



Performance Management Policy

This Policy was reviewed in May 2019

Date of next Review: May 2021

Trustee with Responsibility: Tim Hirst, Leadership and Management Team

The Treehouse School

Rationale

Performance management should:

- improve teacher morale and motivation;
- lead to professional development according to need;
- be seen by staff as enabling;
- 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;
- be manageable and not introduce bureaucratic burdens;
- encourage and sustain pupil achievement;
- support teachers/the headteacher.

Application of The Policy

This policy covers the headteacher and all teachers except those in their induction year and any teacher employed for less than one year.

The Treehouse Trustees and Performance Management

The Trustees recognise they have the responsibility for agreeing the overall policy for performance management in the school and that the development and review of the policy will be based on consultation and agreement. The Trustees have delegated the monitoring of the performance of teachers, including the headteacher, to an external consultant. Trustees do not undertake evaluation of the work of teachers.

Equal Opportunities

The Trustees believe 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.

The Performance Management Cycle

The performance management process is based on reasonable objectives and expectations of each teacher. It involves a three stage process which is revisited annually.

Autumn Term: Planning meetings between job holders and team leaders to agree job holders' objectives;

Spring Term: Meetings and/or classroom observations to monitor progress

Summer Term: Review meetings between job holders and team leaders.

Stage 1: Planning (Autumn Term)

The headteacher and each teacher will discuss and agree no more than three objectives with the team leader who will record these on a planning record. The objectives will be linked to the

school's evaluation of its work and will of course, aim to improve the learning of all children. The Headteacher's objectives will cover school leadership and management as well as pupil progress. The objectives will be jointly agreed if possible. If there are differences of opinion about the objectives, the headteacher/teacher may add comments to the written record of objectives.

Stage 2: Monitoring Progress (Spring Term)

The team leader will undertake observations sufficient to provide informed feedback. The requirements for classroom observation should be limited to no more than one classroom observation per teacher within the review cycle. Agreement should be sought between the headteacher/teacher and team leader on the focus for the classroom observation. Classroom observation should not exceed 60 minutes.

Stage 3: Reviewing Performance (Summer Term)

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:

- identified professional development needs;
- 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 Headteacher 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 Headteacher for at least three years. A copy of the headteacher's review will also be given to the Chair of The Trust.

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 Headteacher. Within 10 working days of receiving the review statement, the Headteacher can record his or her dissatisfaction with aspects of his or her review on the review statement. Where these cannot be resolved with the Trustees with responsibility for the Headteacher's review, he or she can raise the concerns with Chair of The Trust. Where the Chair of the Trust has been involved in the process, the Trustees have appointed two members of the board, who have not participated in the review of the Headteacher, to act as review officers. The Review Officers will investigate complaints and take account of comments made by the job holder. The Review Officers should conduct the review of the complaint within 10 working days of referral. They may decide that the review should remain unchanged or may add observations of their own. The Review Officers 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 Headteacher, Trustees not previously involved in the review of the Headteacher will be appointed to carry out the new

review. For teachers, the Headteacher will appoint a new team leader. Any new review, or part review, should be conducted within a further 15 days.

Performance and Capability Procedures

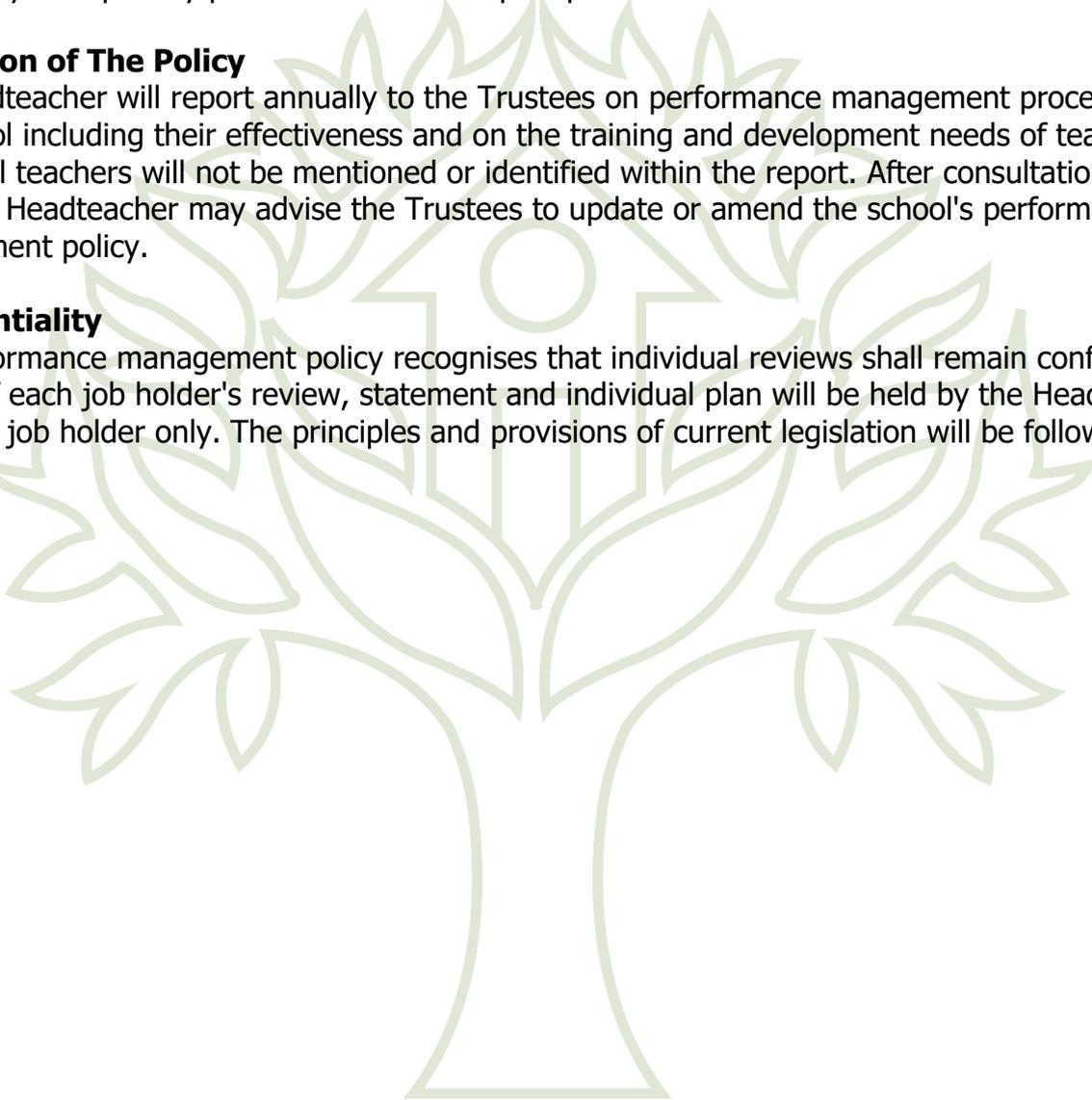
The performance management policy does not form part of any formal disciplinary or capability procedures. The Trustees agree that the performance management process and formal disciplinary or capability procedures will be kept separate.

Evaluation of The Policy

The Headteacher will report annually to the Trustees 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 Headteacher may advise the Trustees to update or amend the school's performance management policy.

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 Headteacher and each job holder only. The principles and provisions of current legislation will be followed at all times.



Appendix – Observation Checklist

Lesson Planning and Preparation

- The lesson was part of a planned programme.
- There was a good structure to the lesson.
- The aims of the lesson were clear. Resources for the lesson were prepared and available.
- Individual pupils' learning needs were taken into account.

Understanding of the Subject Area

- A good understanding of the subject content covered was displayed.

Teaching Methods

- Instructions and explanations were clear and specific.
- Pupils were involved, were listened to, and were responded to appropriately.
- The ideas and experiences of pupils were drawn upon.
- The teaching methods adopted were suitable for all pupils involved.

The Assessment and Evaluation of Pupils within the Class

- Pupils were involved and their understanding evaluated through the use of appropriate questioning.
- Mistakes and misconceptions were recognised by the teacher and were responded to within the lesson.

The Management of Pupil Behaviour

- Action was taken promptly to address inappropriate pupil behaviour.
- The teacher was confident in the strategy that he or she adopted for encouraging and rewarding good behaviour.
- Where behaviour was inappropriate, the teacher knew the next steps to take.

The Teacher's Objectives for Pupils' Learning

- Pupils understood what work was expected of them during the lesson.
- Pupil outcomes of the lesson were consistent with the objectives set at the beginning.
- The pace was appropriate.

Classroom Observation

- The classroom was well organised.
- Appropriate materials were available to pupils when needed.
- Where teacher assistants or volunteers were involved, appropriate use was made of their support.

Homework

- Homework was set in accordance with the school's homework policy.
- Appropriate feedback on homework was given.