

Policy name	Teacher Performance Management Policy
Person(s) responsible for updating the policy:	CEO / Principals
Date Approved:	3 July 2020
Period of Review:	Annually
Status:	Non statutory

This policy should be read alongside the Tudor Park Education Trust Pay Policy and the Tudor Park Education Trust Capability for Teachers Policy.

### **Guiding principles**

In its oversight of the appraisal system, the Local Governing Body is committed to ensuring consistency of treatment and fairness and to stay within the prevailing legal framework applicable to all employers; for example, the Equality Act 2010, the Employment Rights Act 1996, the Part-Time Workers Regulations 2000, the Fixed Term Employees Regulations 2002 and the GDPR 2018.

### **Purpose**

This policy sets out the framework for a clear and consistent assessment of the overall performance of members of staff, including the Principal, for supporting their development within the context of the Trust's plan for improving educational provision and performance, and the standards expected of all employees.

### **Application of the policy**

The policy covers appraisal and applies to the Principals and to all members of the teaching staff employed at Tudor Park Education Trust, except those on contracts of less than one term, NQTs undergoing induction and those who are subject to the Trust's capability procedure.

Appraisal at Tudor Park Education Trust will be a supportive and developmental process designed to ensure that all members of staff have the skills and support they need to carry out their role effectively. It will help to ensure that members of staff are able to continue to improve their professional practice and to develop in their roles.

### **Newly qualified teachers (NQTs)**

Although newly qualified teachers (NQTs) undergoing induction in school are exempt from the appraisal regulations, they are entitled to support and to have their progress reviewed. A personalised monitoring and support programme will be put in place for each NQT to include:

- Support and guidance from the designated induction tutor
- Observation of the NQTs teaching and follow-up discussion
- Regular professional reviews of progress
- Observation by the NQT of experienced teachers
- Formal assessment (3 per year).

Any judgements made during the induction period will relate directly to the Teachers' Standards. NQTs will be incorporated into the school's appraisal cycle after induction. This might involve setting objectives for a shorter or longer period until they have a full appraisal year ahead of them, in line with the other teachers.

### **Unqualified teachers**

Unqualified teachers will follow the same Performance Management cycle as qualified teachers. The Teachers' Standards apply to any unqualified staff who are working towards QTS.

### **The appraisal period**

The appraisal period will run for twelve months from October to October.

- Targets set – 3 weeks in October 'window'
- Interim Performance Management review against targets 2 and 3 and completion of RAG review against teacher standards form – April/May
- Target 1 data and feedback is looked at by SLT.

Members of staff who are employed on a fixed term contract or supply arrangement of at least one term, but less than one year, will have their performance managed in accordance with the principles underpinning this policy. The length of the period will be determined by the duration of their contract.

### **Appointing appraisers**

The Principal will be appraised by the Chair of the Local Governing Body and Chief Executive Officer.

The Principal will decide who will appraise other members of staff, taking into account the roles and responsibilities of both appraisers and appraisees.

The Principal will ensure appropriate training for all appraisers to support consistency of application across all staff.

### **Setting objectives**

The Principal's objectives will be set by the Chair of the Local Governing Body and CEO.

Objectives for each member of staff will be set before, or as soon as practicable after, the start of each appraisal period. The objectives set for each member of staff will be specific, measurable, achievable, realistic and time-bound, and will be appropriate to the member of staff's role and level of experience.

The appraiser and member of staff will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change.

The objectives set for each member of staff will, if achieved, contribute to Springwest Academy's or Logic Studio School's plans for improving the educational provision and performance and improving the education of pupils. In each academy, each member of staff will normally have three objectives. One of these objectives will always be linked to performance outcome data for an exam class and the other to improving pedagogy, the third will relate to the responsibilities of post holders. One of these objectives may be of a personal nature linked to the career aspirations of the member of staff concerned.

The Principal will monitor objectives of members of staff in order to ensure consistency and relevance both to the academy development plan and to the individuals concerned.

Before, or as soon as practicable after, the start of each appraisal period, each member of staff will be informed of the standards against which their performance in that appraisal period will be assessed.

### **Reviewing performance**

#### **Observation**

This Trust believes that observation of classroom practice by both leaders and peers is both developmental and supportive of developing teaching and learning across the Trust. Lessons are not observed by your line manager as part of Performance Management or used to make a single judgement on your performance.

Employees' teaching will be seen regularly through learning walks, book looks and participation in teaching and learning meetings. All teachers will be part of a trio in which they will select an element of their practice for research. This will be seen by the trio and feedback shared. A brief overview of the teacher's research that has impacted their practice and a reflection on learning observed in the teachers' trio will be provided for discussion at the appraisal meeting.

#### **Development and support**

Leaders recognise that teachers need considerable knowledge and skill, which needs to be developed as their careers progress (DfE *Standard for teachers' professional development*, 2016). At Tudor Park Education Trust effective CPD is part of a strong culture of improving pedagogy to ensure students benefit from excellent teaching. Leaders recognise that all teachers' professional development should ultimately strengthen and lift outcomes for students and that robust evidence and subject expertise is effectively deployed to inform all CPD. Leaders prioritise the development of teachers in synergy with the school's annual key priorities and ensure that sufficient time and structures are in place to support sustained programmes which involve peer collaboration wherever possible.

Tudor Park Education Trust also recognises the importance of staff wellbeing. Leaders responsible for Performance Management will discuss any wellbeing commitments that could be supported by the Trust.

#### **Annual assessment**

Each member of staff's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the Principal, the governing body must consult the external adviser.

This assessment is at the end point to the annual appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year in interim meetings which will take place at least once a term.

Each member of staff will receive written documentation by 31 October (31 December for the Principal) which will include:

- Details of the member of staff's objectives for the appraisal period in question.
- An assessment of the member of staff's performance of their role and responsibilities against their objectives and the relevant standards.
- An assessment of the member of staff's training and development needs and identification of any action that should be taken to address them.

- A recommendation on pay where that is relevant.

### **Pay recommendation**

There is an expectation for any appraiser to make a recommendation about pay for any appraisee who is entitled to be considered for such progression. Pay recommendations must be made by the appraiser signing off the RAG review form against teacher standards in the Summer Term after the interim performance management meetings have taken place.

Student progress data will be considered in the beginning of September. The Principal will then recommend to the Governors any pay progression. For the Principal, such recommendations must be by 31 December, In both cases, any resultant increase in pay should be backdated to 1 September of the year in question.

As defined in the School Teachers' Pay and Conditions Document, a teacher being considered for a move on to the Upper Pay Spine (Band 3 – Expert Teacher) must be able to demonstrate that:

- they are highly competent in all elements of the relevant standards; and
- their achievements and contribution to the school are substantial and sustained.

Any qualified teacher may apply to be paid on the upper pay range. It is the responsibility of the teacher to decide whether or not they wish to apply. If the teacher has decided they both wish to apply and have the necessary evidence they should:

- Inform their Performance Manager of their intention during the Performance Management mid-Year Review (in April/May) and discuss with them the evidence they will need to have for their application. Their Performance Manager should have initial discussions with them about whether they feel able to support their application.
- Inform the Director of HR in the first week of the Autumn Term that they are intending to submit evidence in support of their application to progress to Expert Teacher or up the Expert Teacher Scale. The evidence should be submitted by completing the RAG review against teachers' standards form to be found in the shared google drive area and as an appendix to the Pay Policy.

A meeting will be arranged with the teacher and the Principal by the end of September to consider the evidence which must have been provided 5 working days in advance of the meeting. The evidence presented must have been signed off as accurate and supported by the Performance Manager. See the RAG review proforma as found in the shared google drive area and as an appendix to the Pay Policy.

### **Performance Management documentation and evidence**

Teachers need to complete the objectives proforma and RAG review form against teacher standards (see attached appendices). All teachers must provide concrete evidence to back up their performance management eg: research and impact, marking and assessment feedback, details of any training and development they have attended or delivered, input into Department teaching and learning meetings. Teachers wishing to apply to move to the expert teacher pay scale or up within the expert teacher pay scale must also provide clear evidence of the wider impact they have had as well as evidence of how they have met the additional expert teacher standards.

## Notes

All teachers will be assessed against the set of standards contained in the document called 'Teachers' standards' published in July 2012 (see attached appendix). Those wanting to progress to or through the expert teacher bands will be assessed further against the expert teacher standards.

Where a teacher's performance gives cause for concern, this should be transferred to the capability procedure and all performance appraisal should be halted for the duration of such situations.

Employees are expected to cooperate constructively with arrangements that are put in place to address under-performance. Where an employee believes that they are being unfairly treated, they may raise an informal complaint or a formal grievance as appropriate. Where an employee raises a grievance that relates to the capability procedure, it may be appropriate to suspend the capability procedure until the grievance can be considered.. Where the grievance and capability concerns are related it may be appropriate to deal with both issues concurrently.

If the implementation of the capability procedure triggers an episode of sickness absence, the case will be dealt with in accordance with the Trust's Management of Absence procedures. The employee will be referred immediately to the occupational health service to assess their health and fitness for continued employment and the appropriateness or otherwise of continuing with monitoring or formal procedures. In some cases, it may be appropriate for monitoring and/or formal procedures to continue during a period of sickness absence. Consideration will be given to whether poor performance may be related to a disability and, if so, whether there are reasonable adjustments that could be made to the employee's working arrangements in line with occupational health guidance.

A different annual cycle is set for support staff.

## Appendix A

Note that Initial Training Teachers and Newly Qualified Teachers are exempt from this process

### Half term 1

Two targets are set for all teachers. An additional target is set for all potential or existing Expert Teachers as well as post-holders. Principal to review all applications for pay progression to Expert Teacher (ET) status. Teachers wishing to progression to expert teacher or up within the expert teacher pay scale must submit an application and meet with the Principal by the end of September to discuss their application.

Governors will receive all pay recommendations (anonymised) related to pay progression.

- Target 1: is a data led target (preferably for an examination class) including specific student foci.
- Target 2: is a teaching and learning target which should relate to the schools development plan or teacher standards

### Half term 2&3

Teachers focus on their own professional development and the Teaching and Learning target which has been identified. This will be supplemented with additional INSED delivered through Thursday morning Teaching & Learning meetings led by a combination of departments, schools and the Trust.

All teachers are required to take part in observation trios in which they will observe twice and be observed once. Developmental feedback will be delivered by those observing after each observation.

### Half term 4

Performance management observations undertaken by line-manager. Developmental feedback to include future teaching and learning targets for development. All teachers to complete the RAG review against the teacher standards / expert teacher standards form. Reviewers to sign off the RAG and comment on progress made towards targets. These should then be signed off by line managers with regards to pay progression. All paperwork to be submitted to via Google Classroom.

### September (the following academic year)

In September the data-led Target 1 is checked against results by SLT for recommendations for pay progression.

Teachers who wish to move up to the expert teacher pay scale or up within the expert teacher pay scale must inform the Director of HR in the first week of the Autumn Term that they are intending to submit evidence in support of their application. A meeting will be arranged with the teacher and the Principal by the end of September to consider the evidence which must have been provided 5 working days in advance of the meeting.