

# HAMPDEN GURNEY

## Church of England Primary School

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Headteacher: Mrs E Chua, B. Ed. M. Mus



## PERFORMANCE MANAGEMENT POLICY

### APPLICATION OF THE POLICY

The policy applies to the Headteacher and to all teachers employed at Hampden Gurney School except teachers on contracts of less than one term, those undergoing induction (i.e. NQTs) and those who are the subject of capability procedures.

### PURPOSE

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers and the Headteacher and for supporting their development needs within the context of the School's Improvement and Development Plan and their own professional needs. Where teachers are eligible for pay progression, the assessment of performance throughout the cycle against the performance criteria specified in the statement will be the basis on which the recommendation is made by the reviewer.

This policy should be read in conjunction with the School's Pay Policy, which provides details of the arrangements relating to teachers' pay in accordance with the School Teachers' Pay and Conditions Document, with the document 'Performance Management: Guidance for Teachers and Reviewers' and with our Classroom Observation Policy.

### LINKS TO SCHOOL IMPROVEMENT, SCHOOL SELF EVALUATION AND SCHOOL DEVELOPMENT PLANNING

To comply with the requirement to link arrangements for performance management with those for school improvement, school self-evaluation and school development planning, and to minimise workload and bureaucracy, the performance management process will be a key source of information for school self-evaluation and the wider school improvement process.

Similarly, the School Improvement and Development Plan and the School's Self Evaluation Form are key documents for the performance management process.

All reviewers are expected to explore objectives which are consistent with the school's priorities and plans and to ensure that the objectives reflect reviewees' professional aspirations.

### CONSISTENCY OF TREATMENT AND FAIRNESS

The Governing Body is committed to ensuring consistency of treatment and fairness in the operation of performance management.

To ensure this the following provisions are made in relation to moderation, quality assurance and objective setting.

#### Quality Assurance

The Headteacher has determined that she will delegate the reviewer role for all teachers for whom she is not the immediate line manager.

The Headteacher will moderate all planning statements to check that the plans recorded in the statements of teachers at the school:

- are consistent between those who have similar experience and similar levels of responsibility;
- comply with the School's Performance Management Policy, the regulations and the requirements of equality legislation.

Nominate the Chair of the Governing Body, who will be involved in the Headteacher's performance management or any appeal regarding the Headteacher's performance management, to ensure that the Headteacher's planning statement is consistent with the school's improvement priorities and complies with the School's Performance Management Policy and the Regulations.

The Governing Body will review the quality assurance processes when the performance policy is reviewed.

### **OBJECTIVE SETTING**

Reviewer will seek to agree with teachers objectives which are rigorous, challenging, achievable, time-bound, fair and equitable in relation to teachers with similar roles/responsibilities and experience.

She will have regard to what can reasonably be expected of any teacher in that position. She will take into account the need for teachers to achieve a satisfactory balance between the time required to discharge their professional duties and the time required to pursue their personal interests outside work.

She will also take account of the teacher's professional aspirations and any relevant pay progression criteria. Objectives should be such that, if they are achieved, they will contribute to improving the progress of pupils at the school.

The reviewer and reviewee will seek to agree the objectives but where a joint determination cannot be made the reviewer will make the determination.

In this school:

- all teachers, including the Headteacher, will have between 3 and 5 objectives;
- from time to time the senior leadership team may require all teachers to have a whole school objective linked to the Development Plan.

Though performance management is an assessment of overall performance of teachers and the Headteacher, objectives cannot cover the full range of a teacher's roles/responsibilities. Objectives will, therefore, focus on the priorities for an individual for the cycle. At the review stage it will be assumed that those aspects of a teacher's roles/responsibilities not covered by the objectives or any amendment to the statement which may have been necessary in accordance with the provisions of the regulations have been carried out satisfactorily.

At the end of the cycle, assessment of performance against an objective will be on the basis of the performance criteria set at the beginning of the cycle. Good progress towards the achievement of a challenging objective, even if the performance criteria have not been met in full, will be assessed favourable.

The performance management cycle is annual, but on occasions it may be appropriate to set objectives that will cover a period over more than one cycle. In such cases, the basis on which the progress being made towards meeting the performance criteria for the objective will be assessed at the end of the first cycle and will be recorded in the planning and review statement at the beginning of the cycle.

## **APPEALS**

At specified points in the performance management process teachers and Headteachers have a right of appeal against any of the entries in their planning and review statements. Where a reviewee wishes to appeal on the basis of more than one entry this would constitute one appeal hearing.

Details of the appeals process are covered in the School's 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. Reviewees will be told who has requested and has been granted access.

## **TRAINING AND SUPPORT**

The school's CPD programme will be informed by the training and development needs identified in the training annex of the reviewee's' planning and review statements.

The governing body will ensure in budget planning that, as far as possible, appropriate resources are made available in the school budget for any training and support agreed for reviewees.

An account of the training and development needs of teachers in general, including instances where it did not prove possible to provide any agreed CPD, will form a part of the Headteacher's annual report to the Governing Body about the operation of performance management in the school.

With regard to the provision of CPD in the case of competing demands on the school budget, a decision on relative priority will be taken with regard to the extent to which:

- (a) the CPD identified is essential for a reviewee to meet their objectives; and
- (b) the extent to which the training and support will help the school to achieve its priorities.

The school's priorities will have precedence. Teachers should not be held accountable for failing to make good progress towards meeting their performance criteria where the support recorded in the planning statement has not been provided.

## **APPOINTMENT OF REVIEWERS FOR HEADTEACHER**

### **Appointment of Governors**

At Hampden Gurney School the Governing Body is the reviewer for the Headteacher and to discharge this responsibility on its behalf may appoint 2 or 3 governors.

Where the Headteacher is of the opinion that any of the governors appointed by the governing body under this regulation is unsuitable for professional reasons, he may submit a written request to the governing body for that governor to be replaced, stating those reasons.

### **Appointment of School Improvement Partner or External Adviser**

At such time as a School Improvement Partner (SIP) for the school is in place, s/he will provide the Governing Body with advice and support in relation to the management and review of the performance of the Headteacher. In the absence of a SIP, Governors will appoint a suitable external adviser of their own choosing.

## **APPOINTMENT OF REVIEWERS FOR TEACHERS**

In this school the Headteacher will be the reviewer for all teachers she directly line manages.

Where a teacher is of the opinion that the Headteacher is unsuitable for professional reasons, s/he may submit a written request to the Governing Body for that reviewer to be replaced, stating those reasons why the Headteacher is unsuitable for professional reasons. The Reviewer appointed for this purpose will be of higher status in the staffing structure to the teacher.

A performance management cycle will not begin again in the event of the reviewer being changed.

## **THE PERFORMANCE REVIEW CYCLE**

The performance of teachers must be reviewed on an annual basis. Performance planning and reviews must be completed for all teachers by 31<sup>st</sup>. October and for Headteachers' 31<sup>st</sup> December.

The performance management cycle in this school, therefore, will run from June to June for teachers, and from September to September for the Headteacher.

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 the provisions of this policy. The length of the cycle will be determined by the duration of their contract.

Where a teacher starts their employment at the school part-way through a cycle, the Headteacher or, in the case where the teacher is the Headteacher, the Governing Body shall determine the length of the first cycle for that teacher, with a view to bringing his cycle into line with the cycle for other teachers at the school as soon as possible.

Where a teacher transfers to a new post within the school part-way through a cycle, the Headteacher or, in the case where the teacher is the Headteacher, the Governing Body shall determine whether the cycle shall begin again and whether to change the reviewer. In general the School will seek to manage such a situation by agreeing an additional objective to cover the interim period.

## **RETENTION OF STATEMENTS**

Performance management planning and review statements will be retained for a minimum period of 6 years.

## **MONITORING AND EVALUATION**

The Governing Body will monitor the operation and outcomes of performance management arrangements.

The Headteacher will provide the Governing Body with a written report on the operation of the School'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 school's performance management procedures;
- teachers' training and development needs.

The Governing Body is committed to ensuring that the performance management process is fair and that no teacher is discriminated against on any of the following grounds:

- Race
- Sex
- Sexual orientation
- Disability
- Religion and belief
- Age
- Part-time contracts

The Headteacher will also report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination under any of the categories above.

### **REVIEW OF THE POLICY**

The Governing Body will review the Performance Management Policy every school year.

The Governing Body will take account of the Headteacher's report in its review of the Performance Management Policy. The policy will be revised as required to introduce any changes in regulation and statutory guidance to ensure that it is always up to date.

The Governing Body will seek to agree any revision to the policy with the recognised trade unions having regard to the results of the consultation with all teachers.

To ensure teachers are fully conversant with the performance management arrangements, all new teachers who join the school will be briefed on them as part of their induction training.

### **ACCESS TO DOCUMENTATION**

Copies of the School Improvement and Development Plan and SEF can be obtained from the Headteacher.

### **CLASSROOM OBSERVATION PROTOCOL**

All scheduled classroom observations will be undertaken in accordance with the performance management regulations.

The Headteacher and other members of the Senior Leadership Team may observe classroom practice informally at any time. In accordance with the relevant regulations these "drop in" observations do not form part of the performance management process and will only influence performance management where what is observed gives significant cause for concern.

***Policy Revised by: Evelyn Chua***

***Date: Reviewed September 2013***

***Policy Review date: September 2014***