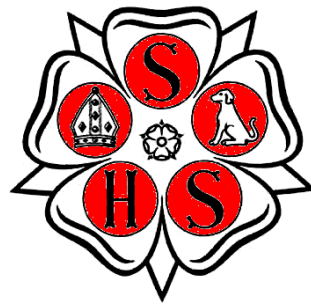


Sherburn High School



Performance

Management Policy

“Achievement for All”

Next Review Date: October 2010



Science



INVESTOR IN PEOPLE

PERFORMANCE MANAGEMENT POLICY

- The Governing Body of Sherburn High School adopted this Performance Management Policy in the Summer Term 2007.
- The revised Regulations come into effect from 1st September 2007 and from 1st September 2008 for pay progression purposes.

APPLICATION OF THE POLICY

The Policy applies to the headteacher and to all teachers employed by the school except teachers on contracts of less than one term, those undergoing induction (i.e. NQTs) and those who are the subject of capability procedures.

This policy sets out the framework for a clear and consistent assessment of the **overall performance** of teachers and the headteacher and for supporting their development needs within the context of the school's Improvement Plan and their own professional needs. Where teachers are eligible for pay progression, the assessment of performance throughout the cycle against the performance criteria specified in the statement will be the basis on which the recommendation is made by the reviewer.

This Policy should be read in conjunction with the school's Pay Policy which provides details of the arrangements relating to teacher's pay in accordance with the School Teachers' Pay and Conditions document.

KEY ELEMENTS

- Performance management is the process for assessing the **overall performance** of a teacher / headteacher, in the context of the individual's job description and any relevant pay progression criteria, and making plans for the individual's future development in the context of the school's Improvement Plan.
- **Professional standards** provide the backdrop to discussions about performance and future development. The standards define the professional attributes, knowledge, understanding and skills for teachers at each career stage.
- **Professional development** opportunities support achieving objectives and furthering career progression.

OVERALL PERFORMANCE

There are two elements to 'overall performance':

- An assumption that a teacher / headteacher is meeting the requirements of their job description, the relevant professional duties, and the relevant professional standards.
- The content of the planning and review statement, which focuses on the key priorities for the individual during that performance management cycle.

LINKS TO SCHOOL IMPROVEMENT, SCHOOL SELF EVALUATION AND SCHOOL DEVELOPMENT PLANNING

The School Improvement and Development Plan and the school's Self Evaluation Form are key documents for the performance management process.

All reviewers are expected to explore the alignment of reviewees' objectives with the school's priorities and plans. The objectives should also reflect reviewees' professional aspirations.

CONSISTENCY OF TREATMENT AND FAIRNESS

The Governing Body is committed to ensuring consistency of treatment and fairness in the operation of performance management.

To ensure this the following provisions are made in relation to moderation, quality assurance and objective setting.

QUALITY ASSURANCE

The headteacher has determined that he will delegate the reviewer role for some or all teachers for whom he is not the line manager. In these circumstances the headteacher / deputy headteacher will moderate all the planning statements to check that the plans recorded in the statements of teachers at the school:

- are consistent between those who have similar experience and similar levels of responsibility
- comply with the school's Performance Management Policy, the regulations and the requirements of equality legislation.

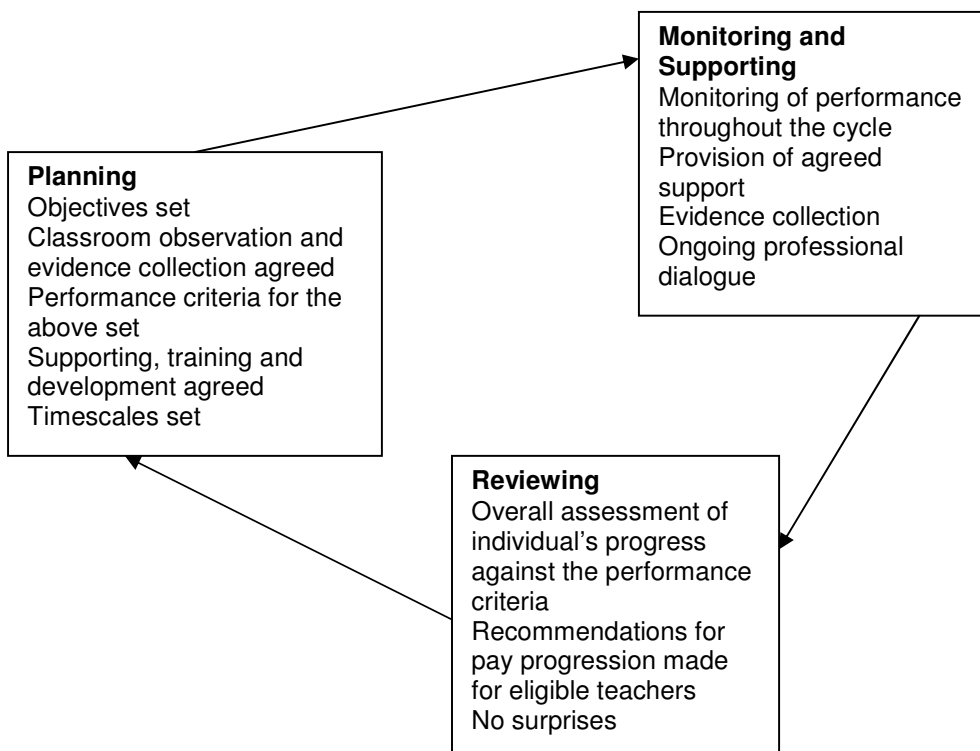
The Governing Body will nominate the Chair / Vice Chair of the Governing Body who will not be involved in the headteacher's performance management or any appeal regarding the headteacher's performance management to ensure that the headteacher's planning statement is consistent with the school's improvement priorities and complies with the school's Performance Management Policy and the Regulations.

The Governing Body will review the quality assurance processes when the Performance Policy is reviewed.

THE PERFORMANCE MANAGEMENT CYCLE

The key elements of the performance management process are:-

- Planning for the performance management cycle
- Monitoring and supporting progress
- Reviewing performance



Performance is assessed annually with regard to the previous academic year. It is expected that the review meeting will be held at the same time as the planning meeting in September. Pay progression decisions need to be made by 31st October (backdated to 1st September) (31st December for headteachers) and consequently assessments of performance must be completed in advance of these dates. Deadlines for performance management review statements will be included on the school calendar.

THE PLANNING MEETING

- The reviewee should prepare properly for the meeting and ensure s/he has copies of relevant documentation / evidence. Self evaluation has an important part to play in the process. Documentation should include job description / School Development Plan / SEF / relevant professional standards (Appendix 2). Copies of the school's Improvement and Development Plan and SEF are widely available in school and issued to all staff.
- At the planning part of the meeting the reviewer and the reviewee should consider and determine:
 - The reviewee's objectives
 - The performance / success criteria for each objective / activity
 - The arrangements for classroom observation (in general)
 - Any other evidence that will be taken into account for assessing the teacher's overall performance (and the source)
 - The support to be provided (if any)
 - The timescale
 - Any CPD provision
 - The reviewee's professional aspirations and what s/he might wish to achieve in the next cycle
 - Any pay progression considerations (if the teacher is eligible)
 - How progress will be monitored during the year

All the above must be discussed and recorded (Appendix 1) reflecting any pay progression criteria for eligible teachers / headteachers. The teacher / headteacher must know at the outset what is expected of them.

The outcome of the planning meeting will represent the **overall performance** of the teacher / headteacher.

OBJECTIVE SETTING

The objectives set will be rigorous, challenging, achievable, time-bound, fair and equitable in relation to teachers with similar roles / responsibilities and experience, and will have regard to what can reasonably be expected of any teacher in that position given the desirability of the reviewee being able to achieve a satisfactory balance between the time required to pursue his personal interests outside work, consistent with the school's strategy for bringing downward pressure on working hours. They shall also take account of the teacher's professional aspirations and any relevant pay progression criteria. They should be such that, if they are achieved, they will contribute to improving the progress of pupils at the school.

The reviewer and the reviewee will seek to agree the objectives but where joint determination cannot be made the reviewer will make the determination.

In this school:

- All teachers, including the headteacher, will have no more than four objectives.
- All teachers will have at least one whole school objective which will contribute towards the progress of students.
- The new professional standards for classroom teachers will serve as a backdrop to the performance management process (See Appendix Using the Framework).

Though performance management is an assessment of overall performance of teachers and the headteacher, objectives cannot cover the full range of a teacher's roles / responsibilities. Objectives will, therefore focus on the priorities for an individual for the cycle. At the review stage it will be assumed that those aspects of a teacher's roles / responsibilities not covered by the objectives or any amendment to the statement which may have been necessary in accordance with the provisions of the regulations have been carried out satisfactorily.

MONITORING AND SUPPORT

There should be a professional dialogue between the reviewer and the reviewee throughout the year as a matter of routine, although there is no formal requirement for meetings. Either party can request a meeting during the cycle or evidence should be stored when it becomes available.

It may, however, be necessary to review what has been agreed in the review statement during the cycle when, for instance:

- The reviewee's post and / or responsibilities have changed
- In the event of difficulties in accessing support
- If the reviewee is on maternity leave or on long-term sick leave and some of the entries in the plan are no longer appropriate
- Where concerns (short of capability) about the reviewee's performance have been registered
- Where reasonable adjustments are required under the provisions of the Disability Discrimination Act

Any changes to the objectives, success criteria, classroom observation, support to be provided, or the evidence to be collected must be recorded as a written addition to the review statement. The reviewee can make any comments in writing or appeal as in the case of the original statement.

REVIEWING PROCESS

At the end of the cycle assessment of performance against an objective will be on the basis of the performance criteria set at the beginning of the cycle. Good progress towards the achievement of a challenging objective, even if the performance criteria have not been met in full, will be assessed favourably.

The performance management cycle is annual, but on occasions it may be appropriate to set objectives that will cover a period over more than one cycle. In such cases, the basis on which the progress being made towards meeting the performance criteria for the objective will be assessed at the end of the first cycle and will be recorded in the planning and review statement at the beginning of the cycle.

Within five days of the planning and review meeting, the reviewer is required to:

- Prepare a draft statement covering the outcomes of the review, an assessment of the performance of the reviewee and any recommendation on pay progression and the items set out as bullet points under 'Planning' above
- Include in a separate annex the reviewee's training and development needs
- Pass on the draft statement to the reviewee

The statement should be a fair and accurate summary of what took place at the meeting and changes should only be made at this stage if the statement does not convey this properly or where the wording is capable of being misconstrued.

Within ten days of the meeting, the reviewer should produce a final version signed by both parties and give a copy to the reviewee. The reviewee may add his / her comments. Where this happens, it is the revised statement which must be passed to the headteacher (to the Chair of Governors – though the regulations state 'to the governing body' – if the reviewee is the headteacher) and to the reviewee. A copy of the Training and Development Annex should be given to the person responsible for planning the training and development of teachers at the school.

The statement should be completed by 31st October (31st December in the case of the headteacher).

The assessment at the review meeting (based on the performance / success criteria) forms the basis for the recommendation for pay progression for eligible teachers (post threshold / leadership team / ASTs). Threshold assessment remains the responsibility of the headteacher and progression on the main scale is not performance related.

SCOPE FOR INTERVENTION

The headteacher may instruct the reviewee to prepare a new statement where the headteacher is of the opinion that the statement is inconsistent with statements of other teachers or does not comply with the Performance Management Policy.

APPEALS

At specified points in the performance management process teachers and headteachers have a right of appeal against any of the entries in their planning and review statements. Where a reviewee wishes to appeal on the basis of more than one entry this would constitute one appeal hearing.

Details of the appeals process are covered in the school's Pay Policy.

CONFIDENTIALITY

The whole performance management process and the statements generated under it, in particular, will be treated with strict confidentiality at all times. Only the reviewee's line manager or, where s/he has more than one, each of her / his line managers will be provided with access to the reviewee's plan recorded in her / his statement, upon request, where this is necessary to enable the line manager to discharge her / his line management responsibilities. Reviewees will be told who has requested and has been granted access.

Copies of documentation will also be forwarded to the Deputy Headteacher for monitoring purposes.

CLASSROOM OBSERVATION PROTOCOL

All classroom observation will be undertaken in accordance with the performance management regulations, the associated guidance published by the Rewards and Incentives Group and the classroom observation protocol that is appended to this policy in Annex 3 (Lesson Observation Guidelines).

TRAINING AND SUPPORT

The school's CPD programme will be informed by the training and development needs identified in the training annex of the reviewees' planning and review statement.

The Governing Body will ensure in the budget planning that, as far as possible, appropriate resources are made available in the school budget for any training and support agreed for reviewees.

With regard to the provision of CPD in the case of competing demands on the school budget, a decision on relative priority will be taken with regard to the extent to which (a) the CPD identified is essential for a reviewee to meet their objectives; and (b) the extent to which the training and support will help the school to achieve its priorities. The school's priorities will have precedence. Teachers should not be held accountable for failing to make good progress towards meeting their performance criteria where the support recorded in the planning statement has not been provided.

APPOINTMENT OF REVIEWERS FOR THE HEADTEACHER

Appointment of Governors

In this school the Governing Body is the reviewer for the headteacher and to discharge this responsibility on its behalf may appoint two or three governors.

Where a headteacher is of the opinion that any of the governors appointed by the governing body under this regulation is unsuitable for professional reasons, s/he may submit a written request to the Governing Body for that governor to be replaced, stating those reasons.

Appointment of School Improvement Partner or External Adviser

The Local Authority has appointed a School Improvement Partner for the school, who will provide the Governing Body with advice and support in relation to the management and review of the performance of the headteacher.

APPOINTMENT OF REVIEWERS FOR TEACHERS (See Annex 4)

In the case where the headteacher is not the teacher's line manager, the headteacher may delegate the duties imposed upon the reviewer, in their entirety, to the teacher's line manager. In this school the headteacher has decided that the headteacher will be the reviewer for those teachers s/he directly line manages and will delegate the role of the reviewer, in its entirety, to the relevant line managers for some or all other teachers (see Appendix)

Line managers will not normally be expected to undertake more than 4 reviews per cycle.

Where a teacher has more than one line manager the headteacher will determine which line manager will be best placed to manage and review the teacher's performance.

Where a teacher is of the opinion that the person to whom the headteacher has delegated the reviewer's duties is unsuitable for professional reasons, s/he may submit a written request to the headteacher for that reviewer to be replaced, stating those reasons.

Where it becomes apparent that the reviewer will be absent for the majority of the cycle or is unsuitable for professional reasons the headteacher may perform the duties himself / herself or delegate them in their entirety to another teacher. Where this teacher is not the reviewee's line manager the teacher will have an equivalent or higher status in the staffing structure as the teacher's line manager.

A performance management cycle will not begin again in the event of the reviewer being changed.

Roles and Responsibilities

Governing Bodies

- Establish the school's Performance Management Policy, monitor the operation and outcomes of performance management arrangements, and review the Policy and its operation every year
- Appoint 2 / 3 governors to review the headteacher's performance on an annual basis
- Appoint an external adviser or use the SIP to advise appointed governors on the headteacher's performance
- Retain a copy of the headteacher's planning and review statement (normally the Chair)
- Where the headteacher makes such a request, to action requests for evidence from the performance management process if the headteacher transfers mid-cycle.
- Ensure the content of the headteacher's planning and review statement is drafted having regard to the need to be able to achieve a satisfactory work life balance
- Undertake action in relation to appeals in line with the school's policy

Headteachers

- Report annually to the Governing Body on performance management arrangements and on training and development needs
- Play an active part in their own performance management and professional development including taking action as agreed at review meetings
- Act as performance reviewers and, where appropriate, delegate the role of performance reviewer in its entirety
- Retain copies of all review outcomes in school improvement planning and ensure the school produces and resources an effective plan for the professional development of its workforce
- Establish a protocol for classroom observation for inclusion in the Performance Management Policy
- Action any request from a teacher for evidence from performance management to be transferred if the teacher moves school mid-cycle
- Evaluate standards of teaching and learning and ensure proper standards of professional practice are established and maintained
- Ensure that the teacher's planning and review statement is drafted having regard to the need for a satisfactory work life balance

Teachers

- Play an active role in their own performance management and professional development including taking actions agreed at review meetings
- Where the role of reviewer has been delegated to them in accordance with the regulations, act as reviewers for other teachers
- Contribute to annual planning and assessment of other teachers where appropriate

THE PERFORMANCE MANAGEMENT CYCLE

The performance of teachers must be reviewed on an annual basis. Performance planning and reviews must be completed for all teachers by 31st October and for headteachers by 31st December.

The performance management cycle in this school, therefore, will run from 1st September to 31st August for teachers, and from 1st September to 31st August for the headteacher.

Teachers who are employed on a fixed term contract of less than one year, will have their performance managed in accordance with the principles underpinning the provisions of this policy. The length of the cycle will be determined by the duration of their contract.

Where a teacher starts their employment at the school part-way through a cycle, the headteacher or, in the case where the teacher is the headteacher, the governing body shall determine the length of the first cycle for that teacher, with a view to bringing his cycle into line with the cycle for other teachers at the school as soon as possible.

Where a teacher transfers to a new post within the school part-way through a cycle, the headteacher or, in the case where the teacher is the headteacher, the governing body shall determine whether the cycle shall begin again and whether to change the reviewer.

RETENTION OF STATEMENTS

Performance management planning and review statements will be retained for a minimum period of 6 years.

MONITORING AND EVALUATION

The Governing Body will monitor the operation and outcomes of performance management arrangements.

The headteacher will provide the Governing Body with a written report on the operation of the school's Performance Management Policy annually. The report will not contain any information which would enable any individual to be identified. The report will include:

- The operation of the performance management policy
- The effectiveness of the school's performance management procedures
- Teachers' training and development needs

The Governing Body is committed to ensuring that the performance management process is fair and non-discriminatory and the following monitoring data should be included in the headteacher's report because they represent the possible grounds for unlawful discrimination.

- Race
- Sex
- Sexual orientation
- Disability
- Religion and belief
- Age
- Part time contracts
- Trade union membership

The headteacher will also report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination under any of the categories above.

REVIEW OF THE POLICY

The Governing Body will review the Performance Management Policy every school year.

The Governing Body will take account of the headteacher's report in its review of the Performance Management Policy. The Policy will be revised as required to introduce any changes in regulation and statutory guidance to ensure that it is always up to date.

The Governing Body will seek to agree any revisions to the Policy with the recognised trade unions having regard to the results of the consultation with all teachers.

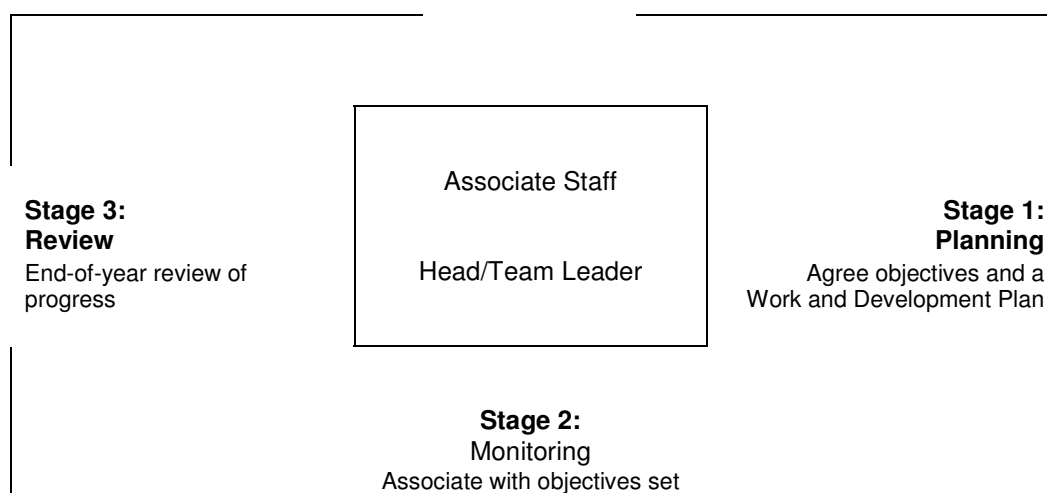
To ensure teachers are fully conversant with the performance management arrangements, all new teachers who join the school will be briefed on them as part of their introduction and induction to the school.

PERFORMANCE MANAGEMENT CYCLE FOR ASSOCIATE STAFF

Performance Management is set in the context of the school's Development Plan, against the background of the local Education Development Plan (EDP), national and local initiatives on improving teaching and any recent OFSTED report for the school.

Performance Management is an ongoing cycle involving three stages of planning, monitoring performance and reviewing performance. The end of year review and Stage 1 may happen at the same time.

The Annual Cycle



Stage 1: Planning

Associate Staff Interviews will be held with the relevant Team Leader (see Annex 4b) during the Autumn Term. These interviews will follow the format as outlined in the 'Associate Staff Interview' sheet.

Most associate staff (except possibly cleaning staff and midday supervisors) will also discuss and agree **up to** three objectives for the forthcoming year. Annex 5 – Performance Management Objectives for Associate Staff will be completed at this interview.

- At the start of the review cycle, the job holder and Team Leader will review the current job description and conditions of service for the post and identify the focus for the individual's work in the following twelve months' period. The job holder should consider potential objectives before the meeting as part of a professional reflective process of self review.
- Objectives need to show what is to be achieved in the light of priorities arising from the School Development Plan. The range of objectives should match the nature of the job.
- Objectives should be recorded on an objectives-review form, a copy of which should be given to the job holder and a copy held by the Team Leader. (See Annex 5)
- Objectives should normally number up to three; the objectives can span more than one year but this decision must be recorded. The objectives should be **SMART** i.e. specific, measurable, achievable, realistic and timed. They should be challenging but not daunting and, in the agreement on such objectives, any factors affecting them which may be outside the job holder's control should be noted.

The Team Leader should record the objectives which will apply for the review period. These should be jointly agreed if possible. If there are any differences of opinion about the objectives the job holder may add comments to the written record of objectives. The head may add comments to the written record of objectives.

Stage 2 Monitoring Progress: (only for Associate Staff with objectives set)

- Performance management requires the review of progress during the cycle, both by the job holder and the Team Leader and a record needs to be kept of progress to date using the agreed pro-forma.
- Information on progress towards the objectives might be obtained from a variety of sources and systems already in place in the school. Staff development during the year will contribute to meeting objectives and the job holder should record details of appropriate staff development undertaken. As objectives require flexibility, if an individual considers during a cycle that an objective should be amended, the individual needs to arrange that change with the Team Leader and amend the record kept of those objectives.
- **The Team Leader should consult the job holder before seeking to obtain information, written or oral, relevant to the individual's performance from other people.**

Stage 3: Reviewing Progress (This meeting combines with Stage 1)

The annual review of the job holder's performance will use the recorded objectives as a focus to discuss his/her achievements and identify any development needs. It will be combined with agreeing objectives 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 job holder's essential tasks and objectives;
- Recognising strengths and achievements and taking account of factors outside the individual's control;
- Confirming action agreed with the job holder at other reviews;
- Identifying areas for development and how these will be met;
- Recognising personal development needs; and
- Agreeing new clear objectives and completing an individual plan for the year ahead.

The Team Leader should evaluate the job holder's overall performance, including an assessment of the extent to which objectives have been met, and the individual's contribution to the life of the school during the review period. It should take account of the stage the job holder is at in his or her current post e.g. length of service, management.

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 recorded in a separate annex (but forming part of) the review statement. Once written, the Team Leader will give the job holder a copy of the statement. The job holder may within 10 days of first having access to the statement, add to it 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.

PERFORMANCE MANAGEMENT

PLANNING AND REVIEW STATEMENT

(Annex 1)

2009-10

STUDENT PROGRESS

Heads of Department To be responsible for all Year 11 Students taking your subject, to achieve or exceed their target grade.

Other Staff To be responsible for all Year 11 students in your teaching group(s) achieving or exceeding their target grade.

*Evidence of intervention strategies employed for those underachieving students must be produced.

TEACHING AND LEARNING

To undertake a new initiative in your teaching, in line with the school priorities set out in the SDP, e.g. questioning skills

NAME _____

REVIEWER _____

DATE OF MEETING _____

Signed (Reviewer) _____

Signed (Reviewee) _____

Reviewee's Comments:(Planning)

PERFORMANCE MANAGEMENT-completed prior to the meeting by reviewee

ANNEX 1

OBJECTIVE -Relevant Professional Standard using Framework	STRATEGY -How will I achieve this?	RESOURCES -Who or what do I need to help me?	PERFORMANCE INDICATORS -How will I know my progress?	TIMESCALE -When will this be achieved by?	CLASSROOM OBSERVATIONS -Primary Purpose -Specific Aspects to be addressed

To be completed by reviewer at the planning meeting

ADDITIONAL EVIDENCE

Please discuss and record any other evidence that will be taken into account for assessing the teacher's overall performance (and the source). This must include Value Added Residuals for ALL students taught.

PROFESSIONAL ASPIRATIONS

What are the reviewee's professional aspirations and what s/he might wish to achieve in the next cycle.

PAY PROGRESSION CONSIDERATIONS

If eligible please ensure the reviewee is aware of the success criteria (see Annex 6A/6B).

SPECIFIC TRAINING NEEDS

Record any specific training needs which would support the reviewee.

REVIEW STATEMENT
(to be completed 2010)

Overall assessment of performance, including achievement of individual objectives, for the performance management cycle just ended. Recommendations for pay progression (where reviewee is eligible).

Signed (Reviewer)_____

Signed (Reviewee)_____

Reviewee Comments:

ANNEX 2

USING THE FRAMEWORK

In using the framework, there are a number of points that you should keep in mind:

- Its aim is to help you, and those who work with you, in identifying your learning and development needs.
- The framework is a snapshot at a particular point in time. The standards will continue to be kept under review in the light of both their use by teachers and headteachers and of emerging national priorities. They may change over time. If they change the framework will be revised.
- The framework only includes those standards that currently exist. There are other roles undertaken by teachers for which there are no national standards. If you hold such a position, or aspire to do so, there may still be relevant ideas you can draw from the framework.
- The framework can only give you part of the picture. Alongside the framework, you need to consider how other developments in education should influence your learning and development objectives. Examples might be:
 - - the increasing emphasis on leadership at every level within a school
 - the growth of team teaching and professional learning teams
 - the growth of coaching and mentoring roles within schools
 - the new evidence on cognitive development, and teaching and learning styles
 - the rapidly expanding scope and possibilities of ICT
 - the development of education beyond the classroom
- The framework does not seek to imply that your development should focus on getting you up the career ladder. Learning and development to improve what you are already doing is just as valuable; nor does the framework seek to imply anything about the merits or otherwise of particular career routes. Teachers' careers can and do follow a huge variety of different routes. Some teachers never want to take on management responsibilities and make extremely valuable contributions to their pupils and their schools by the quality of their teaching in the classroom. Some move through different leadership roles and eventually become headteachers. In between there are many different combinations and sequences of roles – including moves into and out of other areas of education, or other areas of employment more generally.

ANNEX 3

Lesson Observation Guidelines

These guidelines refer to lesson observations undertaken as part of performance management arrangements in school.

Purposes

Classroom observations are used to monitor the quality of teaching and learning in school as a part of school self-evaluation and performance management. They should support a culture of continuous improvement by helping individuals develop their professional practice.

Principles

Classroom observations:

- Should be supportive and developmental
- Should be multi-purpose, wherever possible, to minimise the potential burden of observations
- Should be undertaken in accordance with the school's performance management policy (general arrangements made at planning meeting)
- Will be undertaken by performance reviewers but may also be done by others who have appropriate professional expertise, for example subject leaders
- Should be made possible by sufficient timetable release time being provided
- Should not be done in PPA time

A headteacher has a duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained. The Leadership Team have a right to drop in to inform their monitoring of the quality of learning.

Frequency and Duration

Classroom observation undertaken in relation to performance management should be agreed in the review statement at the start of the review cycle. This will amount to more than three hours in total, and may be less than three hours in many cases. However, if concerns arise during the review cycle there is scope to revise the amount of observation agreed at the start of the cycle (possibly to more than three hours). This should be agreed in a written addition to the review statement, following a meeting to revise arrangements.

Observations may be for whole lessons or parts of lessons, depending on the agreed focus.

Teachers should have the opportunity to engage in further classroom observations (beyond those undertaken for performance management purposes) by agreement. For example, peer observations agreed to by teachers are not part of the performance management arrangements, but many teachers will see the value of engaging in such observations as part of their professional development.

Any observations made by Ofsted or the local authority in relation to statutory duties fall outside normal observation arrangements.

Effective classroom observations should:

- Provide a performance reviewer with evidence of the quality of a reviewee's classroom practice (quality of teaching and learning)
- Help the headteacher develop an overview of the quality of teaching and learning in school
- Provide teachers with feedback on practice which aids reflection and self-evaluation and helps continuous development
- Identify and celebrate good practice

- Help to improve classroom performance by identifying areas for development which will extend expertise

Planning

The observations to be undertaken for performance management purposes should be agreed in the planning and review statement at the beginning of the performance management cycle. Nearer to the time of observation, and at least two weeks before it, the following should be firmed up:

- The exact focus for the observation and criteria to be used (if different to general lesson observation criteria)
- A time for the observation
- How and when the feedback will take place

Protocols and Methodology

The teacher being observed should assist the process by:

- Having relevant planning to hand, for example lesson plan or scheme of work
- Providing any relevant information on pupils, such as grouping arrangements within class and / or location of pupils with SEN

The criteria used for lesson observation should:

- Be agreed and understood by the teacher being observed and the observer
- Be used to evaluate the quality of teaching and learning
- Be used to provide constructive feedback and identify areas for possible improvement and development

All observers should demonstrate:

- Courtesy and objectivity in the conduct of observation and related meetings
- A respect for the confidentiality of any information gained in the course of carrying out the observation and giving feedback

During the lesson being observed they should:

- Sit somewhere which provides a good view of the activities of the students and teacher. S/he should be as unobtrusive as possible
- Talk to pupils, where appropriate, about their understanding and experiences so long as it does not disrupt the progress of the lesson
- Look at work being done in the lesson and, where appropriate, look at earlier work done by pupils

Recording the observation

- It is important to record observations as the lesson progresses rather than relying on memory to recall what took place. A timeline could be used to help with this.
- Teacher activity and impact on pupil activity should be noted

Giving feedback

- Before giving feedback the observer needs to take time to reflect on the lesson and to identify the key messages from his / her notes. The teacher also needs time to collect his / her thoughts on the lesson
- Feedback following a lesson observation should include a clear judgement on lesson quality and enable teachers to build on what they are doing well and feel confident about introducing change where necessary
- Feedback should be given as soon as possible after the observation and no later than the end of the next day. It should always be out of the hearing of others and where disruptions can be kept to a minimum

There should be enough time allocated for a professional discussion around the feedback to take place.

- PPA time should not be used for giving feedback
- The observer should focus on how effective the lesson was in enabling learning to take place and the ways in which the teaching and activities contributed to it. When making an assessment, observers should always refer to the evidence they are drawing on and link it to the agreed observation criteria
- Recommendations, targets or action points set as a result of the observation should be practical and achievable and leave the teacher feeling that they can make progress. Clearly agreed deadlines and review timescales should be provided. If specific support and / or training is needed this should be noted, with a clear statement of who will organise this. It is likely that most CPD needs arising from observation will be met 'in house'.
- A short written record should be produced in line with school policy and presented to the teacher being observed within five working days of the observation. The teacher should be given the opportunity to add any comments they feel are appropriate to the record sheet.

LESSON OBSERVATION

TEACHER: _____ LESSON: _____

OBSERVER (1): _____ DATE: _____

OBSERVER (2): _____

FOCUS OF LESSON _____ TIME OF OBSERVATION _____
(if not entire lesson)

EVALUATION

Overall the lesson was judged as: _____ (See Guidance Notes)

Outstanding (1)	Good (2)	Satisfactory (3)	Not Adequate/ Development Needed (4)
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How Effective was Learning?

Learning was _____ because:-

Evidence included:-

- _____
- i) _____
- ii) _____
- iii) _____

Evidence of AFL Activities

Action Plan to Improve Quality of Learning (to be written during feedback session)

Lesson Observation Timeline

Observer:

Subject:	Teacher:	Class:	Date/Time:
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Time	Teacher Activity	Pupil Activity

General Criteria for Lesson Observation

Teaching

1 Subject Knowledge & Understanding						
	<i>Satisfactory</i>	<i>Good</i>	-	S	G	+
Subject Knowledge	a) The teacher has sufficient knowledge to enable them to deliver the content of the lesson.	a) The teacher has a good knowledge of the subject content and is able to apply it to promote effective learning.				
Content	b) Subject content is appropriately pitched to the age, ability and prior learning of the pupils and there is evidence of effective planning.	b) Subject content is well matched to the pupils needs in terms of their age, ability and prior learning and planning is detailed and thorough.				
2 Teaching Approaches						
	<i>Satisfactory</i>	<i>Good</i>	-	S	G	+
Learning Objectives	a) Appropriate objectives are communicated by the teacher to pupils.	a) The teacher communicates appropriate objectives and pupils share the responsibility for their achievement. Objectives are referred to during and at the end of the lesson.				
Prior Attainment	a) Some use and reference to prior attainment and knowledge is apparent.	a) Prior attainment is recognised, built upon and developed.				
Prior Learning	b) The ideas and experiences of pupils are only occasionally drawn upon. The lesson is loosely linked to previous teaching or learning.	b) The ideas and experiences of pupils are drawn upon and the pupils' sense of purpose is enhanced. The lesson is clearly linked to previous teaching or learning.				
Questioning	c) Some use made of questioning to develop pupils' learning. Mistakes and misconceptions are recognised by the teacher and sometimes used constructively to facilitate learning.	c) A range of questioning techniques is used which enhance pupils' learning. Higher level questioning is evident. Mistakes and misconceptions are recognised by the teacher and used constructively to facilitate learning.				
Explanations	d) Instructions and explanations are clear and most pupils understand what they are expected to do without further prompting.	d) Instructions and explanations are clear and specific and all pupils are able to progress confidently with their work.				
Expectations	e) Acceptable standards of effort, accuracy and presentation are encouraged during the lesson and through feedback on pupils' work.	e) High standards of effort, accuracy and presentation are expected and communicated through the lesson and through feedback on pupils' work.				
Differentiation	f) Limited differentiation evident, primarily differentiation by outcome. There is some attempt to vary teaching/activities and recognise different learning styles.	f) Appropriate methods of differentiation are used and matched to the needs of the pupils. A variety of teaching techniques and challenging activities are used, recognising different learning styles.				
Structure and Pace	g) Time is utilised in a satisfactory way, there is a clear structure to the lesson and the learning is maintained for most of the time available. A satisfactory pace is maintained throughout.	g) Time is well utilised and the structure enhances the learning, which is sustained for the full time available. A good pace is maintained throughout the lesson.				
Supporting Learning	h) The range of support used helps pupils make satisfactory progress. Some appropriate learning resources are used, e.g. ICT and other adults.	h) The range of support used helps pupils make good progress. Appropriate learning resources are used well, e.g. ICT and other adults.				

3 Behaviour Management						
	<i>Satisfactory</i>	<i>Good</i>	-	S	G	+
Management of Pupils	a) Teacher manages incidents of poor behaviour so that the disruption to the learning of others is minimised.	a) Pupils are aware of the teacher's expectations and act in a responsible and cooperative manner throughout the lesson. Pupils off task are dealt with effectively.				
Incentives	b) The teacher makes use of positive recognition of pupils learning and behaviour within the classroom; this outweighs the use of corrective language and sanctions.	b) The climate of learning is characterised by positive relationships and the effective use of praise for work, effort and behaviour.				
Equality	c) The teacher's treatment of pupils is perceived to be fair and equal by all. The application of rules and classroom routines is consistent.	c) Pupils acknowledge their responsibility for their actions and their role in helping to maintain a positive climate for learning.				

Note: the lesson criteria reflect good pedagogy and practice. As such, they should be regarded as guidelines to what constitutes good and best practice rather than a restrictive framework. However, attention to the shaded areas is essential if lessons are to be at least 'satisfactory'.

Learning

4 Attitudes and Behaviour						
	<i>Satisfactory</i>	<i>Good</i>	-	S	G	+
Behaviour	a) Pupils behave in a way which does not disturb learning.	a) Pupils' behaviour is good and supports learning.				
Engagement	b) Pupils are engaged throughout the lesson and understand the context of the lesson.	b) Pupils remain fully engaged throughout the lesson and understand the context of the lesson and how this links to prior and future learning.				
Enjoyment	c) Most pupils are well motivated, keen to engage with the learning required of them.	c) Pupils are keen to develop their skills and knowledge in the subject and work with enthusiasm.				
Attitude & Effort	d) Most pupils complete the work planned to a satisfactory standard and exhibit a sound attitude to the task.	d) Pupils complete the work planned to a high standard and exhibit a good attitude to the task.				
Challenge	e) The work undertaken provides a challenge for some of the pupils.	e) The work undertaken includes opportunities, which will challenge and extend pupils' learning.				
5 Standards, Achievement and Progress						
	<i>Satisfactory</i>	<i>Good</i>	-	S	G	+
Understanding	a) Pupils demonstrate some knowledge and understanding through their responses can apply these to the work in hand and are able to talk about their learning.	a) Pupils demonstrate their level of understanding and knowledge in response to questioning. They are able to apply these with confidence in the lesson.				
Progress	b) Most pupils make the progress expected of them over time and remain on task for most of the lesson.	b) Pupils make better than expected progress, based on their prior attainment, in the lesson and over time.				
Outcomes	c) Pupil outcomes of the lesson broadly match the objectives set at the beginning.	c) The pupil outcomes of the lesson are consistent with the objectives set at the beginning.				
Expectations for Age	d) Pupils achieve at a level expected for their age and ability.	d) Pupils achieve at a standard higher than expected for their age and in line with their ability.				
Feedback	e) Pupils have work assessed regularly and it shows evidence of promoting better understanding. Pupils know what is necessary to improve their performance.	e) Pupils' work is assessed regularly and accurately with helpful feedback that facilitates good understanding and progress. Pupils make use of the feedback to improve their performance.				

1 - Outstanding

The lesson is at least good in all or nearly all respects and is exemplary in significant elements, as shown by the exceptional enjoyment and progress of the learners.

2 - Good

Most learners make good progress because of the good teaching they receive.
Behaviour overall is good and learners are keen to get on with their work in a secure and friendly environment in which they can thrive.
The health and safety of the learners are not endangered.
Teaching is well informed, confident, engaging and precise.
The work is well matched to the full range of learners' needs, so that most are suitably challenged.
Teaching methods are effectively related to the lesson objectives and the needs of learners.
Teaching assistants and resources are well deployed and good use is made of time.
Assessment of learners' work is regular and consistent and makes a good contribution to their progress

3 - Satisfactory

The lesson is inadequate in no major respect, and may be good in some respects, as shown by the satisfactory enjoyment and progress of learners

4 - Inadequate

Most learners, or a significant specific minority of learners, make less than satisfactory progress, whether this is due to unsatisfactory teaching or the impact of bad behaviour
Learners' overall behaviour or attitudes are unsatisfactory, and the tone of the lesson is inimical to the development of the learners' personal qualities.
The health and safety of the learners is endangered.
The teaching is unsatisfactory. This will usually cause the learners' progress to be unsatisfactory, but occasionally progress will be satisfactory in spite of the teaching due to the good attitudes of the learners.
Unsatisfactory teaching is likely to have one or more of the following:

- weak knowledge of the curriculum leading to inaccurate teaching and low demands on pupils
- work badly matched to the pupils' starting points
- ineffective classroom management of behaviour
- methods which are poorly geared to the learning objectives or which fail to gain the interest and commitment of the learners
- inadequate use of resources, including assistants and the time available
- poor assessment

Lesson Grade

1	2	3	4
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Annex 4A

Teachers Performance Management Structure 2009-2010

MSY →

IHH
GFE
JRS
SMR
EBL
KRS

IHH → JFE GFE → BPA JRS → PWR
GCS NSN JDL
CFG MWN JBW
CMH NFH PAS

Department	Team Leader	Job Holder
Art	MWN	HLN SSS
Business Studies/Economics	GCS	CAT
English	BPA	ESH JRR ATN KER
	ESH	PRN
Geography	KRS	RJN RMH PMO
History	JDL	HSS HWN
Information Technology	PAS	DPH JMR
Languages	NSN	AHG SDE
Maths	EBL	GWT GW D JBS PJS
Music	SMR	SCY
PE	NFH	SRN PMN
	SRN	ABT RCE
RE/Psychology	CFG	CMH
Science	PWR	JWR ABN GHL MPE
	ABN	RDL
	JWR	ABE
Special Needs	IHH	JFE
Technology	JBW	CSK KAD ADN
	KAD	DNR JBD
NQT Induction Tutor		→ ANY NQT STAFF

Annex 4B

Associate Staff Performance Management Structure 2009-10

MSY	→	J Hobson J.Wagstaff T.Hobson ABennett		IHH	→	L Geldard + J Smith (group) C.Atkinson A.Saxon A.Liversidge J.Smith
JRS	→	S.O'Neill A.Hannam		GFE	→	D Buck

Department	Team Leader	→	Job Holder			
Admin/Finance	J Hobson	→	J Kearns	L Ransome	S Hill	
	A Bennett	→	E Proctor	S Robertson	C Shakespeare	
Art	M Wilson	→	J Gatenby			
Cover Supervisors	A Bennett	→	L Knox R Tiffany			
Design Technology	K .Arrand	→	J Bradley			
	J Bagshaw	→	J Baw			
ICT	T.Hobson	→	S.Denny	J Swann	R.Rivron	
Midday Supervisors	L Geldard J Smith	→	Lunchtime Supervisors			
Post-16	R Jackson	→	B Meiklejohn			
Premises/Grounds	J Wagstaff	→	D Lawn	J Ivens	J Elphick	G Wo od
Cleaning	J Ivens	→	Cleaning Staff			
Science	P Walker	→	H Forde	J Lonsdale	S.Reed	
	A Barton	→	C Stretton			
Special Needs	C.Atkinson ATAs	→	ATAs General Teaching Assistants			
Catering	S Hill	→	Catering Staff			

Associate Staff Performance Management Interviews 2009/10

(Annex 5)

NAME _____

POSITION _____

***Current Job Description should be reviewed.**

1. Review previous Performance Management Objectives from the previous year. (if relevant)

2. Review all aspects of your work in school. What has gone well this year?

3. Is there any part of your job where you would appreciate more support?

4. Are there any contributions you would like to make to improve the school and its systems, and /or your working life in school? Any suggestions you can make to improve communications for Associate Staff?

5. Do you have any specific training needs, which you feel the school can address?

6. If appropriate to set targets, please complete the attached sheet (for possible targets refer initially to the School Development Plan)

Associate Staff Review Statement

Overall assessment of performance.

Signed/Team Leader _____

Date _____

PERFORMANCE MANAGEMENT OBJECTIVES - ASSOCIATE STAFF

Annex 5 (2 of 2)

Name: _____ Position: _____

OBJECTIVE(S)	STRATEGY	RESOURCES	PERFORMANCE INDICATORS	TIMESCALE
What do you want to do?	How will you achieve this?	What help do you need? (training, support etc)	How will you know you have been successful?	When will this be achieved by?

Signed: _____
Job Holder

Signed: _____
Team Leader

Date _____

Date _____

May 2001
May 2001 (Revised)
January 2002 (Associate staff included)
June 2004 (Revised)
June 2005 (Revised), May 2007 (Revised)
IEB Reviewed October 2009

Next Review date: October 2010

UPPER PAY SPINE 2 (UPS2)**A Eligibility**

Teachers who were successful at the threshold and have completed two full performance management cycles.

B Criterion for pay progression from UPS1 to UPS2

The sole criterion is:

“The achievement of the post threshold teacher and his contribution to the school have been substantial and sustained.”

(School Teachers’ Pay and Conditions Document 2001 Paragraph 17:7)

Interpretation of the criterion

The Headteacher should recommend to the Governors’ Staffing sub-committee that one point be awarded to a teacher on the upper pay spine who, throughout the relevant period, has:

- i) maintained all the threshold standards in a fully satisfactory manner **and**
- ii) addressed any areas for further development identified either during the threshold assessment or in any subsequent performance review under the appraisal regulations:
The Education (School Teacher Appraisal) (England) Regulations 2000; **and**
- iii) achieved or made good progress towards targets agreed or set under the appraisal regulations.

Evidence for the criterion

- C The Headteacher will need to answer three questions positively for all eligible staff before the recommendation to move from UPS1 to UPS2 can be made. The Performance Management Personal Portfolios should provide the evidence required to answer:

i) Has the teacher maintained the threshold standards in a fully satisfactory manner?

Eight standards were issued. The standards are: (see over)

- 1 Knowledge and Understanding.
- 2 Teaching and Assessment
 - a) Planning
 - b) Teaching and classroom management
 - c) Assessment
- 3 Pupil Progress
- 4 Wider Professional Effectiveness
 - a) Professional development
 - b) Active contribution to the policies and aspirations of the school.
- 5 Professional Characteristics.

Teachers are invited to ensure evidence is in their Personal Portfolios in order to be assured that the reviewer has the fullest information on which to base a judgement of his/her performance.

ii) Has the teacher addressed any areas for further development indicated either at threshold or a performance review?

The Headteacher has copies of areas for further development raised with individual teachers at threshold. Team Leaders will know of and will have recorded those areas highlighted at performance reviews. Effective performance management requires that both of these areas be addressed.

iii) Has the teacher achieved or made good progress towards objectives agreed or set under the Appraisal Regulations for the relevant period?

In the review statements, Team Leaders will have commented on whether or not the objectives have been met for the relevant period. Many teachers have, quite properly, agreed targets which are aspirational in nature. It would not be fair or realistic to expect them to have achieved those targets and it is important that good progress is recognised in these circumstances.

PERFORMANCE MANAGEMENT PORTFOLIOS

RECORDING ACHIEVEMENTS – SOURCES OF EVIDENCE

Where the sources of evidence are whole school records or documents it is not necessary to attach these to a portfolio, better to simply refer to them and where they can be found. If moving to a new school it may be necessary to acquire copies for reference purposes.

Professional Knowledge and Understanding:

Policy documents
Schemes of work / lesson plans
Lesson observation records
Professional development log
Minutes of meetings / task groups
Records of development work

Teaching and Assessment

Schemes of work
Lesson plans
Assessment records and data
Samples of student work
Statements
Panda information
Autumn package information
LEA / school data analysis

Student Progress

LA / school data analysis
Departmental data
Teacher assessments
Lesson observation records
Samples of student work

Wider Professional Effectiveness

Professional development records
Course outcome notes
Minutes of meetings / task groups / working parties
Job description

Professional Characteristics

Lesson observation records
Performance Management Review Statement
Feedback from students / parents

UPPER PAY SPINE PROGRESSION

1. Governors Staffing Sub-Committee

The Governors will meet to fulfil their statutory duty to review the performance of teachers who are eligible for consideration for movement up the upper pay spine. Pay adjustments are dated from beginning of September each year.

2. Performance Management Portfolios

These files are key documents in providing evidence for progression onto and up the Upper Pay Spine. Eligible staff are therefore asked to submit their portfolios of evidence to CS.

School Teachers' Pay and Conditions Document 2004

This document lists progression criteria.

- UPSI – Threshold Applicants
DfES form to complete
- UPS1 to UPS2
Separate paper “Upper Pay Spine 2 (UPS2)” issued to all eligible staff
- UPS2 to UPS3
It would be helpful if staff would use “post-it” notes in their Performance Management Portfolios to indicate evidence for each criteria. Alternatively, a brief “bullet point” sheet listing evidence would be appreciated.

Criteria

UPS3 teachers:

- i) Play a critical role in the life of the school
- ii) Provide a role model for teaching and learning
- iii) Make a distinctive contribution to the raising of pupil standards
- iv) Contribute effectively to the work of the wider team
- v) Take advantage of appropriate opportunities for professional development
- vi) Use the outcomes of their professional development to improve pupils' learning
- vii) Continue to meet threshold standards
- viii) Have grown professionally by developing their teaching expertise post threshold

The achievements and contributions should have been substantial and sustained.

Progression on UPS should be based on two successful consecutive performance management reviews.

3. Performance Management Portfolios

The Headteacher will review all of this information in accordance with the criteria listed above and in consultation with the appropriate Management Team Departmental Link person. The Headteacher makes recommendations to the Governors' Finance/Staffing sub-committee.

4. Governors' Staffing sub-committee

Sub-committee will either endorse or refer back the recommendation. The Headteacher will provide feedback to teachers.

5. Governors' Staffing Appeals Sub-committee

A teacher has the right of appeal to this sub-committee.

UPPER PAY SPINE (UPS2 TO UPS3)

NAME: _____

DEPARTMENT: _____

To qualify for UPS3 a teacher should:

	✓ or X	Areas for Further Development
1. Play a critical role in the life of the school		
2. Provide a role model for teaching and learning		
3. Make a distinctive contribution to the raising of pupil standards This should include evidence of positive residual		
4. Contribute effectively to the work of the wider team		
5. Take advantage of appropriate opportunities for professional development		
6. Use the outcomes of their professional development to improve pupils' learning		
7. Continue to meet threshold standards		
8. Have grown professionally by developing their teaching expertise post threshold		

- The achievements and contributions should have been substantial and sustained.
- Progression on UPS should be based on two successful consecutive performance management reviews.

Recommendation to Governors' Staffing sub-committee that teacher moves from UPS2 to UPS3.

Signed: Headteacher Date: