



## **RAINE'S FOUNDATION SCHOOL**

A Voluntary Aided Church of England School

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“Achieving Excellence by Unlocking Potential”

# **PERFORMANCE MANAGEMENT AND DETERMINATION OF SALARY OF THE HEAD TEACHER, DEPUTY AND ASSISTANT HEAD TEACHERS POLICY**

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers and the Head teacher. The policy supports the development of teachers and the Head teacher within the context of the school's strategic plan and their own professional needs. It also assists with determining the salaries of members of the Senior Leadership Team. The policy should be read in conjunction with the school's Appraisal and Pay Policies.

## **Application of the Policy**

The policy applies to the Head teacher and to all teachers employed by the school except:

- Teachers on contracts of less than one term
- Those undergoing induction (i.e. NQTs); or
- Those who are the subject of capability procedures

## **Purpose**

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers and the Head teacher. The policy supports the development of teachers and the Head teacher within the context of the school's strategic plan and their own professional needs. It also assists with determining the salaries of members of the Senior Leadership Team. The policy should be read in conjunction with the school's Appraisal and Pay Policies.

Where teachers are eligible for pay progression, the assessment of performance throughout the cycle against the performance criteria specified in the annual statement will be the basis on which the recommendation is made by the reviewer.

## **Link to School Improvement, School Self-Evaluation and School Development Planning**

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 strategic 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 the reviewees' professional aspirations.

### *Fairness, Consistency of Treatment and Quality Assurance*

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.

The Head teacher 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 Head teacher 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 and the regulations and requirements of equality legislation

The Governing Body will nominate the Chair of the Governing Body (who will not be involved in the Head teacher's performance management), for any appeal regarding the Head teacher's performance management and to ensure that the Head teacher's planning statement is consistent with the school's improvement policies and complies with the school's performance management policy and current legislation.

The Governing Body will review the quality assurance process when the performance policy is reviewed.

## **Objective setting**

The objectives set will be rigorous, challenging and achievable, time-bound, fair and equitable in relation to teachers with similar roles/responsibilities and experience. In setting the objectives, the reviewer will

- Have regard to what can reasonably be expected of any teacher in the context of their roles, responsibilities and experience.
- Take account of 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.
- Take account of the teacher's professional aspirations and any relevant pay progression criteria.

The objectives 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 objectives, but where a joint determination cannot be made the reviewer will make the determination.

Teachers, including the Head teacher, will not necessarily all have the same number of objectives. The actual number will be determined by the weight and challenge of the objectives set for individual teachers.

It would be appropriate for those teachers with financial responsibility within the school to agree an objective which included financial management issues.

Though performance management is an assessment of overall performance of teachers and the Head teacher, 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 amendments to the statement which may be necessary in accordance with the provisions of the regulations, have been carried out satisfactorily.

## **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 occasion 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 is 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**

Teachers and Head teachers 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.

## **Confidentiality**

The performance management process and the statement generated under it will be treated with strict confidentiality at all times. Other than the Head teacher, 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. This will be done upon request and only where this is necessary to enable the line manager to discharge her/his line management responsibilities. Reviewees will be consulted on requests for access to statements in the context of this policy.

## **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 statements.

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.

An account of the training and development needs of teachers in general, including the instances where it did not prove possible to provide any agreed CPD, will form part of the Head teacher's annual report to the Governing Body about the operation of performance management in the school.

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:

- The CPD identified is essential for a reviewee to meet their objectives.
- 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 Head teacher**

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

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

An appropriate external adviser will provide the Governing Body with advice and support in relation to the management and review of the performance of the Head teacher.

### **Appointment of Reviewers for the Teachers**

In the case where the Head teacher is not the teacher's line manager, the Head teacher may delegate the duties of a reviewer to the teacher's line manager. In this

school the Head teacher has decided that he will be the reviewer for those teachers he directly line manages and will delegate the role of reviewer, in its entirety, to the relevant line managers, or their delegated representatives, for some or all other teachers.

Where a teacher has more than one line manager the Head teacher 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 Head teacher has delegated the reviewer's duties is unsuitable for professional reasons, s/he may submit a written request to the Head teacher 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 Head teacher may perform the duties himself or delegate them 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.

All line managers to whom the Head teacher 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 Head teachers by 31 December.

The performance management cycle in this school, therefore, will run from 1 November to 31 October for teachers and from 1 January to 31 December for the Head teacher.

Teachers who are employed on fixed term contracts 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 Head teacher or, in the case where the teacher is the Head teacher, the Governing Body, shall determine the length of the first cycle for that teacher, with a view to bringing his/her 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 Head teacher or, in the case where the teacher is the Head teacher, 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 six years.

## **Monitoring and Evaluation**

The Governing Body has delegated responsibility for monitoring the operation and outcomes of performance management arrangements to the governors' Staffing Committee.

The Head teacher 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 an individual to be identified. The report will include:

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



The Governing Body is committed to ensuring that the performance management process is fair and non-discriminatory. It is committed to investigating any evidence which suggests inequalities in the application of performance management or consequent decisions on the allocation of professional development provision or pay determination.

The Head teacher will report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination.

## **Review of the Policy**

The Governing Body's Policy Review Committee will review the performance management policy in line with other school policy reviews.

The Governing Body will take account of the Head teacher'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.

All new teachers who join the school will be briefed on the school's performance management arrangements as part of their introduction to the school.

## **Access to Documentation**

All teachers will be provided with access to the school's strategic plan and selfevaluation form.

## **Classroom Observation Protocol**

All classroom observation will be undertaken in accordance with the performance management regulations and the classroom observation protocol that is appended to this policy in Annex 1.

## **Annex 1: Classroom Observation Protocol**

## **Annex 2: Review and Planning Statement**

## **Annex 3: Performance Management Additional Guidance**

## **Annex 4: Classroom Observation: Additional Guidance, Lesson Plan, Lesson Observation Record, and Guidance for Judgements**

## **Annex 5: Policy on the Performance Review of Head teacher, Deputy and Assistant Head teachers and Determination of Salary**

## **Annex 6: Appeals Procedure**

### **ANNEX 1: CLASSROOM OBSERVATION PROTOCOL**

The Governing Body is committed to ensuring that classroom observation is developmental and supportive and that those involved in the process will:

- Carry out the role with professionalism, integrity and courtesy.
- Evaluate objectively.
- Report accurately and fairly.
- Respect the confidentiality of the information gained.

The total period for classroom observation arranged for any teacher will not exceed three (3) hours per cycle having regard to the individual circumstances of the teacher. The amount of observation for each teacher should reflect and be proportionate to the needs of the individual.

The arrangements for classroom observation will be included in the planning and review statement and will include the amount of observation, and specify:

- Its primary purpose.
- Any particular aspects of the teacher's performance which will be assessed.
- The duration of the observation.
- When the observation will take place.
- Who will conduct the observation.

Where evidence emerges about the reviewee's teaching performance which gives rise to concern during the cycle, classroom observations may be arranged in addition to those recorded at the beginning of the cycle subject to a revision meeting being held in accordance with the regulations.

Information gathered during the observation will be used, as appropriate, for a variety of purposes including informing school self-evaluation and school improvement strategies in accordance with the school's commitment to streamlining data collection and minimising bureaucracy and workload burdens on staff.

In keeping with the commitment to supportive and developmental classroom observation those being observed will be notified at least five (5) working days in advance.

Classroom observations will only be undertaken by persons with qualified teacher status. In addition, classroom observation will only be undertaken by those who have had adequate preparation and have appropriate professional skills to undertake observation and to provide constructive oral and written feedback and support, in the context of professional dialogue between colleagues.

Oral feedback will be given as soon as possible after the observation, normally immediately and no later than the next working day. It will be given in a suitable, private environment.

Written feedback will be provided within five (5) working days of the observation taking place. If issues emerged from an observation that were not part of the focus of the observation as recorded in the planning and review statement these should also be covered in the written feedback and the appropriate action taken in accordance with the regulations and guidance.

The written record of feedback will include the date on which the observation took place, the lesson observed and the length of the observation. The reviewee will be able to append written comments to the feedback document. No written notes in addition to the written feedback will be kept.

Teachers will have access to all written accounts of the observations of their lessons.

The Head teacher has a duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained. Clearly the performance management arrangements are integral to fulfilling this duty. However, in addition to the observations being undertaken for the purposes of performance management, the Head teacher may exercise his right to “drop in” to inform their monitoring of the quality of learning.

In this school, “drop ins” will be undertaken by the Head teacher supported by the appropriate and designated members of the senior and middle management teams.

“Drop ins” will only inform the performance management process where evidence arises which merits the revision of the performance management planning statement, in accordance with the provisions of the regulations.

**ANNEX 2: REVIEW AND PLANNING STATEMENT**

**CONFIDENTIAL**

<b>Reviewee's Name:</b>	<b>Date of Review Meeting:</b>
<b>Reviewer's Name:</b>	

**Assessment of Performance for the Performance Management Cycle just ended:** In evaluating progress against the specific management objectives, main achievements, particular strengths and further developments should be noted:

**Other factors in Consideration of Overall Performance:** In evaluating progress against the specific performance management objectives agreed a year ago, the following factors are noted:

**Recommendations for Pay Progression (where reviewee is eligible):**

**Reviewee's comments:**

Signed: (Reviewee)

Signed: (Reviewer) Date:

**Performance Management: Planning Record**

**CONFIDENTIAL**

<b>Reviewee's Name:</b>	<b>Reviewer's Name</b>	<b>Date of Meeting:</b>		
Objective:	Success criteria and timescale for completion	Extent, pattern and focus of planned classroom observations	Other Evidence	Support
Objective:	Success criteria and timescale for completion	Extent, pattern and focus of planned classroom observations	Other Evidence	Support
Objective:	Success criteria and timescale for completion	Extent, pattern and focus of planned classroom observations	Other Evidence	Support



**Performance Management: Planning Statement (continued)**

**Additional Notes:**

**Reviewee's comments:**

Signed: (Reviewee)

Signed: (Reviewer)



Date:

**Training and Development Annex**

(A copy of this Annex should be passed to Mr Rob Hullett)

**CONFIDENTIAL**

<b>Reviewee's Name:</b>	<b>Reviewer's Name:</b>
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<b>Training and Development Needs:</b>
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<b>Action to be Taken:</b>
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<b>Reviewee's comments:</b>
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Signed: (Reviewee)

Signed: (Reviewer)

Date:

## **ANNEX 3: PERFORMANCE MANAGEMENT: ADDITIONAL GUIDANCE**

### **Key Elements of the Performance Management (PM) Process**

Implemented effectively, the performance management (PM) process should provide a proper opportunity for teachers for professional discussions with their reviewers about their work and their professional development. The key elements of the PM process are:

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

It is a “Plan, Do, Review” model.

The school’s PM management policy is designed to:

- Improve teacher morale and motivation;
- Lead to an entitlement to professional development according to needs; ○ Be seen by staff as enabling;
- Encourage the development of confident and professional judgements amongst teachers;
- Increase teachers’ participation in decision-making and developing a sense of control over their own work;
- Identify the resources and facilities needed to support teachers; ○ Be manageable; and
- Have regard to the necessity of achieving a work/life balance for all teachers in respect of all aspects of the performance management process.

It is hoped, thereby, that the policy will create:

- An atmosphere of trust between teachers, reviewers and the Head teacher; and ○ A proper opportunity for teachers for professional discussion with their reviewers about their work and their professional development.

The PM process is at heart a professional dialogue and both parties should be ready to engage fully in the process.

### **Preparing for the Planning and Review Meeting – Reviewees**

Reviewees should play an active part in the meeting, making sure they put forward their views about their performance and future development. They should prepare properly for the meeting and ensure that they have copies of any relevant documentation/evidence, and written feedback from classroom observations.

#### *For the Review of the Last Cycle*

The reviewee should have reflected on:

- His/her achievement in the cycle and the progress made against the agreed performance (success) criteria.
- The impact of any CPD undertaken. ○ Any issues relating to support that had been promised.

The reviewee should consider:

- What s/he would like to achieve in the next cycle, taking account as appropriate of whole school, department and/or year group development priorities. ○ As a backdrop to the discussion, the standards which apply to their current career stage and those to which they might progress, and the pay progression criteria in the School Teachers' Pay and Conditions Document (STPCD) (if eligible).
- Any professional development needed.
- His/her professional or career aspirations.

Self-evaluation has an important part to play in the process. However, there is no requirement for the reviewee to provide written input on their reflections, although a selfreview pro-forma is available in the "Performance Management" pack for those staff who find it helpful to record their thoughts.

### **Preparing for the Planning and Review Meeting – Reviewers**

#### *For the Review of the Last Cycle*

The reviewer should:

- Ensure that all the relevant contextual documentation is available for the meeting and has been shared with the reviewee. The documentation should include:
  - A copy of the revised professional standards.
  - The pay progression criteria in the STPCD, including clarification of the application of the criteria (if the teacher is eligible for progression).
  - The reviewee's job description.
  - The school's improvement priorities. ○ Check the planning element of the planning and review statement and that all elements have been addressed. *In*

#### *Preparing for the Next Cycle*

The reviewer should:

- Consider the improvement objectives of the school and the relevant Key Stage or curriculum area(s) and how these may be relevant to planning with the reviewee. ○ Ensure they are familiar with the standards which form the backdrop to the reviewee's current career stage and those appropriate to the reviewee's next career stage, and the relevant criteria for pay progression set out in the STPCD.
- Ensure they have consulted with relevant third parties with direct professional knowledge of the reviewee, about possible objectives for the next review cycle, performance criteria, evidence arrangements for collecting it and support to be provided to the teacher.

- Where the reviewee works for more than one line manager, consult other line managers in advance of the planning and review meeting about the issues to be explored in the next cycle.

### **The Planning and Review Meeting**

The review of the previous year's performance and the planning for the following cycle would usually take place at the same meeting in that order.

The reviewer and reviewee should schedule the planning and review meeting as far in advance as possible. The reviewer and reviewee should confirm that the scheduled meeting is taking place as planned at least five (5) working days in advance. If the review meeting cannot take place as planned, a new date and time should be scheduled with at least five (5) working days' notice.

The reviewer and reviewee should ensure they set aside sufficient directed time for the meeting. An hour should be sufficient in most cases. Lunchtimes and PPA time should not be used for this purpose.

#### *Planning*

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. ○ How many hours. ○ The duration of visits. ○ The pattern of visits. ○ The focus of the observations. ○ 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). ○ Any CPD provision.
- Timescales for the achievement of objectives and within which support will be provided. ○ 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.

#### *Objectives*

The reviewee's objectives shall be such that, if they are achieved, they will contribute to improving the progress of pupils at the school. The reviewee's objectives should include:

- Any relevant whole-school or team/shared objectives specified in the School Strategic Plan, the School Self-Evaluation Form, Department Development Plan and/or Department Self-Evaluation Form.

- The performance criteria (i.e. what success would look like at the end of the cycle, for instance what the reviewer is expecting to be achieved and what s/he will take into account at the end of the cycle when making a judgement on progress.)
- The evidence that will be used to assess the reviewee's performance against the performance criteria.
- It would be appropriate, for those teachers with financial responsibility within the school, to agree an objective which included financial management issues. ○ Any support (including any CPD to be undertaken) that will be provided to help the reviewee to meet performance criteria. ○ The timescale for the achievement of the objectives.

There is no limit on the number of objectives that should be set/agreed, but this should be reasonable. Three (3) objectives would be the norm, with five (5) as the maximum. The degree of difficulty or challenge entailed in an objective should be taken into account when determining the number in individual cases.

The performance management cycle is annual, but it is possible to set/agree objectives over a longer time span. In such a case, the milestones towards the objective to be achieved during the first year should be recorded in the review statement.

Though an assessment of overall performance needs to be made at the end of the cycle, objectives cannot be expected to cover the full range of a teacher's roles/responsibilities. They should only focus on priorities. They should also reflect the experience and aspirations of the reviewee.

It is most important that reviewees are fully aware from the outset of what is expected of them, the evidence that will be taken into account and the basis on which judgements will be made at the end of the cycle.

It is good practice for the reviewer and the reviewee to agree objectives, but where this cannot be achieved, the reviewer's decision is final. When objectives are imposed, the reviewee will still be expected to do his/her best to make good progress against the objective set.

### *Review*

The review of performance will be conducted under the regulations. The outcomes of the planning meeting held in the Autumn Term should serve as the agenda for the assessment of performance, unless the statement has been amended as a result of a mid-year meeting.

There should be no surprises – any concerns should have been raised during the year as and when they arose.

Judgements of performance should be securely based and firmly rooted in evidence.

At the review meeting, the reviewer and the reviewee should seek to agree an assessment of the progress made towards the achievement of the reviewee's objectives and of his/her overall performance against the performance criteria agreed/set at the beginning of the cycle.

Good progress towards the achievement of a challenging objective should be acknowledged as a creditable achievement. Teachers should not be held accountable for failing to make good progress towards an objective when the support which had been promised has not materialised.

It is important that the impact of any CPD undertaken is assessed.

### **Planning and Review Statement**

The statement is effectively in two parts; the planning component and the assessment of performance. Within five (5) 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 the items set out as bullet points under 'planning' above.
- Include a recommendation pay progression in cases where the reviewee is eligible. (NB: Such recommendations only affect post-threshold teachers, members of the leadership group, and advanced skills teachers. Arrangements for threshold assessment remain the same as before. Progression on the main scale is not performance related – teachers receive an increment unless they are subject to capability procedures).
- Include in the 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 (10) 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 Head and to the reviewee.

A copy of the training and development annex should be given to the Deputy Head teacher responsible for CPD.

### **Mid-Year Review**

There should be a professional dialogue between the reviewer and the reviewee throughout the year as a matter of routine. 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 equality legislation.

In such cases, the reviewer or the reviewee are entitled to ask for a mid-year meeting.

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.

## Self-Review Pro-forma

Self-review for the year ending \_\_\_\_\_

1. What have you achieved in the last year?
2. What progress have you made against the agreed success criteria?
3. What aspects of your work have given you the most satisfaction?
4. What has been the impact of any CPD undertaken?
5. What areas of your work gave you the most concern and why?
6. Have there been any issues relating to the support you were promised?
7. What would you like to achieve in the next Performance Management cycle?
8. Can you identify any professional development needs that will help you to achieve your objectives?
9. What are your professional or career aspirations?



## **ANNEX 4: CLASSROOM OBSERVATION: ADDITIONAL GUIDANCE, LESSON PLAN, LESSON OBSERVATION RECORD, AND GUIDANCE FOR JUDGEMENTS**

Classroom observation is accepted good practice and an important aspect of monitoring and supporting progress, and improving the effectiveness of teaching and learning. All such observation should be supportive and developmental.

Observations should have a clear and agreed focus, but this does not prevent some other issues or concerns that emerge during an observation from being properly addressed.

**There are four stages: planning, collecting evidence, drawing conclusions based on the evidence, and giving feedback.**

**Planning:** In planning observation, the observer should bear in mind that:

- Successful observation requires preparation and a clear understanding on the part of the teacher and team leader of its purpose.
- The nature of the observation will depend on its purpose. To be worthwhile it needs to be structured in a way that enables the observer to focus on areas agreed beforehand.
- The observer should ensure that the lesson proceeds in as normal an atmosphere as possible.

**Collecting Evidence:**

- Before the observation, the observer and teacher should be clear about the context of the lesson, the activities planned and the learning objectives. This should be done either through discussion or from the lesson plan which should be provided to the observer no later than 08.30 hours on the day of the observation.
- It is good practice in lesson observations for the observer to examine student work and ask questions to students in a way that does not disrupt the flow of the lesson. This should be done on the same basis as a work scrutiny in that the sample should look at students who are above average, average and below average for the class. Observers should look for appropriate opportunities in the lesson to talk to the students whose books are being scrutinised about the quality of their work.
- The Raine's Foundation Lesson

Observation Record should be used during the lesson and forms the written feedback/record of the observation.

### **Drawing Conclusions:**

- Each of the six (6) observation criteria on the Lesson Observation Record should be judged using the Guidance for Judgements and given a number corresponding to the Ofsted Framework (1 = outstanding; 2 = good; 3 = satisfactory; 4 = not adequate).
- Conclusions should always be supported by evidence linking the teacher's performance to the impact on student learning and progress.
- Strengths and areas for development should be recorded on the Lesson Observation Record.
- An overall grade for the lesson should be recorded. The two shaded criteria on the Lesson Observation Record – “Student Progress” and “Challenge/Level of Work” are the two key indicators. It is unlikely that the overall grade for the lesson can exceed the average of these two criteria.

### **Giving Feedback:**

- Feedback should summarise the outcome of the observation, any learning points and possible follow-up actions. It is important to focus on one or two strengths and one or two achievable areas for development. The process can be assisted by:
  - Focusing on the learning and progress, and what contributed (or didn't) to the learning and progress.
  - Avoiding ambiguities.
  - Illustrating a point with examples.
  - Allowing time for responses, reflection and dialogue.
  - Listening carefully and acknowledging what the teacher has to say.
- The teacher and observer should discuss the conclusions as soon as possible, with the observer giving full and constructive feedback. The teacher should be given the opportunity to record any comments on the Lesson Observation Record.

**RAINE'S FOUNDATION SCHOOL – LESSON PLAN**

<p><b>Teacher:</b></p> <p><b>Observed by:</b></p> <p><b>Subject:</b></p> <p><b>Date:</b></p>	<p><b>Context of Lesson:</b></p>
<p><b>Teaching Group:</b></p> <p><b>Mixed Ability / Set:</b></p> <p><b>Number in group: Boys =</b></p> <p style="padding-left: 100px;"><b>Girls =</b></p>	<p><b>Teaching Assistant:</b></p> <p><b>SEN:</b></p> <p><b>G &amp; T:</b></p>

**LEARNING OUTCOMES**

**TEACHING →**

**Starter:**

**Main Learning/Teaching Activities:**

**Plenary:**

## **ANNEX 5: POLICY ON THE PERFORMANCE REVIEW OF HEAD TEACHER, DEPUTY AND ASSISTANT HEAD TEACHERS AND DETERMINATION OF SALARY**

### **Purpose**

The objectives of the Head teacher's Performance Review are:

- a. To provide an additional communication link between Governors and members of the Senior Leadership Team, and
- b. On an annual basis, to consider how the school has performed in one academic year and to agree targets for the next.

### **Method**

A panel of up to three (3) Governors under the Chair of the Staffing Committee make up the Head teacher's Performance Review Panel (the Panel) and they have been delegated the task of carrying out the review on behalf of the Governing Body.

The Panel will report the outcome of the review to the full Governing Body. The Head teacher's Performance Review will form part of the school's Annual Review Process and will be carried out in conjunction with the appointed external adviser.

The Head teacher will submit to the Panel the following:

- a. The estimate of performance against the criteria agreed for the academic year coming to an end.
- b. The proposals for criteria for the coming year.
- c. Any changes to the social, economic or cultural background of pupils attending the school.

Within four (4) weeks of submission, the Panel will meet the Head teacher in order to:

- a. Discuss performance in the academic year coming to an end.
- b. Consider any changes to job scope of the Head teacher.
- c. Exchange ideas for the future of the school.
- d. Agree performance criteria for the coming year.

## **Salaries**

Salaries of the Head teacher, Deputy and Assistant Head teachers will be in accordance with the School Teachers' Pay and Conditions Document (STPCD) and within the limits set for Head teachers, Deputies and Assistants by the Governing Body.

Each post will have an assimilation point: for the Head teacher point 30, for Deputy Head teachers point 19 and for Assistant head teachers point 14. Successful performance will enable post holders to move through the spine up to a maximum level set by the Panel on an individual case basis.

The Panel will carry out the Performance Review of the Head teacher in conjunction with the external adviser and make recommendations to the Staffing Committee as regards the salary to be paid to the Head teacher.

The Head teacher will carry out the Performance Review of Deputy and Assistant Head teachers and make recommendations to the Staffing Committee as regards those post holders' progress on the Leadership Spine.

The timing of the recommendations shall be such as to ensure that the Head teacher together with Deputy and Assistant Head teachers can be notified in writing of any change to their salaries at the beginning of the school year. The notifications must include:

- a. The basis on which the salary has been decided.
- b. The criteria on which any changes in that salary will be determined.

In determining their recommendations the Panel will ensure that the size of the job concerned is taken into account. In the case of the Head teacher, Deputy and Assistant Head teachers this will be determined by reference to which of the formal groups the school is placed in. Other criteria to be considered are:

- a. Individual responsibilities as determined by the relevant job description and with particulars of any changes that may have been made since the last Performance Review.
- b. Any changes to the social, economic or cultural background of pupils attending the school.
- c. Any variation in difficulties that may exist in filling the post concerned were it to become vacant.
- d. The overall performance and standing of the school.
- e. A Performance Review.

## **Recording and Reporting**

The external adviser will take formal Minutes of each meeting. These will be copied to the individuals concerned and record copies retained in the confidential records kept by the Head teacher.

The Chair of the Governing Body will report to the full Governing Body the salient features of the proceedings of the Performance Reviews.

## **In-Year Monitoring**

Between annual meetings, progress against criteria will be monitored by the Staffing Committee of the Governing Body.

## **Salary Recommendation**

As a result of the Performance Reviews, the Panel makes salary recommendations for the Head teacher to the Staffing Committee.

At an appropriate point in time after Deputy and Assistant Head teachers have undergone their annual cycle of Performance Review, the Head teacher will make recommendations to the Staffing Committee with regard to their movement on the Leadership Spine.

## **ANNEX 6: APPEALS PROCEDURE**

Within ten (10) days of receiving the review statement:

- Teachers can record their dissatisfaction with aspects of their review on the review statement. Where these cannot be resolved with the reviewer, they can raise their concerns with the Head teacher, who in this situation is the review officer. Where the Head teacher is the reviewer, the teacher can raise the issue with the Chair of Governors. In this situation the Chair of Governors is the review officer.
- The Head teacher can record his dissatisfaction with aspects of his/her review on the review statement. Where these cannot be resolved with the appointed governors, s/he can raise his/her concerns with the Chair of Governors. In this situation the Chair of Governors is the review officer. Where the Chair of Governors has been involved in the review process, the Governing Body should appoint a panel of three governors who have not participated in the

Head teacher's review to act as review officer. No governor who is a teacher or staff member can be involved in performance review.

- The review officer will investigate the appeal and take account of comments made by the teacher.
- The review officer should conduct a review of the complaint within ten (10) working days of referral.
- S/he may decide that the review should remain unchanged or may add any observations of his/her own.
- The review officer may decide, with the agreement of the person responsible for carrying out the initial review, or in the Head teacher's case, all the appointed governors, to amend the review statement or declare that the review statement is void and order a new review or part of the review to be repeated.
- Where a new review is ordered, new governors will be appointed to carry out the review of the Head teacher. For teachers, the Head teacher will appoint a new reviewer.
- Any new review or part review ordered should be conducted within a further fifteen (15) days.
- This appeals procedure does not remove an employee's right of recourse to the grievance procedure at any stage.



Date	What Changed	Date Approved by Policy Review Committee
05.11.2013	Completely reviewed together with Policy 40. This single document replaces Policies 14 and 40	05.11.2013
<b>Derivation</b>  <b>Revision</b> <b>Policy</b>		