

# Curzon Crescent & Fawood Children's Centres Partnership



*Working Together to Achieve More*

## Performance Management Policy

**Reviewed – Summer 2018**

**Next review – Summer 2019**

**Policy Lead – Executive Headteacher**

**Approving Committee - Resources**

## Performance Management Policy

The Governing Board of Curzon Crescent & Fawood Children's Centres Partnership adopted this performance management July 2014, and have reviewed the policy annually since then.

The Policy has been developed with reference to...

- existing good practice within former policy
- the DFE model 'Teacher Appraisal and Capability'
- the January 2012 Teachers Standards

The Governing Board have elected to adopt the Brent Policy for Managing Capability – School Based Staff (April 12)

### Format of the Policy

Curzon and Fawood are complex institutions which comprise of...

- 2 Maintained Nursery Schools
- 2 Children's Centre's, where the Governing Board have delegated responsibilities
- An ASD provision for young children with a diagnosis of Autism from across the Local Authority
- A third Children's Centre site, which is co-located with social care

The Governing Board therefore has constructed a policy which is relevant to all staff whom they employ. Therefore to ensure that all statutory obligations regarding teachers performance management is duly met the policy is set out as follows...

- **Bold** is required by regulation
- ***Bold italics*** identify issues which are required by regulation but where options on the way they are interpreted have been chosen.

### Application of the Policy

The policy applies to all staff who are employed by the Governing Board, **except teachers on contracts of less than one term, those undergoing induction (i.e. NQTs) and those who are the subject of capability procedures.** Staff whose performance gives cause for concern will move through to have their capability managed through the above procedure.

## **Purpose**

This policy sets out the framework for a clear and consistent assessment of the overall performance of staff within the Centre's and for supporting their development needs within the context of the Centre'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 Centres' pay policy. This provides details of the arrangements relating to teacher's pay in accordance with the School Teachers' Pay and Conditions Document and the pay of other staff.

## **Links to Centres' Improvement, Centres' Self Evaluation and Centres' development Planning.**

To comply with the requirement to show how **the arrangements for performance management link with those for Centres' improvement, Centres' self-evaluation and Centres' development planning** and to minimise workload and bureaucracy the performance management process will be the main source of information as appropriate for Centre's self-evaluation and the wider Centres' improvement process.

Similarly, the Centres' improvement plan and the Centres' self-evaluation form are key documents for the performance management process.

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

## **Consistency of Treatment and Fairness**

The Governing Board 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:

The Executive Head has determined that s/he will:

***be the reviewer for all senior leaders.***

The Executive Head has determined that the Deputy Heads will

be the reviewer for all qualified teachers

And

**Will delegate the reviewer role for some staff. In these circumstances the Executive Head will moderate all the planning statements to check that the plans recorded in the statements at the Centre:**

- **are consistent between those who have similar experience and similar levels of responsibility**
- **comply with the Centre's performance management policy, the regulations and the requirements of equality legislation**

**The Governing Board will:**

*nominate (up to three governors) who will not be involved in the Executive Head's performance management or any appeal regarding the Executive Head teacher's performance management to ensure that the Executive Head's planning statement is consistent with the centre's improvement priorities and complies with the centre's performance management policy and the Regulations.*

The Governing Board will review the quality assurance processes as outlined above, when the performance policy is reviewed.

### **Objective Setting**

*The objectives set will be rigorous, challenging, achievable, time-bound, fair and equitable in relation to staff with similar roles/responsibilities and experience, **and will have regard to what can reasonably be expected of any staff member in that position given the desirability of the reviewee being able to achieve a satisfactory balance between the time required to discharge his/her professional duties and the time required to pursue his/her personal interests outside work**, consistent with the Centre's strategy for achieving a work-life balance. **They shall also take account of the staff member'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 Centre, and improved outcomes for children and families.***

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

In the Centres:

- all staff, including the Executive Head, will have no more than 4 objectives
- staff will not necessarily all have the same number of objectives

Though performance management is an assessment of overall performance of staff, objectives cannot cover the full range of a staff member'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 staff member'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.

### **Reviewing Progress**

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. Where good progress towards the achievement of a challenging objective has been made, but where the performance criteria have not been met in full, that progress will be recognised.

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.

### **Appeals**

**At specified points in the performance management process teachers and the Executive Head have a right of appeal against any of the entries in their planning and review statements.** This right is extended to cover all staff. Where a reviewee wishes to appeal on the basis of more than one entry this would constitute one appeal hearing.

### **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.

## **Training and Support**

The Centre's CPD programme will be informed by the training and development needs identified in the reviewees' planning and review statements.

The governing board will ensure in the budget planning that, as far as possible, appropriate resources are made available in the Centre's budget for any training and support agreed for reviewees.

An account of the training and development needs of staff in general, including the instances where it did not prove possible to provide any agreed CPD, will form a part of the Executive Head's annual report to the governing body about the operation of the performance management in the Centres.

With regard to the provision of CPD in the case of competing demands on the Centre's 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 Centres to achieve its priorities. The Centre's priorities will have precedence. Staff 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 Executive Head**

### **Appointment of Governors**

*In the Centres:*

***The Governing Board is the reviewer for the Executive Head and to discharge this responsibility on its behalf may appoint 1 or 2 governors.***

**Where an Executive Head is of the opinion that any of the governors appointed by the governing board under this regulation is unsuitable for professional reasons, s/he may submit a written request to the governing board for that governor to be replaced, stating those reasons.**

### **Appointment of School Improvement Partner or External Adviser**

***The Governing Board will appoint an appropriate external support for the Executive Heads Performance management***

## **APPOINTMENT OF REVIEWERS FOR TEACHERS and other staff**

**In the case where the Executive Head is not the teacher's line manager, the Executive Head may delegate the duties imposed upon the reviewer, in their entirety, to the teacher's line manager.** In the Centres the Executive Head has decided that:

***The Executive Head will be the reviewer for all Senior Leaders.***

*and*

***will delegate the role of reviewer, in its entirety, to appropriate senior staff for other staff.***

**Where a staff member has more than one line manager the Executive Head will determine which line manager will be best placed to manage and review the staff member's performance.**

**Where a staff member is of the opinion that the person to whom the Executive Head has delegated the reviewer's duties is unsuitable for professional reasons, s/he may submit a written request to the Executive Head 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 Executive Head may perform the duties himself/herself or delegate them in their entirety to another teacher (or appropriate senior staff). Where this teacher is not the reviewee's line manager the senior staff member will have an equivalent or higher status in the staffing structure as the staff member's line manager.**

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

All staff to whom the Executive Head has delegated the role of reviewer will receive appropriate preparation for that role.

### **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 31 October and for Executive Head teachers by 31 December.**

The performance management cycle for all non teaching staff, including those on the Senior Leadership Team will also run to the above time frames.

*The performance management cycle in this Centre, therefore, will run from...*

- **November to October for teachers and all support staff**
- **January to December for the Executive Head.**

Staff 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 staff member starts their employment at the Centres part-way through a cycle, the Executive Head or, in the case where the teacher is the Executive Head, the governing board shall determine the length of the first cycle for that staff member, with a view to bringing his/her cycle into line with the cycle for other staff at the Centres as soon as possible.**

**Where a staff member transfers to a new post within the Centre's part-way through a cycle, the Executive Head or, in the case where the teacher is the Executive Head, the governing board 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 board will monitor the operation and outcomes of performance management arrangements.

**The Executive Head will provide the governing board with a written report on the operation of the Centres' 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 Centres' performance management procedures;**
- **staff's training and development needs.**



The Governing Board is committed to ensuring that the performance management process is fair and non-discriminatory. The Executive Head 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 below:

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

### **Review of the Policy**

**The Governing Board will review the performance management policy every year.**

The Governing Board will take account of the Executive Head'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 Board will seek to agree any revisions to the statutory elements within the policy with the recognised trade unions having regard to the results of the consultation with all staff.**

To ensure staff is fully conversant with the performance management arrangements, all new staff that join the Centres will be briefed on them as part of their induction.

### **Access to Documentation**

Copies of the Partnership Development plan and SEF can be obtained from the Centres' office and are available for reference in the Staff Room.