

# Performance Management Policy



*Learning together in a changing  
world, creating success for all.*



## TRINITY FIELDS SCHOOL and RESOURCE CENTRE

### Policy for Performance Management

## Trinity Fields is a Rights Respecting School, a Healthy School and an Inclusive School.

This policy should be read in conjunction with our pupil friendly and adult version of our **“Shared Values and Aims”**.

### Trinity Fields is a Rights Respecting School

Trinity Fields is a Rights Respecting School and we are committed to the principles and values of the United Nations Convention on the Rights of the Child (UNCRC) across all areas of our work.

Trinity Fields is a school where pupils are at the heart of everything we do. As part of our aim to promote a happy and successful school we have successfully been awarded UNICEF’s **“Rights Respecting School Award”** (January 2017).

The ‘Rights Respecting School’ Award (RRSA) helps our pupils become more confident, caring and as independent as possible both in school and within the wider community. By learning about their rights our pupils, your children, also learn about the importance of respecting the rights of others, that is, their responsibilities.

Our pupils are encouraged wherever possible to reflect on how their behaviour and actions affect those around them, which allows us to build and maintain a positive and safe learning environment for all, both in the classroom and around the school site.

Refer to pupil friendly **“Pupil Participation”** policy and our whole school **“Pupil Participation”** policy for further details.

### Trinity Fields is a Healthy School

We are also a Healthy School and we take responsibility for maintaining and promoting the health and wellbeing of the Trinity Fields team (pupils, parents/carers, staff, governors etc.). This includes teaching pupils about how to lead healthy lives and enabling both pupils and staff to take control over aspects of the school environment which influence their health.

Refer to **“Health and Well-being for Pupils”** policy and our whole school **“Health and Well-being”** policy for further details.

### Trinity Fields is an Inclusive School (IQM Flagship School status)

We have demonstrated through national annual assessment that we have the capacity to play a strong leadership role in developing inclusion best practice across a network of schools; as well as being committed to extending those networks and publish classroom-based research.

Refer to **“Inclusion”** policy and to **IQM assessment reports** for further details.

## Education in Wales: Our National Mission

Our work with pupils and their families will be developed building upon Wales' National Mission. This national mission is ambitious, innovative and confident ensuring that we all take responsibility for all of our pupils to have equal opportunities to reach the highest possible standards.

Trinity Fields will continue to develop as a learning organisation to ensure it has the capacity to adapt to and explore a range of new approaches which results in improved outcomes and well-being for all of our pupils.

In order to realise our shared vision and approaches in delivering Wales' transformational curriculum that will enable all of the pupils at Trinity Fields to make the progress commensurate with their individual needs we are committed to the 4 key enabling objectives, detailed in "**Education in Wales: Our national mission (2017)**". These are:

- Developing a high-quality education profession.
- Inspirational leaders working collaboratively to raise standards.
- Strong and inclusive schools committed to excellent, equity and well-being.
- Robust assessment, evaluation and accountability arrangements supporting a self-improving system.

This policy sets out the performance management arrangements for all the staff of **Trinity Fields School and Resource Centre**. It is based upon the provided model policy and has been agreed by the governing body, headteacher and local authority and follows consultation with all staff members and recognised trade unions. It describes the purpose, procedures, roles and responsibilities that will ensure that our performance management arrangements contribute to the professional development of all staff and to the achievement of wider development objectives for our school and learners.

The policy will be reviewed annually and any necessary amendments will be the subject of further consultation with staff.

The headteacher will provide the governing body with an annual written report on the operation and effectiveness of this policy including the training and development needs arising from the performance management process.

This policy has been produced with due regard to the current appraisal regulations and accompanying guidance published by the Welsh Government. These can be found at:

### Regulations

[www.legislation.gov.uk/wsi/2011/2940/contents/made](http://www.legislation.gov.uk/wsi/2011/2940/contents/made)

### Guidance

[www.wales.gov.uk/topics/educationandskills/publications/guidance/performance-man-for-teachers?lang=en](http://www.wales.gov.uk/topics/educationandskills/publications/guidance/performance-man-for-teachers?lang=en)

This policy does not apply to:

- newly qualified teachers (NQTs) undergoing their statutory period of induction who are exempted from performance management arrangements;
- teachers employed for a fixed period of less than one school term.

## Principles underpinning performance management

The following principles will underpin our performance management arrangements:

- Trust, confidentiality and professional dialogue between appraiser and appraisee.
- Consistency so that all staff are treated fairly.
- Recognition of strengths and a commitment to share effective practice.
- A commitment to provide constructive feedback on performance.
- Rigorous and evidence-based.
- A shared commitment to meeting the school's improvement plan and appropriate national priorities.

## New professional standards for teaching and leadership

There are 5 new professional standards for teaching and leadership with an overarching set of values and dispositions which will drive the work of all teachers and school leaders. The standards focus on the essential elements of every teacher's work:

- Pedagogy
- Collaboration
- Leadership
- Innovation
- Professional learning

All teachers, including NQTs and school leaders will use these new professional standards. NQTs are required to evidence that they meet all of the lower descriptors (induction level) for teaching within the 5 standards in order to complete their induction.

Practising teachers and school leaders must continue to meet each of the 5 standards as they fulfil their work.

The professional standards should be considered as a whole to provide a backdrop to discussion and to help practitioners identify areas for further development. The relevant professional standards can be found at:

## Timing of the performance management cycle

The school's annual performance management cycle will start on **1<sup>st</sup> September** and be completed by **the end of summer term**.

The appraisal cycle has been timed to link with the school's annual planning cycle.

## Appointment of PM appraisers

The headteacher will appoint an appraiser for every teacher in the school. The headteacher's appraisal will be carried out by a panel consisting of:

- at least 2 governors appointed by the governing body
- 1 or 2 representatives appointed by the local authority.

## The performance management plan

Performance management will be a continuous cycle throughout the year involving three stages of planning, monitoring performance and reviewing performance.

The appraiser(s) will meet with each staff member (this includes the headteacher) at the start of the cycle to plan and prepare for the annual appraisal. This meeting may be combined with the review meeting held at the end of the previous cycle.

The meeting will seek to agree the following:

- objectives for the cycle and professional development activities to support achievement of the objectives;
- the monitoring procedures including arrangements for observation of teaching on at least one occasion;
- any sources of information and data relevant to the objectives– these should include an up-to-date practice, review and development (PRD) record and data/information drawn from existing sources.

A template for the PRD Record will be found in **Appendix A**. A template for recording the objectives will be found in **Appendix B**.

In the case of the headteacher's performance plan only, the chair of the governing body will provide, on request, a copy of the headteacher's objectives to Estyn.

The arrangements for monitoring performance against the objectives, including the use of observation, will be decided during the planning meeting and recorded by the appraiser(s).

The appraisee and appraiser(s) will keep progress under review throughout the cycle including the use of informal discussion as well as the more formal arrangements specified in the planning meeting. The PRD Record will provide a focus for these discussions.

## **The review meeting**

At the end of the performance management cycle a formal review meeting will be held where the appraiser and appraisee will discuss achievements, any areas for improvement and professional development activities. This meeting may be combined with the planning meeting for the next annual cycle.

The purpose of the review meeting will be to:

- assess the extent to which the appraisee has met their objectives;
- determine whether there has been successful overall performance in confirming the appraisee continues to meet the relevant professional standards;
- identify the need for additional support, training or development and how this will be met.

## **The appraisal review statement**

Within 10 school days of the review meeting the appraiser(s) will provide the appraisee with a written statement of the main points made at the review meeting and the conclusions reached. Annexed to the statement will be a summary of professional development needs and an indication of how these might be met.

The appraiser will seek to agree the final wording of the appraisal statement with the appraisee.

The appraisee may, within ten school days of receiving the final appraisal statement, add comments in writing. These comments will then form part of the statement.

Both the appraisal statement and the annex are confidential documents and must be kept in a secure place. The provisions of the Data Protection Act will be followed at all times.

A template for the 'Appraisal review statement' is at Annex C (page 18).

## Appeals

The appraisee may appeal against the appraisal statement within ten school days of receiving the appraisal statement. An appeals officer or, in the case of the headteacher, an appeals panel will be appointed to conduct a review.

All appeals will be conducted in accordance with the current Appraisal Regulations and the associated Welsh Government guidance.

In summary, the appeal process will involve the following stages.

- Appraisee lodges appeal with the governing body.
- Appeals officer/panel appointed.
- Appeals officer/panel provided with copy of appraisal statement within five school days of receiving notice of appeal.
- Appeal review will be carried out within ten school days of receiving appraisal statement.
- The appeals officer/panel must take into account any representations made by the appraisee.
- The appeals officer/panel may then decide that:
  - the appraisal has been carried out satisfactorily
  - with the agreement of the appraiser(s), amend the appraisal statement
  - order that a new appraisal be carried out.
- The appeals officer/panel cannot determine that:
  - new objectives can be set
  - existing objectives be revised.

## Use of appraisal statements

### Teachers/Teaching Assistants/Administrative and Site Premises Staff

The appraiser must give a copy of the appraisal statement to the appraisee and to the headteacher. In turn, the headteacher will, on request, provide a copy to:

- the appraiser
- an appeals officer
- any governors responsible for making decisions or giving advice on matters in relation to pay.

Where the appraisee is eligible for pay progression under the School Teachers Pay and Conditions Document (STPCD) the appraiser will provide a recommendation on pay progression to the head teacher in line with provisions of the STPCD.

The headteacher will provide a copy of the annex to the appraisal statement detailing professional development needs to the person with whole-school responsibility for planning provision for training and development.

The appraisal statement will be kept by the headteacher in a safe and secure place until at least three years after the next appraisal statement has been finalised.

## Headteacher

In the case of the headteacher's performance management the appraisers will give copies of the appraisal statement to the headteacher, the chair of the governing body and the chief education officer. Appraisers will also, on request, provide a copy to any governors responsible for making decisions or giving advice on matters in relation to pay.

The chair of the governing body will also provide, on request, a copy of the head teacher's appraisal statement to:

- any officer designated by the chief education officer responsible for the performance of headteachers
- any appeals officer.

The chair of the governing body will provide a copy of the annex to the appraisal statement detailing professional development needs to the person with whole-school responsibility for planning provision for training and development.

The appraisal statement will be kept by the governing body in a safe and secure place until at least three years after the next appraisal statement has been finalised. The headteacher will also keep a copy of the appraisal statement for the same period of time.

Information from the headteacher's appraisal statement may be taken into account by the governing body (or its committees) in matters relating to the promotion, discipline or dismissal of the headteacher or in relation to any discretion over pay.

## Managing underperformance

Effective line management arrangements, including the effective use of the procedures outlined in this policy, will help prevent underperformance through early identification, support and intervention.

The performance management procedures set out in this policy, including the review meeting and appraisal statement do not form part of any disciplinary, competency or capability procedures. However, information from the appraisal statement can be taken into account when making decisions about performance, pay, promotion, dismissal, or disciplinary matters which may be triggered by other procedures.

## Policy review

This policy will be reviewed annually as detailed in the school's policy review cycle. It may also be necessary to review and amend it sooner to reflect both local and national changes.

|                                    |  |                           |
|------------------------------------|--|---------------------------|
| <b>Signed</b>                      |  | <b>Headteacher</b>        |
| <b>Signed</b>                      |  | <b>Chair of Governors</b> |
| <b>Date of Review: Autumn 2019</b> |  |                           |

As a Rights Respecting School, we are committed to embedding the principles and values of the United Nation Conventions for the Rights of the Child (UNCRC). This policy enables our pupils to access and enjoy the following articles of the convention.

**Article 28:** Every child has the right to an education.

**Article 29:** Education must develop every child's personality, talents and abilities to the full.

**Article 42:** Every child has the right to know their rights.

## Appendix A: Practice, Review and Development Record

|  |              |              |            |
|--|--------------|--------------|------------|
| <b>Practice, Review and Development Record</b> | <b>Name:</b> | <b>From:</b> | <b>To:</b> |
|--|--------------|--------------|------------|

|                   |   | <b>Objective 1:</b><br>Enter objective here | <b>Objective 2:</b><br>Enter objective here | <b>Objective 3:</b><br>Enter objective here |
|-------------------|---|---|---|---|
| <b>Planning</b>   | <ul style="list-style-type: none"> <li>• What is the focus of my objectives – how do they relate to school priorities?</li> <li>• What is the intended impact on my practice?</li> <li>• What do I need to find out – what do other people already know about it?</li> <li>• What data and evidence will I make use of?</li> <li>• How will I use what I've found out to help me meet my objectives?</li> <li>• What actions and/or professional development activities am I planning?</li> <li>• What support will I need?</li> <li>• How will I work with others to achieve my objectives?</li> </ul> |   |   |   |
| <b>Monitoring</b> | <ul style="list-style-type: none"> <li>• What progress am I making in meeting my objectives?</li> <li>• What impact has there so far been on my practice?</li> <li>• How do I know – what data and evidence am I using?</li> <li>• How are others involved in monitoring?</li> </ul>  |   |   |   |
| <b>Reviewing</b>  | <ul style="list-style-type: none"> <li>• How well have I met my objectives?</li> <li>• Are there any factors which have affected progress in meeting my objectives?</li> <li>• What have I found out?</li> <li>• What has been the impact on my practice and/or learner outcomes?</li> <li>• How do I know – what data and evidence am I using?</li> <li>• What professional development activities have I undertaken?</li> <li>• What support has been provided to me?</li> <li>• Do I need any follow up development?</li> </ul>  |   |   |   |

# Practice, Review and Development Record

## Purpose of the PRD Record

The purpose of the PRD Record is to support practitioners in:

- meeting the requirements of the appraisal regulations to keep an up-to-date record of:
  - their own assessment of their performance against their performance management objectives
  - professional development undertaken or other support provided and how this is contributing to the achievement of objectives
  - any factors which the practitioner considers are affecting performance against the objectives
- reflecting regularly on their practice including the use of relevant data and evidence to review their practice and identify priorities for professional development
- providing a focus for discussion during the planning, monitoring and reviewing stages of the performance management cycle.

## Completing the PRD Record

The following guidance will assist practitioners in completing their PRD Record during the performance management cycle. The guidance is intended to ensure the PRD Record supports the practitioner in their work without being burdensome to complete.

The PRD Record should be regularly updated – this does **not** need to be daily or even weekly but at key points throughout the performance management cycle. In reflecting regularly on their practice, practitioners should use their professional judgement to decide the points at which the record is updated so that it remains relevant and up-to-date.

- The template makes provision for up to three objectives. The template can be adapted where additional objectives have been identified.
- The template is arranged to reflect the performance management cycle of planning, monitoring and reviewing. Each section has a number of 'prompts' designed to assist practitioners to reflect on key aspects of their practice and professional development. Practitioners may find it helpful to base their PRD records around answers to some or all of these prompts.
- Entries should be concise but sufficiently detailed to serve as a basis for discussion. Lengthy prose responses are not necessary and practitioners may choose to adopt a 'bullet point' style approach.
- It is recommended that the PRD Record is maintained in electronic form as this will facilitate easier amendment and updating.
- Where objectives are linked it may be more appropriate to 'write across' columns to avoid making duplicate entries.

## Appendix B: Template for performance management objectives

Appraisee: .....

Job title: .....

Period covered by objectives: .....to.....

| Objectives*   | Objective 1:           | Objective 2:           | Objective 3:           |
|---|------------------------|------------------------|------------------------|
| Professional development and/or support required to meet objectives | [Enter objective here] | [Enter objective here] | [Enter objective here] |
| Monitoring procedures to be used                                    |                        |                        |                        |
| Relevant data and/or information to be used                         |                        |                        |                        |

Date of planning meeting: .....

Appraisee comments (where required):

Appraiser: ..... Date: .....

Appraisee: ..... Date: .....



## Appendix C: Template – appraisal review statement

Appraisee: .....

Job title: .....

### 1. The extent to which the objectives have been met:

### 2. Overall performance

Determination of successful overall performance considered against the relevant professional standards as a whole:

### 3. Development needs

Details of any identified need for additional support, training or development and how this may be met (if applicable):

### 4. Pay progression

Recommendation on pay progression (where applicable):

### 5. Appraisee comments (where applicable):

Appraiser: ..... Date: .....

Appraisee: ..... Date: .....

## Appendix D: Training and development needs

Appraisee: ..... Job title: .....

| Needs                            | How needs may be met | Timescale |
|----------------------------------|----------------------|-----------|
| [Enter description of need here] |                      |           |
| [Enter description of need here] |                      |           |
| [Enter description of need here] |                      |           |
| [Enter description of need here] |                      |           |

Appraiser: ..... Date: .....

Appraisee: ..... Date: .....