

# Laleham Gap School – LGS06 Performance Management Policy

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**Kent County Council**

**Education Learning and Skills Directorate**



Date: October 2014

Next Review: October 2017

Owner: Business Manager

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# Laleham Gap School – LGS06

## Performance Management Policy

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### 1. Security Protective Marking

1.1 Not protectively marked

### 2. Summary of Change

2.1 The following changes have been made to this policy on 14th October 2014:

- Inclusion of security protective marking
- Inclusion of equality impact assessment
- Removal of reference to 'The School' which is replaced with the name of the School 'Laleham Gap'

2.2 This policy is scheduled for review in October 2017

### 3. Introduction

3.1 The Governing Body of Laleham Gap School acknowledges both statutory provision and intentionality within Equality; Diversity and Direct Discrimination legislation culminating in the Equality Act 2010 (effective from 1 October 2010) in drafting and reviewing this school policy. The Governing Body actively seeks to promote policy measures to cease inequality, all forms of discrimination and enhance opportunity and well being within every aspect of the school's business for pupils, staff, governors and community stakeholders.

3.2 Application of the policy applies to the Head Teacher and to all staff 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.

3.3 This policy sets out the framework for a clear and consistent assessment of the overall performance of staff and the Head Teacher and for supporting their

development needs within the context of the schools' Improvement Plan and their own professional needs. Where staff 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 reviewer makes the recommendation.

3.4 From 1<sup>st</sup> September 2009 (Threshold Round 10) for teachers subject to the 2006 performance management regulations who request assessment against the post-threshold standards, Head Teachers in England will normally only use the evidence recorded in their performance management (PM) review statements covering the two-year period prior to the receipt of the request for assessment. This policy should be read in conjunction with the school's pay policy which provides details of the arrangements relating to teachers' pay in accordance with the School Teachers' Pay and Conditions Document.

#### **4. Links to School Improvement, School Self Evaluation and Development Planning**

4.1 To comply with the requirement to show how the arrangements for performance management link with those for school improvement, school self-evaluation and school development planning and to minimise workload and bureaucracy, the performance management process will be the main source of information as appropriate for school self evaluation and the wider school improvement process. Similarly, the school improvement plan and the school's self evaluation forms are key documents for the performance management process. All reviewers are expected to explore the alignment of reviewees' targets with the school's priorities and plans. The targets should also reflect reviewees' professional aspirations.

4.2 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 target setting.

4.3 **Quality assurance** - The Head Teacher has determined that he/she will delegate the reviewer role for some or all staff for whom he/she is not the line manager. In these circumstances the Head Teacher will moderate all statements to check that the plans recorded in the statements of staff at the school:

- Are consistent between those who have similar experience and similar levels of responsibility
- Comply with the school performance management policy, the regulations and the requirements of equality legislation

**4.4 TARGET SETTING** - The targets set will be rigorous, challenging, achievable, time-bound, fair and equitable in relation to staff with similar roles/responsibilities and experience. They shall also take account of the member of staff'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 reviewee will seek to agree the targets but where a joint determination cannot be made the reviewer will make the determination. In Laleham Gap School all staff, including the Head Teacher will have **no more than four targets**. Though performance management is an assessment of overall performance of staff and the Head Teacher, targets cannot cover the full range of a member of staff's roles/responsibilities. Targets 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 member of staff's roles/ responsibilities not covered by the targets or any amendment to the statement, which may have been necessary in accordance with the provisions of the regulations, have been carried out satisfactorily.

## 5. Reviewing Progress

5.1 When assessing the overall performance reviewers should consider how challenging the targets have been. Good progress towards the achievement of a challenging target, even if the performance criteria have not been met in full, will be assessed favourably. Reviewee's will not be held accountable if targets have not been fully met for reasons outside the reviewee's control. If a reviewee is absent for a significant part of the cycle the reviewer should consider what was reasonable to achieve during the time when the reviewee was present.

5.2 **If the reviewee is eligible for pay progression then the reviewer will be required to make a recommendation on the basis of the assessment of performance throughout the cycle against the performance criteria specified in the statement.** The criteria used must be consistent with any national or KCC determined requirements and this will be clearly stated in the school's pay policy

## 6. Appeals

6.1 At specified points in the performance management process, staff and the Head Teacher have a right of appeal against any of the entries in their planning

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 Laleham Gap School pay policy.

## **7. Confidentiality**

- 7.1 The whole performance management process and, in particular, the statements generated from it must be treated with full confidentiality at all times. Full copies of the review statement will be held by the reviewee and the Head Teacher. For the Head Teacher's review the statement will be held by the Chair of Governors, the Chair of the review committee and the Head Teacher.
- 7.2 Only the reviewee's line manager(s) may have access to the reviewee's planning and review statement where this is necessary to enable the line manager to discharge his/her management responsibilities. Governors who are responsible for making pay decisions are entitled to have access to relevant information from the assessment of overall performance for each reviewee.
- 7.3 Reviewees must be informed who has been granted access to their statement and for what purpose. All statements must be retained in a secure place on the school premises for a minimum of six years from the date the performance management cycle ends.

## **8. Appointment of Local Authority Representative**

- 8.1 The Local Authority has appointed an officer who will provide the Governing Body with advice and support in relation to the management and review of the performance of the Head Teacher

## **9. Training and Support**

- 9.1 Performance management is a developmental process and a key part of the planning discussion and should be about the support that the reviewee will need in order to meet identified targets and performance criteria. Laleham Gap is committed to ensuring, within the confines of the school budget, that all staff have access to a level of development appropriate to their role, stage of career development, performance targets and criteria and individual aspirations.

The school recognises that development and support may take a number of forms and a wide range of activities, which may not necessarily involve a formal course.

## **10. Performance Management Cycle**

10.1 The performance of all staff must be reviewed on an annual basis. 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.

10.2 Where a member of staff starts their employment at the school part-way through a cycle, the Head Teacher or, in the case where the member of staff is the Head Teacher, the Governing Body shall determine the length of the first cycle for that member of staff, with a view to bringing his/her cycle into line with the cycle for other members of staff at the school as soon as possible.

10.3 Where a member of staff transfers to a new post within the school part-way through a cycle, the Head Teacher or, in the case where the member of staff is the Head Teacher, the Governing Body shall determine whether the cycle shall begin again and whether to change the reviewer.

## **11. Retention of Statements**

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

## **12. Monitoring & Evaluation**

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

12.2 The Head Teacher will provide the Governing Body with a 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;
- Staff training and development needs.

12.3 The Governing Body is committed to ensuring that the performance management process is fair and non-discriminatory.

12.4 On appointment, all staff will be invited to provide the following personal data:

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

12.5 The Head Teacher will, therefore, also report annually to the Governing Body, in a confidential section, appropriate details of:

1. Any appeals or representations on an individual or collective basis on the grounds of alleged discrimination under any of the categories above in relation to performance management
2. Cases, including the circumstances, where members of staff have not made satisfactory progress towards objectives

Where the relevant personal data is available the Head Teacher will include an analysis of the cases specified above. However, the report will not enable any individual to be identified.

### **13. Equality Impact Assessment**

This policy has been assessed with regards to its relevance to race and diversity equality. As a result of this assessment, this policy has been graded as having a low potential impact.