



Performance Management Policy

Approved by:	Board of Trustees	Date: August 2021
Reviewed by:	Trust CEO	
Last reviewed on:	August 2021	
Next review due by:	August 2022	

Staff Performance Management Policy

The Board of Trustees of the Aletheia Anglican Academies Trust (AAAT) approved this policy in August 2021 (to be adopted by the Governing Body of each Trust school) and it supersedes any previous pay policy.

The policy will be reviewed annually, or earlier if there is a need, in conjunction with union representatives.

This policy applies to the Trust Executive Team (CEO, EA, CFO, COO, SIO, Marketing & Communications Officer), all Headteachers/Head of Schools, all teachers, support staff and apprentices employed by the school except those on contracts of less than one term, ECTs and those subject to capability procedures as described in the related policy.

Aletheia Anglican Academies Trust is committed to enabling staff to work to the high standard expected of them with the aim of delivering outstanding educational provision. This policy complies with current legislation, including the Education (School Teachers' Appraisal) (England) Regulations 2012 (the Appraisal Regulations), and is a key part of our school's effort to ensure that effective performance management and staff appraisal are carried out. Other relevant policies that may link to this policy include the school's capability policy, staff discipline and conduct policy and grievance policy. (All policies can be found in the Cross-Trust Shared Drive).

This policy does not form part of any employee's contract of employment, and it may be amended at any time following consultation. We may also vary any parts of this procedure, including any time limits, as appropriate in any case.

Why do appraisals matter?

The Trust aims to ensure that all colleagues have a sense of autonomy, development, meaningfulness and community within their work, which form key components of a motivated and engaged workforce. Performance management is one way in which to drive these factors, and appraisals provide an opportunity to have two-way, meaningful conversations between staff and line managers to assess this. We also operate within the principle of a 'Growth Mindset', which indicates that performance can be developed and improved over time, provided that colleagues embrace challenge, persist in the face of setbacks, continue to invest effort, and learn from both the failures and success of themselves and others. Performance conversations should be based on this principle, with a focus on striving for success, and tangible development actions for improvement.

The performance review period

The appraisal period will be a continuous process of professional conversation. Reviews will run for 12 months from September to September for Headteachers/Head of School, October to October for teachers, and April to April/September to September (Stone St Mary's CE Primary School) for Support staff.

Roles and responsibilities

The Headteacher Management Board is responsible for creating this policy, reviewing it and ensuring that it is operating effectively. In developing the policy, the Headteacher Management Board has consulted with the relevant trade unions and staff.

The Chair or Vice Chair of Trustees along with 2 others will be responsible for appraising the CEO of the Trust.

The CEO of the Trust will decide who is responsible for appraising the Executive Team. Staff will be notified before or as soon as practicable after the start of each performance review period who their appraiser will be.

The Governing Body, along with the CEO of the Trust (or an appropriate member of the Trust Executive Team), is responsible for appraising the Headteacher/Head of School.

The Headteacher/Head of School will decide who appraises all staff. Staff will be notified before or as soon as practicable after the start of each performance review period who their appraiser will be.

It is the Headteacher/Head of School's responsibility to ensure that all staff, particularly those appraising others, have appropriate training and support to understand and use the policy. It is the responsibility of the Senior Leadership Team to quality assure performance against the school improvement plan.

The appraisal procedure

The school will manage appraisal so that the process is clear to both appraiser and appraisee throughout the cycle through an ongoing dialogue and meetings both will have a shared understanding of the objectives set, the criteria to be used to assess performance and progress towards meeting them.

The appraisal process will be based on the agreed standards for their role and job description and will contribute to the school's plans for improving educational provision and performance and improving outcomes for students. Staff are encouraged to relate their objectives to the school's 180-day plan.

Professional conversations based on the Stop/Adapt! Start! Continue! model will be held twice per year in directed time for the appraisee and appraiser to monitor performance and identify next steps. If the appraisee expresses a wish to apply for progression to the upper pay scale (UPS), the appraiser should discuss opportunities to fulfil UPS criteria in advance of the UPS application.

The appraiser will inform the member of staff of the relevant standards against which their performance in that appraisal period will be assessed. For teachers these are set out in the Teachers' Standards and the AAAT UPS standards. For support staff, these will be in accordance with the Professional Standards for Teaching Assistants (June 2016) and/or job description and staff code of conduct. The Senior Leadership Team will be assessed against the Teachers' Standards and job description. The Headteacher/Head of School will be assessed against the Headteachers' Standards. The Trust Executive Team will be assessed against job description and Headteachers' Standards (where applicable).

Reviewing performance

We review performance against the relevant standards and job descriptions, and through a range of monitoring processes, for example, reviewing pupil progress, learning and site walks, book and planning scrutiny, pupil voice, observations and communications. Connections are made across all these processes to assess performance.

Observation

Classroom observation is an important part of continuing professional development for all teaching/classroom staff, and a good way to assess performance, highlight strengths that can be celebrated and expertise that can be shared, and pinpoint concerns that need to be addressed through support. Observation is therefore key to whole-school improvement.

Performance will be observed regularly but the amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the school. Classroom observation will be carried out in a supportive way and by those with QTS.

Staff, who hold responsibilities outside of the classroom, such as in extra-curricular activities, should also expect to be observed in those settings.

Observations will be carried out by various members of the school community. Observations that contribute towards the appraisal process will be members of the SLT, other senior members of the Trust and coaching partners. Observations will be carried out at least 3 times per year, but standards will also be evaluated through additional drop ins, learning walks and coaching sessions.

Evidence

All employees

During the appraisal period, each employee has a responsibility for gathering evidence of their progress throughout the year for them to identify any particular strengths or areas for further development. The employee will complete the Professional Reflection Form (appendix 1) and the End of Year Summary Report (appendix 2) which will then be discussed, agreed and potentially added to by the appraiser during the final professional conversation.

Teachers

In addition, a range of evidence should be available to the appraiser on a teacher's performance as part of the School's quality assurance processes. Evidence may include but is not limited to:

- lesson observations (including "drop ins")
- work scrutiny
- questionnaires (pupil or parent – where obtained)
- planning scrutiny
- learning walks
- pupil feedback (where obtained)
- tracking data of pupil's progress
- progress of individuals/groups
- evidence of meeting Standards
- assessment of the impact/success of additional teaching and learning responsibilities (TLR)
- stop/adapt, Start, continue reflection forms (appendix 1)

Development and support

As a tool for development, the school will use appraisal to inform decisions about continuing professional development that improves performance. Agreed training and professional development will seek to develop individual good professional practice and will also relate to whole-school improvement linked to the school's improvement priorities.

Feedback

Managers and members of the Senior Leadership Team are expected to give regular and timely feedback to all staff as appropriate based on observation and other relevant evidence. They will highlight strengths as well as areas to develop and consider what could usefully be shared with other staff. Feedback will be a combination of written and verbal conversation.

Where there are concerns about an employee's performance

The appraiser will arrange an informal face-to-face meeting with the appraisee to:

- give feedback that clearly explains concerns, their nature and seriousness
- give the appraisee the opportunity to comment on and discuss the concerns
- find out if there are any issues (both in or outside of work) that are affecting their performance that the appraiser can assist with or provide extra support
- make clear how the appraisee will be supported (e.g. coaching, mentoring, training, structured observations, observing others in a similar role) to address the concerns. This will be an informal review period and will be confirmed in an Informal Support Plan.
- set a date to review progress using targets that are reasonable and practical, related to the seriousness of the concerns and which allow sufficient time for improvement
- make sure the appraisee understands the implications, including the use of the capability procedure, if insufficient or no progress is made during the review period.

This meeting can take place at any time during the appraisal period, subject to a minimum of 5 working days' notice. It is intended to be supportive, and to give the appraisee the opportunity to improve. At the meeting, the appraiser will present evidence collected that indicates how the employee's performance has not met the required standard. There is no right to be accompanied to this meeting. The appraiser will provide the appraisee with notes from the meeting and an Action Plan so that the appraisee is clear about the improvements that need to be made, the support that will be provided and the timescales.

At the end of the review period, if the appraiser is satisfied that the appraisee has made or is making sufficient progress, the appraisal process will continue as normal, and any remaining issues will be addressed as part of the appraisal process. The review period may be extended for a further limited period. If there is no improvement, or insufficient improvement, the capability process will be followed.

The End of Year Summary Report

An annual assessment is the end point to the annual appraisal cycle and will formally assess an employee's performance. Once feedback has been given and by 31st October for September to September/October to October cycle or by 31st May for April to April cycle, each employee will receive a copy of their agreed End of Year Summary Report (Appendix 2). This will be a summary of performance during the year and set out development needs for the next year. In particular, the report will outline:

- details of the appraisal period development points
- the assessment of staff performance in relation to these development points and any relevant standards
- an assessment of the appraisee's development needs and any action required to address them
- a recommendation on pay in accordance with the Pay Policy which will include reference to sources of evidence that may be used in assessment of pay progression (headteacher/head of school and teachers only).

End of Year Summary Reports will be kept and will form part of the planning for the next appraisal period.

Transition into capability

Performance management is an ongoing process. If the appraiser is not satisfied with progress, despite support being provided, the employee will be notified in writing that the appraisal process will no longer apply and that their performance will be managed under the capability procedure (Appendix 3).

Professional Reflection Form

Staff make the education of all pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Staff act with honesty and integrity; have strong professional knowledge, keep their knowledge and skills up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of all pupils.

Terms 1, 2 & 3	Actions	Intended Outcome	Impact/Evaluation
Stop/Adapt!			
Start!			
Continue!			
Comments/evaluation/leader actions:			

Terms 4, 5 & 6	Actions	Intended Outcome	Impact/Evaluation
Stop/Adapt!			
Start!			
Continue!			
Comments/evaluation/leader actions:			

Summary/Comments:

Pay recommendation:

End of year summary report

Name		Current Salary point/Pay scale		Date	
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Full details of Stop, Start, Continue and progress made against these targets can be found as part of the performance management documentation.

Strengths and Development Points outlined below will be identified during monitoring and will be part of ongoing PM discussions.

<u>Strengths observed throughout the year/performance management cycle</u>	<u>Areas for development observed throughout the year/performance management cycle</u> <i>(refer to TA standards/Job description/teachers standards/Trust Upper Pay Scale/Headteacher Standards where necessary)</i>	<u>Progress against these development points</u>
<u>Areas for development remaining</u> <i>(Consideration will need to be taken in relation to capability if not meeting required standards)</i>	<u>Teacher/Support staff actions</u>	<u>Leader actions</u>

Based on evidence gathered throughout the year and summarised above, the follow decision has been made in relation to Pay:

Teachers					
Current Pay scale/point		Overall quality of teaching judgement		Pay recommendation (in accordance with the pay policy)	

Support Staff					
Current Pay scale/point		Overall judgement against standards / job description		Pay recommendation (in accordance with the pay policy)	

End of Year Summary Reports will be kept and will form part of the planning for the next appraisal period.

Capability Action Plan

NAME OF STAFF MEMBER	NAME OF APPRAISER	DATE OF MEETING

OBJECTIVE 1:		
Teachers'/Teaching Assistants standard(s) / Aspect of Job description that the objective relates to	Success criteria	Evidence to be used to assess progress
Support/resources to be provided	Monitoring arrangements	Review date

OBJECTIVE 2:

Teachers'/Teaching Assistants standard(s) / Aspect of Job description that the objective relates to	Success criteria	Evidence to be used to assess progress
Support/resources to be provided	Monitoring arrangements	Review date

OBJECTIVE 3:

Teachers'/Teaching Assistants standard(s) / Aspect of Job description that the objective relates to	Success criteria	Evidence to be used to assess progress
Support/resources to be provided	Monitoring arrangements	Review date

OTHER SUPPORT PROVIDED:

MENTOR/COACH ALLOCATED	YES/NO (IF YES GIVE NAME)
COUNSELLING TO BE PROVIDED	Yes/No
OCCUPATIONAL HEALTH REFERRAL TO BE MADE	Yes/No
FORMAL REVIEW DATE	