

The Lotus Academy Trust



Supporting children to find opportunities in every difficulty

The Damara School



Specialist SEMH Independent School

# Performance Management Policy

**Approved by:** Trust Board

**Initial Ratification:** 31 August 2019

**Review:** October 2020, Nov 23, Nov 24

**Next review due by:** November 2027

## 1. Aims

This policy aims to:

- Set out the arrangements for appraising teachers and support staff, including the process and the responsibilities of individuals
- Ensure consistency and fairness across the school
- Create a process where teachers' professional development is supported and encouraged, in the context of the school's latest Ofsted report, our school improvement plan and the Teachers' Standards
- Ensure teachers and support staff have the skills and knowledge they need to fulfil and excel in their role and provide an excellent education to our pupils

The policy applies to all teaching and support staff employed by the school or local authority, except those on contracts of less than one term, those undergoing induction and those undergoing capability procedures. It also applies to support staff.

## 2. Legislation and guidance

As an Independent School, we are free to determine our own appraisal arrangements. However, where a teacher's contract specifically incorporates conditions from [The Education \(School Teachers' Appraisal\) \(England\) Regulations 2012](#), these will continue to apply due to [The Transfer of Undertakings \(Protection of Employment\) \(TUPE\) Regulations 2006](#), which protect employees' terms and conditions when a maintained school becomes an academy.

We have based this policy on the [model policy](#) produced by the Department for Education (DfE).

## 3. Definitions

In this policy, the term 'teacher' refers to classroom teachers, middle and senior leaders, and the CEO. 'Support staff' refers to all other staff including those in the classroom, in administration and in premises.

Where relevant, we have added further detail regarding arrangements for CEOs.

## 4. The appraisal period

The appraisal period will start at the successful completion of the probation period. Each performance management cycle is 12 months.

For teachers and support staff on fixed-term contracts of less than 12 months, the appraisal period will be determined by the duration of their contract.

Teachers and support staff who start at or leave the school during the appraisal period can have a longer or shorter appraisal period in that appraisal round.

## 5. Setting objectives

Staff members' objectives will be set before, or as soon as possible after, the start of the appraisal period.

The CEO's objectives will be set by the trust board.

Objectives will:

- Contribute to improving the education of pupils at the school and the implementation of any school improvement plans
- Be specific, measurable, achievable, realistic and time-bound (SMART)
- Be appropriate to the teacher's and support staff's role and career experience
- Be revised if circumstances change throughout the year

When objectives are set, teachers and support staff will also be informed of the standards their performance will be judged against.

The appraiser and teachers/support staff will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives.

## 6. Standards

Teachers will be assessed against the [Teachers' Standards](#). The CEO, Head of School, and other school leaders where relevant, will also be assessed against the [Headteachers' Standards 2020](#). Reviewing performance (including observation protocol)

We will use a range of evidence to judge a teacher's performance:

- Formal and informal lesson observations
- Observations and results from wider school activities, if applicable
- Performance of their pupils
- Reviews of planning and marking
- Parent and pupil voice, if applicable

### 7.1 Observation protocol

We believe that observations are an important way of assessing teachers' performance. They can help identify a teacher's strengths and areas for improvement and can help us identify areas of good practice that can be shared across the school.

There will be both formal and informal observations. Teachers with responsibilities outside the classroom will also have these responsibilities observed.

All observations will:

- Be carried out in an objective, fair, professional and supportive manner
- Provide constructive feedback
- Remain confidential to those who need to know details as part of their jobs

### 7.2 Informal observations

Informal observations will usually be conducted by the Senior Leadership Team in order to monitor the quality of teaching and learning.

Notice of informal observations may not be given.

They will usually last around 10 minutes and may involve the observer talking to pupils and looking at their work.

The frequency will depend on the individual teacher and the school's needs at the time.

Generally, verbal feedback will be given the following day.

We will use all reasonable endeavours to provide written feedback within 5 working days.

Please note that we also carry out informal observations where fellow teachers observe a lesson for their own professional development. Notice may not be given, and evidence will not be used as part of the appraisal process.

### 7.3 Formal observations

The purpose of formal observations is to assess the teacher's performance and progress against their objectives and the relevant standards.

The number of formal observations will be agreed with the teacher during their appraisal meeting and will be determined by the teacher's individual circumstances and the needs of the school at the time.

For example, ECTs and less experienced teachers who have recently started at the school will receive a number of formal observations to establish their strengths and areas for development. A very experienced teacher will typically receive fewer observations.

Teachers will not receive more than 3 formal observations over the year.

Generally, verbal feedback will be given the following day.

We will use all reasonable endeavours to provide written feedback within 5 working days.

## **7.4 Additional observations**

Additional formal observations will take place if:

- The teacher requests them
- There are concerns that the teacher's performance is not up to standard (this may be triggered by poorly performing or poorly behaved pupils)
- The teacher is subject to formal capability proceedings

The above protocols will still apply to these additional observations.

## **8. Annual assessment**

Performance will be reviewed and addressed on a regular basis throughout the year in termly meetings with the teacher's line manager.

The appraisal meeting is the end point of the annual appraisal process and will take place at the end of each 12-month performance management cycle. In this meeting, the appraiser will:

- Review the relevant evidence
- Assess performance in the appraisal period against the relevant standards
- Assess performance in the appraisal period against objectives
- Discuss the teacher's/support staff's professional development needs and identify action that should be taken
- Discuss the teacher's/support staff's wellbeing, career aspirations and any difficulties they may be facing
- If necessary, discuss the teacher's/support staff's underperformance and put a plan in place to address it. They should also inform the teacher that if performance does not improve, capability proceedings may begin, where applicable

## **9. Conducting annual appraisal meetings**

The CEO's appraisal meeting will be conducted by the trust board. To support the CEO's appraisal, the trustees may appoint an external adviser with relevant skills and experience. The adviser may be from the local authority, a neighbouring local authority, or an external consultant.

The trust board will typically delegate the CEO's appraisal to a sub-group of three board members with a wide range of experience and knowledge of the school. This will not include any staff trustees.

There must also be three non-staff trustees, including either the chair or vice-chair, who are not involved in the appraisal whatsoever, to enable them to sit on an appeals panel if necessary.

The CEO will decide who will appraise teachers/support staff. Unless there is a good reason not to, this will normally be the staff member's line manager. By way of example, a 'good reason' could be a poor or deteriorating working relationship between the staff member and line manager, including where a formal grievance has been lodged by the staff member citing their line manager.

All appraisers will be provided with appropriate training.

Appraisal meetings will take place within the staff member's normal working hours and will typically last for at least an hour. Scheduling appraisal meetings for an hour and a half is therefore recommended.

## **10. Appraisal report**

Staff members will be provided with a written report of their appraisal (Performance Management Record). The report will be completed by the person who conducted the appraisal. We will use all reasonable endeavours to complete this within 5 working days.

This will include:

- An assessment of the staff member's performance against their objectives and the relevant standards
- An assessment of the staff member's training and development needs, and the action that should be taken to address them
- Where relevant, a recommendation on pay progression

There will be space in the report for the staff members' own comments.

After the report has been issued, we will hold review meetings where the staff member can discuss the contents of their report if they wish.

Staff members will sign the appraisal report to say they have seen it and agree with its content. Staff members can appeal to the CEO, and the CEO can appeal to the trust board, if they disagree with the contents of the report and the pay recommendation it makes.

A template appraisal report can be found in appendix 2.

## **11. Concerns about a staff member's performance**

If it becomes clear a staff member is having difficulties at any point during the appraisal period, they will be provided with additional support.

This will begin with a meeting with their line manager, where the problem will be discussed and potential solutions identified. A performance improvement plan may be created.

The nature of the support will be based on the individual's circumstances. For example, teachers/support staff whose difficulties are linked to a long-term health condition may be referred to the occupational health service. Teachers/support staff new to the school may be given a mentor or coach.

The concerns may be of a nature that would usually involve beginning the capability procedure. In these cases, refer to our capability policy.

## **12. Confidentiality**

The appraisal process and relevant documents are strictly confidential. Only staff members who need the information in order to do their jobs will have access to the information.

Appraisal information will be anonymised when information is reported to the trust board.

Appraisal records will be kept securely in the staff member's personnel file.

## **13. Monitoring arrangements**

The trust board will monitor and review the effectiveness of the appraisal arrangements. The CEO will monitor objectives and assessments to ensure consistency.

This policy will be reviewed every 3 years.

The trust board will be responsible for approving this policy.

## **14. Links with other policies**

This policy should be read in conjunction with our capability and pay policies.

The capability policy will be used where this policy has not been able to address concerns with a staff member's performance. It applies to all staff, not just teaching staff.

The pay policy sets out how pay increases will be awarded, based on the results of a staff member's appraisal. It applies to all staff, not just teaching staff.

## **Appendix 1: appraisal timeline**

Date	Action
<b>End of probation period (6 months, or extended to a maximum of 9 months)</b>	Discuss and set objectives, inform staff of the standards their performance will be assessed against
	First performance management cycle begins
<b>Throughout the year</b>	Staff to retain evidence of work which meets their objectives
<b>After 12 months</b>	Review: staff member required to demonstrate evidence and impact for objectives set (using Performance Management Record document)
	Appraisal meeting held between staff member and line manager to review evidence and impact against objectives
	Line manager completes Performance Management Record for each objective: fully/partially/not achieved, comments and recommendations
	Performance Management Record shared with staff member for review. Opportunity to ask questions. Once agreed staff member and line manager to sign. One copy filed in personnel file; one returned to staff member for their records.
<b>Next 12 months</b>	New performance management cycle begins – new objectives set
<b>Termly throughout the year</b>	Meetings held to review progress
<b>Throughout the year</b>	Formal and informal observations and monitoring take place, constructive feedback is provided

## Appendix 2: appraisal report template

This template can be used following appraisal meetings to send a record to the staff member.

The Damara School



Specialist SEMH Independent School

Part of the The Lotus Academy Trust family



Preparing children for life through holistic education

## Performance Management Record

School year:

Name of staff:

Assessment against objectives:

Objective 1:

Fully achieved

Partly achieved

Not achieved

Comments including impact:

Objective 2:

Fully achieved

Partly achieved

Not achieved

Comments including impact:

Objective 3:

Fully achieved

Partly achieved

Not achieved

Comments including impact:

Objective 4:				
Fully achieved		Partly achieved		Not achieved
Comments including impact:				
<b>Recommendation for pay progression (where applicable)</b>				
Is pay progression being recommended? (Recommendations are subject to the approval of Trust board)				
If so, what is the recommended new salary?				
State reasons if pay progression is not recommended:				
Reviewer signature:				
Reviewee signature:				



**Planning**  
**Planning for the next school year:**  
**New objectives**

Objective 1:

Steps to achieve

Evidence to assess progress

Timescales

Training or CPD Needs:

Objective 2:

Steps to achieve

Evidence to assess progress

Timescales

Training or CPD Needs:

Objective 3:

Steps to achieve

Evidence to assess progress

Timescales

Training or CPD Needs:

Objective 4:

Steps to achieve

Evidence to assess progress

Timescales:

Training or CPD Needs:

Reviewer:

Reviewee:

Signature of Reviewer:

Signature of Reviewee:

Date: