

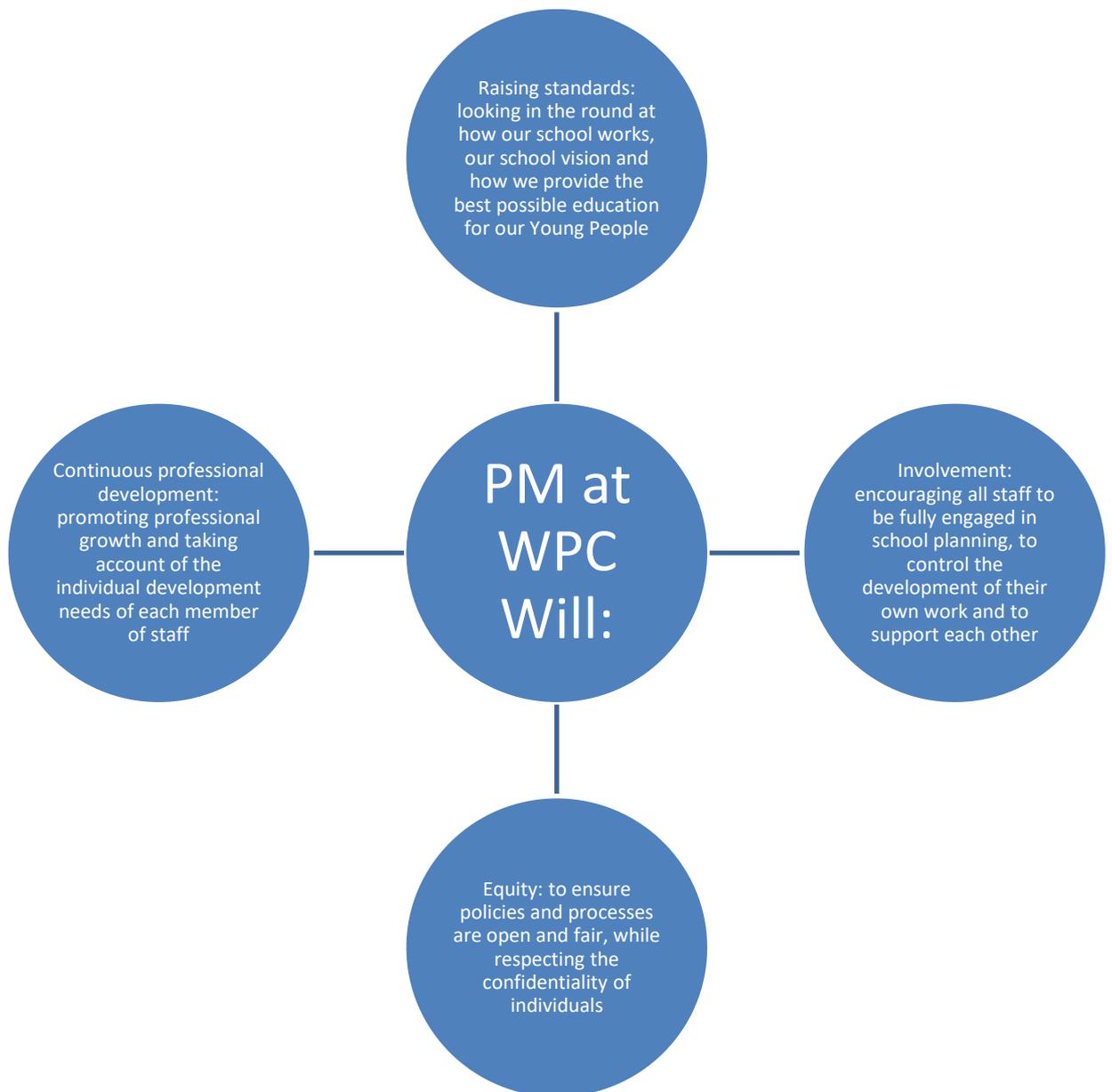


B4L STAFF PERFORMANCE MANAGEMENT POLICY

Weston Point College

At Weston Point College we are committed to a highly effective performance management procedure which develops all staff and improves teaching and learning, to raise standards for all our Young People.

Our Performance management procedure will be an integral part of our school's culture. It will be fair and open; understood by everyone and based on shared commitment to supporting continuous improvement and recognising success.



This procedure applies to support staff, instructors, teachers and the Leadership Roles.

Performance can only be assessed if there is clarity of expectations, therefore at Weston Point College we will ensure that all our staff understand the standards and evidence criteria against which they will be assessed. The school's development and vision plan is crucial in informing staff of what we want to achieve. The aim is that all our staff will take responsibility for their contribution in achieving that plan.

This policy sets out the framework for a clear and consistent assessment of the overall performance of staff, including the Head Teacher and for supporting their development within the context of the school's development and vision plan for improving educational provision and performance, and the standards expected of staff.

Performance management is a supportive process which will raise the morale of staff by motivating them to update their skills and improve their performance. The school wishes to encourage a culture in which all staff take responsibility for improving their work 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. The performance management policy will also be used to address any concerns that are raised about a member of staff's performance. If concerns are such that they cannot be resolved through the performance management process, there will be consideration of whether to commence the capability or competency policy. Where concerns are raised outside of the performance management scope and relate to professional standards then, where appropriate the schools Professional Standards monitoring procedure will commence, which can lead to competency or capability.

The policy applies to the to all staff employed by the school , except those on contracts of less than one term, those undergoing induction (i.e. NQTs) and those who are subject to the school's existing capability policy.

Performance management is an ongoing cycle, the preparation and self-evaluation against the relevant standards (the audit) should take place in the autumn term. School and individual objectives will be set and performance formally appraised each year in the Summer Term.

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 the contract.

Where a member of staff starts their employment at the school part way through a cycle, the Head Teacher, or in the case where the employee is the Head Teacher, the Directors determine the length of the first cycle for that staff member, with a view to bringing his/her cycle into line with the cycle for other staff as soon as possible.

Where a member of staff transfers to a new post within the school part way through the cycle, the Head Teacher or, in the case where the employee is the Head Teacher, the Directors shall determine whether their cycle shall begin again and whether to change the appraiser.

The Head teacher of the school will lead all target setting meetings and the two appraisal meetings (January and July). A Director will also be present at the target setting meeting and the end review in July. There may be more input from the Directors during the process, but this will be the minimum expectation.

In certain cases, other members of SLT will be present at target setting meetings and the appraisal meetings. This will be in a supportive context.

The Head teacher will be appraised by the Directors.

Staff will be given training on how to set a quantifiable target and to make plans towards this. Staff will be allowed time to prepare for their target setting and appraisal meetings by being given at least one full weeks' notice of the date and time. All target setting and appraisal meetings will be done during school hours.

Staff will be advised to read in full and reflect on their own audits and the school vision and succession plans to inform the direction of their meetings.

Qualified teachers will be expected to adhere to the National Teaching Standards. All Qualified Teachers should have at least one objective related to pupil progress and it should address the key attainment priority identified by the school vision and development plan.

The performance of all staff with paid leadership responsibilities should be assessed against the relevant leadership standards (audit) and their impact on relevant school improvement priorities.

In advance of the target setting meeting the member of staff being appraised should complete their audit and sections on the meeting form where there is space for comment. This will allow the member of staff to have time to have thought in advance about what they wish to discuss and truly reflect of their own practise. The forms must then be brought to all the meetings in the cycle.

During each meeting time will be set aside so that accurate notes can be taken to reflect discussions. At the end of each meeting once the content of the forms has been agreed upon (targets, RAGS, etc.) all present will sign the documents. Copies will be made. The appraiser and the staff member will each retain a copy. A school copy will be placed in the personnel file of the staff member.

A database of all staff targets will be published to the Senior Leadership Team and Directors. Once the performance management cycle is satisfactorily completed copies of the paperwork will remain on the member of staffs personnel file for ten years.

Observation of classroom and leadership practice is important both as a way of assessing Teachers' (QTS and those on a higher level Instructor scale) 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. Teachers' (QTS and those on a higher level Instructor scale) performance 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. This will be up to three hours. Classroom observation will be carried out by those with QTS. In addition to formal observation, Head Teacher's or other 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 Headteacher) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

Where staff are not qualified teachers there will be other means of assessing performance through the year. These include:

Learning Walks
Work scrutiny
Environmental checks
Behaviour management data
Completion of Statutory paperwork (EHCPs, AR's etc)
Engagement with Access Planning
Meetings with external agencies
Scrutiny of leadership and management activities where appropriate

Teachers (QTS and those on a higher level Instructor scale) will also be subject to these means. Where staff are eligible for pay progression, the recommendation made by the appraiser will be based on the assessment of their performance against the agreed objective and successful audits. The final decision will be made by The Directors and communicated to the staff member personally in a timely manner.

Where it is apparent that there are performance concerns support will be offered as soon as possible. If the Headteacher identifies through the appraisal process, or via other sources of information, for example parental complaint, that the concerns are such that, if not rectified, could lead to capability or competency procedures then the Professional Standards Policy will be followed.

The Performance Management and Professional Standards Policy process will be treated with confidentiality.

The Headteacher and Directors will write an annual report on the operation of the Performance Management and Professional Standards Policy.

The report will not contain any information that would enable any individual to be identified. The report will include:

- The operation of the performance management policy;
- The effectiveness of the school's performance management procedures;
- Staff training and development needs;
- An assessment of the performance management process to ensure that it is fair and non-discriminatory.

Policy review

This policy is reviewed every year by the Head Teacher

Issue Date: 01/11/2020

The next review date for this policy is October 2021.