



CONNECTED LEARNING Performance Management Policy

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This is a model policy/procedure which reflects legislation, any relevant statutory and non-statutory guidance and best practice. The responsibility for setting policy and procedure resides with the Trust and as such the relevant body must be satisfied that the content of the policy/procedure suits their requirements and must consult their staff/local trade union representatives prior to its formal adoption. In this context, Education HR does not negotiate and agree its model policies with the Trade Unions/Professional Associations, although they are consulted and their feedback is considered in the development of the documents.

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1. INTRODUCTION

- 1.1 The day to day performance of staff is monitored, managed and supported by line managers. The Performance Management Procedure (PMR) sets out the framework for a clear, fair and consistent assessment of the overall performance of all Trust staff including that of the Chief Executive Officer (CEO), Chief Learning Officer, Chief Operations Officer and Executive Headteachers / Headteachers / Heads of School. The process will be supportive and developmental, to ensure that all staff have the skills and support they need to carry out their role effectively and to enable them to continue to improve their professional practice within the context of their school's improvement action plan and the standards expected of staff by relevant national and local standards and job and person specifications. Performance Management will also be the key process in determining annual performance pay progression.
- 1.2 The Trust is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.
- 1.3 All performance management and capabilities processes will be treated confidentially. However this does not override the need for the CEO, Chief Learning Officer, Executive Headteacher/Head of School and/or the Local Governing Body (LGB) (where relevant) to quality assure the effectiveness of the PMR system; this might be, for example, to review teachers' objectives and/or to check consistency of approach of different managers responsible for PMRs.
- 1.4 If the event that a member of staff might raise a grievance in the course of the PMR process, the process may be suspended temporarily whilst the grievance is investigated.

The performance management period for teaching staff should run for twelve months from 1 September to 31 August. Final reviews will be completed in time (by mid-October) to allow for any pay decisions to be made by the Trust Pay Committee on or before 31 October (31 December for Headteachers/Heads of School).

- 1.5 The performance management cycle for support staff will run from 1 April to 31 March. Any pay decisions made after 1 April will be backdated to 31 March.

2. SCOPE

- 2.1 This Procedure applies to the CEO, Chief Learning Officer, Chief Operations Officer, Executive Headteachers // Headteachers / Heads of School and to all teachers employed by Connected Learning MAT (CL) and its academies, except those on contracts of less than one term, and those undergoing induction (ie Newly Qualified Teachers).
In the case of staff with less than one year's service/on fixed term contracts, the cycle will be adjusted according to the start/duration of the contract
- 2.2 Separate procedures apply to:
 - Misconduct cases (please refer to CL's Disciplinary Policy)

- Ill-health cases (please refer to CL's Sickness Management Procedures)
- Capability cases (please refer to CL's Capability Procedures)

3. ROLES AND RESPONSIBILITIES

3.1 Performance Management Reviewers

- The Board of Trustees will appoint a panel of Trustees to manage the performance management of the CEO, Chief Learning Officer and Chief Operations Officer; they will also appoint a panel of Trustees, Chairs of Governors and the CEO and/or the Chief Learning Officer to manage the performance management of the Headteachers / Heads of School
- The Board may wish on occasion to offer a suitably qualified/experienced external adviser to the panel undertaking the PMR of the CEO, Chief Learning officer and Executive Headteacher // Headteachers / Heads of School
- The Executive Headteachers / Headteachers / Heads of School will appoint performance management reviewers for other staff within their own individual academies; those appraising teachers must be qualified teachers with current teaching experience
- Should the member of staff appointed to undertake the PMR not be the relevant line manager, the performance manager should have an appropriate position in the staffing structure with the necessary background, experience and training to take on the role.
- Should a member of staff have reasonable concerns about the choice of performance manager, they should be given the opportunity to voice those concerns to the Executive Headteacher / Head of School who may decide to appoint an alternative performance manager if it were deemed appropriate and feasible.
- Should a performance manager be absent during all or part of the period of performance management, the Executive Headteacher may take over the role of performance manager or delegate this role to another member of the teaching staff for the duration of the absence

The role of the performance management reviewer is to operate the PMR in its entirety. The Executive Headteacher / Head of School will be responsible for making recommendations on pay progression on the Performance Management Statement in accordance with the Pay Policy.

3.2 It is the responsibility of the Board of Trustees to:

- Define, communicate and monitor procedures and to ensure that they are applied in a fair and consistent manner;
- ensure that systems are in place for the proper induction of new and promoted staff, and for day to day management, support and development of staff.

3.3 It is the responsibility of the Executive Headteacher / Head of School and other managers to:

- manage performance effectively ensuring that staff are aware of the standards expected of them and dealing with any minor deficiencies at the earliest stage.

3.4 It is the responsibility of all staff to:

- be aware of and comply with the specific standards of performance related to their area of work and workplace;
- comply fully with this procedure and to co-operate with the processes contained therein.

The Performance Management process will be operated in a way which minimises the additional workload on all parties.

4. OBJECTIVE SETTING

- 4.1 Objectives will be set before, or as soon as possible after, the start of each performance management cycle.
- 4.2 The objectives for the CEO, Chief Learning Officer and Chief Operations Officer will be set by the panel of Trustees responsible for their PMRs.
- 4.3 The objectives for the Headteachers / Heads of School will be set by the panel responsible for their PMRs.
- 4.4 The objectives set for each reviewee will be SMART (specific, measurable, achievable, realistic and time-bound) and the number of objectives will be reasonable having regard to the nature of the role. Each agreed objective will contain a description of what success may look like.
- 4.5 The reviewer and reviewee should each consider appropriate objectives and should seek to agree them through discussion. In the absence of agreement, the reviewer will determine the objectives. The objectives, and any training and support identified (see 5.3 below) will be set out in writing. Each set of objectives for the teaching staff will include an overall Trust objective as designated by the CEO; this may also apply in some instances for support staff.
- 4.6 The objectives, if achieved, will contribute to the school's plans for improving educational provision and performance, improving the education of pupils and improving and developing the performance of staff. To ensure this, objectives will be quality assured against the improvement action plan and moderated across the school to ensure consistency and fairness.
- 4.7 Objectives may be revised in-year where circumstances change; for example, when a member of staff returns from an extended period of leave, objectives may be adjusted to allow them to readjust to their working environment.

5. MONITORING AND SUPPORTING PERFORMANCE

- 5.1 **Observation**
The Trust believes that observation is important both as a way of assessing strengths and areas for development and for gaining important information which can inform school improvement more generally.

All staff should expect to have their performance and work observed and assessed by their line manager, reviewer and/or members of the Executive Team. This will include where relevant, formal and 'drop-in' classroom

observations for the purposes of evaluating the standards of teaching and learning and to check that high standards of professional performance are established and maintained.

The amount and type of such observations will be proportionate to the performance of the reviewee and the needs of the school and will be carried out in a supportive fashion.

5.2 Feedback

Reviewees 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.

5.3 Development and Support

The Trust encourages all staff to take responsibility for improving their own performance through appropriate continuing professional development. Performance management is a supportive process which will also be used to inform development. Professional development will be linked to school improvement priorities and individual job roles, priorities and ambitions. Specific support, guidance and development needs will be identified through the performance management process.

6. REVIEWING PERFORMANCE

6.1 All staff will be assessed on their overall performance taking into account any professional standards applicable to that role, performance against their performance management objective, the requirements of their job roles and the degree to which they have taken responsibility for their own CPD.

6.2 Performance and development priorities will be considered and addressed on a continuous basis throughout the year and there will be informal meetings as necessary to consider progress against objectives. There may be formal review meetings during the year. Performance Management meetings will take place during working/directed time excluding PPA time unless otherwise agreed.

6.3 End of year review

At the end of the cycle, each reviewee's performance will be formally assessed; the Executive Headteacher / Head of School (or other designated teacher) should send the member of staff a written copy of their performance management report - this should be done without undue delay and by 31 October (31 December for the Head of School).

The member of staff should be given the opportunity to comment in writing on the report.

6.4 The performance management report should include:-

- An assessment of the reviewee's performance against the objectives
- An assessment of overall performance with particular reference to performance against the job role and any standards relevant to the role;

- An assessment of how the employee and school have identified and met their training, development and support needs and the impact of learning on their performance;
- Any additional information to support the performance management of the teacher, as decided by the academy
- A recommendation on pay (to the Executive Headteacher where applicable).

6.5 All written performance management records are to be retained in a secure place for six years and then destroyed.

6.6 Absence

Where an employee has been absent during the performance management cycle, performance will be assessed on the basis of any and all evidence available for the periods of attendance and, where necessary, on prior performance.

7. UNSATISFACTORY PERFORMANCE

7.1 If, at any point in the cycle, evidence emerges that an employee's performance has fallen below the minimum standards expected of them, the Executive Headteacher / Head of School or other appropriate manager, will:

- explain the nature and seriousness of the concerns;
- detail any previous discussions/support offered/given;
- give the employee the opportunity to comment and discuss concerns.
- outline any further guidance and support to be offered (eg coaching, structured observations) to provide help to address specific concerns

This may also apply where employees consistently fail to develop their skills and knowledge or to sustain the expected level of performance.

Any concerns and subsequent discussion will be confirmed in writing to the employee.

The manager will normally (see 7.2 below) set a monitoring period in order to give the member of staff an appropriate. This will involve:

- the setting of targets for future performance (in addition to existing performance management targets) ;
- agreeing any further support with the employee;
- making it clear how, and by whom, progress will be monitored and when it will be reviewed;
- explaining the consequences and process if no, or insufficient, improvement is made.

The period of monitoring will normally be between 4 and 8 working weeks and, in any case, shall only be as long as is necessary to allow reasonable time for improvement and this will depend on the seriousness of the issues and individual circumstances. Exceptionally, an extension of not normally more than 4 weeks may be granted, where there has been significant improvement or there has been significant absence during the monitoring period.

Regular contact will be maintained throughout the monitoring period to review and support progress.

- 7.2 Where performance concerns are particularly serious, and/or where there has been insufficient improvement following any monitoring period, the performance management procedure will be suspended and the formal capability procedure will be invoked.

The CEO and/or Chief Learning Officer 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 ask them to attend a formal capability meeting; the Trust's HR Advisor should be consulted.

8. CONFIDENTIALITY

- 8.1 A written record of all meetings conducted under this procedure will be made, either by the person holding the meeting or by an alternative person arranged by the school to take notes. The Trust processes any personal data collected during the performance management procedure in accordance with its data protection policy. Any data collected is held securely and accessed by, and disclosed to, individuals only for the purposes of completing the performance management procedure or as set out in 8.2 below. On the conclusion of the procedure, data collected will be held in accordance with the Trust's retention schedule.

Inappropriate access or disclosure of employee data constitutes a data breach and should be reported in accordance with the Trust's data protection policy immediately. It may also constitute a disciplinary offence, which will be dealt with under the Trust's disciplinary procedure.

- 9.2 The performance management process and related paperwork will be treated with confidentiality. However, performance management paperwork may be shared beyond the reviewer and reviewee in the following circumstances:

- with senior leaders for the purposes of quality assurance;
- with the Head of School for the purpose of assessing eligibility to progress to the Upper Pay Range and meeting HLTA and other relevant standards;
- where poor performance is identified;
- with those responsible for making pay decisions.

APPENDIX A

PERFORMANCE MANAGEMENT
CONFIDENTIAL

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|-------------------------|--|
| NAME OF REVIEWEE | |
|-------------------------|--|

| | |
|------------------|--|
| JOB TITLE | |
|------------------|--|

| | |
|-------------------------|--|
| NAME OF REVIEWER | |
|-------------------------|--|

| | | |
|-----------------------|-------------|-----------|
| PM CYCLE DATES | From | To |
|-----------------------|-------------|-----------|

| | |
|---|--|
| Professional Standards applicable to the role | |
|---|--|

| | |
|--|---|
| Key aspects of the improvement plan relevant to the role | <ul style="list-style-type: none">••••• |
|--|---|

| | |
|--------------------------------|--|
| Date of initial meeting | |
|--------------------------------|--|

| | |
|--|--|
| Date(s) of informal review meeting(s) | |
| | |
| | |

| | |
|-------------------------------------|--|
| Date of final review meeting | |
|-------------------------------------|--|

| Objectives (Key performance priorities for the year) | Measures/Milestones (How/when will objective be achieved) | Summary of success/ achievements through the year (Record of evidence) |
|--|---|--|
| | | |
| | | |
| | | |
| | | |

| Objectives (Key performance priorities for the year) | Measures/Milestones (How/when will objective be achieved) | Summary of success/ achievements through the year (Record of evidence) |
|--|---|--|
| | | |

| Development required (Skills, knowledge etc.) | Delivery (How will development needs be met?) | Examples of application/impact (Has this added value to the role, how has this been applied?) |
|---|---|---|
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End of Year Review

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| Assessment against Objectives (Summary of achievements, evidence etc) | |
| Assessment of performance against job role | |
| Assessment of overall quality of teaching against relevant Professional Standards | |

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|--|--|
| Assessment of reviewee's CPD activity | |
|--|--|

| | |
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| Pay Recommendation (if applicable) | Performance Pay Progression criteria set out in the Pay Policy have / have not been met: Current Pay level: £ Pay Progression recommendation: new pay level: £ |
|--|--|

| | | |
|----------------------------------|----------------------------|------------------|
| Signed..... (Reviewer) | Employee's comments | |
| Date..... | Signed..... | Date..... |

This document is issued by:

EES for Schools, Education HR service and amended to comply with Connected Learning processes and procedures.

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