

St Joseph's Catholic Primary School



Our Mission Statement

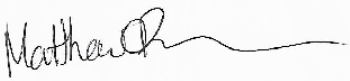
We grow together in God's Love as we Pray, Learn and Play

"Dyn ni'n tyfu gyda'n gilydd mewn cariad Duw wrth i ni weddio, dysgu a chwarae"

Article 27:

"You have the right to a good standard of living"

MODEL PERFORMANCE MANAGEMENT POLICY

This Policy was approved by the Governing Body on	September 2023	The first policy was drawn up and ratified by the Governing Body	Signed: 
This policy is due to be reviewed by the Governing Body		This Policy was reviewed by the Governing Body and ratified	Signed:
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Mae'r ddogfen yma ar gael yn y Gymraeg / This document is available in Welsh

1. Introduction

- 1.1 This model policy refers to the statutory arrangements for the performance management of teachers and headteachers. When using this model policy schools are encouraged to also consider the performance management arrangements of all their staff. There is currently no statutory provision for the performance management of support staff but it is considered to be best practice for a school to have appropriate arrangements in place for all members of staff.
- 1.2 This policy sets out the performance management arrangements for the headteacher and teachers of St Joseph's Primary school. It has been agreed by the governing body, headteacher and local authority and follows consultation with all staff members and recognised trade unions. It describes the purpose, procedures, roles and responsibilities that will ensure that the school's performance management arrangements contribute to the professional development of its staff and to the achievement of wider development objectives for the school and its learners.
- 1.3 The policy will be reviewed annually and any necessary amendments will be the subject of further consultation with staff members. The policy was last reviewed in May 2023
- 1.4 The headteacher will provide the governing body with an annual written report on the operation and effectiveness of this policy including the training and development needs arising from the performance management process. The chair of governors or chair of relevant committee will report on the operation and effectiveness of the headteacher's performance management process.
- 1.5 This policy has been produced with due regard to the current appraisal regulations and accompanying guidance published by the Welsh Government. These can be found at:

Regulations

www.legislation.gov.uk/wsi/2011/2940/contents/made

Guidance

<http://learning.gov.wales/docs/learningwales/publications/120510performheaden.pdf>

<http://learning.gov.wales/docs/learningwales/publications/120510performteachen.pdf>

- 1.6 This policy does not apply to:
 - 1.6.1 newly qualified teachers (NQTs) undergoing their statutory period of induction who are exempted from performance management arrangements;
 - 1.6.2 teachers employed for a fixed period of less than one school term;
 - 1.6.3 teachers and headteachers subject to formal capability procedures.

2. Principles underpinning performance management

- 2.1 Performance management is a school improvement tool which is fully inclusive. It sets a framework for teachers and school leaders to agree and review priorities and objectives in the context of the school's improvement plan. Performance management provides the opportunity of a shared commitment to achieving high standards. It helps to focus attention on more effective teaching and, therefore, benefits pupils, teachers and the school.
- 2.2 The following principles will underpin our performance management arrangements:
 - 2.2.1 trust, confidentiality and professional dialogue between appraiser and appraisee;
 - 2.2.2 consistency and fairness for all staff;

- 2.2.3 recognition of strengths and a commitment to share effective practice and an understanding of improvements needed;
- 2.2.4 a commitment to provide constructive feedback on performance;
- 2.2.5 rigorous and evidence-based;
- 2.2.6 a shared commitment to meeting the school's improvement plan and appropriate national priorities;
- 2.2.7 the Policy will be central to school improvement planning and self-evaluation;
- 2.2.8 the policy is intended to be developmental and supportive.

2.3 The Governing Body is committed to ensuring that the performance management process is fair and non-discriminatory.

2.4 The Governing Body recognises the entitlement of a work/life balance for teachers and the headteacher as established within the School's Pay and Conditions Document (STPCD). Consequently, the policy has been workload impact assessed (Refer to **Annex H**) and the school will organise all performance management activities within the school day but not within planning, preparation and assessment (PPA) time.

3. Professional standards

3.1 NQTs are required to evidence that they meet all of the lower descriptors (induction level) for teaching within the five standards in order to complete their induction.

3.2 Practising teachers and leaders must continue to meet each of the five professional standards as they fulfil their work. Beneath each of the five standards there are a number of elements supported by a range of descriptors. These are for practitioners to explore in a developmental way – not as a checklist – by showing what sustained highly-effective practice looks like and providing a focus for career-long professional learning.

3.3 The relevant professional standards can be found at:

www.wales.gov.uk/topics/educationandskills/publications/circulars/practitioners/?lang=en

4. Timing of the performance management cycle

4.1 The school's annual performance management cycle will start in October and be completed by July

4.2 The appraisal cycle has been timed to link with the school's annual planning cycle.

5. Appointment of appraisers

5.1 The headteacher will appoint an appraiser for every teacher in the school. The appraiser will be a teacher at the school or the headteacher and will normally be the line manager of the appraisee. The headteacher may appoint a new appraiser in place of an existing appraiser at any time. The teacher should be notified in writing of the reason why such change is necessary and this note should be attached to the Appraisal Statement. The appraiser will conduct all aspects of the review, including pay recommendations for teachers who are eligible. (Refer to the School's Pay policy.)

5.2 The headteacher and teacher should be consulted on who will be appointed as their appraiser in accordance with Welsh Government guidance.

5.3 The headteacher's appraisal will be carried out by a panel consisting of:

- 5.3.1 at least two governors appointed by the governing body;

- 5.3.2 one or two representatives appointed by the local authority, one of whom may be the challenge adviser. There is an expectation that the representatives appointed by the local authority are suitably experienced, qualified and accountable for their role in the process;
- 5.3.3 where this model policy is being used in a school of a religious character, the Diocesan Authority may also appoint an appraiser.

5.4 where this model policy is being used in a school where teaching forms a significant proportion of their role, consideration should be given to the inclusion of an appraiser with Qualified Teacher Status.

6. The performance management plan

6.1 Performance management will be a continuous cycle throughout the year involving three stages of planning, monitoring performance and reviewing performance. **(Annex F)**

6.2 The appraiser(s) will meet with the teacher/headteacher at the start of the cycle to plan and prepare for the annual appraisal. This meeting may be run consecutively with the review meeting held at the end of the previous cycle.

6.3 The meeting will seek to agree the following:

- 6.3.1 objectives for the cycle and professional development activities to support achievement of the objectives;
- 6.3.2 the monitoring procedures including arrangements for observation of teaching on at least one occasion per year;
- 6.3.3 any sources of information and data relevant to the objectives – these should include an up-to-date practice, review and development (PRD) record **(Annex A)** and data/information drawn from existing sources. Teachers are encouraged to use the Professional Learning Passport on the Education Workforce Council (EWC) website;
- 6.3.4 a record of the planning meeting will be kept by the appraiser and appraisee (see **Annex B**);
- 6.3.5 the training and development needs required to meet the objectives will be recorded separately **(Annex E)** and provided to the person with whole-school responsibility for planning provision for training and development.
- 6.3.6 there will be no requirement to schedule formal review meetings during the cycle but informal discussions may take place and should be agreed at the planning meeting. They may coincide with feedback from lesson observations and a written record should be kept.

7. Preparing Objectives

7.1 The objectives will be clear, concise, measurable, challenging, and relevant.

7.2 Objectives should be challenging but realistic and take into account the teachers job description and knowledge base. The headteachers objectives should, if they are achieved, contribute to improving the progress of pupils at the school and must take account of relevant evidence including the School Performance information.

7.3 The agreed objectives will have regard to what can reasonably be expected of any teacher or the Headteacher given the desirability of the appraisee to achieve a satisfactory work/life balance.

7.4 All teachers, including the headteacher will have no more than three objectives.

7.5 The objectives will relate to whole school objectives, departmental objectives based on the School Improvement Plan (SIP), and objectives that reflect the professional development aspirations of the teacher.

- 7.6 If objectives are not agreed the appraiser must set out in writing the objectives the appraiser considers appropriate and the headteacher/ teacher may add any comments in writing.
- 7.7 Objectives may be revised by the appraiser in exceptional circumstances having consulted with the appraisee and the reasons must be recorded. Any objections may be recorded as above.
- 8. Monitoring Procedures**
- 8.1 The appraiser and appraisee must seek to agree the monitoring procedures. If procedures cannot be jointly agreed, the appraiser will have the final decision and will set and record in writing the procedures to be used. The appraisee will be allowed to add comments in writing.
- 8.2 As a minimum, the appraiser is required to observe the appraisee teaching on at least one occasion during the cycle. Although there is no maximum requirement, lesson observations will not ordinarily exceed one per term with the lesson observations lasting no more than one hour. **(Annex C)** The focus and timing of the observations will be agreed and recorded at the planning meeting.
- 8.3 Following discussion during the appraisal cycle, the appraisee and the appraiser may agree to revisit the amount of lesson observation in order to support the achievement of meeting any objectives. Any such changes will be formally recorded within the appraisal documentation and signed by the appraisee and the appraiser.
- 8.4 The agreed Welsh Government classroom observation protocol will support the monitoring process. **(Annex G)**.
- 8.5 Classroom observation will be undertaken solely by persons with Qualified Teacher Status (QTS).
- 8.6 The appraisee will be given oral feedback within 24 hours unless there are exceptional circumstances and written feedback within 5 days of the lesson observation **(Annex C)**
- 8.7 Lesson observation will normally be undertaken by the appraisers, who must observe the appraisee on at least one occasion. However, it may be agreed at the planning meeting that some of the observation will be carried out by a person other than the appraiser.
- 8.8 Where the observation is undertaken by a person other than the appraiser, a written record of the lesson observation must be kept and given to the appraiser and the appraisee. **(Annex C)**
- 8.9 The selection of the lessons to be observed will be balanced to reflect the range of work undertaken by the appraisee.
- 8.10 The appraiser will take into account the effects of the appraisee's circumstances, including any disability, when agreeing objectives. For example, this might include a reasonable adjustment to allow an individual slightly longer to complete a task than might otherwise be the case.
- 8.11 Where the appraisee returns from a period of extended absence, objectives may be adjusted to allow them to readjust to their working environment. The appraisee is entitled to consideration for pay progression in the same way as other teachers, whether or not they have returned to service following the period of absence. In such cases, however, appraisal reviews may not have been completed and the governing body may not have any reviewer's recommendation to consider. Governing bodies should take decisions by reference to such information as is available. This might include information from the most recent appraisal

review or information from any part of the period when the teacher was present with the consent of the appraisee.

- 8.12 All judgmental lesson observations, as referred to in the Welsh Government guidance on observation will be undertaken through performance management (**Annex G**). This does not include the following:
- 8.12.1 an Estyn inspection,
 - 8.12.2 Estyn in circumstances where an inspection report categorises a school as requiring significant improvement;
 - 8.12.3 special measures;
 - 8.12.4 a teacher becoming subject to capability procedures;
 - 8.12.5 a teacher on induction or a graduate teacher programme assessment.
- 8.13 An appraiser may not obtain information from any other person whether written or oral, relevant to the school teacher's performance unless the school teacher consents or the information is obtained in accordance with the procedures agreed in the School Teacher Appraisal (Wales) Regulations 2011.
- 8.14 In the case of the headteacher's performance plan only, the chair of the governing body will provide, on request, a copy of the headteacher's objectives to Estyn.
- 8.15 The arrangements for monitoring performance against the objectives, including the use of observation, will be decided during the planning meeting and recorded by the appraiser(s). If monitoring procedures cannot be agreed, the appraiser must set out in writing the procedures for monitoring performance as they consider appropriate.
- 8.16 The appraisee and appraiser(s) will keep progress under review throughout the cycle including the use of informal discussion as well as the more formal arrangements specified in the planning meeting.
- 8.17 Appraisees are required to maintain an up-to-date PRD record (**Annex A**) during the course of the appraisal cycle.
- 8.18 The purpose of the PRD record is to support appraisees in:
- 8.18.1 meeting the requirements of the appraisal regulations to keep an up-to-date record of their own assessment of their performance against their performance management objectives;
 - 8.18.2 professional development undertaken, or other support provided, and how this is contributing to the achievement of objectives; and
 - 8.18.3 any factors which the practitioner considers are affecting performance against the objectives.
 - 8.18.4 providing a focus for discussion at the review meetings and may be discussed informally during the cycle and at the planning meeting for the next cycle.
- 8.19 The PRD record is a personal record held by an appraisee but it will be required for use in the review meetings and should inform the planning meeting for the next cycle. Teachers are encouraged to use the Professional Learning Passport on the EWC website.
- 8.20 The PRD record will not form part of the appraisal statement.