

Canonium Learning Trust



Performance Management Policy 2022/23

1. INTRODUCTION

- 1.1 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 Trust and academy improvement plans 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

- 2.1 This Procedure is applicable to all Trust employees including those employed to work in individual academies within the Trust and to staff who are employed to work centrally and/or support several or all Trust academies. 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 normally apply until this period has been successfully completed.

3. ROLES AND RESPONSIBILITIES

3.1 Performance Management Reviewers

- The Trust Board will appoint a performance management reviewer for the CEO and Headteachers.
- The Headteacher/Head of School will appoint performance management reviewers for other staff in their academy.
- The CEO will appoint performance management reviewers for centrally employed staff.

The role of the performance management reviewer is to operate the Performance Management Procedure in its entirety. The Headteacher/Head of School will be responsible for making recommendations on pay progression on the Performance Management Statement in accordance with the Pay Policy.

It is the responsibility of the Trust Board to:

- define, communicate and monitor procedures and to ensure that they are applied in a fair and consistent manner;
- ensure that systems are in place for the proper induction of new and promoted staff, and for day to day management, support and development of staff.

- 3.2 It is the responsibility of the line managers and performance management reviewers 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 normal day to day supervision and probation and induction procedures.
- 3.3 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 which 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 September – August.

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

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 appraisee will be SMART (specific, measurable, achievable, realistic and time-bound) and the number of objectives will be reasonable having regard to the nature of the role.
- 5.3 The reviewer and reviewee should each consider appropriate objectives and should see to agree 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. The form at Appendix A may be used for this purpose.
- 5.4 The Directors will consult with the performance manager reviewer when setting objectives for the CEO and delegate the same responsibility to the CEO in the case of Headteachers.
- 5.5 The objectives, if achieved, will contribute to the school's plans for improving the school's educational provision and performance and improving the education of pupils and improving and developing the performance of staff. To ensure this, objectives may be quality assured against the improvement plan and monitored 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

The Trust believes that observation is important both as a way of assessing strengths and areas for development and for gaining important information which 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 for the purposes of evaluating the standards of teaching and learning and to check that high standards of professional performance are established and maintained.

The amount and type of such observations will be proportionate to the performance of the appraisee 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 Trust 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 level of 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 on a continuous basis throughout the year and there will be informal meetings as necessary to consider progress against objectives. There may be formal review meetings during the year. Performance Management meetings will take place during working/directed time, excluding PPA times unless otherwise agreed.

7.3 End of year review

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

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

The reviewee will receive, and have an opportunity to comment on, a written report (the form at Appendix A may be used for this purpose) which will include:

- An assessment of the reviewee's performance against the objectives;
- An assessment of overall performance with particular reference against the job role and any standards relevant to the role;
- 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

Where an employee has been absent during the Performance Management Cycle, performance will be assessed on the basis of 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;
 - give the employee the opportunity to comment and discuss concerns.

This may also apply where employees consistently fail to develop their skills and knowledge or to sustain the expected level of performance.

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 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 normally be between 4 and 8 working weeks and in any case shall only be as long as is necessary to allow reasonable time for improvement and this 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, either by the person holding the meeting or by an alternative person arranged by the school to take notes. 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.

On the conclusion of the procedure, 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 in accordance with the school's data protection policy immediately. It may also constitute a disciplinary offence, which will be dealt with under the Trust'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 the purposes of quality assurance;
 - with the Headteacher/Head of School for the purpose of assessing eligibility to pass the Threshold and meeting HLTA and other relevant standards;
 - where poor performance is identified;
 - with those responsible for making pay decisions;

Annex A

Copies of all standard documents to be used in the Performance Management process:

Primary Academy Performance Management Review

School year 20../20..

Self-review meeting notes

*There is no requirement to prepare any planning in writing or submit it during the planning and review meeting, however you may find this useful for your own preparation.

Name: _____

1. What evidence do you have that you achieved your targets in the last year?

2. What impact have your actions had on children's learning?

3. What aspects of your work have given you the most satisfaction?

4. What areas of your work gave you the most concern and why?

5. Possible areas for personal development for the next year

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- .
- .

PERFORMANCE MANAGEMENT

CONFIDENTIAL

PRIMARY ACADEMY
PERFORMANCE MANAGEMENT RECORD SHEETS

EMPLOYEE NAME		
JOB TITLE	Class Teacher	
REVIEWER NAME		
PM CYCLE DATES	From September 20..	To August 20..
Professional Standards applicable to the role	National Teaching Standards	
Professional Standards working towards	*this is completed for any teacher who is not graded 1 or 2	
Key aspects of the improvement plan relevant to the role *To the right are all of the SIP priorities, delete the ones that are not appropriate to the teacher in their role	<u>Priority 1</u> A1: <u>Priority 2</u> A1: <u>Priority 3</u> A1: <u>Priority 4</u> A1: <u>Priority 5</u> A1:	
Date of initial meeting	October 20..	
Date(s) of informal review meeting(s)	Spring 20..	
Date of final review meeting	Sumer 20..	

RECORD OF DISCUSSION

PUPIL PROGRESS TARGETS

TARGETS	AGREED OUTCOMES
<ul style="list-style-type: none">To <p>*Plan a target around pupil progress</p>	<ul style="list-style-type: none">

LEADERSHIP TARGETS

TARGETS	AGREED OUTCOMES
<ul style="list-style-type: none">To <p>*Plan a target around the leadership role of the individual</p>	<ul style="list-style-type: none">

PROFESSIONAL DEVELOPMENT TARGETS

TARGETS	AGREED OUTCOMES
<ul style="list-style-type: none">To <p>*Plan a target around the improvement of the individual</p>	<ul style="list-style-type: none">

ENRICHMENT TARGET

TARGETS	AGREED OUTCOMES
<ul style="list-style-type: none">To <p>*Plan a target that takes the individual out of their comfort zone e.g. read a book in a genre you wouldn't normally choose or watch a film with an actor you don't like or go to the ballet etc</p>	<ul style="list-style-type: none">

I agree that the above is an accurate record of our meeting and agree the proposed targets

Signed: Reviewee:

Reviewer:

Date:

EMPLOYEE NAME	
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JOB TITLE	Class Teacher
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REVIEWER NAME	
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MID TERM REVIEW NOTES

END OF YEAR REVIEW

Target 1: Target met /not met

Target 2: Target met /not met

Target 3: Target met / not met

Enrichment Target: Target met /not met

I agree that the above is an accurate record of our meeting and agree the outcome.

Signed: Reviewee:

Reviewer:

Date:

20../20..

Name of reviewee:

Name of reviewer:

RECORD OF DISCUSSION

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OBJECTIVE 1

TARGETS	AGREED OUTCOMES
<ul style="list-style-type: none"> • To <p style="color: red; margin-top: 20px;">*Plan a target around pupil progress</p>	<ul style="list-style-type: none"> •

OBJECTIVE 2

TARGETS (Personal target)	AGREED OUTCOMES
<ul style="list-style-type: none"> • To 	<ul style="list-style-type: none"> •

ENRICHMENT OBJECTIVE

TARGETS	AGREED OUTCOMES
<ul style="list-style-type: none"> • To <p style="color: red; margin-top: 20px;">*Plan a target that takes the individual out of their comfort zone e.g. read a book in a genre you wouldn't normally choose or watch a film with an actor you don't like or go to the ballet etc</p>	<ul style="list-style-type: none"> •

I agree that the above is an accurate record of our meeting and agree the proposed targets

Signed: Reviewee

Reviewer:

Date:

EMPLOYEE NAME	
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JOB TITLE	ISA/LSA
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REVIEWER NAME	
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MID TERM REVIEW NOTES

END OF YEAR REVIEW

Objective 1:	Target met /not met
Objective 2:	Target met /not met
Enrichment Objective:	Target met / not met

I agree that the above is an accurate record of our meeting and agree the outcome.

Signed: Reviewee:

Reviewer:

Date:

PRIMARY ACADEMY
 PERFORMANCE MANAGEMENT RECORD SHEETS – 1:1 Learning Support Assistants

20../20..

Name of reviewee:

Name of reviewer:

RECORD OF DISCUSSION

OBJECTIVE 1

TARGETS

AGREED OUTCOMES

-
- *Plan a target around pupil progress

-

OBJECTIVE 2

TARGETS (Personal target)

AGREED OUTCOMES

- To

-

ENRICHMENT OBJECTIVE

TARGETS

AGREED OUTCOMES

- To
- *Plan a target that takes the individual out of their comfort zone e.g. read a book in a genre you wouldn't normally choose or watch a film with an actor you don't like or go to the ballet etc

-

I agree that the above is an accurate record of our meeting and agree the proposed targets

Signed: Reviewee

Reviewer:

Date:

EMPLOYEE NAME	
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JOB TITLE	ISA/LSA
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REVIEWER NAME	
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MID TERM REVIEW NOTES

END OF YEAR REVIEW

Objective 1:	Target met /not met
Objective 2:	Target met /not met
Enrichment Objective:	Target met / not met

I agree that the above is an accurate record of our meeting and agree the outcome.

Signed: Reviewee:

Reviewer:

Date:

PRIMARY ACADEMY
PERFORMANCE MANAGEMENT RECORD SHEETS – Support Staff

20../20..

Name of reviewee:

Name of reviewer:

RECORD OF DISCUSSION

SCHOOL DEVELOPMENT TARGETS

TARGETS	AGREED OUTCOMES
<ul style="list-style-type: none"> • To 	<ul style="list-style-type: none"> •

PROFESSIONAL DEVELOPMENT TARGETS

TARGETS	AGREED OUTCOMES
<ul style="list-style-type: none"> • To 	<ul style="list-style-type: none"> • •

ENRICHMENT TARGET

TARGETS	AGREED OUTCOMES
<ul style="list-style-type: none"> • To <p style="color: red; font-size: small;">*Plan a target that takes the individual out of their comfort zone e.g. read a book in a genre you wouldn't normally choose or watch a film with an actor you don't like or go to the ballet etc</p>	<ul style="list-style-type: none"> •

I agree that the above is an accurate record of our meeting and agree the proposed targets

Signed: Reviewee

Reviewer:

Date:

EMPLOYEE NAME	
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JOB TITLE	Support Staff
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REVIEWER NAME	
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MID TERM REVIEW NOTES

END OF YEAR REVIEW

Target 1: Target met /not met

Target 2: Target met /not met

Enrichment Target: Target met /not met

I agree that the above is an accurate record of our meeting and agree the outcome.

Signed: Reviewee:

Reviewer:

Date: