



## Summit Learning Trust

# Performance Review for Teaching Staff Policy

<b>Approved by:</b>	HR & Resource Committee	<b>Date:</b> October 2018
<b>Last reviewed on:</b>	November 2018	
<b>Next review due by:</b>	November 2020	

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## 1. Rationale

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers in the Trust. It outlines the standards expected of teachers and sets out the transition arrangements that will apply when teachers fall below the levels of competence that are expected of them.

This policy also provides guidance on the performance review process and relevant timescales for Executive Trust members together with School Principals

## 2. Application of the Policy

The policy applies to all teachers, Executive Trust Members and Principals employed by the Trust, except those on contracts of less than one term and those undergoing induction (i.e. NQTs).

## 3. Performance Review

Performance Review at Trust Schools will be a supportive and developmental process designed to ensure that all staff have the skills and support they need to carry out their role effectively. It will help to ensure that all staff are able to continue to improve their professional practice and to develop in their role.

## 4. Policy Statement

The performance review period will run for twelve months:  
From August to August for the CEO and School Improvement Directors (SIDs). From September to September for Principals and from October to October for Executive Directors. The process will run from October to October for all other teachers.

Staff employed on a fixed term contract of less than one year will have their performance managed in accordance with the principles underpinning this policy. The length of the period will be determined by the duration of their contract.

## 5. Appointing Reviewers

At Executive and School Principal and leadership levels, the performance and review process is taken in the order as outlined in **Appendix 1**.

The task of reviewing the CEO, including the setting of objectives, will be conducted by the Chair and Vice Chair of the Trustee Board following consultation with the external adviser.

The Principal will decide who will review all other staff. The appointment of reviewers will be typically based on the line management structure for staff. Reviewers for teaching staff must have QTS. In exceptional circumstances, where the member of staff is of the opinion that the person to whom the Principal has delegated the reviewer's duties is unsuitable for professional reasons, s/he may submit a written request to the Principal for that reviewer to be replaced, stating reasons. All reviewers will have access to appropriate support and development in the role.

Where it becomes apparent that the reviewer will be absent for the majority of the review cycle or is unsuitable for professional reasons the Principal may conduct the review instead or delegate the duty in its entirety to an appropriate member of staff. Where this member of staff is not the reviewee's line manager the member of staff will have an equivalent or higher status in the staffing structure as the member of staff's line manager.

Although there is no limit on the number of reviews that any reviewer can undertake in a cycle, wherever possible this will be limited to six.

## 6. Setting Objectives

Trust priorities will be circulated to all staff once agreed by the Board in September. These will have been informed by, and inform school priorities.

The Principal's objectives will be set by the SIDs, following discussions with the CEO and the Chair of the Local Governing Body (LGB) and will be linked to the Trust objectives.

Principals and Senior leaders should identify an agreed area of expertise, consider the Trust priorities, and agree a Trust-wide target that will make a contribution to the Trust's development and improvement.

Objectives for each member of staff will be set before or as soon as practicable after, the start of each review period. See **Appendix 2** for the recording form for Performance Management objectives.

## 7. All teachers will have three Objectives:

- Objective 1 – Professional Practice: related to the quality of teaching
- Objective 2 – Professional Outcomes: related to pupil progress/outcomes
- Objective 3 – Professional Development: related to an aspect of the individuals training/developmental needs.

In addition, teachers will be expected to demonstrate exemplary professional relationships and conduct in line with the expectations laid out in the Teachers' Standards.

The objectives set for each member of staff will be specific, measurable, achievable, realistic and time-bound. The reviewer and reviewee will seek to agree the objectives, but, if that is not possible, the reviewer will determine the objectives. Objectives may be revised if circumstances change that are beyond the control of the reviewee/reviewer.

The objectives agreed with each reviewee will, if achieved, enable the reviewee to make a contribution to the ongoing improvement of their school and the education of all students as well as to his/her own individual continuing professional development. This will be ensured by, amongst other things, quality assuring all objectives against the Academy improvement plan.

The Principal will need to consider whether certain teachers should also be assessed against other sets of standards published by the Secretary of State that are relevant to them, e.g. Leadership

## 8. Reviewing Performance

All members of staff should expect to have their performance of their duties and responsibilities observed and assessed during each review cycle. This process will include reviewing evidence e.g. student achievement data; lesson observations; scrutiny of students' work etc.

Teachers will have their classroom practice observed as part of the review process. The Trust believes that observation of classroom practice and other responsibilities is important, both as a way of assessing teachers' performance in order to identify any particular strengths and areas for development they may have, and of gaining useful information which can inform school improvement more generally.

All observation will be carried out in a supportive fashion. See **Appendix 3** (for Lesson Observation Protocol)

## 9. Development and Support

The review process is a supportive one, that will be used to inform continuing professional development. The Trust expects all members of staff to take responsibility for improving their professional practice through appropriate professional development. Professional development will be linked to Academy improvement priorities and to the ongoing professional development needs and priorities of individual members of staff.

## 10. Feedback

All staff will receive constructive and honest feedback on their performance throughout the year. Reviewers have a duty to be supportive and direct in their feedback, and to challenge poor performance appropriately.

Feedback will highlight strengths as well as areas that require attention. Where there are concerns about any aspects of a member of staff's performance the reviewer will meet the member of staff formally to:

- give feedback to the member of staff about the nature and seriousness of the concerns;
- give the member of staff the opportunity to comment and discuss the concerns;
- agree any support (e.g. coaching, mentoring, work shadowing, structured observations in the case of teachers) that will be provided to help address the specific concerns; this will be detailed in a personalised support plan.
- make clear how, and by when, the reviewer will review progress;
- if necessary, revise objectives made in the initial reviewer meeting and allow sufficient time for improvement;
- explain the implications and process if no, or insufficient, improvement is made.

When progress is reviewed, if the reviewer is satisfied that the member of staff has made, or is making sufficient improvement, the reviewer process will continue as normal, with any remaining issues continuing to be addressed through that process.

## 11. Transition to Capability

If the reviewer is not satisfied with progress, **following consultation with their Principal or line manager**, the member of staff will be notified in writing that the review system will no longer apply and that their performance will be managed under the Capability procedure, and will be invited to a formal capability meeting. The capability procedures will be conducted as detailed in the Summit Learning Trust Capability Policy. **Appendix 4** is a Support Plan Template which can be used as part of the capability process.

## 12. Annual Assessment

Each member of staff's performance will be formally assessed in respect of each review period. In assessing the performance of the Principals, the SIDs should consult with the CEO and Chair of the LGB where appropriate. In addition to the formal Annual Assessment, all colleagues will have an Interim Review half way through the school year, to check progress towards targets.

Assessment of successful performance will be based on evidence about the impact on standards over the year. If learners' progress and achievement, or behaviour/attendance (and/or other key metrics in set in PR targets) have not improved as well as they should have, it is unlikely that increments will be awarded in line with the Trust's Pay Policy for Teachers. Increments are not automatic. At the same time, it is very important to ensure that effort and diligence are rewarded. It is crucial, therefore, that colleagues spend time considering what evidence of the impact of their work they will present at the PR meeting. Reviewers will prepare for the PR meetings by evaluating what they consider to have been successful and the evidence of impact from their perspective.

This assessment is the end point to the annual review process but performance and development priorities will be reviewed and addressed on a regular basis throughout the year.

Members of staff will meet with their reviewer at the end of the cycle to discuss their overall performance. The reviewee should provide evidence for the meeting in order to identify the level of performance achieved. A summary of performance will be agreed and a written record produced which includes:

- details of the individual's objectives for the review period in question;

- an assessment of the individual's performance of their role and responsibilities against their objectives and the relevant standards;
- an assessment of the individual's training and development needs and identification of any action that should be taken to address them;
- a recommendation on pay, where relevant in line with the Trusts Pay Policy and taking account of the **PROFESSIONAL SKILLS LEVEL DESCRIPTORS** as set out in **Appendix 5**

### **13. GENERAL PRINCIPLES UNDERLYING THE POLICY**

#### **Confidentiality**

The performance review process will be treated with confidentiality.

Where the Principal has delegated the responsibility for performance reviews to other members of staff – then the role of the Senior Leadership Team will be one of moderation/quality assurance.

The Principal will also be made aware of any pay recommendations that have been made in order to carry out effective moderation of judgements.

#### **Consistency of Treatment and Fairness**

The Trust is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.

#### **Monitoring and Evaluation**

The Trust and Principal will monitor the operation and effectiveness of the Academy's performance review arrangements.

#### **Retention of Records**

The Principal will ensure that all written performance review records are retained in a secure place for six years and then destroyed.

#### **Appeals**

All staff may choose to exercise an individual right of appeal against the implementation/operation of the Trust's Performance Review Policy and this would be via the Trust's Grievance Procedure.

Reviewee	Performance Reviewer	Performance Review	Process
<b>CEO</b>	Chair of the Board Vice Chair of the Board 1 Trustee (education background where possible) <b>External Review moderation and support</b>	August 2018	<ul style="list-style-type: none"> <li>Reviewers and external moderator receive self-review and evidence paperwork at least 1 week prior to the review.</li> <li>Reviewers meet with external moderator prior to the review to ensure impartial assessment of the self-review and evidence, including 360 review and mid-term review notes, and to ensure considered decisions about the extent to which targets have been met.</li> <li>Review leads to assessment of salary and meeting with the Remuneration Committee for ratification</li> <li>Targets agreed and signed off by Remuneration Committee and Board</li> </ul>
<b>SIDs</b>	CEO Trustee (linked to secondary/primary)	August 2018	<ul style="list-style-type: none"> <li>CEO and Trustee receives self-review and evidence paperwork at least 1 week prior to review.</li> <li>Reviewer completes evaluation of performance including 360 review and mid-term review notes.</li> <li>In review meeting, Reviewer, Trustee and SID discuss performance and evidence and agree to what extent objectives have been met.</li> <li>Recommendations on salary made to the Remuneration Committee and signed off by them. Targets agreed and signed off by CEO; shared with the Board</li> </ul>
<b>Executive</b>	CEO Chair of Finance Chair of Personnel Vice Chair of the Board	September 2018	<ul style="list-style-type: none"> <li>CEO and Trustee receive self-review and evidence paperwork at least 1 week prior to review.</li> <li>Reviewer completes evaluation of performance including 360 review and mid-term review notes.</li> <li>In review meeting, Reviewer, Trustee and Director discuss performance and evidence and agree to what extent objectives have been met.</li> <li>Recommendations on salary made to the Remuneration Committee and signed off by them. Targets agreed and signed off by CEO; shared with the Board</li> </ul>
<b>Core Team</b>	CEO (Maths lead/Trust SENDCO/Teaching School Director) SIDs Executive Directors (as appropriate)	Early October 2018	<ul style="list-style-type: none"> <li>Reviewer receives self-evaluation and evidence paperwork at least a week prior to the review meeting.</li> <li>Reviewer completes evaluation of Reviewees' work, receiving feedback from relevant colleagues, including 360 review where applicable and mid-term review notes.</li> <li>CEO ratifies assessment of salary</li> <li>Targets set and shared with Executive Team</li> </ul>
<b>Principals</b>	SID Feedback from Chair of AC (2018; Chair of LGB 2019)	September 2018	<ul style="list-style-type: none"> <li>SID and CEO receive self-evaluation and evidence paperwork at least a week prior to the review meeting.</li> <li>SID completes evaluation of Principal's work, receiving feedback from Chair of LGB, including 360 review and mid-term review notes.</li> <li>SID reviews outcomes data and agrees school outcomes targets for the year – these to be used in the outcomes section of the Principal's Professional Targets.</li> <li>SID leads review meeting (with Chair of LGB from September 2019)</li> <li>Targets agreed with Principal and shared with the Chair of the LGB</li> <li>CEO to sample review meetings (September 2018)</li> <li>SID meets with CEO to discuss and ratify review and</li> </ul>

			assessment of salary and targets for the year
<b>Vice Principals</b>	Principal SID (if required, and to sample 2018)	September 2018	<ul style="list-style-type: none"> <li>• Principal (and SID) receive self-evaluation and evidence paperwork at least a week prior to the review meeting.</li> <li>• Principal completes evaluation of VP's work, including 360 review and mid-term review notes.</li> <li>• School outcomes targets for the year to be considered in the outcomes section of the VP's Professional Targets.</li> <li>• Targets agreed with VP</li> <li>• Targets moderated with other Principals and the SID; ratified by the SID</li> <li>• Agreed targets shared with the Chair of the LGB</li> </ul>
<b>Assistant Principals</b>	Principal Line managing VP	Late September 2018	<ul style="list-style-type: none"> <li>• Principal and VP receive self-evaluation and evidence paperwork at least a week prior to the review meeting.</li> <li>• Principal completes evaluation of AP's work, including 360 review and mid-term review notes.</li> <li>• School outcomes targets for the year to be considered in the outcomes section of the AP's Professional Targets.</li> <li>• Targets agreed with AP</li> <li>• Targets sample-moderated with other Principals and the SID</li> <li>• Targets ratified by the SID</li> </ul>

## Exemplar for recording Performance Management objectives

## Appendix 2

Name:

Job Title:

Main responsibilities:

Performance objectives for 20xx/20xx

	Performance Criteria	Evidence	Met/not met
Professional Outcomes: Objective 1	•	•	•
Professional Practice: Objective 2	•	•	•
Professional Development: Objective 3	•	•	•
4 Professional Relationships:	<ul style="list-style-type: none"> <li>• make a positive contribution to the wider life and ethos of the school</li> <li>• develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</li> <li>• deploy support staff effectively</li> <li>• take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</li> <li>• communicate effectively with parents with regard to pupils' achievements and well-being.</li> </ul>	•	•
5 Professional Conduct:	<ul style="list-style-type: none"> <li>• Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by: o treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position</li> <li>• having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions</li> <li>• showing tolerance of and respect for the rights of others</li> <li>• not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs</li> <li>• ensuring that personal beliefs are not expressed in ways which exploit</li> </ul>	•	•

	<ul style="list-style-type: none"> <li>pupils' vulnerability or might lead them to break the law.</li> <li>Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.</li> <li>Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities</li> </ul>		
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**Development and training required to support achievement of objectives:**

Post holder: \_\_\_\_\_ date: \_\_\_\_ / \_\_\_\_ /201      Reviewer: \_\_\_\_\_ date: \_\_\_\_ / \_\_\_\_ /201

**Performance review for 20xx/20xx**

**Reviewer's evaluation – extent to which criteria have been met for the objectives set**

Objectives:

- 1.
- 2.
- 3.
4. Professional Relationships
5. Professional Conduct

Overall comment:

**Recommendation on pay progression (where appropriate)** Reviewer's pay progression recommendation, taking into account the relevant criteria within the school Pay Policy: (delete as appropriate). Based on the outcomes of the performance review above, pay progression on the relevant spine **is recommended/ not recommended**

Post holder: \_\_\_\_\_ date: \_\_\_\_ / \_\_\_\_ /201      Reviewer: \_\_\_\_\_ date: \_\_\_\_ / \_\_\_\_ /201

## Appendix 3 Exemplar for Lesson Observation Protocol

### Lesson Observation Protocol

- Teachers' performance will be regularly observed. The amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the school.
- Classroom observations will only be carried out by those with QTS. In practice this means that formal observations will be carried out by a teacher's line manager or a member of the leadership team.
- Formal observations will be identified and arranged with at least five working days' advance notice.
- Formal Observations will include a judgement about the quality of Learning and Teaching and provide formal feedback to the teacher both verbally and in writing.
- Staff involved in formal observations will be trained and experienced in lesson observation and the provision of developmental feedback.
- In some cases, formal lesson observations will be carried out by pairs of staff as part of that developmental process.
- Informal lesson observations will not have a judgement made and may only offer verbal feedback.
- Observations that have been planned as part of the performance review cycle should have a focus on areas of development agreed at the objective setting meeting. Any other formal lesson observations should have the focus for the observation made clear to the teacher.
- Lesson observations which are judged formally for the purposes of monitoring the standards of teaching and learning may be used by the reviewer for the purposes of performance reviews, as long as they provide evidence to support the agreed objectives.
- A standard lesson observation record will be used for all formal lesson observations based on the relevant OfSTED framework.
- For all lessons which are observed formally the teacher will provide a lesson plan and details of the teaching group, identifying student groups such as SEND, FSM, LAC and G&T and their progress to date.
- Verbal feedback for a lesson should be given within two working days of the observation at a mutually convenient time and a written copy of the lesson observation record given to the teacher within five working days.
- The written documentation of formal lesson observations will be retained by the Principal.
- In addition to formal observation, the Principal, members of the leadership team or other leaders may 'drop in' in order to evaluate the standards of teaching and learning and to check that high standards of professional performance are established and maintained. The frequency of 'drop in' observations will vary depending on specific circumstances and "drop-in" observations will not usually exceed 10 minutes in length.

## Appendix 4 Support Plan Template

### SUPPORT PLAN

Employee: \_\_\_\_\_

Date: \_\_\_\_\_

AREAS OF CONCERN/ REASONS	MEASURES/ ACTIONS AGREED	OUTCOMES AGREED (with dates)	SOURCES OF SUPPORT/ ASSISTANCE

Date of support plan review meeting:

Signed: \_\_\_\_\_ (employee)

Signed: \_\_\_\_\_ (line manager)

Date:

Date:

### Appendix 5 Professional skills level descriptors (must be used by all Trust Schools as criteria for salary progression)

Professional Area	Relevant Standards	Band 1 TEACHER			Band 2 ACCOMPLISHED TEACHER			Band 3 EXPERT TEACHER		
		M1	M2	M3	M4	M5	M6	U1	U2	U3
PROFESSIONAL PRACTICE	1.1(1);1.2(2,3,5) 1.3 (1,3) 1.4(1,2,3) 1.5 all  1.6 (1) 1.7 (1,2,3) 1.8 (3) 2.1 (2,4) Preamble	Many – but not all – aspects of teaching over time are good			All aspects of teaching over time are good			Many aspects of teaching over time are outstanding		
PROFESSIONAL OUTCOMES	1.1(2) 1.2(1,2,3) 1.5(1) 1.6 (3,4) Preamble	With appropriate additional support, most pupils progress in line with school expectations			Most pupils progress in line with school expectations without additional support			Significant numbers of pupils exceed school expectations		
PROFESSIONAL RELATIONSHIPS	1.1(1) 1.6(4) 1.7(4) 1.8(2,3,5) 2.1 (1,3,4) Preamble	Positive working relationships established with pupils, colleagues and parents			These working relationships result in good progress by all groups of pupils and productive sharing of professional practice with others.			Working relationships with colleagues are characterised by an enthusiastic commitment to helping them overcome professional challenges		
PROFESSIONAL DEVELOPMENT	1.2(4,5) 1.3(1,2,4,5) 1.4(5) 1.5(2,3,4) 1.6(1) 1.8(4) 2.1(2) 2.3 Preamble	Develops professional practice in line with advice from more experienced colleagues			Takes a proactive role in identifying areas for professional development, accessing advice and adapting practice			Proactively leads the professional development of others in a way which leads to improved outcomes for pupils		
PROFESSIONAL CONDUCT	1.1(3) 1.7(1) 1.8(1) 2.1(all) 2.2 2.3 Preamble	Meets the standards for professional conduct set out in the Teachers' Standards			Meets the standards for professional conduct set out in the Teachers' Standards			Meets the standards for professional conduct set out in the Teachers' Standards		