



## **MODEL PERFORMANCE MANAGEMENT POLICY - FOR TEACHERS**

**(June 2007)**

Teaching, as a 'work of love', requires a radical commitment and service from all teachers, whatever their faith and whatever point they have reached on their spiritual journey: "The Church looks upon you as co-workers with an important measure of shared responsibility... To you it is given to create the future and give it direction by offering to your students a set of values with which to assess their newly discovered knowledge...[The changing times] demand that educators be open to new cultural influences and interpret them for young pupils in the light of Christian faith. You are called to bring professional competence and a high standard of excellence to your teaching... But your responsibilities make demands on you that go far beyond the need for professional skills and competence... Through you, as through a clear window on a sunny day, students must come to see and know the richness and joy of a life lived in accordance with Christ's teaching, in response to his challenging demands. To teach means not only to impart what we know, but also to reveal who we are by living what we believe. It is this latter lesson which tends to last the longest".<sup>1</sup> This school recognizes the challenges for all teachers in carrying out their 'work of love' and is committed to nurturing them throughout their professional careers.

The Governing Body of \_\_\_\_\_ Catholic  
Voluntary Aided School adopted this performance management policy  
on \_\_\_\_\_

### **APPLICATION OF THE POLICY**

The policy applies to the headteacher and to all teachers employed by the school except teachers on contracts of less than one term, those undergoing induction (*ie NQTs*) and those who are the subject of capability procedures.

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<sup>1</sup> Christ at the Centre – A summary of why the Church provides Catholic Schools – Birmingham Diocesan Schools' Commission

Where a teacher working in the school is employed by an agency, the Governing Body does not have any statutory duties in relation to their performance management. If the teacher is likely to be in post for a significant period of time, the headteacher, working in conjunction with the Governing Body, may choose to include the teacher in its performance management arrangements.

Arrangements in relation to teachers employed by an agency should also be reviewed with the teacher if the duration of the employment is extended significantly.

## **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 ethos, its 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 IMPROVEMENT, SCHOOL SELF EVALUATION AND SCHOOL DEVELOPMENT PLANNING**

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 an important 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, working at all times in the context of the school's Catholic ethos and aware of the need to ensure that it is developed and maintained. The objectives should also reflect reviewees' professional aspirations.

Teaching has an extraordinary moral depth and is one of man's most excellent and creative activities, for the teacher does not write on inanimate material, but on the very spirits of human beings. The personal relations between the teacher and the students, therefore, assume an enormous importance and are not limited simply to giving and taking.

### **CONSISTENCY OF TREATMENT AND FAIRNESS**

The Governing Body is committed to ensuring consistency of treatment and fairness in the operation of performance management as a Catholic school and our belief in the dignity of the individual. Performance management offers opportunities to ensure justice for teachers and pupils alike. It has the potential for the expression of Christian qualities, such as honesty, self-knowledge, respect for others and their gifts, recognition of the needs and achievements of others, challenge of self and others, personal growth and openness.

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

## Quality assurance

The headteacher has determined that s/he will:

Option 1

be the reviewer for all teachers.

OR

Option 2

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

EITHER

(a) moderate all the 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
- consider the teacher's role in developing and maintaining the ethos of the school

OR

(b) 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

- consider the teacher's role in developing and maintaining the ethos of the school

OR

(c) choose not to moderate any planning statements<sup>2</sup>.

**The Governing Body will:**

Option 1

nominate the Chair of the Governing Body, who will not 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 ethos and improvement priorities and complies with the school's performance management policy and the Regulations.

OR

Option 2

nominate (up to three governors - state the number) who will not 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 ethos and improvement priorities and complies with the school's performance management policy and the Regulations.

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<sup>2</sup> Given the vital role of the headteacher in providing Catholic leadership in a Catholic school, this option, whilst available, is not recommended for use in Catholic schools. The presence of a strong Catholic ethos, which is understood by all staff and by pupils is integral to the success and performance of Catholic schools.

OR

Option 3

choose not to quality assure the planning statement.<sup>3</sup>

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

### **OBJECTIVE SETTING**

Performance objectives should reflect the Catholic identity and mission of the school and the values it proclaims. Arrangements for monitoring should ensure that teachers can be secure in the knowledge that their progress and commitment are acknowledged. The performance review is a time to celebrate achievement wherever possible, as well as for discerning where there is scope for development. Challenge is at the heart of the Gospels. Christ challenged all whom he encountered, each according to their needs and readiness.

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

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<sup>3</sup> This option, whilst available, is not recommended for use in Catholic schools. The Governing Body, like the headteacher plays a vital role in developing and maintaining the school's Catholic ethos which is understood by all staff and pupils and is integral to the success and performance of Catholic schools.

contribute to improving the progress development and well-being of pupils at the school. Pupil progress is to be understood in relation to the Catholic nature of the school and include spiritual, moral and social development of each pupil. In setting and reviewing performance objectives for the Headteacher 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 and the preferential option for the poor.

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):

all teachers, including the headteacher, will have no more than  
.....objectives

teachers, including the headteacher, will not necessarily all have the same  
number of objectives

all teachers, including the headteacher, will have a whole school objective

all teachers, including the headteacher, will have a team objective, as  
appropriate<sup>4</sup>

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

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<sup>4</sup> NOTE: The CES recommends that governing bodies consider whether it would be helpful to set objectives relating to the Catholic ethos or life of the school for all teachers and the Headteacher. Diocesan education offices can advise on the drafting of these objectives if requested.

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 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. In addition to the headteacher, 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 improvement plan and 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.

An account of the training and development needs of teachers in general, including the 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 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: (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 a significant element or elements of the support recorded in the planning statement has or have not been provided.

## **APPOINTMENT OF REVIEWERS FOR THE HEADTEACHER**

### **Appointment of Governors**

In this Catholic Voluntary Aided School:

The Governing Body is the reviewer for the headteacher and to discharge this responsibility appoints:

EITHER

two governors of which \_\_\_\_\_ (at least one) will be a foundation governor.

OR

three governors of which \_\_\_\_\_ (not less than two) will be foundation governors.

Where a headteacher 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.

If the governing body is not persuaded that the governor who is the subject of the complaint is unsuitable, it shall notify the headteacher in writing, stating its reasons. If the headteacher so requests, the governing body shall attach the headteacher's request and the governing body's notification of the rejection of that request to the statement for that cycle.

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

Option 1

The local authority has appointed a School Improvement Partner for the school, who will provide the Governing Body with advice and support in relation to the

management and review of the performance of the headteacher.

OR

Option 2

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 headteacher.

The school improvement partner does not conduct the review but is available to provide advice and support. Where the school improvement partner is not familiar with the particular needs of a Catholic voluntary aided school, for instance, the development of the school's ethos, the governing body may also consider seeking advice from another external adviser, for instance from the diocese.

## **APPOINTMENT OF REVIEWERS FOR TEACHERS**

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

Option 1

The headteacher will be the reviewer for all teachers in this school.

OR

Option 2

The headteacher 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.

Where the headteacher has chosen option 2, then:

EITHER

Line managers will be the reviewers for all those teachers they line manage.

OR

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

Where a teacher has more than one line manager the headteacher 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 headteacher has delegated the reviewer's duties is unsuitable for professional reasons, s/he may submit a written request to the headteacher for that reviewer to be replaced, stating those reasons.

If the headteacher is not persuaded that the teacher who is the subject of the complaint is unsuitable, he/she shall notify the teacher in writing, stating his/her reasons. If the teacher so requests, the headteacher shall attach the teacher's request and the headteacher's notification of the rejection of that request to the statement for that cycle.

Where it becomes apparent that the reviewer will be absent for the majority of the cycle or is unsuitable for professional reasons the headteacher 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 headteacher has delegated the role of reviewer will receive appropriate preparation for that role, within the specific context of a Catholic voluntary aided 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 headteachers by 31 December.

*The performance management cycle in this school, therefore, will run from \_\_\_\_\_ to \_\_\_\_\_ for teachers, and from \_\_\_\_\_ to \_\_\_\_\_ 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.

## **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 non-discriminatory and the following monitoring data should be included in the headteacher's report because they represent the possible grounds for unlawful discrimination:

- Race
- Sex
- Sexual orientation
- Disability

- Religion and belief
- Age
- Part-time contracts
- Trade union membership.

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 at its \_\_\_\_\_ meeting.

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 or 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 published on the school's intranet and/or can be obtained from the school office.

## **CLASSROOM OBSERVATION PROTOCOL**

The governing body recognizes that classroom observations can be a source of anxiety for teachers and wishes to minimize the likelihood of such anxiety through the application of this policy. The governing body is committed to the promotion of classroom observation on the basis of a good, mutually rewarding professional exchange between observee and observer in the context of team work, where all teachers are working together for the common good of the pupils in their care and each other. The views of the observee are important and disagreement with the observation should be recorded on the file at the teacher's request.

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.

In this school 'proportionate to need' will be determined by:

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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 has 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.

A headteacher has 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 headteachers may consider the classroom observations they have agreed for performance management are sufficient and that drop in will not be needed.

In this school:

Option 1

drop ins will only be undertaken by the headteacher

OR

Option 2

as this school is a large school, drop ins will be undertaken by the headteacher supported by the following appropriate and designated member(s) of the leadership team \_\_\_\_\_

Drop ins will only inform the performance management process where evidence arises which merits the revision of the performance management planning statement, in accordance with the provisions of the regulations.