



# **Performance Management policy**

To be reviewed September 2023

The governing body of Wentworth Nursery School and Children' Centre School have adopted this policy and will be reviewed in September 2023.

### **Purpose**

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the headteacher, and all other staff for supporting their **role** within the context of the school's plan and core purpose for improving educational provision and performance for all children, and the standards expected of all staff including teachers.

### **Application of the policy**

This policy applies to the headteacher and to all teachers employed by the school, except those on contracts of less than one term; those undergoing induction (i.e. Early Career Teachers) and those who are subject to capability proceedings. In reference to capability Wentworth Nursery School and Children's Centre will be following Hackney Learning Trust Capability Procedures as outline the *HLT Capability Policy*. See Appendix 1 for pro forma on the implementation of the Appraisal process for all staff except Headteacher, the Headteacher will follow the same principles but in a different format. See Appendix 2.

### **Appraisal**

Appraisal in this school will be a supportive and a developmental process designed to ensure that all staff have or fully develop the skills and access to support they need in order to carry out their role effectively. The appraisal period runs from September to July. Teachers and any other staff who are employed on a fixed term contract of less than one year will have their performance managed in accordance with the principles underpinning this policy. There is flexibility to have a longer or shorter appraisal period when teachers/other staff begin or end employment with a school or local authority.

### **Appointing appraisers**

The headteacher will be appraised by the governance body, supported by a suitably skilled and an experienced external adviser. In this school the task of appraising the headteacher, including the setting of objectives, will be delegated to a sub-group including the following governors:

The Chair of Governors (Sally Lindsay German) and Vice Chair of Governors: (Larissa Pople). There will be a maximum of two governors at the Headteacher's performance management review. The performance management review is to ensure the Headteacher has met her/his targets.

### **Setting objectives**

The headteacher's objectives will be set by the governing body after consultation with the external adviser and Headteacher in line with this policy. The governing body has a duty to have regard to the work-life balance of the headteacher and objectives will reflect this. The headteacher will decide who will appraise other staff.

Objectives of all other staff will be set before, or as soon as practicable after, the start of each appraisal period; (beginning of the academic year or term as appropriate). The objectives set for each member of staff, will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the staff member's role and experience. Objectives are set specifically in relation to the needs of the school as identified by the school and children's centre improvement plan. Objectives will be agreed between appraiser and appraisee within the above context. All priorities for all staff will always have a bearing on the teaching and learning and progress for children and families. As part of the performance management process, discussions relating to the role of each member of staff will be considered.

### **Reviewing performance Observation**

This school believes that observation of classroom practice and other responsibilities is important as a way of assessing staff's performance where applicable, in order to identify any particular strengths and areas for development they may have useful information which can inform school improvement more generally and enabling teachers and practitioners to learn from each other and collaborate. All observations will be carried out in a supportive fashion and not add to workload. Performance Management is a supportive process which will be used to determine decisions on pay progression and inform continuing professional development for teachers. Appraisal will not be used as a means of determining staff's pay for non teachers. The school wishes to encourage a culture in which all staff take responsibility for improving their skills through appropriate professional development. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual staff as far as possible.

Staff will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has come to light. Feedback will highlight particular areas of strength as well as any areas that require further development. Where there are concerns about any aspects of the staff's performance the appraiser will meet the staff member formally to:

- give clear feedback to the teacher/staff member about the nature and seriousness of the concerns;
- give the staff member the opportunity to comment and discuss the concerns;
- set clear objectives for required improvement;
- agree any support (e.g. coaching, mentoring, structured observations), that will be provided to help address those specific concerns;
- make clear how, and by when, the appraiser will review progress (it may be appropriate to revise objectives, and it will be necessary to allow sufficient time for improvement. The amount of time will be based on both the degree of the issues and in agreement between the appraiser and the appraisee;
- explain the implications and process if no, or insufficient, improvement is made – e.g., impact on pay progression (for teachers) and potential move to formal capability. When progress is reviewed, if the appraiser is satisfied that the staff member has made, or is making, sufficient improvement, the appraisal process will continue as normal, with any remaining issues continuing to be addressed through that process.

The performance management cycle will meet three times an academic year. Typically the cycle will be based on the following processes:

- Autumn Term: Setting and agreeing targets.

- Spring Term: Reviewing progress of targets and identifying what may be outstanding as well as celebrating achievements.
- Summer Term: Summative meeting.

The Headteacher's cycle is the following:

- November/December- agreeing targets.
- June/July- Mid way meeting reviewing of targets
- November/December-review of targets and agreeing new targets.

### **Evidence**

The range and level of evidence collected for appraisal and pay determination purposes will always be proportionate and minimise workload. All staff are expected to have or signpost where the evidence is in relation to targets.

### **Transition to capability**

If a member of staff demonstrates serious underperformance, and has not responded to support provided within the appraisal process, the member of staff will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the capability procedure as outlined in Hackney Learning Trust Capability Procedures.

## Appendix 1

**Name:**

**Job title:**

**Line Manger:**

**Date of meeting:**

**Performance management:  
dates from and to.**

**Date form completed:**

### Purpose

- To celebrate successes of staff member in relation to their role and address well being .
- To ensure all staff fully understand professional expectations within their role.
- To ensure all staff fully understand key responsibilities within their role.
- To discuss areas for development
- To collaboratively agree professional targets relating to the School and Children Centre Improvement plan.

### Well being

- What aspects of your job do you enjoy?

- In what ways do you receive recognition of your job

- In what ways do you see your job as worthwhile?

- What will further enhance your well-being?

## **SAFEGUARDING TRAINING:**

- **Has the individual completed any training in the field of Child Protection or safeguarding children since the last review?**
- **Are they scheduled for or do they feel they would benefit from further training?**
- **Can you talk me through the safeguarding procedures at Wentworth?**
- **Do you know what to do if they have any worries or concerns about a child?**
- **Do you have any questions about child protection?**
- **Are there any aspects of safeguarding that is causing you any concern in terms of your well being? Please note should you wish to discuss your personal feelings relating to safeguarding you can always see the DSL.**

### **Professional Duties**

Are there any aspects of your role that you would benefit from further training or that is unclear to you?  
What do you understand as professionalism? Line manager to highlight public equality duty.  
In the unlikely event you are unwell can you talk me through what you need to do.

### **Teaching and Learning**

Are you clear about how teaching and learning is developed; *ensuring all children are making substantive progress within your role*. For some staff this may not be specifically relevant, however, all staff must know how teaching and learning is provided for.

### **Performance management targets: three areas:**

- 1. Teaching and learning/Leadership/development of their role within their JD**
- 2. Curriculum/Departmental focus**
- 3. Professional development: *How this will enable me to do my job more effectively.***

<b>Action</b> <i>What does the staff member need to do?</i>	<b>Time scale</b>	<b>Success criteria</b> <i>What will illustrate that the targets has had an impact</i>	<b>Evaluation</b> <i>How will we know the target has been met: meeting/ display, learning walk</i>

Comments of staff member :

Signature:

Date:

Comments of Line Manager

Signature:

Date:

Comments of headteacher:

Signature:

Date:

**Midway meeting:** key points in relation to priorities set

Date of meeting:

**Summative meeting:** key points (For teachers summative meeting must incorporate the teaching standards:

1. Set high expectations which inspire, motivate and challenge pupils
2. Promote good progress and outcomes by pupils
3. Demonstrate good subject and curriculum knowledge
4. Plan and teach well structured lessons
5. Adapt teaching to respond to the strengths and needs of all pupils
6. Make accurate and productive use of assessment
7. Manage behaviour effectively to ensure a good and safe learning environment
8. Fulfil wider professional responsibilities

Date of meeting

**Part 2 Performance objectives for**

**1. Leadership & Management**

**Success criteria**

**Evidence**

**1.1**

**2. Pupil Progress/Curriculum**

**Success criteria**

**Evidence**

**2.1**

**3 Professional Development**

**Evidence**

**Midway meeting Summer term (attendance of at least two governors including either the Chair or Vice Chair)**

**Summative meeting: Autumn term (attendance of the Chair of governors, one other governor and an external advisor)**