

St. John's Cathedral Catholic Primary School Performance Management Policy

INTRODUCTION

"And he who had received the five talents came forward bringing five talents more. Saying 'Master, you delivered to me five talents; here I have made five talents more.' His master said to him. 'Well done, good and faithful servant.'" (Matthew 25: 20-21)

A spirit of stewardship and service nourishes a vocation in Catholic education. A Catholic school aspires to fulfil its role of stewardship by proclaiming and serving the Gospel, in and through the work of education. Setting performance management objectives which are appropriate to the individual teacher, as well as to the school and its pupils, is entirely consistent with this aspiration

The Education (School Teacher Performance Management) (England) Regulations 2006 come into force on 1 September 2007 with the first performance management planning statement under the revised arrangements needing to be completed by 31 October 2007 for teachers and 31 December 2007 for head teachers. The revised regulations will apply for pay progression purposes from 1 September 2008.

The regulations require that the Governing Body shall ensure that the performance of teachers and the head teacher is managed and reviewed in accordance with the regulations and the school's performance management policy.

This performance management policy has been drafted in accordance with the regulations and guidance published by the Rewards and Incentives Group (RIG).

This performance management policy applies only to teachers and head teachers.

Copies of the regulations and the RIG guidance are readily available for reference to all teachers. Copies can be downloaded from:

<http://www.teachernet.gov.uk/management/payandperformance/performancemanagement>

APPLICATION OF THE POLICY

The policy applies to the head teacher and to all teachers employed by the governing body 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 head teacher and for supporting their development needs within the context of the school's Mission Statement, school improvement 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 teacher's pay in accordance with the School Teachers' Pay and Conditions Document.

LINKS TO SCHOOL MISSION STATEMENT, SCHOOL IMPROVEMENT, SCHOOL SELF EVALUATION AND SCHOOL DEVELOPMENT PLANNING

The Performance Management arrangements must demonstrate consistency with the values of the school as expressed in its Mission Statement.

To comply with the requirement to show how the arrangements for performance management link with those for school improvement, school self-evaluation and school development planning and to minimise workload and bureaucracy the performance management process will be one main source of information as appropriate 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 the alignment of reviewees' objectives with the school's priorities and plans. The objectives should also reflect reviewees' professional aspirations.

CONSISTENCY OF TREATMENT AND FAIRNESS

"Respect for human dignity requires ... the practice of the virtue of justice, to preserve our neighbours rights and to render to him what is his due."

(Catechism
of the Catholic Church 2407)

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 head teacher has determined that s/he will:

delegate the reviewer role for some or all teachers for whom s/he is not the line manager. In these circumstances the head teacher will:

moderate a sample of 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*

The Governing Body will:

choose not to quality assure the planning statement. The Governing Body will review the quality assurance processes when the performance policy is reviewed.

OBJECTIVE SETTING

“Recognition of the humanity of the employee should persuade management to bring their workforce into creative partnership.” (The Common Good)

Performance objectives should reflect the Catholic identity and mission of the school and the values it proclaims. Therefore, in setting and reviewing performance objectives for the head teacher and other teachers in a Catholic school, the following principles should be considered:

- justice for all
- the needs of the whole person
- respect for the individual and the community
- the preferential option owed to the poor.

The objectives set will be rigorous, challenging, achievable, time-bound, fair and equitable in relation to teachers with similar roles/responsibilities and experience, and will have regard to what can reasonably be expected of any teacher in that position given the desirability of the reviewee being able to achieve a satisfactory balance between the time required to discharge his professional duties and the time required to pursue his personal interests outside work, consistent with the school's strategy for bringing downward pressure on working hours. They shall also take account of the teacher's professional aspirations and any relevant pay progression criteria. They should be such that, if they are achieved, they will contribute to improving the progress of pupils at the school. In a Catholic school progress must also include the spiritual, moral, social and cultural development of all pupils.

All performance objectives should be consistent with the school's Mission Statement. However, there are also areas specific to the school's Catholic character within which performance objectives can be set. These include:

- the central place of Religious Education in the curriculum
- the life of the school as a worshipping community

- the responsibility to develop the spiritual identity of pupils and staff
- the role of the school within the wider community of the parish(es) and Catholic education
- respect for parents as the first educators of their children

(See ANNEX 2 for suggestions)

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 (choose as applicable):

- *teachers, including the head teacher, will not necessarily all have the same number of objectives*
- *all teachers, including the head teacher, will have a whole school objective*
- *all teachers, including the head teacher, should have an objective that is directly related to the catholic identity of the school*

Though performance management is an assessment of overall performance of teachers and the head teacher, 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.

Reviewing Progress

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 favourably. 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 head teachers 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.*

CONFIDENTIALITY

The whole performance management process and the statements generated under it, in particular, will be treated with strict confidentiality at all times. Other than the reviewee, the reviewer and the Head Teacher, only the reviewee's line manager or, where s/he has more than one, each of her/his line managers will be provided with access to the reviewee's plan recorded in her/his statement, upon request, where this is necessary to enable the line manager to discharge her/his line management responsibilities. 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 school's Mission Statement and School Improvement Plan, aligned with the training and development needs identified in the training annex of the reviewees' planning and review statements.

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

A non-attributable account of the training and development needs of teachers in general, will form a part of the head teacher's annual report to the governing body about the operation of the 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: 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 THE HEAD TEACHER

Appointment of Governors

The Governing Body is the reviewer for the head teacher *and to discharge this responsibility appoints:*
two governors of which at least one will be a foundation governor.

Where a head teacher is of the opinion that any of the governors appointed by the governing body under this regulation is unsuitable for professional reasons, s/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

A school improvement partner has not yet been allocated to this school and the Governing Body will appoint an external adviser to provide advice and support in relation to the management and review of the performance of the head teacher.

APPOINTMENT OF REVIEWERS FOR TEACHERS

In the case where the head teacher is not the teacher's line manager, the head teacher may delegate the duties imposed upon the reviewer, in their entirety, to the teacher's line manager. In this school the head teacher has decided that:

The head teacher will be the reviewer for those teachers s/he directly line manages and will delegate the role of reviewer, in its entirety, to the relevant line managers for some or all other teachers.

The maximum number of reviews that any line manager will be expected to undertake per cycle is 4.

Where a teacher has more than one line manager the head teacher will determine which line manager will be best placed to manage and review the teacher's performance. Where a teacher is of the opinion that the person to whom the head teacher has delegated the reviewer's duties is unsuitable for professional reasons, s/he may submit a written request to the head teacher 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 head teacher may perform the duties himself/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. A performance management cycle will not begin again in the event of the reviewer being changed. *All line managers to whom the head teacher has delegated the role of reviewer will receive appropriate preparation*

for that role, which includes developing and evaluating criteria which will support the Catholic identity of the school.

THE PERFORMANCE MANAGEMENT CYCLE

The performance of teachers must be reviewed on an annual basis. Performance planning and reviews must be completed for all teachers by 31 October and for head teachers by 31 December.

The performance management cycle in this school, therefore, will run from October to October for teachers, and from December to December for the head teacher.

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 head teacher or, in the case where the teacher is the head teacher, 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 head teacher or, in the case where the teacher is the head teacher, the governing body shall determine whether the cycle shall begin again and whether to change the reviewer.

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 head teacher 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.

REVIEW OF THE POLICY

The Governing Body will review the performance management policy every school year at its July meeting.

The Governing Body will take account of the head teacher's report in its review of the performance management policy. The policy will be revised as required to introduce any changes in regulation, statutory and diocesan guidance to ensure that it is always up to date.

The Governing Body will seek to agree any revisions 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 introduction to the school.

ACCESS TO DOCUMENTATION

Copies of the school improvement and development plan and SEF are available in the Teachers workroom.

CLASSROOM OBSERVATION PROTOCOL

All classroom observation will be undertaken in accordance with the performance management regulations, *the associated guidance published by the Rewards and Incentives Group* and the classroom observation protocol that is appended to this policy in Annex 1.

ANNEX 1 - CLASSROOM OBSERVATION PROTOCOL

The Governing Body is committed to ensuring that classroom observation is developmental and supportive and that those involved in the process will:

- *carry out the role with professionalism, integrity and courtesy;*
- *evaluate objectively;*
- *report accurately and fairly; and*
- *respect the confidentiality of the information gained.*

The total period for classroom observation arranged for any teacher will not exceed three hours per cycle having regard to the individual circumstances of the teacher. *There is no requirement to use all of the three hours. The amount of observation for each teacher should reflect and be proportionate to the needs of the individual.*

The arrangements for classroom observation will be included in the plan in the planning and review statement and will include the amount of observation, specify its primary purpose, any particular aspects of the teacher's performance which will be assessed, *the duration of the observation, when during the performance management cycle the observation will take place and who will conduct the observation.*

Where evidence emerges about the reviewee's teaching performance which gives rise to concern during the cycle classroom observations may be arranged in addition to those recorded at the beginning of the cycle subject to a revision meeting being held in accordance with the Regulations.

Information gathered during the observation will be used, as appropriate, for a variety of purposes including to inform school self-evaluation and school improvement strategies in accordance with the school's commitment to streamlining data collection and minimising bureaucracy and workload burdens on staff. In keeping with the commitment to supportive and developmental classroom observation those being observed will be notified in advance.

Classroom observations will only be undertaken by persons with QTS. *In addition, in this school classroom observation will only undertaken by those who have had adequate preparation and the appropriate professional skills to undertake observation and to provide constructive oral and written feedback and support, in the context of professional dialogue between colleagues. Oral feedback will be given as soon as possible after the observation and no later than the end of the following working day. It will be given during directed time in a suitable, private environment.*

Written feedback will be provided within five working days of the observation taking place. *If issues emerged from an observation that were not part of the focus of the observation as recorded in the planning and review statement these should also be covered in the written feedback and the appropriate action taken in accordance with the regulations and guidance.*

The written record of feedback also includes the date on which the observation took place, the lesson observed and the length of the observation. The teacher has the right to append written comments on the feedback document. No written notes in addition to the written feedback will be kept.

Head teachers have a duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained. Heads have a right to drop in to inform their monitoring of the quality of learning. Clearly the performance management arrangements are integral to fulfilling this duty and head teachers may consider the classroom observations they have agreed for performance management are sufficient and that drop in will not be needed.

Adopted by Governing Body date September 2007

ANNEX 2 -Performance management objectives related to the distinctive nature of the Catholic school

Teachers in Catholic schools have a pivotal role in the mission of the Church. It is thus extremely important that this aspect of their role is recognised and celebrated in any performance management arrangements. To this end, it is important to include at least one objective related to the distinctive nature of the Catholic school (RE and/or Catholic Life).

The following examples of objectives are suggestions, provided to assist schools in drawing up appropriate objectives of their own; for ease of use they are arranged under the headings of the S48 Self-evaluation Document and Inspection Handbook.

Catholic Life of the School: Leadership and management.

- To lead/contribute to/support the development of a clear and strategic view for the Catholic life of the school which is espoused by the whole school community.
- To lead/contribute to/support the development of a system to enable colleagues to fully participate in shaping the Catholic life of the school.
- To lead/contribute to/support the development of a rigorous monitoring and evaluation system to inform the School's Improvement Plan.
- To lead/contribute to/support inclusion so that discrimination of all kinds is tackled with vigour.
- To strengthen school/home/parish links to raise the level and quality of participation by pupils, parents and parishioners in planning and leading liturgies in school and church where appropriate.

Catholic Life of the School: Collective worship

- To involve groups of children in preparing and leading a wide range of opportunities for collective worship reflecting the Here I Am topics/liturgical year.
- To research/resource/support colleagues in the use of scripture/religious artefacts/music/art to enhance pupils' engagement in collective worship throughout the school.
- To use scripture/religious artefacts/music/art to enhance pupils' engagement in collective worship in class.
- To review the school's provision of collective worship and ensure that it is appropriate to the age and faith backgrounds of pupils.

Religious Education: Achievement and Standards

- To provide support and guidance to colleagues in the planning and delivery of quality learning experiences in Religious Education.
- To ensure that all children in her/his class achieve the targets set in Religious Education.
- By the end of year X to consolidate the current percentage of the class achieving the agreed targets in AT1/AT2 and to reduce the gender gap from the present X%.

Religious Education: Quality of Provision

- Make good use of the school's assessment procedures to inform teaching and learning.
- Develop methods to ensure a good balance of child-initiated experiences and direct teaching.
- To become skilled at the effective deployment of support staff in RE lessons, so that they make a significant contribution by reinforcing and supporting learning.
- To increase opportunities for children to learn about other faiths, by meaningfully involving people from other faith groups.
- To deepen her/his knowledge and understanding of the scripture passages to be explored in class over the year.

Religious Education: Meeting Learners' Needs and Interests

- To provide a more inclusive RE curriculum reflecting the age/experience/faith background of pupils of other denominations and faiths.
- Make better use of ICT in the delivery of RE lessons in order to improve pupil engagement and participation.
- To improve differentiation within RE lessons.

Religious Education: Leadership and Management

- Support colleagues in the planning and delivery of dynamic RE lessons which excite and enthuse pupils.
- Develop rigorous assessment procedures to assist the school to raise standards in the teaching and learning of RE.
- To use monitoring and evaluation procedures to plan improvements in curriculum Religious Education throughout the class/key stage/school.
- To model inspiring teaching and learning in RE in demonstration lessons.

ANNEX 3 Model documentation (from the RIG Guidance)

CONFIDENTIAL
MODEL PLANNING AND REVIEW STATEMENT

Reviewee's name:

Reviewer's name:

<i>Assessment of performance for the performance management cycle just ended and recommendation for pay progression (where reviewee is eligible)</i>
<i>Objectives for next cycle including any relevant whole school/ year/ team/faculty objectives:</i>
<i>Extent, pattern and focus of planned classroom observation:</i>
<i>Other evidence:</i>
<i>Support</i>
<i>Timescales for completion:</i>

Signed (Reviewee)

Signed (Reviewer):

Reviewee Comments:

CONFIDENTIAL

Training and Development Annex

A copy of this Annex should be sent to whoever in the school is responsible for planning the training and development of teachers

Training and Development needs:

Action to be taken

Reviewer signature

Reviewee signature.....

Reviewee comments

Thanks and appreciation to the Diocese of Salford Education Service, Peter Mackie and Felicity Penny for the production of this document.