

2015/2018

# Performance Management Policy

Llanishen High School

Responsible Staff Member: Mrs S Parry  
Approved by Governing Body: Dec 2015  
To be reviewed: Dec 2018



# **Performance Management Policy for Llanishen High School**

## **Rationale:**

This policy sets out how performance management will be implemented. It is underpinned by the **School Teachers' Pay and Conditions Document (STPCD) 2015**, the **School Teacher Appraisal (Wales) Regulations 2011**, and the **Pay Policy (2013)** as recommended by the five Local Authorities that constitute the Central South Consortium. In this policy, the word 'target' replaces 'objectives' as used in the documents referred to above.

This policy is a framework for all staff to agree and review priorities and objectives within the context of the school's three year development plan and their own professional development needs. The aim is to develop all staff and raise standards of achievement for pupils.

The performance management procedures should enable teachers to demonstrate their overall performance.

Performance management should be a supportive, developmental process designed to ensure that all teachers have the skills and support they need to carry out their role effectively. It should ensure that teachers continue to improve their professional practice throughout their careers.

## **The performance management cycle**

This recognises that performance management is a continuous cycle involving three stages of planning, monitoring performance and reviewing performance:

### **1. Initial planning, setting of objectives and monitoring procedures**

Planning:

- Self-analysis
- strategic analysis
- setting targets (including targets relating to pupil outcomes, lesson observations and book scrutiny)
- agreeing CPD and areas for development

The annual planning meeting should normally take place by the end of September. This will allow for analysis of data relating to teacher and pupil performance during the previous academic year. All targets are to be finalised.

### **2. Monitoring performance**

During the school year performance is monitored and evidence derived from a range of sources including:

- Self-assessment
- Peer Review
- Tracking and pupil progress
- Book scrutiny
- The quality of reporting to parents
- Lesson observations (for the purposes of School Review and Performance Management)

A mid-point review of performance and progress towards targets should take place before February half term.

### 3. Reviewing performance – the appraisal review

The annual performance review is a formal opportunity for the teacher and appraiser to recognise achievements and to discuss areas for improvement, support and professional development. It includes:

- Self-reflection
- review meeting
- appraisal statement

The annual review meeting should take place during the summer term or the beginning of the autumn term. This will include an assessment against targets and the Practising Teacher Standards.

The outcomes will be submitted to the Headteacher with a view to putting individual pay progression recommendations to the staff pay and performance review panel for approval on behalf of the governing body. The Headteacher is accountable to the full governing body for the effective operation of links between performance and pay and the full governing body must determine the provision made in the school's budget for discretionary pay awards and progression.

The staff pay and performance review panel of the governing body must meet before October half term

## **Professional development**

Professional development opportunities are needed to support agreed targets, to develop strengths and address areas for development or professional growth. When the targets are set, the appraiser and teacher should agree on the professional development activities to be undertaken. This should include consideration of opportunities to share good practice.

Activities for professional development could include:

- Leading a Professional Learning Community
- Participating in a Professional Learning Community
- Team teaching
- Peer observation
- Shadowing a colleague
- Visits to observe good practice
- Personal reading and research
- The use of mentors or coaches
- Taking on new areas of responsibility and working in a new area

## **Pay progression:**

Pay progression is linked to the teacher's performance. Teachers will move up the main and upper pay ranges where they have made good progress towards their targets in line with this Performance Management Policy.

## **Assessment:**

The criteria given here are a requirement at all levels of pay progression, but carries increased emphasis when moving from the main to the upper pay spine or along the upper pay spine.

The teacher must be *highly competent* in all elements of the Practising Teacher Standards for educational practitioners in Wales. The teacher's achievements and contribution to the school must be *substantial* and for movement onto and along the upper pay spine must be *sustained*.

In order to be *highly competent*, the teacher's performance must be assessed as having excellent depth and breadth of knowledge, skill and understanding of the role they are fulfilling.

In order to be *substantial* their contribution to the school must be significant. This includes implementing and contributing to workplace policies and practice, working effectively as a team member, promoting collaboration, being able to give advice on the development and wellbeing of children and young people and demonstrating effective practice that contributes to the professional development of colleagues.

In order to be *sustained* it must comprise of two consecutive successful appraisals.

Teacher's performance is assessed against the Practising Teacher Standards as well as against their targets. When making judgements, the following will be taken into account:

- Impact on pupil progress
- Impact on wider outcomes for pupils
- Improvements in specific areas of practice, such as behaviour management or lesson planning
- Impact on effectiveness of other teacher or other staff
- Wider contribution to the work of the school

The sources of evidence that will be taken into account when making the assessment include:

- The completed Performance Management proforma
- Session Observation Forms completed as a result of School Review, Peer Review and Performance management lesson observations

## **Targets**

Targets provide an important basis for assessing performance, but they are not the only one. Meeting targets need not necessarily mean that a teacher is awarded pay progression. The school might consider that a teacher – who has made good progress on, but not quite achieved, a challenging target – has performed better and made a more significant contribution than a teacher who has met in full a less stretching target. Similarly, a teacher may have achieved all their targets but failed to meet all of the relevant standards.

Setting targets for the purpose of Performance Management:

- Targets must clearly identify success criteria
- Targets must be measurable and objective
- You must be able to know that a teacher has met their target

All teachers at Llanishen High School will have targets related to pupil outcomes. In order to aspire and raise expectation, our targets will be based on Fisher Family Trust type D.

The Performance Management appraiser for the school is Mrs Sarah Parry.

This policy will be reviewed and, if necessary, amended following consultation every school year. Performance management for the Head teacher is governed by separate guidance from the Welsh Government and is carried out by a panel consisting of at least two governors, appointed by the governing body.

Performance management for the senior team will be carried out by the Head teacher.

**Appendix 1**

**Roles and Responsibilities in determining pay progression:**

School Leaders	Governing Bodies	Teachers
<ul style="list-style-type: none"> <li>• Review and develop clear arrangements for linking PM to pay progression and propose changes to pay and PM policies, consulting staff and union representatives, as appropriate.</li> <li>• Submit policies to governing body for approval.</li> <li>• Ensure all teachers are informed of the policies and that they, and teachers, have the knowledge and skills to apply procedures fairly.</li> <li>• Ensure teachers are performance managed in accordance with the school’s PM policy and the relevant regulations.</li> <li>• Put pay recommendations to the governing body and ensure they have sufficient information upon which to make their decisions.</li> <li>• Maintain records of decisions and recommendations made, demonstrating that all decisions are made objectively, fairly and in compliance with equalities legislation.</li> <li>• Keep teachers informed about the process, recommendations made and decisions reached.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider and adopt pay and performance management policies, including the criteria for pay progression.</li> <li>• Agree the extent to which specific functions relating to pay determination and appeals processes will be delegated to others, such as the headteacher, the staff pay and performance review panel and the staff pay and performance review appeals panel.</li> <li>• Assure themselves that appropriate arrangements for linking appraisal to pay are in place, can be applied consistently and that pay decisions can be objectively justified.</li> <li>• Approve teachers’ salaries, including recommendations from senior leadership team on whether to award performance pay in line with the school’s pay policy.</li> <li>• Monitor the outcome of pay decisions, including the extent to which different groups of teachers may progress at different rates and check processes operate fairly.</li> <li>• Identify and consider budgetary implications of pay decisions and consider these in the school’s spending plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in arrangements for their own PM in line with their school’s PM policy and ensure they understand the arrangements within their school.</li> <li>• Keep records of their targets and review them throughout the PM process.</li> <li>• Where applicable, appraise the performance of other teachers (as delegated by the headteacher).</li> <li>• Decide whether they wish to apply for access to the upper pay range and provide the appropriate evidence.</li> </ul>

Appendix 2

**ANNUAL OBJECTIVES STATEMENT AND REVIEW PROFORMA**

<b>Teacher:</b>		<b>Designation :</b>	
<b>Appraiser:</b>		<b>Date of Meeting:</b>	

<b>AGREED OBJECTIVES</b>	<b>Cross-reference</b>
<b>1. <u>Pupil Progress</u></b>  <b><u>Success Criteria/Evidence Required</u></b>	Link to PTS  Link to SIP –
<b>2. <u>Departmental</u></b>  <b><u>Success Criteria/Evidence Required</u></b>	Link to PTS  Link to SIP –
<b>3. <u>Whole School</u></b>  <b><u>Success Criteria/Evidence Required</u></b>	Link to PTS  Link to SIP –
<b>4. <u>Professional Development</u></b>  <b><u>Success Criteria/Evidence Required</u></b>	Link to PTS  Link to SIP –

**Development, Training and Support**

**Resources to support objectives**

**Mid – point review (To be completed by February half term)**

**FINAL REVIEW**

	<b>Teacher's Assessment</b>	<b>Appraiser's Comments</b>	
<b>Objective 1</b>			
<b>Objective 2</b>			
<b>Objective 3</b>			
<b>Objective 4</b>			
<b>SLT review/comment:</b>			
<b>Signatures</b>	<b>Teacher:</b>	<b>Appraiser:</b>	<b>SLT member:</b>
<b>Date</b>			