

PERFORMANCE MANAGEMENT POLICY

1. APPLICATION OF THE POLICY

The policy applies to the Principal and to all teachers employed by the College except teachers on contracts of less than one term, those undergoing induction (ie NQTs) and those who are the subject of capability procedures. It is based on the model policy produced by Rewards & Incentives Group (ASCL, NASUWT, NEOST, PAT, DfES).

2. PURPOSE

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers and the Principal and for supporting their development needs within the context of the College's 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 is the basis on which the recommendation is made by the reviewer.

3. LINKS TO COLLEGE IMPROVEMENT, COLLEGE SELF EVALUATION AND COLLEGE DEVELOPMENT PLANNING

The arrangements for performance management link with those for College self-evaluation and improvement planning. All reviewers explore the alignment of reviewees' objectives with the College's and Team's priorities and plans in the CIP/TIP. The objectives should also reflect reviewees' professional aspirations.

4. CONSISTENCY OF TREATMENT AND FAIRNESS

The Governing Body is committed to ensuring consistency of treatment and fairness in the operation of performance management.

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

Quality assurance

The Principal delegates the reviewer role for some or all teachers for whom he is not the line manager and moderates all the planning statements to check that the plans recorded in the statements of teachers at the College:

- are consistent between those who have similar experience and similar levels of responsibility
- comply with the College's performance management policy, the regulations and the requirements of equality legislation

The Governing Body nominates up to three governors who are not involved in the Principal's performance management or any appeal regarding the Principal's performance management to ensure that the Principal's planning statement is consistent with the College's improvement priorities and complies with the College's performance management policy and the Regulations.

Objective Setting

The objectives set are rigorous, challenging, achievable, time-bound, fair and equitable in relation to teachers with similar roles/responsibilities and experience, and 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. They also take account of the teacher's professional aspirations and any relevant pay progression criteria. They contribute to improving the progress of students at the College.

The reviewer and reviewee seek to agree the objectives but where a joint determination cannot be made the reviewer makes the determination.

In this College all teachers, including the Principal, have no more than 3 objectives covering whole College and Team priorities. One objective must focus specifically on professional learning.

Though performance management is an assessment of overall performance of teachers and the Principal, objectives cannot cover the full range of a teacher's roles/responsibilities. Objectives, therefore, focus on the priorities for an individual for the cycle. Pay progression decisions are based on the totality of the teacher's Job Description and the relevant pay criteria, not just objectives. At the review stage it is assumed that those aspects of a teacher's roles/responsibilities not covered by the objectives or any amendment to the statement which may have been necessary in accordance with the provisions of the regulations have been carried out satisfactorily unless previous discussions have indicated otherwise.

Reviewing Progress

At the end of the cycle assessment of performance against an objective is 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, is assessed favourably.

5. APPEALS

At specified points in the performance management process teachers and the Principal have a right of appeal against any of the entries in their planning and review statements.

6. CONFIDENTIALITY

The whole performance management process and the statements generated under it, in particular, is treated with strict confidentiality at all times. Only the reviewee's line manager or, where s/he has more than one, each of her/his line managers is 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 are told who has requested and has been granted access.

7. TRAINING AND SUPPORT

The College's CPD programme is informed by the training and development needs identified in the training annex of the reviewees' planning and review statements.

The governing body ensures in the budget planning that, as far as possible, appropriate resources are made available in the College budget for any training and support agreed for reviewees.

With regard to the provision of CPD in the case of competing demands on the College budget, a decision on relative priority is 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 helps the College to achieve its priorities. The College's priorities have precedence. Teachers are not held accountable for failing to make good progress towards meeting their performance criteria where the support recorded in the planning statement has not been provided.

8. APPOINTMENT OF REVIEWERS FOR THE PRINCIPAL

Appointment of Governors

In this College the Governing Body is the reviewer for the Principal and to discharge this responsibility on its behalf may appoint 2 or 3 governors.

Where the Principal is of the opinion that any of the governors appointed by the governing body under this regulation is unsuitable for professional reasons, he may submit a written request to the governing body for that governor to be replaced, stating those reasons.

Appointment of School Improvement Partner or External Adviser

The local authority has appointed a School Improvement Partner (SIP) for the College, who provides the Governing Body with advice and support in relation to the management and review of the performance of the Principal.

9. APPOINTMENT OF REVIEWERS FOR TEACHERS

In the case where the Principal is not the teacher's line manager, the Principal may delegate the duties imposed upon the reviewer, in their entirety, to the teacher's line manager. In this College the Principal has decided that the Principal is the reviewer for those teachers he directly line manages and delegates the role of reviewer, in its entirety, to the relevant line managers for some or all other teachers. Line managers are the reviewers for all those teachers they line manage. Where a teacher has more than one line manager the Principal determines which line manager is best placed to manage and review the teacher's performance.

Where a teacher is of the opinion that the person to whom the Principal has delegated the reviewer's duties is unsuitable for professional reasons, s/he may submit a written request to the Principal for that reviewer to be replaced, stating those reasons.

Where it becomes apparent that the reviewer will be absent for the majority of the cycle or is unsuitable for professional reasons, the Principal may perform the duties himself or delegate them in their entirety to another teacher. Where this teacher is not the reviewee's line manager the teacher has an equivalent or higher status in the staffing structure as the teacher's line manager.

A performance management cycle does not begin again in the event of the reviewer being changed.

All line managers to whom the Principal has delegated the role of reviewer receives appropriate preparation for that role.

10. 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 the Principal by 31 December. The cycle for both is the academic year. The main review is held in gained time in June. This enables targets to be linked to the CIP/TIP cycle. Completed paperwork is submitted to the Principal by the end of the summer term. An interim review is held in September and any necessary revision to targets are made in the light of exam results.

Where a teacher starts their employment at the College part-way through a cycle, the Principal or, in the case where the teacher is the Principal, 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 College as soon as possible.

Where a teacher transfers to a new post within the College part-way through a cycle, the Principal or, in the case where the teacher is the Principal, the governing body shall determine whether the cycle shall begin again and whether to change the reviewer.

11. RETENTION OF STATEMENTS

Performance management planning and review statements are retained for a minimum period of 6 years.

12. MONITORING AND EVALUATION

The Principal provides the governing body with a written report on the operation of the College's performance management policy annually. The report does not contain any information which would enable any individual to be identified. The report includes:

- the operation of the performance management policy;
- the effectiveness of the College'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.

13. CLASSROOM OBSERVATION PROTOCOL

All classroom observation is undertaken in accordance with the performance management regulations and the classroom observation protocol that is appended to this policy in Annex 1.

14. REVIEW OF THE POLICY

The Governing Body (through the Community Committee) reviews the performance management policy annually.

The Governing Body seeks to agree any revisions to the policy with the recognised trade unions having regard to the results of the consultation with all teachers.

Ratified by the Full Governing Body
6th July 2010