



## Performance Management Policy

<b>Approved by:</b>	Board of Trustees	<b>Date:</b> June 2020
<b>Last reviewed on:</b>	New policy	
<b>Next review due by:</b>	June 2022	
<b>Monitoring &amp; Review</b>	CEO; HR Director; People & Resource Committee	
<b>Links</b>	Capability Policy; Pay policies	
<b>Staff responsible</b>	CEO; Education Director; Director of HR; Principals	

## 1. Philosophy

At Summit Learning Trust, we aim for all our staff to feel valued, supported and encouraged to perform at their very best, whatever their position. We want colleagues to understand the interdependence of all roles and to positively challenge themselves and each other to achieve the best we can for the children in our care. We promote radical candour and honest conversations. We strive to encourage curiosity in all staff, developing an eagerness to seek out the best in education and support service practice.

## 2. Aims

- 2.1 The overriding aim of PM in our Trust is to encourage and stimulate the best performance from all colleagues, no matter their role in the Trust.
- 2.2 PM will be a means of supporting all leaders to deliver their strategic aims for academy improvement and to raise standards in all areas.
- 2.3 PM processes will provide opportunities for all staff to reflect on, develop and discuss their practice in a supportive, professionally expert environment.
- 2.4 Processes for addressing underperformance are already suitably and adequately provided in the Trust capability policy, and through informal and formal support plans. PM will be used as a tool for continuous improvement.
- 2.5 All leaders will create a culture of high challenge and low-threat accountability through their use of radical candour, honest conversations and proactive intervention.
- 2.6 To free colleagues up to concentrate on self- and mutual improvement, PM will be de-coupled from pay. Summit Learning Trust will not operate performance related pay from September 2020. All staff, **other than those on an informal or formal support plan**, will receive an incremental annual pay rise within their pay scale in addition to the cost of living rise agreed by the government.

## 3. Rationale

- 3.1 Currently, there is little evidence that Performance Related Pay (PRP) works to raise school standards, pupil achievement. As importantly, there is no evidence that PRP raises the quality of teaching, leadership or staff motivation. Where the focus is on pay progression rather than the link to appropriate and developmental professional learning and opportunities, standards stall.
- 3.2 The Education Endowment Foundation says that the average impact of performance pay schemes was “just above zero months’ progress”. (*Schools Week 19/10/19*)
- 3.3 Several high-performing schools and Trusts have moved away from PRP and seen continuation of high standards and outcomes, as well as positive publicity and recruitment advantages.
- 3.4 Academy cultures will shift universally to one of aspiration with staff taking a more proactive role in their own improvement.
- 3.5 Significant amounts of leadership time are spent on checking and measuring progress of individuals to numerical targets. Where teachers take over a class mid-year, or share a class this is almost impossible to do accurately. This time will be better spent on focusing on improvement towards high level standards across the board.
- 3.6 Leaders will focus more acutely and robustly on any colleagues not meeting standards and requiring informal or formal capability support.

## 4. Standards

- 4.1 Summit Learning Trust aims to recruit and grow the best leaders, teachers and staff. We have the highest expectations of staff performance.
- 4.2 We will benchmark performance against nationally agreed standards where possible, such as the National Standards for Excellence for Headteachers, the National Teaching Standards, and the ISBL standards for Business leaders.
- 4.3 We will augment these by additional internal standards, such as the Quality of Teaching Matrices, drafted in consultation with leaders and staff.
- 4.4 All Summit Standards will have a 4 point progression scale to support development, professional learning provision, and improvement, and to map expertise and talent across academies and the Trust at all levels.

## 5. Process

- 5.1 All staff are entitled to scheduled, focused discussions about their performance, in addition to ongoing conversations throughout the year.
- 5.2 The first annual **autumn** PR meeting with a line manager should review strengths and areas for development based on an honest self- and line manager assessment against the appropriate standards. From the ensuing discussion, and with reference to the Summit Standards, **three** developmental

improvement targets should be set for the remainder of the academic year. Targets should be linked to professional and personal improvement, and to the role of the reviewee in improving the academy to the next designation.

- 5.3 It is the responsibility of the reviewee to gather evidence during the year of their improvement and development in target areas, and to demonstrate the impact of their work on reaching the next Summit Standards level. It is also their responsibility to seek out training and support, and to read widely to support their improvement.
- 5.4 It is the responsibility of the line manager to provide support, encouragement and challenge throughout the year. The line manager should signpost appropriate training and development opportunities, and should ensure that the reviewee takes advantage of chances to explore expertise internal and external to the Trust. Line managers should flag up particular successes to Academy Leaders so that these can be shared and celebrated.
- 5.5 The second **spring** PR meeting should review progress towards targets, and offer any appropriate challenge and support.
- 5.6 Regular and systematic leadership monitoring of overall academy, leadership and teaching standards will flag up any colleagues who are not meeting requirements, and who may require informal or formal intervention as per the Trust capability policy. Once a colleague is placed on informal or formal support, the PR process will pause, and automatic payment increments will stop for the duration of the process or that academic year. For example, if a colleague is placed on informal or formal support in December, they will be unlikely to receive an increment the following autumn. The exception to this would be a dramatic improvement in performance against the relevant standards.