



Performance Management Procedure

**"I am the vine; you are the branches.
If you remain in me and I in you, you will bear much fruit."
(John 15:5)**

This is a mandatory policy for all Vine schools that has been noted and implemented with no amendments by this school.

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Updates since last edition

H001 V1.4 APPENDIX A should be used as a template for the review process - which is an additional document that each school must amend.

H001 V1.0 Appendix B should be used for the HT and EHT review process – which is an additional document that must be used for EHT/HT review process

All references to ‘LGB’ have been replaced with ‘LSB’

Updated arrangements for performance review for HTs and EHTs

1. Introduction

The day-to-day performance of staff is monitored, managed and supported by line managers. The performance management procedure sets out the framework for a clear, fair and consistent assessment of the overall performance of staff. The process will be supportive and developmental, to ensure that all staff have the skills and support they need to carry out their role effectively and to enable them to continue to improve their professional practice within the context of the school's improvement plan and the standards expected of staff by relevant national and local standards and job and person specifications. Performance Management will also be the key process in determining annual performance pay progression.

2. Scope

This procedure applies to all staff (including the most senior member of the leadership team). In the case of:

- staff with less than one year's service/on fixed-term contracts - the cycle will be adjusted according to the start/duration of the contract;
- those undergoing a probationary or statutory induction period – the performance management procedure will not usually apply until this period has been successfully completed other than in exceptional circumstances.

3. Roles and Responsibilities

3.1 Performance management reviewers

- The Local Schools Board (LSB) will appoint a member to contribute to the review of the headteacher's performance management. The headteacher's performance management review panel will consist of the School Improvement Lead (SIL) who will represent the trust and a member of the LSB.
- The executive headteacher or headteacher will appoint performance management reviewers for other staff.

The role of the performance management reviewer is to operate the performance management procedure in its entirety. The reviewer/s will be responsible for making recommendations on pay progression on the performance management statement in accordance with the pay policy.

In the case of executive headteachers or headteachers, a recommendation will be made to the director of learning. The director of learning will consider recommendations and either:

1. Agree with the recommendation and submit the recommendation to the pay committee.
2. Request further evidence for consideration before making a recommendation.
3. Reject the recommendation stating reasons.

3.2 It is the responsibility of the LSB to:

- define, communicate and monitor procedures and to ensure that they are applied fairly and consistently;
- work with the Vine Trust appointed School Improvement Leads (SILs) to support them in undertaking the headteacher's appraisal

- ensure that systems are in place for the proper induction of new and promoted staff and day-to-day management, support, and staff development.

3.3 It is the responsibility of the executive headteachers, headteacher and other managers to:

- manage performance effectively, ensuring that staff are aware of the standards expected of them and dealing with any minor deficiencies at the earliest stage through the typical day to day supervision and probation and induction procedures

3.4 It is the responsibility of all staff to:

- be aware of and comply with the specific standards of performance related to their area of work and workplace;
- comply fully with this procedure and to co-operate with the processes contained therein.

The performance management process will be operated in a way that minimises the additional workload on all parties.

4. The Performance Management Cycle

4.1 Teachers

The performance management cycle will run from September – August.

Final reviews will be completed in time to allow for any pay decisions to be made by 31 October (31 December for headteachers).

4.2 Support Staff

The performance management cycle will run from April – March.

Final reviews will be completed in time to allow for any pay decisions to be made by 31 March.

5. Objective Setting

- 5.1 Objectives will be set before, or as soon as possible after, the start of each appraisal cycle.
- 5.2 The objectives set for each reviewee will be SMART (specific, measurable, achievable, realistic and time-bound). The number of objectives will be reasonable regarding the nature of the role.
- 5.3 The reviewer and reviewee should consider appropriate objectives and seek to agree with them through discussion. In the absence of agreement, the reviewer will determine the objectives. The objectives and any training and support identified (see 6.3 below) will be set out in writing.
- 5.4 The Local Schools Board will consult with the Vine Trust appointed SIL when setting objectives for the Headteacher.
- 5.5 The objectives, if achieved, will contribute to the school's plans for improving educational provision and performance, improving the education of pupils and improving and developing the performance of staff. To ensure this, objectives will be quality assured against the improvement plan and moderated across the school to ensure consistency and fairness.
- 5.6 Objectives may be revised in-year where circumstances change.

6. Monitoring and supporting performance

6.1 Observation

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Observation is essential both to assess strengths and areas for development and gain important information that can inform school improvement more generally. All staff should expect to have their performance and work observed and assessed by their line manager, reviewer and/or senior leaders. This will include, where relevant, formal and 'drop-in' classroom observations evaluate the standards of teaching and learning and check that high standards of professional performance are established and maintained. The number and type of such observations will be proportionate to the performance of the reviewee and the needs of the school.

All observation will be carried out in a supportive fashion and, in the case of teachers, by someone with QTS.

6.2 Feedback

Reviewees will receive constructive feedback on their performance throughout the year, and as soon as practicable after observation has taken place or other evidence has come to light.

6.3 Training and Support

The school expects all staff to take responsibility for improving their own performance through appropriate continuing professional development. Professional development will be linked to school improvement priorities and individual job roles, priorities and ambitions. Specific support, guidance and development needs will be identified through the performance management process.

7. Reviewing Performance

7.1 All staff will be assessed on their overall performance taking into account: any professional standards applicable to that role, performance against their performance management objectives, the requirements of their job roles and the degree to which they have taken responsibility for their own CPD.

7.2 Performance and development priorities will be considered and addressed continuously throughout the year, and there will be informal meetings as necessary to assess progress against objectives. There may be formal review meetings during the year. Performance management meetings will take place during working/directed time, excluding PPA time unless otherwise agreed. In the case of executive headteachers and headteachers, the LSB will ensure that progress towards objectives is reviewed at least termly.

7.3 At the end of the cycle, each reviewee's performance will be formally assessed.

In the case of the executive headteacher or headteacher, the LSB member will work with the Trust Appointed SIL to evaluate performance.

The reviewer and reviewee will meet to discuss progress against objectives and overall performance.

The reviewee will receive, and have an opportunity to comment on, a written report, which will include:

- An assessment of the reviewee's performance against the objectives
- An evaluation of overall performance
- An assessment of how the employee and school have identified and met their training, development and support needs and the impact of learning on their performance;
- A recommendation on pay.

7.4 Absence

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Where an employee has been absent during the performance management cycle, performance will be assessed based on any and all evidence available for the periods of attendance and where necessary on prior performance.

8. Unsatisfactory Performance

- 8.1 If at any point in the cycle, evidence emerges that an employee's performance has fallen below the minimum standards expected of them, the reviewer or other appropriate manager, will:
- explain the nature and seriousness of the concerns;
 - detail any previous discussions/support;
 - allow the employee to comment and discuss concerns.

This may also apply where employees consistently fail to develop their skills and knowledge or sustain the expected performance level. Any concerns and subsequent discussion will be confirmed in writing to the employee. The manager will normally (see 8.2 below) set a monitoring period. This will involve:

- the setting of targets for future performance (in addition to existing performance management targets);
- agreeing on any further support with the employee;
- making it clear how, and by whom, progress will be monitored and when it will be reviewed;
- explaining the consequences and process if no, or insufficient improvement is made.

The period of monitoring will generally be between 4 and 8 working weeks and shall only be as long as is necessary to allow reasonable time for improvement, which will depend on the seriousness of the issues and individual circumstances. Exceptionally, an extension of not normally more than 4 weeks may be granted, where there has been significant improvement, or there has been significant absence during the monitoring period.

Regular contact will be maintained throughout the monitoring period to review and support progress.

- 8.2 Where performance concerns are particularly serious and/or where there has been insufficient improvement following any monitoring period, the performance management procedure will be suspended, and the formal capability procedure will be invoked.

9. Confidentiality

- 9.1 A written record of all meetings conducted under this procedure will be made by the reviewer/s. The school processes any personal data collected during the performance management procedure in accordance with its data protection policy. Any data collected is held securely and accessed by, and disclosed to, individuals only for the purposes of completing the performance management procedure or as set out in 9.2 below. After the process, data collected will be held in accordance with the school's retention schedule. Inappropriate access or disclosure of employee data constitutes a data breach and should be reported immediately in accordance with the school's data protection policy. It may also constitute a disciplinary offence, which will be dealt with under the school's disciplinary procedure.

9.2 The performance management process and related paperwork will be treated with confidentiality. However, performance management paperwork may be shared beyond the reviewer and reviewee in the following circumstances:

- with senior leaders for quality assurance; with the headteacher to assess eligibility to progress to the Upper Pay Range and meet HLTA and other relevant standards;
- with the director of learning for quality assurance;
- where poor performance is identified;
- with those responsible for making pay decisions.

Appendices:

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