

*NURTURE – EMPOWER - ACHIEVE*

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# Gilwern

## Primary School



### **PERFORMANCE MANAGEMENT POLICY**

(This is a Mon. C.C. Policy and has been adopted for the school by the  
Governors 5/12/12)



## **Nurture, Empower, Achieve**

### **School Vision**

- Gilwern School creates a happy, secure and stimulating environment, where learners are encouraged to reach their full potential.
- The school works effectively with others and plays a central role in the community.
- All staff are committed to continuous improvement and achievement of high standards.

### **We are a Rights Respecting School**

In 1991 our Government signed up to the United Nations Convention on the Rights of the Child (UNCRC). In signing the Convention, the 54 articles laid down have become enshrined in UK law. The Convention applies to everyone.

At Gilwern Primary School we aim to work within the spirit as well as the letter of the Convention and our school policies and home-school agreement is based around these rights and responsibilities. At Gilwern Primary School we work together so that the rights of the child are ensured and their responsibilities are clear.



## **Monmouthshire County Council**

# **Model Performance Management Policy For Schools**

**The Governing Body of: Gilwern Primary School**

**Date Adopted: 5<sup>th</sup> December 2012**

**Signed.....Chair of Governors.....**

**Signed.....Headteacher.....**



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## 1. About this policy

This policy sets out the performance management arrangements for the head teacher and teachers of **(insert name of school)** school. It has been agreed by the Governing Body, Head Teacher and Local Authority and follows consultation with all staff members and recognised trade unions. It describes the purpose, procedures, roles and responsibilities that will ensure that the school's performance management arrangements contribute to the professional development of its staff and to the achievement of wider development objectives for the school and its learners.

This Policy is intended to be developmental and supportive and will foster professional dialogue between colleagues.

The policy will be reviewed annually and any necessary amendments will be the subject of further consultation with staff members. The policy was last reviewed on **(insert date of last review)**.

The head teacher will provide the Governing Body with an annual written report on the operation and effectiveness of this policy including the training and development needs arising from the performance management process.

This policy has been produced with due regard to the current Appraisal Regulations and accompanying guidance published by the Welsh Government. These can be found at:

Regulations:

[www.legislation.gov.uk/wsi/2011/2940/contents/made](http://www.legislation.gov.uk/wsi/2011/2940/contents/made)

Guidance:

[www.wales.gov.uk/topics/educationandskills/publications/guidance/performance-man-for-teachers?lang=en](http://www.wales.gov.uk/topics/educationandskills/publications/guidance/performance-man-for-teachers?lang=en)

This policy does not apply to:

- newly qualified teachers undergoing their statutory period of induction who are exempted from performance management arrangements; or
- teachers employed for a fixed period of less than one school term

The Governing Body will ensure that the operation of the Performance Management Policy and process will be workload impact assessed in order to ensure that it does not add to the workload of anyone involved.

## 2. Principles underpinning performance management

This Policy is intended to be developmental and supportive. It is central to school improvement planning and self evaluation.

The following principles will underpin our performance management arrangements:



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- Trust, confidentiality and professional dialogue between appraiser and appraisee
- Consistency so that all staff are treated fairly
- Recognition of strengths and a commitment to share effective practice
- A commitment to provide constructive feedback on performance
- Rigorous and evidence based
- A shared commitment to meeting the school's improvement plan and appropriate national priorities
- A shared commitment to the training and development of all staff

### **3. Professional standards**

Teachers are required to meet the Practising Teacher Standards at the end of their induction period and must continue to meet them throughout their career. The head teacher is required to meet the Leadership Standards. Other practitioners may choose to use the Leadership Standards as a reference for their leadership development where this is identified as a priority for their professional development.

The professional standards should be considered as a whole to provide a backdrop to discussion and to help practitioners identify areas for further development.

The relevant professional standards can be found at:

[www.wales.gov.uk/topics/educationandskills/publications/circulars/practitioners/?lang=en](http://www.wales.gov.uk/topics/educationandskills/publications/circulars/practitioners/?lang=en)

### **4. Timing of the performance management cycle**

The school's annual performance management cycle will start on **(insert date)** and be completed by **(insert date)**.

The appraisal cycle has been timed to link with the school's annual planning cycle.

All performance management activities will take place within directed time and not within PPA time.

### **5. Appointment of appraisers**

The head teacher will appoint an appraiser for every teacher in the school. The appraiser would normally be the line manager of the appraiser.

Teachers and head teachers have the right to object to an appraiser on the grounds of consistency and fairness



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The head teacher's appraisal will be carried out by a panel consisting of:

- at least two governors appointed by the governing body
- one or two representatives appointed by the local authority

**Drafting note: Where this model policy is being used in a school of a religious character, the Diocesan Authority may appoint an appraiser.**

### 6. The performance management plan

Performance management will be a continuous cycle throughout the year involving three stages of planning, monitoring performance and reviewing performance.

The appraiser(s) will meet with the teacher/head teacher at the start of the cycle to plan and prepare for the annual appraisal. This meeting may be combined with the review meeting held at the end of the previous cycle.

Teachers and head teachers will have no more than three objectives (see Annex A)

The meeting will seek to agree the following:

- objectives for the cycle and professional development activities to support achievement of the objectives
- the monitoring procedures including arrangements for observation of teaching on at least one occasion
- any sources of information and data relevant to the objectives – these should include an up to date Practice Review and Development (PRD) Record and data/information drawn from existing sources. Sources of evidence should be jointly agreed by the appraiser and appraisee

A template for the PRD Record is at Annex A. A template for the recording the objectives is at Annex B.

In the case of the head teacher's performance plan only, the chair of the governing body will provide, on request, a copy of the head teacher's objectives to ESTYN.

The arrangements for monitoring performance against the objectives, including the use of observation, will be decided during the planning meeting and recorded by the appraiser(s).

There should be a limit of a total of three observations for all purpose; the total time occupied for all lesson observation should not exceed three hours per year.

The focus and timing must be agreed in the performance management /appraisal planning statement.



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The appraisee and appraiser(s) will keep progress under review throughout the cycle including the use of informal discussion as well as the more formal arrangements specified in the planning meeting. The PRD Record will provide a focus for these discussions.

### **7. The review meeting**

At the end of the performance management cycle a formal review meeting will be held where the appraiser and appraisee will discuss achievements, any areas for improvement and professional development activities. This meeting may be combined with the planning meeting for the next annual cycle.

The purpose of the review meeting will be to:

- assess the extent to which the appraisee has met their objectives
- identify the need for additional support, training or development and how this will be met

The Performance Management review at the end of the cycle will be the only source of evidence to inform pay progression for eligible teachers.

### **8. The appraisal review statement**

Within 10 school days of the review meeting the appraiser(s) will provide the appraisee with a written statement of the main points made at the review meeting and the conclusions reached. Annexed to the statement will be a summary of professional development needs and an indication of how these might be met.

The appraiser will seek to agree the final wording of the appraisal statement with the appraisee.

The appraisee may, within 10 school days of receiving the final appraisal statement, add comments in writing. These comments will then form part of the statement.

Both the appraisal statement and the annex are confidential documents and must be kept in a secure place. The provisions of the Data Protection Act will be followed at all times.

Performance Management Review Statements are confidential to the head teacher, appraiser and the appraisee.

A template for the Appraisal Review Statement is at Annex C.



## **9. Appeals**

The appraisee may appeal against the appraisal statement within 10 school days of receiving the appraisal statement. An appeals officer or, in the case of the head teacher, an appeals panel will be appointed to conduct a review.

All appeals will be conducted in accordance with the current Appraisal Regulations and the associated Welsh Government guidance.

In summary, the appeal process will involve the following stages:

- Appraisee lodges appeal with the Governing Body
- Appeals officer/panel appointed
- Appeals officer/panel provided with copy of appraisal statement within 5 school days of receiving notice of appeal
- Appeal review will be carried out within 10 school days of receiving appraisal statement
- The appeals officer/panel must take into account any representations made by the appraisee.
- The appeals officer/panel may then decide that:
  - the appraisal has been carried out satisfactorily;
  - with the agreement of the appraiser(s), amend the appraisal statement; or
  - order that a new appraisal be carried out
- The appeals officer/panel can not determine:
  - that new objectives can be set: or
  - that existing objectives be revised

## **10. Use of appraisal statements**

### **10.1 Teachers**

The appraiser must give a copy of the appraisal statement to the appraisee and to the head teacher. In turn, the headteacher will, on request, provide a copy to:

- the appraiser;
- an appeals officer; or

Where the appraisee is eligible for pay progression under the School Teachers Pay and Conditions Document (STPCD) the appraiser will provide a recommendation on pay progression to the head teacher in line with provisions of the STPCD.

The head teacher will provide a copy of the annex to the appraisal statement detailing professional development needs to the person with whole-school responsibility for planning provision for training and development.

The appraisal statement will be kept by the head teacher in a safe and secure place until at least 6 years after the next appraisal statement has been finalised.

## **10.2 Head teacher**

In the case of the head teacher's performance management the appraisers will give copies of the appraisal statement to the head teacher, the chair of the governing body and the chief education officer.

The chair of the governing body will also provide, on request, a copy of the head teacher's appraisal statement to:

- any officer designated by the chief education officer responsible for the performance of head teachers; or
- any appeals officer

The chair of the governing body will provide a copy of the annex to the appraisal statement detailing professional development needs to the person with whole-school responsibility for planning provision for training and development.

The appraisal statement will be kept by the governing body in a safe and secure place until at least 6 years after the next appraisal statement has been finalised. The head teacher will also keep a copy of the appraisal statement for the same period of time.

Information from the head teacher's appraisal statement may be taken into account by the governing body (or its committees) in matters relating to the promotion, discipline or dismissal of the head teacher or in relation to any discretion over pay.

## **11. Managing under performance**

Effective line management arrangements, including the effective use of the procedures outlined in this policy, will help prevent under-performance through early identification, support and intervention.

The performance management procedures set out in this policy, including the review meeting and appraisal statement do not form part of any disciplinary, competency or capability procedures. However, information from the Appraisal Statement can be taken into account when making decisions about pay, promotion, dismissal, or disciplinary matters which may be triggered by other procedures.

## **12. Workload Impact Assessment**

The operation of the performance management policy and process has been workload impact assessed to ensure that it does not add to the workload of anyone involved. (An example of this would be the number of appraisees an appraiser has).



<b>Practice Review and Development Record</b>	<b>Name:</b>	<b>From:</b>	<b>To:</b>
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		Objective 1: Enter objective here	Objective 2: Enter objective here	Objective 3: Enter objective here
<b>Planning</b>	<ul style="list-style-type: none"> <li>• What is the focus of my objectives – how do they relate to school priorities?</li> <li>• What is the intended impact on my practice?</li> <li>• What do I need to find out - what do other people already know about it?</li> <li>• What data and evidence will I make use of?</li> <li>• How will I use what I've found out to help me meet my objectives?</li> <li>• What actions and/or professional development activities am I planning?</li> <li>• What support will I need?</li> <li>• How will I work with others to achieve my objectives?</li> </ul>			
<b>Monitoring</b>	<ul style="list-style-type: none"> <li>• What progress am I making in meeting my objectives?</li> <li>• What impact has there so far been on my practice?</li> <li>• How do I know - what data and evidence am I using?</li> <li>• How are others involved in monitoring?</li> </ul>			
<b>Reviewing</b>	<ul style="list-style-type: none"> <li>• How well have I met my objectives?</li> <li>• Are there any factors which have affected progress in meeting my objectives?</li> <li>• What have I found out?</li> <li>• What has been the impact on my practice and/or learner outcomes?</li> <li>• How do I know – what data and evidence am I using?</li> <li>• What professional development activities have I undertaken?</li> <li>• What support has been provided to me?</li> <li>• Do I need any follow up development?</li> </ul>			



# Practice Review and Development Record

## Purpose of the PRD Record

The purpose of the PRD Record is to support practitioners in:

- Meeting the requirements of the Appraisal Regulations to keep an up-to-date record of:
  - their own assessment of their performance against their performance management objectives
  - professional development undertaken or other support provided and how this is contributing to the achievement of objectives
  - any factors which the practitioner considers are affecting performance against the objectives
- Reflecting regularly on their practice including the use of relevant data and evidence to review their practice and identify priorities for professional development
- Providing a focus for discussion during the planning, monitoring and reviewing stages of the performance management cycle

## Completing the PRD Record

The following guidance will assist practitioners in completing their PRD Record during the performance management cycle. The guidance is intended to ensure the PRD Record supports the practitioner in their work without being burdensome to complete.

The PRD Record should be regularly updated – this does **not** need to be daily or even weekly but at key points throughout the performance management cycle. In reflecting regularly on their practice, practitioners should use their professional judgement to decide the points at which the record is updated so that it remains relevant and up-to-date.

- The template makes provision for up to 3 objectives. The template can be adapted where additional objectives have been identified
- The template is arranged to reflect the PM cycle of Planning, Monitoring and Reviewing. Each section has a number of “prompts” designed to assist practitioners to reflect on key aspects of their practice and professional development. Practitioners may find it helpful to base their PRD records around answers to some or all of these prompts.
- Entries should be concise but sufficiently detailed to serve as a basis for discussion. Lengthy prose responses are not necessary and practitioners may choose to adopt a ‘bullet point’ style approach
- It is recommended that the PRD Record is maintained in electronic form as this will facilitate easier amendment and updating
- Where objectives are linked it may be more appropriate to ‘write across’ columns to avoid making duplicate entries



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**Performance Management Objectives**

**Appraisee:** \_\_\_\_\_

**Job Title:** \_\_\_\_\_

**Period covered by objectives:**

\_\_\_\_\_ to \_\_\_\_\_

<b>Objectives*</b>	Objective 1: [Enter objective here]	Objective 2: [Enter objective here]	Objective 3: [Enter objective here]
Professional development and/or support required to meet objectives			
Monitoring procedures to be used			
Relevant data and/or information to be used			

**Date of planning meeting:** \_\_\_\_\_

**Appraisee comments (where required):**

**Appraiser (signature)** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Appraisee (signature)** \_\_\_\_\_ **Date:** \_\_\_\_\_



## Appraisal Review Statement

Date of Review Meeting: \_\_\_\_\_

Appraisee: \_\_\_\_\_

Appraiser(s) : \_\_\_\_\_

1. The extent to which the objectives have been met:

2. Development needs:

Details of any identified need for additional support, training or development and how this may be met (if applicable):

3. Appraisee comments (where applicable):

Appraiser (signature): \_\_\_\_\_ Date: \_\_\_\_\_

Appraisee (signature): \_\_\_\_\_ Date: \_\_\_\_\_



**Annex to Appraisal Review Statement**

**Training and Development Needs**

**Appraisee:** \_\_\_\_\_

**Job Title:** \_\_\_\_\_

Needs	How needs may be met	Timescale
[Enter description of need here]		
[Enter description of need here]		
[Enter description of need here]		
[Enter description of need here]		

**Appraiser (signature):** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Appraisee (signature):** \_\_\_\_\_ **Date:** \_\_\_\_\_

## **The Performance Management Plan - Guidance**

The appraiser(s) will meet with the teacher /head teacher at the start of the cycle to plan and prepare for the annual appraisal. This meeting may be combined with the review meeting held at the end of the previous cycle.

The meeting will seek to agree the following:

- The objectives for the cycle and professional development activities to support achievement of the objectives.
- The objectives will be challenging, realistic, achievable, time-bound, fair and equitable in relation to teachers with similar roles, responsibilities and experiences and aspirations.
- The agreed objectives will have regard to what can reasonably be expected of any teacher or the head teacher
- Objectives may be revised by the appraiser in exceptional circumstances and the reasons must be recorded. Additionally, objections may be recorded by the appraisee.
- A record of the planning meeting will be kept by the appraiser and appraisee.