

Beaver Road Primary School

Performance Management

Date	Review Date	Coordinator	Nominated Governor
January 2017	January 2018	Headteacher	Chair of Governors

We believe this policy relates to the following legislation:

- School Teacher Appraisal (Wales) Regulations 2011
- Education (School Teachers' Appraisal) (England) Regulations 2012

We believe Appraisal (Performance Management), is system of annual performance review that involves professional dialogue about aims and achievements between teachers and their appraisers and Headteachers and their Governing Body.

We believe that the major contributory factor to school effectiveness is high quality teaching and learning. Therefore, we wish to develop the teaching staff by increasing their subject knowledge and expertise, by developing their range of teaching strategies and skills, by supporting each other and sharing good practice.

This can only be done through effective appraisal.

The appraisal cycle corresponds to the academic year but does not apply to teachers on contracts less than one term, newly qualified teachers and those on capability.

We believe appraisal will support the development of all teaching staff including the Headteacher, improve the quality of teaching and learning, make teachers accountable for the learning of pupils and their rate of progress, ensure that teacher objectives are linked with school improvement targets and will develop leadership and management.

We will consider all recommendations by appraisers for those teachers who are eligible for pay progression. Appraisers' recommendations will also inform decisions relating to teaching and learning responsibilities.

We are aware that our appraisal strategies and procedures will be scrutinised during an inspection in order to assess their robustness for the improvement of teaching throughout the School.

We as a School community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements connected with this policy.

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Aims

- To help the School to improve by supporting and improving the work of teachers as individuals.
- To set a framework for teachers and their appraisers to agree and review priorities and objectives in the context of the School Improvement Priorities (SIP).
- To work with other schools to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body:

- has the responsibility for ensuring that the policy is devised, agreed, reviewed and implemented;
- has the responsibility for ensuring the appraisal of teachers is undertaken in line with this policy;
- has the responsibility for conducting the performance review cycle of the Head teacher by:
 - appointing a committee of two to three governors to perform the review;
 - appointing an external advisor who will give advice and support;
 - taking advice from an external advisor to support this process;
 - informing the Headteacher of the standards by which their performance will be assessed;
 - meeting with Headteacher and advisor at the beginning of the cycle to set objectives;
 - reviewing the performance of the Headteacher;
 - producing a performance review statement for the Headteacher which is submitted to the Chair of Governors
- will direct the Chair of Governors to investigate any complaints received about reviews undertaken by the Headteacher;
- be responsible for discretionary pay progression decisions;
- delegated powers and responsibilities to the Headteacher to ensure all School personnel are aware of and comply with this policy;
- take responsibility for ensuring that the School complies with all equalities legislation;
- nominate a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- take responsibility for ensuring funding is in place to support this policy;
- take responsibility for ensuring this policy and all policies are maintained and updated regularly;
- take responsibility for ensuring all policies are made available to parents;
- nominate a link governor to visit the school regularly, to liaise with the Headteacher and to report back to the Governing Body;
- take responsibility for the effective implementation, monitoring and evaluation of this policy

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Role of the Headteacher

The Headteacher will:

- ensure all School personnel are aware of this policy and that the policy is implemented;
- ensure that reviews take place for all members of staff;
- appoint appraisers for all members of staff;
- act as an appraiser;
- inform individual teachers of the standards against which their performance will be assessed;
- maintain review statements for a fixed period of six years;
- review complaints where the Headteacher is not the appraiser;
- forward documentary evidence if a member of the School personnel changes school half way through the performance cycle;
- forward all pay progression recommendations by appraisers to the governing body;
- plan all training and development recommendations that are highlighted in all review statements;
- produce an annual report to the Governing Body;
- monitor the effectiveness of appraisal;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy

Role of the Appraisers

Appraisers may be:

- the Headteacher
- the Deputy Headteacher and members of the School Leadership Team
- class teachers

Appraisers undertake the role in line with the School's policy by ensuring that appraisal process is carried out correctly by:

- setting objectives
- agreeing performance criteria and using them to assess progress
- highlighting support, training, and development needs for the reviewee
- making a pay recommendation where that is appropriate
- leading the planning and review meeting
- writing the statement

Training will be provided for all appraisers.

Role of the Appraisee

The appraisee will:

- provide all appropriate documentation and information

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- enable reviews and observations to take place
- undertake appropriate training and development
- request a change of reviewer for professional reasons if not happy with the appointed one

Role of the Teachers

Teachers will:

- take an active role in their appraisal;
- act as appraisers, if required, in line with the School policy.

Planning and Review Meeting

Before the meeting with the appraisee the appraiser will collect and share with the appraisee copies of the following:

- Teachers' Professional Standards
- School Teachers' Pay and Conditions Document
- Job description of the appraisee
- School improvement priorities
- An outline of the appraisee's professional career objectives

During the planning meeting the appraiser and the appraisee will discuss:

- identifying areas for development and support needed
- objectives for the appraisee
- performance/success criteria for each objective
- classroom observation arrangements
- any other evidence to be considered
- continuing professional development provision
- professional career objectives
- eligibility for pay progression
- monitoring of progress throughout the cycle
- time scale and dates

During the review meeting the appraiser and the appraisee will discuss:

- progress towards achievement of the objectives
- overall performance compared against the performance/success criteria
- the impact of any continuing professional development provision
- the draft review statement - planning and assessment of performance
- recommendations for pay progression

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Appeals

The Headteacher deals with all appeals and makes a decision on the validity of the planning and review statement within 10 working days.

Links between Pay and Career Stage

The appraisal statement can be used to:

- support progression on the pay scale
- inform decisions relating to teaching and learning responsibilities

Confidentiality

All confidential appraisal documents will be stored securely.

Training

All School personnel:

- have equal chances of training, career development and promotion
- receive training related to this policy on induction which specifically covers:
 - Appraisal (Performance Management)
 - The role of the appraiser
 - The role of the appraisee
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction

The Headteacher, Deputy Headteacher or School Leadership Team member, will arrange all identified training needs highlighted during performance management reviews.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this School.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School website
- meetings with School personnel
- Headteacher reports to the Governing Body

School Policy for Appraisal (Performance Management) Statutory

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Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement. (See Policy Evaluation)

Links

▪ Induction of New Staff	▪ Pay Policy	▪ Contract of Employment
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Headteacher:	David How	Date:	30/01/2017
Chair of Governing Body:	Paul Barker-Matthews	Date:	30/01/2017

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Initial Equality Impact Assessment

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
Appraisal (Perf. Management)	<ul style="list-style-type: none"> To help the School to improve by supporting and improving the work of teachers as individuals. To set a framework for teachers and their appraisers to agree and review priorities and objectives in the context of the School Improvement Priorities (SIP). 		✓	

This policy affects or is likely to affect the following members of the school community (✓)	Pupils	School Personnel	Parents/carers	Governors	School Volunteers	School Visitors	Wider School Community
		Y		Y			

Question	Equality Groups															Conclusion										
Does or could this policy have a negative impact on any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'yes' or 'not sure'	
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS		
		✓				✓				✓				✓				✓				✓			Yes	No
Does or could this policy help promote equality for any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'	
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS		
	✓				✓				✓				✓				✓				✓				Yes	No
Does data collected from the equality groups have a	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'	
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS		
																									Yes	No

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positive impact on this policy?																										
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓				✓

Conclusion	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.
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Preliminary EIA completed by	Date	Preliminary EIA approved by	Date

Policy Evaluation

Points to be considered	Yes	No	N/A	Please supply evidence
• Policy annually reviewed				
• Policy in line with current legislation				
• Coordinator in place				
• Nominated governor in place				
• Coordinator carries out role effectively				
• Headteacher, coordinator and nominated governor work closely				
• Policy endorsed by governing body				
• Policy regularly discussed at meetings of the governing body				
• School personnel aware of this policy				
• School personnel comply with this policy				
• Pupils aware of this policy				
• Parents aware of this policy				
• Visitors aware of this policy				
• Local community aware of this policy				
• Funding in place				
• Policy complies with the Equality Act				
• Equality Impact Assessment undertaken				
• Policy referred to the School Handbook				
• Policy available from the school office				
• Policy available from the school website				
• School Council involved with policy development				

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• All stakeholders take part in questionnaires and surveys				
• All associated training in place				
• All outlined procedures complied with				
• Linked policies in place and up to date				
• Associated policies in place and up to date				
A statement outlining the overall effectiveness of this policy				