



NORTH BIRMINGHAM ACADEMY

PERFORMANCE MANAGEMENT POLICY

BACKGROUND

Regulation 7(9) requires that each Governing Body will establish a written policy that will:

- (a) state what results the policy is intended to achieve and how these will be measured;*
- (b) show how the Academy's arrangements for Academy teacher performance management link with those for academy improvement, academy self-evaluation and academy development planning;*
- (c) show how the Academy will seek to achieve consistency of treatment and fairness between those teachers with similar experience or levels of*
- (d) responsibility;*
- (e) set out the timing of the cycle;*
- (f) include a classroom observation protocol;*
- (g) provide performance management training to be made available as the need arises;*
- (h) state the arrangements for monitoring and evaluating the policy: and*
- (i) specify any ancillary or supplementary procedures necessary for the operation of the performance management of teachers at the Academy in accordance with these Regulations .*

The statutory regulations have been incorporated into this policy

1 Introduction

- 1.1 The purpose of this policy is to secure clear, consistent assessment of the overall performance of each individual
- 1.2 This policy sets out the framework for the performance of teachers and the Principal and for supporting their development needs within the context of the Academy's Development Plan and their own professional needs. Where teachers are eligible for

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pay progression, the assessment of performance throughout the cycle against the performance criteria specified in the statement will be the basis on which the recommendation is made by the reviewer.

- 1.3 The policy applies to the Principal and to all teachers employed by the Academy except those on contracts lasting less than twelve months who will nevertheless have their performance managed in accordance with the general principles underpinning this policy, those undergoing induction (*ie NQTs*) and those who are the subject of capability procedures.
- 1.4 This policy should be read in conjunction with the Academy's Remuneration Policy which provides details of the arrangements relating to teacher's pay in accordance with the Academy Teachers' Pay and Conditions Document.
- 1.5 For each member of staff performance management should:
 - i. allow their knowledge and skills to be properly acknowledged;
 - ii. enable them to understand how their work contributes to the achievement of the Academy's goals and how they will be rewarded for this;
 - iii. offer a forum for discussing their ambitions and career management;
 - iv. provide an objective basis for planning further professional development to help them achieve their goals.
- 1.6 Performance management will inform the Academy's Professional Development Programme as a means of constantly improving the quality of staff knowledge, skills and performance and thus securing continuous improvement in the Academy's educational service provision.

2. Appointment of Reviewers

2.1. Reviewers for the Principal

- 2.1.1. The Governing Body is the reviewer for the Principal and to discharge this responsibility on its behalf it will appoint three Governors.
- 2.1.2. 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, she may

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submit a written request to the Governing Body for that governor to be replaced, stating those reasons.

- 2.1.3. An Academy improvement partner has not yet been allocated to this Academy and the Governing Body will appoint an external adviser to provide advice and support in relation to the management and review of the performance of the Principal.

2.2. Appointment of Reviewers for Teachers

- 2.2.1. The Principal will be the reviewer for those teachers she directly line manages and will delegate the role of reviewer, in its entirety, to the relevant line managers for some or all other teachers.
- 2.2.2. Where a teacher has more than one line manager the Principal will determine which line manager will be 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.
- 2.2.3. 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 herself or delegate them in their entirety to another teacher. Where this teacher is not the reviewee's line manager the teacher will have an equivalent or higher status in the staffing structure as the teacher's line manager.
- 2.2.4. The maximum number of reviews that any line manager will be expected to undertake per cycle is five.
- 2.2.5. A performance management cycle will not begin again in the event of the reviewer being changed.
- 2.2.6. All reviewers and reviewees will have appropriate training and preparation for their roles before undertaking their first personal development meeting.

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2.2.7. Where a teacher starts their employment at the academy 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 academy as soon as possible. Where a teacher transfers to a new post within the Academy 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.

3. Objectives

- 3.1. Where possible, these should be framed as SMART targets – Specific, Measurable, Achievable, Relevant and Time-limited – and they should be aligned with the priorities articulated in the Academy’s Development Plan. They should be such that, if they are achieved, they will contribute to improving the progress of students at the academy.
- 3.2. At the personal development meeting, the reviewer and reviewee should agree at least three and no more than six objectives to guide the reviewee’s work until the next personal development meeting, which should be recorded by the reviewer on the Planning & Review Statement (see Appendix 1)
- 3.3. The objectives set will be fair and equitable in relation to teachers with similar roles/responsibilities and experience, and will 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, consistent with the Academy’s strategy for bringing downward pressure on working hours. They shall also take account of the teacher’s professional aspirations and any relevant pay progression criteria.

4. Development Cycle, Planning and Review

- 4.1 The performance of teachers will be reviewed on an annual basis. Performance planning and reviews must be completed for all teachers by 31 October and for

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Principal by 31 December. The performance management cycle, therefore, will run annually from 1 November to 31 October for teachers, and from 1 November to 31 October for the Principal

- 4.2 The personal development cycle will be annual with the opportunity for at least one interim review
- 4.3 The reviewer should monitor the reviewee's progress towards the objectives periodically.
- 4.4 The reviewee may request a monitoring meeting with the reviewer at any time.
- 4.5 The reviewer should provide any advice or coaching necessary to help the reviewee to achieve their objectives or to improve their work skills.
- 4.6 The reviewee may request specific advice, coaching or other support from the reviewer at any time.
- 4.7 The reviewer should complete the Planning and Review Statement which will identify strengths in performance and specify areas for development. The statement should be co-signed by the reviewee if they agree its contents.
- 4.8 If the statement is not agreed by the reviewee the matter should be referred to the Senior Assistant Principal (Personnel) who will arbitrate and decide the final wording of the Statement. Unless both reviewer and reviewee agree this wording, the statement will be signed solely by the Assistant Principal
- 4.9 The reviewer will provide copies of the completed Planning and Review Statement to the reviewee, and to the Senior Assistant Principal (Personnel) who will attach it to the reviewee's Personal Development Record.
- 4.10 Amongst other things, the Planning and Review Statement will be taken into consideration when determining individuals' remuneration.

5. Confidentiality and Record Retention

- 5.1. The Performance Management process will be treated as confidential to the reviewer, the reviewee and relevant managers.
- 5.2. Performance Management records will be retained by the Academy for at least five years.

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6. Monitoring and Evaluation

- 6.1. This policy will be promoted and published throughout the Academy.
- 6.2. The Senior Leadership Team will evaluate the effectiveness of the policy every year prior to the Principal's report to the Governing Body.
- 6.3. The Principal will present an annual report to the Governing Body regarding the operation and effectiveness of performance management in the Academy.
- 6.4. The Governing Body will review the policy annually.

7. Consistency of Treatment And Fairness

- 7.1. The Governing Body is committed to ensuring consistency of treatment and fairness in the operation of performance management.
- 7.2. The Principal has determined that she will delegate the reviewer role for some or all teachers for whom s/he is not the line manager. In these circumstances To ensure quality assurance, the Principal will moderate a sample of planning statements to check that the plans recorded in the statements of teachers at the Academy:
 - are consistent between those who have similar experience and similar levels of responsibility;
 - comply with the Academy's Performance Management policy, the regulations and the requirements of equality legislation
- 7.3. The Principal will provide the Governing Body with a written report on the operation of the academy's performance management policy annually. The report will not contain any information which would enable any individual to be identified. The report will include:
 - the operation of the performance management policy;
 - the effectiveness of the Academy's Performance Management procedures;
 - teachers' training and development needs.

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

8. Appeals

8.1. At specified points in the performance management process teachers and Principals have a right of appeal against any of the entries in their planning and review statements. Details of the appeals process are covered in the academy's pay policy.

9. Confidentiality

9.1. The whole performance management process and the statements generated under it, in particular, will be 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 will be 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 will be told who has requested and has been granted access.

Approved by NBA Governors on:

Date of Next Review:

Lead Manager:

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APPENDIX 1 Planning & Review Statement

Confidential

Reviewee's Name		Reviewer's Name	
Assessment of performance for the performance management cycle just ended and recommendation for pay progression (where reviewee is eligible):			
Objectives for next cycle including any relevant whole academy or team-based objectives:			
Extent, pattern and focus of planned classroom or other observation:			

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Other evidence:

Support:

Timescales for completion:

Reviewee signature

Reviewer signature Date

[Type text]

Reviewee comments:

[Type text]

Training and Development Annex

CONFIDENTIAL

Training and Development needs:

Action to be taken:

Reviewee signature

Reviewer signature Date

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Reviewee comments:

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APPENDIX 2

CLASSROOM OBSERVATION PROTOCOL

1. The Governing Body is committed to ensuring that classroom observation is supportive and that those involved in the process will:
 - carry out the role with professionalism, integrity and courtesy;
 - evaluate objectively;
 - report accurately and fairly; and
 - respect the confidentiality of the information gained.
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2. The total period for classroom observation arranged for any teacher will not exceed three hours per cycle having regard to the individual circumstances of the teacher.
3. The arrangements for classroom observation will be included in the plan in the planning and review statement and will include the amount of observation, specify its primary purpose, any particular aspects of the teacher's performance which will be assessed..
4. Where evidence emerges about the reviewee's teaching performance which gives rise to concern during the cycle classroom observations may be arranged in addition to those recorded at the beginning of the cycle subject to a revision meeting being held in accordance with the Regulations.
5. Information gathered during the observation will be used, as appropriate, for a variety of purposes, including to inform academy self-evaluation and Academy improvement strategies, in accordance with the academy's commitment to streamlining data collection and minimising bureaucracy and workload burdens on staff. However this will be of a generic nature and will not relate to individual members of staff.
6. In keeping with the commitment to supportive and developmental classroom observation those being observed will be notified in advance.

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7. Classroom observations will only be undertaken by persons with QTS. In addition, in this academy classroom observation will only be undertaken by those who have had adequate preparation and the appropriate professional skills to undertake observation and to provide constructive oral and written feedback and support, in the context of professional dialogue between colleagues.
8. Oral feedback will be given as soon as possible after the observation and no later than the end of the following working day. It will be given during directed time in a suitable, private environment.
9. Written feedback will be provided within five working days of the observation taking place.
10. The written record of feedback also includes the date on which the observation took place, the lesson observed and the length of the observation. **The teacher has the right to append written comments on the feedback document.** No written notes in addition to the written feedback will be kept.

Drop-ins

The Principal has the duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained. Principals have a right to drop in to inform their monitoring of the quality of learning. As this academy is a large academy, drop ins will be undertaken by the Principal supported by appropriate members of the Leadership Team. Drop ins will not be recorded and will not form part of the performance management process.

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Approved by NBA Governors on :

Date of Next Review:

Lead Manager: