



Performance Management Policy – DCP 033

Policy Owner: Darren Luckhurst

Policy Date: 9 November 2015

Introduction

The Drapers' Multi-Academy Trust (MAT) considers a performance management system as being a vital tool for improving performance across all its schools as well as assisting in the development of all members of staff.

Performance management is a continuous process that sets high standards for the schools within the MAT and identifies the individual and team targets needed to achieve these and maintain them. In the medium to longer term, every school within the MAT must aim to be regarded as Outstanding as judged by Ofsted criteria and should never fall below Good.

Individual performance appraisal is part of this process. The appraisal system will comprise an annual, formal review together with regular discussion and feedback every term. Employees will be expected to perform self-appraisals as part of the process as well as taking responsibility for their own professional development and technical skills.

The input from the performance appraisal process will be used to inform salary, career development and promotion decisions. Where performance is identified as falling short of the expected standards, employees will be helped to identify the shortcomings and given practical support to overcome them. Only where underperformance is damaging the prospects of its pupils, or where the ability of the MAT to perform to its required standards is being damaged, will underperformance be regarded as a capability issue.

Scope

This policy applies to all staff of the Drapers' Multi-Academy Trust (MAT).

Each school within the MAT must ensure that the contents of this policy are communicated to all staff. This communication must be evidenced in writing and refreshed on an annual basis.

Each school within the MAT must publish this policy on its website.

Definitions

Child	Anyone under the age of 18.
LGB	Local Governing Body, with delegated powers of governance from the board of the MAT.
MAT	Drapers' Multi-Academy Trust.
Pupil	Anyone enrolled at a MAT school (including students in Years 12 and 13).
Staff	Anyone employed by the MAT.
Teaching Staff	Staff whose role is wholly or partly related to the education of pupils.



Policy

Teaching Staff excluding Principals

1. It is the responsibility of the Principal of each school within the MAT to establish a performance management system for teachers in accordance with the requirements of this policy. Such a system must be designed to ensure that teachers are able to meet the performance requirements of the MAT, improve their professional skills and develop their careers as teachers.
2. The performance management system must be approved by the LGB.
3. The appraisal year runs for twelve months from September to August. Teachers on fixed term contracts for less than a year, or who join during the course of a year will be appraised according to the same system for any period equal to or in excess of one term.
4. At the start of each appraisal year, the Principal must publish the standards against which teachers will be judged. All schools must use the latest version of the Teacher Standards issued by the Department for Education.
5. Performance targets must be set on a faculty or team basis, and the members of the faculty or team held jointly accountable for achieving them. This is to avoid the risk that individual teachers are held accountable for individual pupil performance, even though they might not have taught that pupil for the entire period being examined. Senior leaders will use the priorities in the School Development Plan to drive targets.
6. Individual performance objectives must then be set to reflect these faculty or team targets. Although the correlation is not exact, it would be expected that if all individuals achieve their performance objectives, then the faculty or team targets would also be achieved.
7. Individual performance objectives for the Academic Year must be set in the appraisal planning meeting by the end of September by the responsible line manager and agreed in writing with the individual teacher. Objectives/targets must be measurable, realistic, achievable and time-bound, and must include:
 - i. Progress targets for individual pupils in each subject taught, based on the collective responsibility of the staff within the subject.
 - ii. Percentage grades per subject taught in public exams, based on the collective responsibility of the staff within that subject area.
 - iii. Teaching performance assessments of Good and Outstanding over time.
 - iv. Personal Development Target linked with CPD.
 - v. Other roles and contributions to the school.

8. All performance objectives must be checked against the School's Improvement Plan to ensure that they are a) consistent and b) if achieved will also deliver the goals set out in the plan.
9. If it is not possible for the teacher to agree the objectives, he or she has a right of appeal to the Head of Faculty and then the Principal. The Principal's decision is final.
10. During the course of the year there will be regular quality assurance "learning walks" to ensure school standards are upheld. The purpose is to identify good practice and help teaching staff to improve as well as celebrating good practice. They do not form part of the formal appraisal process.
11. Members of staff with the QTLS qualification (assessors) will carry out a minimum of two formal assessments for each teacher during the course of the year. The assessor must give at least one day's notice to the member of staff being observed. The result of the observation must be written up within five working days and shared with the teacher concerned. There must then be a meeting to review the observation and agree any action points. The final document will form part of the appraisal process.
12. Appraisal against the teacher's objectives must be completed by the end of September following the end of the appraisal year (i.e. August). In practice this means that most of the preparatory work should be completed by the end of the summer term. Staff must complete a self-appraisal form based on the agreed objectives for the year.
13. Teachers must be assessed against each of the formal standards and objectives according to the following grading structure:
 - i. Exceeded requirements
 - ii. Met requirements in full
 - iii. Partially met requirements
 - iv. Failed to meet requirements
 - v. Target no longer applicable
14. Where a teacher is absent for part of year, e.g. on maternity leave, they will be assessed as if they had been present for a full year provided that there is sufficient evidence to provide a fair judgment as to their likely performance for the whole year. A period of three months teaching in the appraisal year is normally considered sufficient, although a shorter period can be determined at the discretion of the Principal.
15. Where a teacher joins part way through the appraisal year, the performance assessment will be based on the actual period of time they have worked and their agreed objectives for that period.



16. Appraisal results will be used in the process of salary setting (see Pay Policy – DCP 030) and supporting the career and personal development of the teacher.
17. Where a teacher is not achieving the required performance standards, the line manager must arrange for an informal package of support. This package is in two stages:
 - i. The first stage lasts for six weeks. The line manager must inform the teacher of the issues that need to be addressed and to set out the steps that will be put in place to help the teacher remedy them. There must be clear targets that, if achieved, will address the concerns. The teacher must confirm his or her agreement to these and in the event of a disagreement has a right of appeal to the Faculty Head and then the Principal. The Principal's decision is final.
 - ii. An observation and review will take place at the end of six weeks. If the agreed targets have been met then no further action is required. If the agreed targets have not been met, then a further intensive three weeks support will be provided followed by another observation and review. Similarly, if the targets have been met then no further action will be required.
 - iii. In either stage, the teacher may request an observation before the allotted time if they believe the targets have been met.
 - iv. If the targets have not been met, then the teacher will be advised that the support package is at an end and that they will be subject to an assessment according to the capability process set out below.

Principals

18. Principals will be assessed according to the same broad process as for teachers. They will not however be subject to lesson observation.
19. The performance objectives will be set by the Chair and Vice Chair of the LGB, in consultation with the Chair of the MAT, and the Chair and Vice Chair of the LGB will conduct the appraisal. A member of the LGB may act as a substitute if it is not possible for both the Chair and Vice Chair to be present. Feedback should be obtained from directors, governors and nominated members of staff.

Shared Services Staff

20. The COO must establish an appraisal process for Shared Services Staff that follows the same principals as for Teachers. The Chair of the MAT must approve this.

COO

21. The COO will be appraised in the same manner as the Principals, but with objectives being set by the Chair of the MAT, and the appraisal being conducted by the Chair and a member of the board selected by the Chair.



Feedback should be obtained from directors, governors, principals and nominated members of staff.

Senior Leadership Team Bonuses

22. Where senior members of staff are entitled to consideration for a bonus payment under their contract of employment, they will be informed of the criteria that will be used to assess it at the start of the Academic year. Bonuses will not exceed 10% of base salary unless specifically detailed otherwise in the contract of employment.

Capability

23. Where a teacher's performance has been assessed as failing to meet requirements and the package of support set out in section 17 has not been effective, the teacher must be informed in writing that they are now being transferred to the Capability Process.
24. The teacher will be given at least five working day's notice of a Formal Capability Meeting that they are required to attend. The notification will contain sufficient information regarding the concerns and the possible consequences that the teacher will be able to prepare to answer the case. It will also contain copies of any written evidence, the details and time of the meeting and will advise the teacher of their right to be accompanied by a companion who may be a colleague, a trade union official, or a trade union representative.
25. The purpose of the Formal Capability Meeting is to establish the facts. Either the Principal or an independent senior member of staff may conduct it. The teacher will be able to respond to concerns about their performance and to make any relevant representations. This may provide new information or a different context to the information and evidence already collected.
26. The person conducting the meeting has the following options:
 - i. To conclude that there are insufficient grounds for pursuing the capability issue and that the matter can still be addressed through the performance management system. In such a case the Capability Process stops at this point.
 - ii. To determine that more information or evidence is needed, or that more time is needed to consider new evidence, and to adjourn the meeting accordingly.
 - iii. To determine that there is a capability issue. In such a case, the professional shortcomings of the teacher must be identified, clear guidance given on what needs to be done to improve performance, and information provided on support available. A timetable for improvement must be set out for the improvement to take place: the time allowed will depend on the issues to be addressed but it is

- not expected that this will exceed three weeks except in exceptional circumstances. The teacher must be formally warned, with a confirmation in writing, that failure to improve within the set period could lead to dismissal. In severe cases, this may be set out as a final written warning.
- iv. A full note of the meeting must be taken and a copy sent to the teacher concerned. Where a warning is issued, it must contain information regarding the timetable, the requirements and the procedure and time limits for appealing against the warning.
27. Where a warning has been issued, monitoring, evaluation, guidance and support will continue through the review period. The teacher will then be given five working days notice of a further capability review meeting. If the written warning was a final one, then the invitation should be to a decision meeting. As with the initial meeting, the teacher is permitted to bring a companion.
 28. If the person conducting the meeting is satisfied that the teacher has made sufficient progress, then the Capability Process will end and the matter taken forward as part of the performance management system.
 29. If sufficient progress has not been made then the time period for assessment may be extended if there is evidence to suggest that the required standard could be met within a reasonable time frame (unlikely to be more than a further three weeks). Otherwise the teacher will be issued with a final written warning. Full notes must be taken of the meeting and a copy sent to the teacher, together with details of any further time period to address the concerns. Details of the appeal mechanism must be provided in the warning letter.
 30. After the elapse of the final review period, the teacher will be given five days notice of a final decision meeting. The person holding the meeting must consider whether there is any new evidence or information since the last meeting that would suggest that improvement to the required standard is possible. If not, a formal recommendation will be made to the Principal that the teacher be dismissed. In the case of a Principal, the recommendation would be to the Chair of the LGB.
 31. If the Principal or Chair determines that dismissal is appropriate, written notification must be sent to the teacher immediately, setting out the date on which employment will end, the actions that they are required to take and the details of the appeals process.
 32. All appeals against any part of this process must be sent to the Chair of the LGB, within five working days of the decision that is being appealed against. The Chair will form an Appeals Panel of three governors that have not been directly involved in the process to date. The panel should hear the appeal



within five working days of being established, following the same processes as described above. The decision of the panel is final.

Review

29. The policy owner must keep up to date with relevant legislation and government guidance and update this policy whenever necessary. The board of the MAT must approve the revised version.
30. The policy owner must review the policy at the end of July each year and either submit a revised policy for board approval or confirm in writing to the COO that the current version of this policy is still fit for purpose.
31. The COO must submit a list of all confirmed policies to the board at the first meeting of each new academic year.
32. The MAT board must formally review and re-approve this policy every five years.