

# Performance Management in Latifa School

## 1. Introduction

Latifa School is committed to performance management to develop all staff and to improve teaching and to raise standards of achievement for all students. We are committed to our system of peer review and introduced lesson observations in September 2002 (September 2003 for Primary). It is now time to document a formal policy that sets a framework for all staff to agree and review priorities and targets within the context of the school's development plan and their own professional needs.

## 2. Rationale

Performance management means a shared commitment to high performance. It helps focus attention on more effective teaching and monitoring to raise the quality of teaching and to benefit pupils, teachers and the school. It means providing appropriate and effective personal training and development to ensure job satisfaction, a high level of expertise and progression of staff in their chosen profession.

We want to improve performance by developing the effectiveness of teachers, both as individuals and as teams. The evidence is that standards rise when schools and individual teachers are clear about what they expect pupils to achieve. All teachers should be encouraged and supported to achieve their potential through agreeing targets, undertaking development and having their performance assessed.

## 3. Roles

Performance management is a shared responsibility. Performance management involves both the team leader and the teacher working together to ensure that targets are discussed and agreed, regular and objective feedback is given, adequate coaching, training and development is provided and that the performance review takes place.

## 4. Responsibility for Reviews

The Head and the Management Teams will decide who shall act as team leader for each teacher on the basis of a judgement about who has the best overview of the teacher's work and the ability to provide support to staff. In doing this, the Head will delegate responsibility to an appropriate team leader to ensure that each appraiser is responsible for a limited number of reviews. In some cases this is the Head.

## 5. Timing of Reviews

The performance management arrangements will take effect from 1 September 2003. The review cycle operates on a continuous one-year cycle. The timing of reviews in the policy is based on an annual cycle starting from Semester 1, planning should flow naturally from the previous year's review. Our timetable is shown below:

**(a) Objectives set in Semester 1**

We will take account of professional development targets in setting the school's overall priorities for staff development.

**(b) Monitoring and Feedback (Semester 1 and/or 2)**

This will include at least one classroom observation for each teacher.

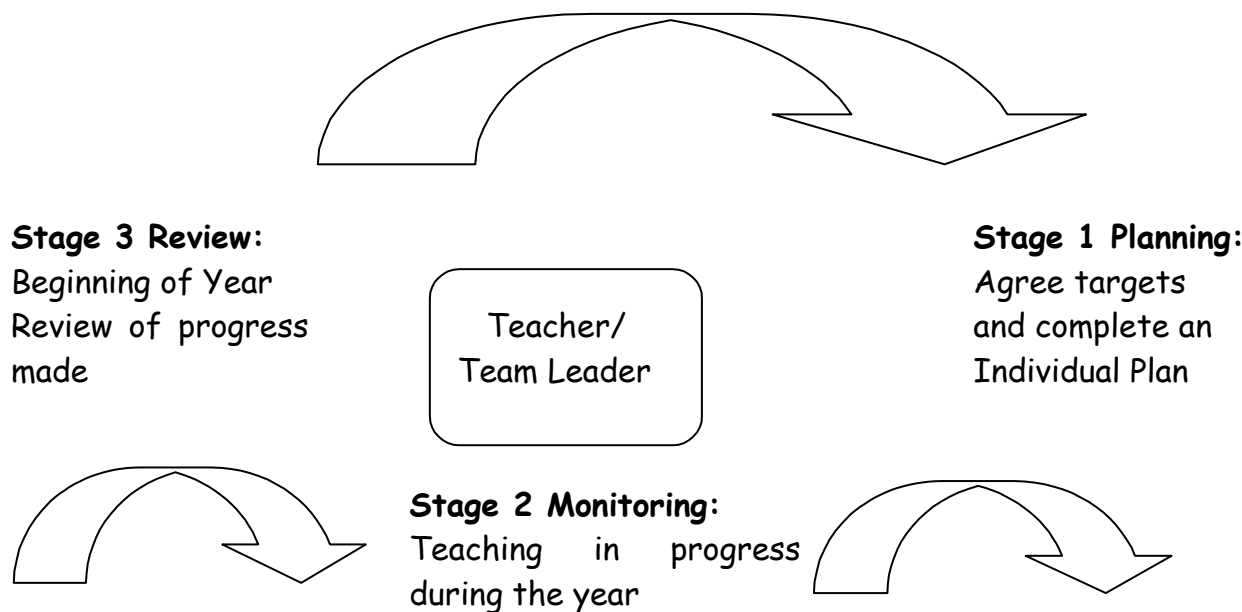
**(c) Formal Reviews the following Semester 1 and setting targets**

We will take into account a range of measures, for example GCSE results, NFER tests and other outcomes from June/August in considering pupil progress. We will set new targets and discuss future professional development. A new individual plan will be completed for each teacher.

**(d) The process outlined in (c) above continues annually**

**6. Performance Management Cycle**

Performance management is an ongoing cycle, not an event, involving 3 stages of planning, monitoring performance and reviewing performance. The beginning of year review and Stage 1 may happen at the same time.



**Stage 1: Planning** - Each teacher will discuss and agree targets with their team

leader and record these in an individual plan (an example of a blank individual plan is attached). Targets should be challenging but realistic and take account of a teacher's job description and their existing skill and knowledge base.

There can be no hard and fast rule about how many targets there should be for a teacher but we expect a minimum of three and no more than 5 or 6 to be agreed. Agreeing targets does not mean itemising every activity but picking out key expectations and yardsticks. The range of targets should match the nature of the job, including leadership or management areas as appropriate (see attached Standards Framework document). Where someone has a wide range of managerial duties, targets might focus on specific areas of this work. Targets may be revised at any time during the performance management cycle if there is agreement between the team leader and the teacher.

Teachers' targets will include pupil progress as well as ways of developing and improving teachers' professional practice. Leadership group staff and those with management allowances will have targets relating to their additional responsibilities.

We will follow these principles in discussing targets:

- the team leader should ensure that the teacher understands what her targets involve, is in a position to achieve them, knows what they need to do to achieve them and understands when and how they will be reviewed;
- targets are clear and concise and are measurable;
- targets focus on matters over which a teacher has direct influence/control; and
- targets for each teacher should relate to the targets in the school development plan and any departmental or team plans as well as her own professional development needs.

The team leader should record the targets which will apply for the review period. These should be jointly agreed if possible. If there are any differences of opinion about the targets the teacher may add comments to the written record of targets. The Head may add comments to the written record of targets.

Professional development opportunities are needed to support agreed targets, to develop strengths and address areas for development or professional growth. The development and training section of the individual plan will be used to record action.

**Stage 2: Monitoring Progress** - The teacher and team leader will keep progress under active review throughout the year using classroom observation and other relevant information. They will discuss any supportive action needed and keep

development plans up-to-date. The team leader should consult the teacher before seeking to obtain information, written or oral, relevant to the teacher's performance from other people.

Classroom observation is accepted good practice with a minimum of one observation each year, supplemented by any fuller observation of whole or part-lessons which are agreed to be useful for developmental purposes. Peer review will continue alongside this process. In addition, new staff will be observed by the Head during their probationary period and any member of staff can request the Head to observe her at any time, for any purpose (e.g. for threshold assessment).

In planning observation, we will follow these principles as set out in the guidelines for lesson observation (attached). We will use the standard Latifa School proforma for observations.

### **Stage 3: Reviewing Performance:**

The annual review of the teacher's performance will use the recorded targets as a focus to discuss her achievements and identify any developmental needs. It will be combined with agreeing targets for the following performance management cycle.

The focus of the review is on how to raise performance and improve effectiveness. It will involve:

- reviewing, discussing and confirming the teacher's essential tasks and targets;
- recognising strengths and achievements and taking account of factors outside the teacher's control;
- confirming action agreed with the teacher at other reviews;
- identifying areas for development and how these will be met;
- recognising professional development needs; and
- agreeing new clear targets and completing an individual plan for the year ahead.

The team leader should evaluate the teacher's overall performance, including an assessment of the extent to which targets have been met, and the teacher's contribution to the life of the school during the review period. It should take account of the stage the teacher is at in his or her career e.g. teacher with 2 - 3 years service, HOD/HOY, senior manager.

Within 10 days of the review meeting, the team leader will prepare a written review statement recording the main points made at the review and the conclusions reached, including any identified development needs and activities. Once written, the team leader will give the teacher a copy of the statement. The teacher may within 10 days of first having access to the statement, add her comments in writing.

Good practice shows that the review statement should be written as soon as possible after the review, whilst the facts are still fresh in the team leader's memory.

## **7. Managing Weak Performance**

Good management, with clear expectations and appropriate support, will go a long way towards identifying and handling weaknesses in performance.

The review meeting and review statement do not form part of any formal disciplinary or capability procedures. However the relevant information from review statements may be taken into account in making decisions about performance, promotion or disciplinary matters.

## **8. Confidentiality**

The individual plan and the review statement are personal and confidential documents. There will be three copies - one held by the teacher another held by the Headmistress and the other copy will be held by the Head of Primary.

## **9. Complaints**

If there is a complaint, teachers can record their dissatisfaction within 10 days of receiving the review statement. Where these cannot be resolved with the team leader, they can raise their concerns with the Head.

The Head should conduct a review of the complaint within 10 days of referral. She may decide that the review statement should remain unchanged or may add any observations of her own. The Head may decide, with the agreement of the person responsible for carrying out the initial review, to amend the review statement or declare that the review statement is void and order a new review or part of the review to be repeated. Where a new review is ordered the Head will appoint a new team leader. Any new or part review should be conducted within a further 15 days.

## **10. Evaluation of the policy**

As a school committed to ensuring that individual teachers, teams and the school continues to improve, the Head will check that effective and challenging targets are set, that all reviews are completed on time and that assessment of performance is consistently applied in the school. We will regularly evaluate the effectiveness of the policy in helping to improve standards of teaching and learning to ensure that the policy is up-to-date and effective in our school.

**Copies of all document to be used - the individual plan, which includes the review statement and the classroom observation form, can be found attached.**

## **Summary**

### **Duties**

#### **The Headteacher**

The Head is responsible for overseeing the implementation of the school's performance management policy and is also responsible for:

- appointing an appropriate team leader for each teacher, to carry out their performance review
- deciding on the exact timing of the performance review cycle for teachers
- deciding on the exact length of the first performance review cycle for teachers

#### **Must:**

- provide whoever is responsible for planning and coordinating teachers' training and development in the school with relevant information related to training and development
- keep teachers' performance review statements secured on file
- review complaints by teachers about their performance review statement

#### **The Team Leader**

#### **Must:**

- meet with each of the teachers, for whom they will be the appraiser, before or at the start of the performance review cycle to plan and prepare for review and discuss setting targets
- record targets in writing and allow the job holder to add written comments if they wish. Teachers' targets must include those relating to developing and improving teacher's professional practice and pupil progress
- monitor performance against these targets throughout the year, and observe the teacher teaching in the classroom at least once during the review cycle
- consult the appraisee before obtaining oral or written information from others relating to the teacher's performance
- meet with the teacher at the end of the performance review cycle to review performance and identify achievements, including assessment of achievement against targets, and to discuss and identify professional development needs/activities
- write a performance review statement and give a copy to the appraisee within 10 days of the final performance review meeting, and allow 10 days for the job holder to add written comments

- pass the completed performance review statement and observation form to the Head

### **The Job Holder**

#### **Must:**

- meet with their team leader before or at the start of the performance review cycle to discuss setting targets
- either agree targets with the team leader or add written comments to the targets recorded by the team leader
- meet with their team leader at the end of the performance review cycle to review performance and identify achievements, including assessment of achievement against targets, and to discuss and identify professional development needs/activities
- may add comments to the performance review statement or complain about their performance review statement within 10 days of receipt from the team leader.