



# PERFORMANCE MANAGEMENT PROCEDURE

May 2023

Passmores Co-operative Learning Community

## CONTENTS

## PAGE NO:

1.	INTRODUCTION.....	2
2.	SCOPE.....	2
3.	ROLES AND RESPONSIBILITIES .....	2
4.	THE PERFORMANCE MANAGEMENT CYCLE .....	3
5.	OBJECTIVE SETTING .....	4
6.	REVIEWING PROGRESS (TEACHERS).....	4
7.	MONITORING AND SUPPORTING PERFORMANCE.....	6
8.	REVIEWING PERFORMANCE.....	7
9.	UNSATISFACTORY PERFORMANCE.....	7
10.	CONFIDENTIALITY.....	8
11.	APPEALS.....	9
12.	TRAINING AND SUPPORT.....	9
APPENDIX A: CAREER STAGE EXPECTATIONS AUDIT .....		12
APPENDIX B: SAMPLE PM FORM.....		

This procedure is based on the Juniper Education model, released in March 2023

**The PCLC Trustees formally approved the procedure on 24<sup>th</sup> May 2023**

### Updates since last edition

9.1	Reference to sustained performance in monitoring period letter as referenced earlier in the paragraph
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## 1. Introduction

The day-to-day performance of staff is monitored, managed and supported by line managers. The performance management procedure sets out the framework for a clear, fair and consistent assessment of the overall performance of staff. 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 the improvement 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.

## 2. Scope

This Procedure is applicable to all trust employees including those employed to work in individual academies within the Trust and to staff who are employed to work centrally and/or support several or all Trust academies.

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;
- those undergoing a probationary or statutory induction period – the performance management procedure will not normally apply until this period has been successfully completed other than in exceptional circumstances.

## 3. Roles and Responsibilities

### 3.1 Performance management reviewers

- The CEO will be appraised annually by a committee consisting of two trustees and one external advisor.
- The Executive Headteacher will be appraised annually by a committee consisting of a nominated trustee and one external advisor. The process will be overseen by the CEO.
- The Co-principal of Passmores, Associate Headteachers of Purford Green and Potter Street and Headteacher of The Downs will each be appraised annually by a committee consisting of up to two nominated LGB governors (other than Executive Headteacher) and one external advisor. The process will be overseen by the CEO.
- The CFO will be appraised annually by a committee consisting of the Finance & Audit Committee Chair and the CEO.
- There will be an initial appraisal and an interim review. The committee members will be the same for both.
- The principal will appoint reviewers for other staff.

- The role of the performance management reviewer is to operate the performance management procedure in its entirety. The reviewer/headteacher will be responsible for making recommendations on pay progression on the performance management statement in accordance with the pay policy.

**It is the responsibility of the Trust Board to:**

- define, communicate and monitor procedures and to ensure that they are applied in a fair and consistent manner;
- appoint an external advisor to support them in undertaking the headteacher's appraisal (if using).
- 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 principal / headteacher 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 through normal day to day supervision and probation and induction procedures.

**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. The Performance Management Cycle**

### **4.1 Teachers**

The performance management cycle will run from September – August.

Final reviews will be completed in time to allow for any pay decisions to be made by 31 October (31 December for CEO, Executive Headteacher, Co-principal, Associate Headteachers, Headteacher).

### **4.2 Support Staff**

The performance management cycle will run from September – July/August.

Final reviews will be completed in time to allow for any pay decisions to be made by 31 March.

## 5. Objective Setting

- 5.1 Objectives will be set before, or as soon as possible after, the start of each appraisal cycle.
- 5.2 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.
- 5.3 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 6.3 below) will be set out in writing. The form at Appendix A may be used for this purpose.
- 5.4 The Trust Board will consult with the external advisor when setting objectives for the CEO/ Executive Headteacher, Co-principals, Associate Headteachers/ Headteacher.
- 5.5 The objectives, if achieved, will contribute to the Academy/Trust'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 plan and moderated across the Academy/Trust to ensure consistency and fairness.
- 5.6 Objectives may be revised in-year where circumstances change.

## 6. Reviewing Progress (Teachers)

- 6.1 The following statement is designed to clarify what is expected of PCLC teachers so that:
  - there is no doubt about the level of performance required by our teachers;
  - The need to reduce performance measures to overly specific and inflexible numerical targets is obviated.

It is a given that the assessment of a teacher's performance during the performance management review meeting will be rooted in evidence. However, it is important to be clear that the final judgement of a teacher's performance on our colour system will be made within the context of our school.

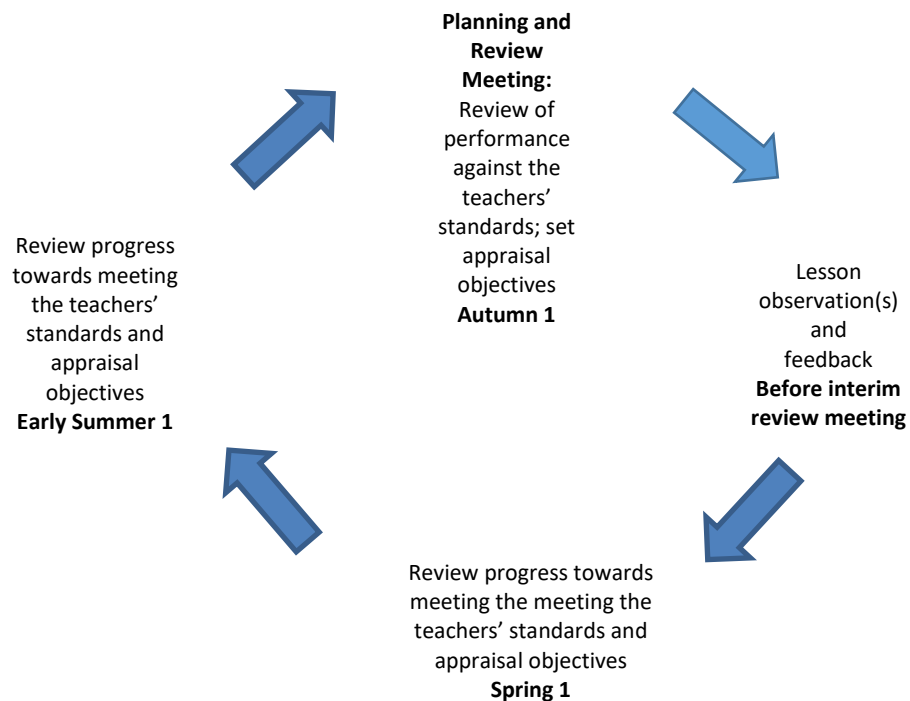
Judgements will be made with professional wisdom and will take into account a teacher's contextual analysis of the academic performance of students in his/her individual classes.

- 6.2 Levels of performance –

Criterion	Red	Amber	Green	Blue
<b>Teachers' Standards</b>	Teachers' standards are not fully met, with minor issues across a number of	Teacher's standards are not fully met due to minor issues within a limited	Teachers' standards are met securely.	Exceptional performance

	standards or larger issue/s within an individual standard.	number of standards.		
<b>Observations/ CPD</b>	H&S or safeguarding concerns	Below career stage expectation	At career stage expectation	Above career stage expectation
<b>Objectives</b>	H&S or safeguarding concerns	The objective has not been met in full	The objective have been met	The objective has been met above and beyond expectation

- 6.3 In order to be recommended for pay progression a teacher's performance must be judged to be Green or above, unless extenuating circumstances are agreed by the Principal.
- 6.4 In extraordinary circumstances the Trustees' Pay Committee will consider use of its discretion to award more than two points, up to a maximum of four points, in one year.
- 6.5 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 on the school system and transferred at the beginning of the next cycle.
- 6.6 The performance management cycle has two check points where there are opportunities to review progress towards meeting both the teachers' standards and the reviewees objectives: interim reviews in the spring and summer terms and a lesson observation prior to the spring meeting. Reminders will be sent via the school system where evidence of all interim review meetings must be logged. At the end of every interim review meeting the reviewer will make it clear how well she / he is doing against the teachers' standards and specifically against his/her performance management objectives. These need to be colour coded on the school system using the following number system – Red = 4; Amber = 3; Green =2 and Blue=1.



- 6.7 If at any stage of the performance management cycle, the reviewer/reviewee judges that there is danger of not meeting the teachers' standards, swift remedial action should be taken as outlined in section 9.

## 7. Monitoring and supporting performance

### 7.1 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 improvement more generally.

All staff should expect to have their performance and work observed and assessed by their line manager, reviewer and/or senior leaders. 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 Academy/Trust.

All observation will be carried out in a supportive fashion and, in the case of teachers, by someone with QTS.

## 7.2 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.

## 7.3 Training and Support

The Trust expects all staff to take responsibility for improving their own performance through appropriate continuing professional development. Professional development will be linked to improvement priorities and individual job roles, priorities and ambitions. Specific support, guidance and development needs will be identified through the performance management process.

# 8. Reviewing Performance

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

8.2 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.

8.3 At the end of the cycle, each reviewee's performance will be formally assessed.

The reviewer and reviewee will meet to discuss progress against objectives and overall performance.

The reviewee will receive, and have an opportunity to comment on, a written report (the form at Appendix A may be used for this purpose) which will 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 Academy/Trust has identified and met their training, development and support needs and the impact of learning on their performance;
- A recommendation on pay (to the CEO/Co-principal/Executive Headteacher/ Associate Headteachers / Headteacher, where applicable).

## 8.4 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.

# 9. Unsatisfactory Performance

9.1 If at any point in the cycle, evidence emerges that an employee's performance has fallen below the minimum standards expected of them, the reviewer or other appropriate manager, will:

- explain the nature and seriousness of the concerns;



- detail any previous discussions/support;
- give the employee the opportunity to comment and discuss 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 9.2 below) set a monitoring period. 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 or improvement is not sustained.

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.

- 9.2 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.

## 10. Confidentiality

- 10.1 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 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 9.2 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 disciplinary procedure.

- 10.2 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 headteacher 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.

## 11. Appeals

- 11.1 At specified points in the Performance Development process, teachers and the Principal/Headteacher have a right to appeal against any of the entries on the school system. 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 section 21 of the PCLC's Pay Policy.

## 12. Training and Support

- 12.1 The PCLC's Continuing Professional Development (CPD) programme will be informed by the training and development needs identified on the school system. The core CPD provision will be through the Professional Learning Programme along with a continued whole school focus on Growth Mindset and identified area for that academic year.
- 12.2 The Trustees will ensure in the budget planning that, as far as possible, appropriate resources are made available for any training and support agreed for reviewees.
- 12.3 With regard to the provision of CPD in the case of competing demands on the academy budget, a decision on relative priority will be taken with regard to the extent to which: (a) the CPD need 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. There is the opportunity for all staff to suggest to the Assistant Principal/Assistant Headteacher with responsibility for CPD or the Senior Ped aspects of pedagogy which could be a focus for whole-school teacher-training.
- 12.4 All reviewers will be provided with training to enable them to discharge all aspects of their role appropriately and effectively, including the conduct of Performance Management reviews, objective setting, classroom observation, and providing quality feedback to reviewees. Training for reviewers will be delivered by the Co-Principal/Associate Headteacher/Headteacher with support from the Vice-Principal/Deputy Headteacher. Training on lesson observation will be made available for all relevant staff throughout the academic year.

## APPENDIX A CAREER STAGE EXPECTATIONS

### TEACHING STANDARDS AND AGREED CAREER STAGE EXPECTATIONS

Each of the standards is underpinned by further detail, which is linked below to Professional: Practice, Outcomes, Relationships, Professional Development and Conduct.

#### Preamble – T0

Teachers make the education of their students their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge; keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their students.

#### Part 1: Teaching

A teacher must:

- T1** Set high expectations, which inspire, motivate and challenge students
- T2** Promote good progress and outcomes by students
- T3** Demonstrate good subject and curriculum knowledge
- T4** Plan and teach well-structured lessons
- T5** Adapt teaching to respond to the strengths and needs of all students
- T6** Make accurate and productive use of assessment
- T7** Manage behaviour effectively to ensure a good and safe learning environment
- T8** Fulfil wider professional responsibilities

#### Part 2: Personal and Professional Conduct

The following statements define the behaviour and attitudes, which set the required standard for conduct throughout a teacher's career

- PCC-a** Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
- PCC-b** Teachers must have a proper and professional regard for the ethos, policies and practice of the school in which they teach, and maintain high standards in their own attendance and punctuality
- PCC-c** Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

<b>Professional Area</b>	<b>M1-M2</b>	<b>M3 – M4</b>	<b>M5 – M6</b>	<b>UPS1-2</b>	<b>UPS3</b>
<b>PROFESSIONAL PRACTICE</b>	Most of the standards are met competently, and good progress is being made towards others	All standards are met competently	All standards are met with confidence	All standards are met with expertise-	All standards are met with a high level of expertise
<b>PROFESSIONAL OUTCOMES</b>	Most students achieve in line with school expectations	Almost all students achieve in line with school expectations	Almost all students achieve in line with school expectations and some exceed them	Almost all students achieve in line with school expectations; some exceed them	Almost all students achieve in line with school expectations; many exceed them
<b>PROFESSIONAL RELATIONSHIPS</b>	Positive working relationships with students, colleagues and parents	These relationships are securely focussed on improving provision for students	Professional relationships with students, colleagues and staff lead to excellent class provision	Plays a proactive role in building key stage or departmental teams to improve provision and outcomes	Plays a proactive role in building school-wide teams to improve provision and outcomes
<b>PROFESSIONAL DEVELOPMENT</b>	Able, with support, to identify key professional development needs and respond to advice and feedback	Takes a proactive role in accessing relevant support and professional development from colleagues	Fully competent practitioner able to keep up-to-date with changes and adapt practice accordingly	Plays a proactive role in leading the professional development of key stage or departmental colleagues	Plays a proactive role in leading the professional development of colleagues across the school
<b>PROFESSIONAL CONDUCT</b>	Meets all standards	Meets all standards	Meets all standards	Meets all standards	Meets all standards

UPS should ensure that the teacher is highly competent in all elements of the relevant standards; and that the teacher's achievements and contribution to an educational setting is substantial and sustained.

APPENDIX B: SAMPLE PM FORM

PERFORMANCE MANAGEMENT STRICTLY CONFIDENTIAL		
NAME OF REVIEWEE		
JOB TITLE		
NAME OF REVIEWER		
PM CYCLE DATES	From	To
Professional Standards applicable to the role		
Key aspects of the school improvement plan relevant to the role	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li></ul>	
Date of initial meeting		
Date(s) of informal review meeting(s)		
Date of final review meeting		

<b>Objectives</b> (Key performance priorities for the year)	<b>Measures/Milestones</b> (How/when will objective be achieved)	<b>Summary of success/ achievements through the year</b> (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?)

End of Year Review	
Assessment against Objectives (Summary of achievements, evidence etc)	
Assessment of performance against job role	
Assessment of overall quality of teaching against relevant Professional Standards	
Assessment of reviewee's CPD activity	
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) Date.....  Signed (reviewee) Date.....	Employee's comments
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