors outside of their control may significantly affect success.

The number of objectives set for each teacher/ Staff member will vary depending on their role and level of experience and should be reasonable, taking into consideration workload.

The Director in charge of Performance Management 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.

Appointment of Reviewers for the Executive Principal/Headteachers

The Trust is the reviewer for the Executive Principal and to discharge this responsibility on its behalf may appoint 2 Trustees/Governors. Where the Executive Principal is of the opinion that any of the Trustees/Governors appointed by the Trust under this regulation is unsuitable for professional reasons, he/she may submit a written request to the Chair of the Trust for that Trustee/Governor to be replaced stating reasons.

Appointment of Academy Improvement Partner or External Advisor

An external viewpoint e.g. Local Authority Improvement Partner or Academy Improvement Partner or other appropriate professional will provide The Langley Academy Trust with advice and support in relation to the management and review of the performance of the Executive Principal/Headteachers.

Appointment of Reviewers for Support Staff and Teachers

As stated in the case where the Executive Principal or Head teacher is not the Staff member's Line Manager, the Executive Principal or Head teacher may delegate the duties imposed upon the reviewer in their entirety, to the Staff member's Line Manager. In this Trust the Executive Principal has decided that they will be the reviewer for those teachers/ Support Staff he/she directly line manages and will delegate the role of reviewer, in its entirety, to the relevant Line Managers for some or all other staff. Where a Staff member has more than one Line Manager the Executive Principal will determine which Line Manager will be best placed to manage and review the staff member's performance. Objectives should come from all areas of responsibility.

In all cases each Academy will provide training to those staff who have line management responsibilities. Where a staff member is of the opinion that the person to whom the Executive Principal/Head teacher has delegated the reviewer's duties is unsuitable for professional reasons, he or she may submit a written request to the Executive Principal for that reviewer to be replaced, stating those reasons.

Where it becomes apparent that the reviewer will be absent for the majority of the cycle or is unsuitable for professional reasons the Executive Principal/Headteacher may perform the duties him/herself 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.

The review meeting will be a professional dialogue between the reviewer and reviewee. Reviewees will play an active part in the meeting making sure they put forward their views about their performance and future development

A Performance Management cycle will not begin again in the event of the reviewer being changed.

The Performance Management Cycle

Evidence

A number of methods will be used to obtain evidence by which to assess a staff member's performance. These include those detailed below. Such evidence will be triangulated in order to undertake an overall assessment of the Staff member's Performance. This will include their performance against their objectives and against The relevant standards/key accountabilities for their role including students' attainment, classroom observations, Quality Assurance and professional conduct.

The one year Performance Management cycle links with our review of each Academy's Self Evaluation Form and Academy Improvement Plan (AIP). Performance of teachers and support Staff must be reviewed on an annual basis. Performance reviews and objectives must be completed for all teachers by the end of the October half-term.

The annual cycle runs from September, but where a teacher starts their employment part-way through a cycle the length of the first cycle shall be determined as the time left to run until the start of the next annual cycle commences (i.e. the following September).

Where a teacher/ Staff member transfers to a new post within an Academy part-way through a cycle the Executive Principal/Headteacher or, in the case where the teacher is the Executive Principal, The Trust shall determine whether the cycle shall begin again and whether to change the reviewer.

Recording Performance Management Objectives

The Trust uses Blue Sky as its performance management tool. It provides a record of the organisation improvement targets along with individual performance management targets, observations, Quality Assurance and continuous professional learning (CPL). 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 Line manager, all staff will record their performance management targets by the end of the October half-term. 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 / SEND and intervention staff should be observed each year and this should be recorded on Blue Sky.

Notice of meetings

Note: Staff are required to have a minimum of 5 days' notice before Performance Management meetings take place

All staff:

September / October

- Reviewee ensures all evidence and CPL activities are uploaded to Blue Sky to support Professional Objective outcomes.
- Identify any issues that have affected their performance, positively or negatively
- Consider any issues about the planned support they needed/received
- Reviewee completes a self-review of their skills and performance on Blue Sky linked to the appropriate standards including The Trust's Career Expectations Standards
- Meeting between reviewers and reviewees take place.
- Professional Objectives placed on to Blue Sky linking to a standard.
- Objectives approved by the Reviewer
- The Executive Principal, Director in charge or Head teacher quality assures the appropriateness and quality of the objectives and may suggest to staff an alternative.

November

- Pay Committee meet.
- Letters sent to staff by 20th November.

February

- Reviewers and reviewees meet for **Mid-Year Review** and discuss the progress towards Professional Objective.

Ongoing

- The Director/AHT in charge of CPD collates training needs identified from objectives and uses information for AIPs and INSET planning.

Preparing for the planning and review meeting – Reviewers

Reviewers will want to be well prepared for the planning and review meeting, and may find it helpful to:

- Check the review and Professional Objectives of the current cycle
- Check that all evidence has been uploaded
- Consider the AIP and FIP and other improvement plans to see how these may be relevant to planning with the reviewee
- Ensure they are familiar with the standards which form the context to the reviewee's current career stage and those appropriate to the reviewee's next career stage, and the relevant criteria for pay progression set out in the School Teachers' Pay and Conditions Document

- Ensure they have consulted with relevant third parties with direct professional knowledge of the reviewee, about possible objectives for the next review cycle, performance criteria, evidence, how this evidence may be collated and support to be provided to the teacher
- Where the reviewee works for more than one Line Manager, the reviewer should consult other line managers in advance of the planning and review meeting about the issues to be explored in the next cycle
- Reviewers should start from the assumption that the reviewee is meeting the requirements of their job description, their relevant duties and the relevant professional standards. However, it is important to revisit the job description at the beginning of the meeting to consider if anything has changed in that year. Plans should therefore focus on priorities and areas where specific action is required.

The objectives and actions agreed should be challenging, yet realistic and manageable. They should enable the reviewee to achieve a satisfactory work/life balance. They should cover:

- The reviewee's objectives
- The reviewee's lesson observations , QA and CPL activity
- Any other evidence which will be taken into account in assessing the reviewee's performance
- The support that will be provided to help the reviewee to meet the performance criteria
- Timescales for the achievement of objectives and within which support will be provided where these differ from the length of the review cycle
- The reviewee's training and development needs and the actions that will be taken to address these needs

Monitoring and Evaluation

The Executive Principal will provide the Trust with a written report on the operation of the Academy'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 Trust's Performance Management procedures
- Teachers/ staff training and development needs

Appeals

At specified points in the Performance Management process teachers and the Executive Principal/Headteacher have a right of appeal against any of the entries in their planning and review statements. Details of the Performance Related Salary appeals process are covered in the 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 Reviewer, the Director in charge of Performance Management, the HR Manager and the Executive Principal/Headteacher will have access to these statements. Where necessary, permission will be sought from the reviewee if any persons other than these require access to their statements. Planning and review statements will be retained for a minimum period of 6 years.

Review of the policy

The Langley Academy Trust will review the Performance Management Policy every academic year. The policy will then be revised as required to introduce any changes in regulation and statutory guidance to ensure that it is always up to date.

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