



Policy for

Performance Management and Appraisal of Staff

Prepared by:	Adopted by Board of Trustees	Signed	Review Date
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Statement of intent

The Aspire Educational Trust believes that all staff should be treated fairly and equally. We have a commitment to promote equality, therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

This Staff Performance Management and Appraisal Policy has been developed to assess the overall performance of staff in the context of their job descriptions and the Trust/Academy's overall improvement plans.

All staff will have access to continuous professional development (CPD) and promotion. The Aspire Educational Trust ensures that each member of staff's performance is reviewed and monitored throughout the year and appropriate targets are set annually at appraisal.

The performance management and appraisal cycle corresponds to the academic year but does not apply to staff on contracts less than one term, newly qualified teachers and those on capability.

The Staff Performance Management and Appraisal Policy is designed to be a supportive and developmental process and to meet the following objectives:

- Ensure that staff objectives are linked with academy improvement targets
- To set a framework for staff and their appraisers to agree and review priorities and objectives in the context of the Trust/academy development plan.
- Support the development of all staff including the Principals
- Ensure that all staff have the skills and support they need to carry out their roles effectively
- Improve the quality of teaching and learning
- Make teachers accountable for the learning of pupils and their rate of progress
- Maximise the performance of support staff and monitor their contribution to the Trust/academy's overall objectives
- To highlight any potential areas for improvement
- To provide a framework for management to support their team
- To develop leadership and management.

1. Legal framework

1.1. This policy has due regard to the following legislation, including, but not limited to:

- The Equality Act 2010
- The Employment Act 2002
- Education (School Teachers' Appraisal) (England) Regulations 2012
- Data Protection Act 1998

1.2. This policy will also have due regard for the following:

- The Aspire Educational Trust Teachers Standards Career Stage Expectations

2. Monitoring

2.1. The Principal will monitor the performance and progress of teaching staff throughout the academic year through Pupil Progress tracking, Book Trawls and lesson observations. The agreed upon objectives should be referred to when measuring progress.

2.2. Where appropriate, lesson observations will take place for Education Support Staff too and these should be agreed upon beforehand. Lesson observations should only take place where it is relevant to the objectives of the member of support staff.

2.3. The Principal will also monitor the performance and progress of other support staff. The agreed upon objectives should be referred to when measuring progress.

3. Roles and responsibilities

3.1. The Board of Trustees will be responsible for:

- supporting the CEO and Principals in implementing the policy;
- ensuring the performance of staff is undertaken in line with this policy
- Forming a panel of two Trustees to undertake the Performance management review of the CEO (ratified by the Trust Members).
- directing the CEO/Senior Trust Leader to investigate any complaints received about reviews undertaken by the Principal;

- making pay progression decisions through review of the pay recommendation statements from the CEO, Senior Trust Leaders & Principals;
- ensuring that the academies comply with all equalities legislation;

3.2. The CEO will be responsible for:

- conducting the performance appraisal of the Senior Trust Leaders
- informing the STL's of the standards by which their performance will be assessed;
- meeting with STL's at the beginning of the cycle to set objectives;
- producing a pay recommendation statement for the STL's which is submitted to the Board of Trustees

3.3. The CEO or a Senior Trust leader will be responsible for:

- conducting the performance appraisal of the Principals
- informing the Principals of the standards by which their performance will be assessed;
- meeting with Principals at the beginning of the cycle to set objectives;
- producing a pay recommendation statement for the Principal which is submitted to the Board of Trustees

3.4. The Principals will be responsible for:

- ensuring all academy personnel are aware of this policy and that the policy is implemented;
- ensuring that monitoring and appraisal reviews take place for all members of staff;
- appointing appraisers for all members of staff;
- acting as an appraiser;
- forwarding the pay recommendation statements to the MATBOM by the required date to be submitted to the Board of Trustees for approval.
- informing individual staff of the standards against which their performance will be assessed;
- reviewing complaints where the Principal is not the appraiser;
- forwarding documentary evidence if a member of staff changes academy half way through the performance cycle;
- plan all training and development recommendations that are highlighted in all review statements;

- monitor the effectiveness of performance management;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy.

3.5. The role of Appraisers:

Appraisers for academies may be:

- the Principal
- members of the academy's Senior Leadership Team
- class teachers

Appraisers undertake the role in line with the Trust's policy by:

- Ensuring that they understand the performance management review process
- Ensuring the process is conducted at the correct time and is completed within an adequate time period
- Leading the planning and review meeting
- Discussing and agreeing the objectives and training needs with the staff member who is subject to review
- Writing the review statement
- Making a pay recommendation where that is appropriate
- Supporting the staff member in their development
- Monitoring the staff member and providing feedback when necessary.

Training will be provided for all appraisers.

3.6. It is the responsibility of every member of staff to:

- Understand the performance management and appraisal process.
- Have a full understanding of the requirements of their job.
- Discuss and agree their objectives with management.
- Receive and review feedback in a constructive manner.
- Provide all appropriate documentation and information
- Enable reviews and observations to take place
- Undertake appropriate training and development
- Request a change of reviewer for professional reasons if not happy with the appointed one
- Take an active role in their performance management;
- Act as appraisers, if required, in line with the Trust policy and with the appropriate training.

4. Planning and Review meeting

Before the meeting with the appraisee the appraiser will collect and share with the appraisee copies of the following where relevant:

- Relevant Professional Standards
- School Teachers' Pay and Conditions Document
- Job description of the appraisee
- Academy improvement priorities
- An outline of the appraisee's professional career objectives

During the planning meeting the appraiser and the appraisee will discuss:

- areas for development and support needed
- objectives for the appraisee
- performance/success criteria for each objective
- classroom observation arrangements
- any other evidence to be considered
- continuing professional development provision
- professional career objectives
- eligibility for pay progression
- monitoring of progress throughout the cycle
- time scale and dates

During the review meeting the appraiser and the appraisee will discuss:

- progress towards achievement of the objectives
- overall performance compared against the performance/success criteria
- the impact of any continuing professional development provision
- the draft review statement - planning and assessment of performance
- recommendations for pay progression (where appropriate)

5. Recording information

5.1. After the review meeting, the reviewer will prepare a written record of the objectives that were agreed upon with the member of staff. Once the record has been agreed and completed, it will be signed by both parties. A completed and signed form will be kept in the file of the employee. A copy will also be made available for the staff member in question.

6. Job descriptions

- 6.1. After the review has taken place, the existing job description will be updated where necessary.
- 6.2. Any changes made to the job description should be agreed with the member of staff who holds the position. These changes should be discussed and agreed upon towards the end of the performance review.
- 6.3. A review of existing job descriptions will take place annually.

7. Confidentiality

- 7.1. The rules outlined in the Data Protection Act 1998 will be followed at all times. All documents produced during the performance review process will be treated with the strictest confidentiality at all times.
- 7.2. Access to the review files will be restricted. The staff member who was subject to the review will be told who has access. They will also have access to the documents when they request it. The following members of staff will have access to the files:
 - The Principal &/or nominated reviewer

8. Summary statements

- 8.1. The staff member being reviewed will have the opportunity to present a written response to the findings of any review. Any written statement should include the following:
 - Details of the staff member's objectives before and after the current review.
 - A performance assessment along with the last up-to-date job description.
 - A summary of the staff member's training development needs.
 - Where relevant, a recommendation on pay progression.

9. Staff experiencing difficulties

- 9.1. If a staff member is experiencing difficulties in any area of their professional life, they should raise the issue with a senior member of staff in an informal meeting.
- 9.2. The senior member of staff shall meet with the concerned individual and agree upon a support plan, which:
 - Gives clear feedback about the areas of concern.

- Gives the staff member the opportunity to make comments and discuss any concerns to establish the likely causes of poor performance.
- Identifies any training needs.
- Clarifies the required standards
- If appropriate, revises objectives.

10. Training

10.1. The Trust/academy's CPD programme will be informed by the needs identified in the performance reviews.

10.2. The Principal will ensure in the budget planning process that, as far as possible, appropriate resources are made available in the academy budget for any training and support agreed.

10.3. Any training that is undertaken will be recorded and will form a part of the Principal's annual report.

All Trust/academy personnel:

- have equal chances of training, career development and promotion
- receive training related to this policy on induction which specifically covers:
 - Performance Management
 - The role of the appraiser
 - The role of the appraisee
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction

11. Reviewing procedures

11.1. A detailed review of the current Staff Performance Management & Appraisal procedure will be undertaken every three years (or sooner if circumstances change) by the Principals.

11.2. After the review is completed, the successes or failures in implementation will be discussed at the next Principals meeting following the review. A written record of the findings will be made and the Performance Management Policy updated if appropriate.