



Drapers' Multi-Academy
Trust

Performance Management Policy

Version 1

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1. Purpose

This policy sets out the framework for a clear and consistent assessment of the overall performance of all staff in the Drapers' Multi Academy Trust [the MAT]. This policy is designed to help support and develop staff within the context of the school's plan for improving educational provision and performance, and the standards expected of MAT staff.

2. Application of the Policy

This policy applies to all MAT staff, except those on contracts of less than one term, and those undergoing induction (ie NQTs).

3. The performance Management Period

The performance management period will run for twelve months from September to August for teachers and from April to March for support staff.

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. The length of the period will be determined by the duration of their contract.

4. Appointing Appraisers

Principals will be appraised by a sub committee of at least 2 governors of the Local Governing Body (LGB), supported by a suitably skilled and/or experienced external adviser who has been appointed by the LGB for that purpose.

The Principals of each MAT school will decide who will appraise other staff, both teaching and support staff.

5. Setting Objectives

The principal's objectives will be set by sub committee after consultation with the external adviser.

Objectives for other staff will be set before, or as soon as practicable after, the start of each performance management period. The objectives set for staff, will be Specific, Measurable, Achievable, Realistic and Time-bound (SMART) and will be appropriate to the role and level of experience. The appraiser and staff member 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 will, if achieved, contribute to the school's plans for improving the school's educational provision and performance and improving the education of pupils within The MAT.

Before, or as soon as practicable after, the start of each performance management period, each staff member will be informed of the standards against which their performance in that period will be assessed. With the exception of those who are qualified teachers by virtue of holding and maintaining Qualified Teacher Learning and Skills (QTLS) status, all teachers must be assessed against the set of standards contained in the document called “Teachers’ Standards” published in July 2011.

The Principal or the LGB (as appropriate) will need to consider whether certain teachers should also be assessed against other sets of standards published by the Secretary of State that are relevant to them.

For teachers who are qualified teachers by virtue of holding QTLS status, it is for the LGB or the Principal to decide which standards are most appropriate. Such teachers may be assessed against the Teachers’ Standards, against any other sets of standards issued by the Secretary of State, against any other professional standards relevant to their performance or any combination of those three.

Support staff must have objectives set which contribute to the operational performance of the MAT and the overall objective of improving the standard of the educational service provided.

6. Reviewing performance - Observation

The MAT believes that observation of classroom practice and other responsibilities is important both as a way of assessing teachers’ performance in order to identify any particular strengths and areas for development they may have and of gaining useful information which can inform school improvement more generally. All observation will be carried out in a supportive fashion.

Performance of all staff will be regularly observed but the amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the school. Classroom observation will be carried out by those with QTS. In addition to formal observation, Principals or other senior leaders with responsibility for teaching standards may “drop in” in order to evaluate the standards of teaching and to check that high standards of professional performance are established and maintained. The length and frequency of “drop in” observations will vary depending on specific circumstances.

Teachers (including the Principal) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

Support Staff should expect their performance to be regularly reviewed throughout the performance management period.

7. Development and Support

Performance management is a supportive process which will be used to inform continuing professional development. The MAT wishes to encourage a culture in which all staff take responsibility for improving their practice through appropriate professional development. Professional development should be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual staff.

8. Feedback

All MAT teaching staff, including support staff, should receive constructive feedback on their performance throughout the year and as soon as practicable after an observation has taken place or when other evidence has come to light. Feedback will highlight particular areas of strength as well as any areas that need attention. Where there are concerns about any aspects of performance the appraiser will meet with the member of staff to:

- give clear feedback about the nature and seriousness of the concerns;
- give the member of staff the opportunity to comment and discuss the concerns;
- agree any support (eg coaching, mentoring, structured observations), that will be provided to help address those specific concerns. This could include a 'Support Plan', which is a targetted range of measures to help lift performance to the desired outcomes;
- 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 is up to the school but should reflect the seriousness of the concerns*);
- explain the implications and process if no – or insufficient – improvement is made.

When progress is reviewed, if the appraiser is satisfied that the member of staff has made, or is making, sufficient improvement, the performance management process will continue as normal, with any remaining issues continuing to be addressed though the normal performance management process.

9. Transition to Capability

If the appraiser is not satisfied with progress, the member of staff will be advised that consideration will now be given as to whether this constitutes a capability issue. The MAT's HR Manager should be consulted in such cases.

10. Annual Assessment

All staff performance will be formally assessed in respect of each performance management period. In assessing the performance of the Principal, the Local Governing Body must consult the external adviser.

This assessment is the end point to the annual performance management process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year.

11. For Teachers:

The teacher will receive as soon as practicable following the end of each performance management period – and have the opportunity to comment in writing on - a written performance management report. Across the MAT teachers will receive their written performance management reports by 31 October (31 December for the Principal). The performance management report will include:

- details of the teacher's objectives for the period in question;
- an assessment of the teacher's performance of their role and responsibilities against their objectives and the relevant standards;
- an assessment of the teacher's professional development needs and identification of any action that should be taken to address them; and
- a recommendation on pay where that is relevant.

12. For Support Staff:

Support staff will receive as soon as practicable following the end of each performance management period – and have the opportunity to comment in writing on - a written performance management report. Across the MAT support staff will receive their written performance management reports by 31 March. The performance management report will include:

- details of the objectives for the period in question;
- an assessment of their performance against these objectives;
- an assessment of any professional development needs and identification of any action that should be taken to address them; and
- a recommendation on pay where that is relevant.

The assessment of performance and of professional development needs will inform the planning process for the following performance management period.

13. Confidentiality

The performance management process will be treated with confidentiality. However, the desire for confidentiality does not override the need for the Principal and the local governing body to quality-assure the operation and effectiveness of the performance management system across the MAT.

14. Consistency of Treatment and Fairness

The MAT is committed to ensuring consistency of treatment and fairness. It will abide by all relevant equality legislation, including the duty to make reasonable adjustments for disabled staff. The MAT is aware of the guidance described in Equality Act issued by the Department for Education.

15. Appeals

Any member of staff may appeal against a performance management outcome or objectives set. In the first instance appeals should be directed to the Principal, or in the case of the Principal, the Chief Executive Officer.

For appeals regarding pay decisions, the MAT Pay Policy should be followed.

16. Definitions

Unless indicated otherwise, all references to “teacher” include the Principal.

17. Delegation

Normal rules apply in respect of the delegation of functions by governing bodies and Principals.

18. Monitoring and Evaluation

The local governing body and the Principal will monitor the operation and effectiveness of the performance management arrangements.

19. Retention

The local governing body and the Principal will ensure that all written performance management records are retained in accordance with the MAT’s Staff Privacy Notice and Data Protection Policy.