PARAMOUNT INTERNATIONAL ACADEMY

 PERFORMANCE MANAGEMENT POLICY

**Aims and Objectives of Performance Management**

Paramount Academy believes that Performance management should:

• improve teacher morale and motivation;

• lead to an entitlement of professional development according to need;

• be seen by staff as enabling rather than as having been imposed from the top down;

• encourage the development of confident and professional judgement among teachers;

• increase teachers' participation in decision-making and develop in teachers, a greater sense of control over their work;

• identify the resources and facilities needed to support teachers; and

• be manageable and not introduce bureaucratic burdens.

To this end, the Governing Body believes that performance management in this school will be characterised by:

• an atmosphere of trust between teachers and team leaders;

• teachers having a proper opportunity for professional discussion with their team leaders about their work and their professional development; and

• manageability and equity.

The Governing Body and the Head Teacher will ensure that training and professional development needs are reflected in the school's development plan and opportunities are made available to teachers within the school for professional development.

The Governing Body believes that the application of these criteria will contribute towards encouraging and sustaining pupil achievement. It believes, also, that such a policy should support teachers and not create additional and unnecessary burdens.

**EQUAL OPPORTUNITIES**

The Governing Body believes that fairness and consistency of judgement is essential to any performance management system. All teachers within the school have equality of opportunity to achieve their full potential and will not be discriminated against when agreeing objectives and when being involved in performance reviews. Teachers will not be discriminated against because of age, disability, gender, sexual orientation, nationality, race or religion.

The Governing Body believes that the school always has to be aware of the potential for unconscious discrimination, to avoid assumptions about individual teachers based on stereotypes and to use the performance management arrangements actively to encourage all teachers to achieve their full potential.

**THE PERFORMANCE MANAGEMENT CYCLE**

The performance management process will be based on reasonable objectives and expectations of each teacher. It will involve a three stage annual review process:

Term 1 (August – December)

Teacher self-evaluation plus planned classroom observations and feedback meetings leading to agreed job holder’s objectives (planning progress); Book monitoring; Classroom walk-bys; Classroom environment monitoring;

Term 2 (January – March)

Drop-in classroom observations (monitoring progress); Book monitoring; Classroom walk-bys; Classroom environment monitoring;

Term 3 (April – June)

Review meetings between job holders and team leaders (reviewing performance)

**Stage 1: Planning**

Each teacher, as the job holder, will discuss and agree no more than three objectives with the team leader who will record these on a planning record. The objective for each job holder will cover pupil progress as well as ways of developing and helping improve the job holder's professional practice and subject knowledge.

To ensure that agreed objectives can support teachers, the following criteria will be applied to the setting of the objectives. These criteria include those that will apply to classroom observation for the purposes of performance management. The criteria would also help teachers in their involvement in the development and implementation of school policies.

The criteria used to inform the objectives will be:

• lesson planning and preparation;

• understanding of subject areas; including communication and motivational skills;

• teaching methods;

• the assessment and evaluation of pupils' work;

• the management of pupil behaviour;

• the teacher's objectives for pupils' learning;

• classroom observation; and

• where applicable, the use of homework.

The team leader will record the objectives which will apply for the review cycle. These will be jointly agreed if possible. If there are differences of opinion about the objectives, the teacher may add comments to the written record of objectives.

**Stage 2: Monitoring Progress**

The team leader will undertake classroom observation sufficient to provide informed feedback. The requirements for classroom observation should be limited to no more than one classroom observation per teacher per term within the review cycle,

Classroom observation should not exceed 60 minutes per job holder subject to an entitlement on the part of the job holder to request a further observation for 60 minutes.

The lesson(s) selected for observation will reflect the teacher's work. The Governing Body has decided to adopt the classroom observation checklist set out in the appendix to this policy.

**Stage 3: Reviewing Performance**

There will be an annual review meeting between the job holder and the team leader. At the review meeting, recorded objectives will be used as a focus to discuss achievements. It will be used further to identify professional development needs and the consequent resources and the support to be provided.

A written review statement will be prepared by the team leader at the review meeting recording the main points made and the conclusions reached, including:

i. identified professional development needs; and

ii. recommended strategies for meeting those identified needs.

If the statement is not completed at the meeting, it must be prepared by the team leader within 10 subsequent working days of the meeting. The job holder will be provided with a copy of the review statement and may, within 10 working days of first having access to the copy, add to it comments in writing.

There will be two copies only of the review statement - one held by the job holder and one held by the Head Teacher on a central file, to which the team leader responsible for the job holder's review can request access.

All review statements will be kept by the Head Teacher for at least three years.

**THE LEADERSHIP GROUP**

Staff in the Leadership Group will have no more than three annual objectives, which will cover pupil progress, their professional practice and their additional responsibilities.

For Deputy Head Teachers, the team leader will be the Head Teacher. The Head Teacher's objectives will cover school leadership and management as well as pupil progress. Where the Head Teacher and Governing Body members responsible for the Head Teacher's performance review are unable to agree objectives, the governors appointed to review the performance of the Head Teacher should set and record objectives. The Head Teacher may add comments to the written record of objectives.

Within ten days of the review, a copy of the Head Teacher's review statement will be given to the Head Teacher. A copy will also be given to the Chair of Governors.

**THE COMPLAINTS PROCEDURE**

Teachers must record on their review statements any dissatisfactions they have with their reviews and must raise such dissatisfactions with their team leaders within 10 working days. Where these cannot be resolved with their team leaders, they can raise their concerns with the Head Teacher. Where the Head Teacher is the team leader, the teacher can raise the issue with the Chair of Governors.

Within 10 working days of receiving the review statement, the Head Teacher can record his or her dissatisfaction with aspects of his or her review on the review statement. Where these cannot be resolved with the governors responsible for the Head Teacher's review, he or she can raise the concerns with the Chair of Governors. Where the Chair of Governors has been involved in the review process, the Governing Body should appoint one or more governors, who have not participated in the review of the Head Teacher, to act as review officer. No governor who is a teacher or staff member can be involved in the performance review of the Head Teacher.

The Review Officer will investigate complaints and take account of comments made by the job holder. The Review Officer should conduct the review of the complaint within 10 working days of referral. She or he may decide that the review should remain unchanged or may add observations of his or her own. The Review Officer may decide, with the agreement of the person responsible for carrying out the initial review, that the review statement is void and order a new review or part of the review to be repeated.

Where the new review is ordered for the Head Teacher, governors not previously involved in the review of the Head Teacher will be appointed to carry out the new review.

For teachers, the Head Teacher will appoint a new team leader. Any new review, or part review, should be conducted within a further 15 days. The complaints procedure does not remove the right of teachers to recourse to the grievance procedure at any stage.

**PERFORMANCE AND CAPABILITY PROCEDURES**

**Capability Procedures**

The performance management policy does not form part of any formal disciplinary or capability procedures. The Governing Body agrees that the performance management process and formal disciplinary or capability procedures will be kept separate. Where a decision is taken to enter in to a formal capability procedure, that procedure supersedes performance arrangements.

**Relevant information from Review Statements**

The Governing Body adopts the requirement that: "relevant information from review statements may be taken into account by those who have access to them in making decisions and in advising those responsible for taking decisions or making recommendations about performance, pay, promotion, dismissal or disciplinary matters".

**Performance related pay**

Teachers can expect an annual increment if they are performing satisfactorily. Consideration of withholding annual increments will occur only in circumstances where a teacher is subject to the agreed formal capability procedures.

**EVALUATION OF THE POLICY**

The Head Teacher will report annually to the Governing Body on performance management procedures in the school including their effectiveness and on the training and development needs of teachers. Individual teachers will not be mentioned or identified within the report.

After consultation with staff, the Head Teacher may advise the Governing Body to update or amend the school's performance management policy.

The Governing Body believes that the application of a school performance management policy will necessarily be subject to evaluation by teaching staff, the Head Teacher and the Governing Body. It recognises that there will be many factors, including the effectiveness of the training teachers receive as team leaders which will determine the success of the policy.

The Governing Body recognises that the school performance management policy must not impede the necessary trust between teachers, Head Teachers and governing bodies and that any evaluation must take into account the need to enhance the trust and professional confidence of teachers and the Head Teacher.

**CONFIDENTIALITY**

The performance management policy recognises that individual reviews shall remain confidential. Copies of each job holder's review, statement and individual plan will be held by the Head Teacher and each job holder only.

**APPENDIX**

|  |  |  |  |
| --- | --- | --- | --- |
| ATT00000Paramount Academy ***Lesson Observation Notes / Self-Appraisal Checklist*** | **Strong** | **Apparent** | **Not apparent** |
| 1. **The teacher plans effectively and sets clear objectives that are understood**
 |  |  |  |
| 1. Objectives are communicated clearly at the start of the lesson
 |  |  |  |
| 1. Materials are ready
 |  |  |  |
| 1. There is good structure to the lesson
 |  |  |  |
| 1. The lesson is reviewed at the end
 |  |  |  |
| 1. There is differentiation apparent in the lesson planning
 |  |  |  |
| 1. **The teacher shows good knowledge and understanding**
 |  |  |  |
| 1. Teacher has a thorough knowledge of the subject content covered in lesson
 |  |  |  |
| 1. Subject material was appropriate for the lesson
 |  |  |  |
| 1. Knowledge is made relevant and interesting for pupils
 |  |  |  |
| 1. **The teaching methods used enable all pupils to learn effectively**
 |  |  |  |
| 1. The lesson is linked to previous teaching or learning
 |  |  |  |
| 1. The ideas and experiences of pupils is drawn upon
 |  |  |  |
| 1. A variety of activities and questioning techniques is used
 |  |  |  |
| 1. Instructions and explanations are clear and specific
 |  |  |  |
| 1. The teacher involves all pupils, listens to them and responds appropriately
 |  |  |  |
| 1. High standards of effort, accuracy and presentation are encouraged
 |  |  |  |
| 1. Appropriate methods of differentiation are used
 |  |  |  |
| 1. Homework set is appropriate and fully explained during the lesson
 |  |  |  |
| Pupils are well managed and high standards of behaviour are insisted upon |  |  |  |
| 1. Pupils are praised regularly for their good effort and achievement
 |  |  |  |
| 1. Prompt action is taken to address poor behaviour
 |  |  |  |
| 1. All pupils are treated fairly with an equal emphasis on the work of boys and girls and all ability groups
 |  |  |  |
| Pupils’ work is assessed thoroughly |  |  |  |
| 1. Pupil understanding is assessed throughout the lesson by use of teachers’ questions
 |  |  |  |
| 1. Mistakes and misconceptions are recognised by the teacher and used constructively to facilitate learning
 |  |  |  |
| 1. Pupils’ written work is assessed regularly and accurately
 |  |  |  |
| 1. **Pupils achieve productive outcomes**
 |  |  |  |
| 1. Pupils remain fully engaged throughout the lesson and make good progress
 |  |  |  |
| 1. Pupils understand what work is expected of them during the lesson
 |  |  |  |
| 1. The pupil outcomes of the lesson are consistent with the objectives set at the beginning of the lesson
 |  |  |  |
| The teacher makes effective use of time and resources |  |  |  |
| 1. Time is well utilised and learning is maintained for the full time available
 |  |  |  |
| 1. A good pace is maintained throughout the lesson
 |  |  |  |
| 1. Good use is made of any support available, e.g. T.A.'s
 |  |  |  |
| 1. Appropriate learning resources are used, inc. ICT where appropriate
 |  |  |  |
| General Feedback and Agreed Areas for Improvement: |

Signed (Teacher):

Signed (Observer): Date: / / 20

**Paramount Academy**

Primary School Lesson Observation Feedback

Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class \_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_

Subject Area \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Strengths:

Teacher

Observer

Areas for Improvement:

Teacher

Observer

Suggested/Agreed ways forward:

Signature (Teacher) Signature (Observer)

**Book Monitoring**

Date: Teacher / Class:

|  |  |  |  |
| --- | --- | --- | --- |
| **Subject Area** | **clearly evident** | **partially****evident** | **not evident** |
| **English:** |  |  |  |
| Titles phrased as questions. |  |  |  |
| Marked, with clear feedback about how to progress. |  |  |  |
| L/C/W/C spellings being given and being completed by chrn. |  |  |  |
| Presented neatly with date and title underlined. |  |  |  |
| Satisfactory amount of work in book (approx. 3 days a week). |  |  |  |
| Pupil self-assessment chart. |  |  |  |
| Comments: |
| **Maths:** |  |  |  |
| Titles phrased as questions. |  |  |  |
| Marked, with pupils given opportunity to do corrections. |  |  |  |
| Evidence of tables tests / mental maths tests. |  |  |  |
| Set out carefully – i.e. one digit per square, in correct place value columns. |  |  |  |
| Comments: |
| **Science:** |  |  |  |
| Titles phrased as questions. |  |  |  |
| Investigations and skills being addressed. |  |  |  |
| Evidence of activities to make chrn think. |  |  |  |
| Pupil self-assessment. |  |  |  |
| Marking addresses misconceptions / moves chrn on in their learning. |  |  |  |
| Comments: |
| **Geography / History:** |  |  |  |
| Titles phrased as questions. |  |  |  |
| Evidence of thinking activities. |  |  |  |
| Comments: |
| **Handwriting / Spelling:** |  |  |  |
| Taught weekly. |  |  |  |
| Set out correctly.  |  |  |  |
| Corrections made and practises given to improve. |  |  |  |
|  |  |  |  |
| **Home/School Diary:** |  |  |  |
| Homework recorded for each day in h’wk section. |  |  |  |
| Reading at school recorded. |  |  |  |
| Signed by parent weekly. |  |  |  |
| Signed by teacher weekly. |  |  |  |
|  |  |  |  |
| **Pupil Portfolio:** |  |  |  |
| Sheets put in neatly. |  |  |  |
| All worksheets marked. |  |  |  |
|  |  |  |  |
| **Overall:** |  |  |  |
| Chrn encouraged to present work neatly. |  |  |  |
| Handwriting in all books joined. |  |  |  |
| Sheets stuck in books trimmed to fit. |  |  |  |
| Work being completed. |  |  |  |
| Space left between each day’s work. |  |  |  |
| No missed out pages. |  |  |  |
| Notations about help given by T / TA. |  |  |  |
| Comments: |
| Teacher targets: |