

**ST. DAVID'S HIGH SCHOOL**

**Performance Management Policy for  
Teachers & Headteacher**

**Reviewed by Governors  
October 2024**

## **Performance Management Policy for Teachers & Headteacher**

This Policy has been written to satisfy the current statutory instruments of the Welsh Government's School Teacher Appraisal (Wales) Regulations 2011.

This Policy will be rewritten as necessary to reflect the changing emphasis of the School and the changes in Government legislation and best practice.

The Governing Body of St. David's High School adopted this policy on Wednesday, 27<sup>th</sup> March 2013. It will be reviewed on an annual basis.

### **Purpose**

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the head teacher, and for supporting their development within the context of the school's plan for improving educational provision and performance, and the standards expected of teachers (Wales).

### **Application of the policy**

The policy, which covers appraisal, applies to the head teacher and to all teachers employed by the school or local authority, except those on contracts of less than one term and those undergoing induction (i.e. NQT's).

## Appraisal

Appraisal in this school will be a supportive and developmental process designed to ensure that all teachers have the skills and support they need to carry out their role effectively. It will help to ensure that teachers are able to continue to improve their professional practice and to develop as teachers in line with the professional standards for teachers (Wales).

### The appraisal period

The appraisal period will run for twelve months from 1<sup>st</sup> September to 31<sup>st</sup> August.

Teachers who are 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 appraisal period will be determined by the duration of their contract.

### Appointing appraisers

The head teacher will be appraised by the Governing Body, supported by an appraiser who has been appointed by the Local Authority (LA) for that purpose.

In this school, the task of appraising the head teacher, including the setting of objectives, will be delegated to a sub-group consisting of at least three members of the Governing Body.

The head teacher will decide who will appraise other teachers.

### Setting objectives

The head teacher's objectives will be set by the Governing Body after consultation with the external appraiser.

Objectives for each teacher will be set during the Summer Term in readiness for September. The objectives set for each teacher, will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the teacher's role and level of experience. The appraiser and teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change during the appraisal period.

The objectives set for each teacher will, if achieved, contribute to the school's plans for improving the school's educational provision and performance and improving the education of pupils at that school. This will be ensured by quality assuring all objectives against the school improvement plan and/or other appropriate plan.

As soon as practicable after the start of each appraisal period, each teacher will be informed of the standards against which that teacher's performance in that appraisal period will be assessed.

- All teachers will be assessed against the **Practising Teachers**

### **Standards.**

- Teachers for whom it is appropriate will be assessed against the **post threshold pay standards**.
- The head teacher will be assessed against **Leadership Standards**.

## **Reviewing performance**

### **Observation**

This school 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 supportive fashion.

Observation of classroom practice is also an integral part of the Schools' Quality Assurance system. For the most part this will involve systematic monitoring of different subject areas by members of SLT and/or Middle Leaders.

In this school, teachers' performance will be regularly observed but the frequency and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the school.

- Teaching observation for the purpose of performance management can only be carried out by a person holding QTS.
- Observation should take place during lessons and activities that have been agreed in advance with notice of at least 5 school days.
- A minimum of one observation each year by the appraiser is required for all teachers for the purpose of performance management.
- Procedures may include additional observations of whole or part sessions for the purpose of performance management and where appropriate may be combined with lesson observation for other purposes.
- Many teachers work in a wide range of settings and there are a number of facets to their role. The scope of the observation can be balanced to reflect the settings and full range of the teacher's role. The designated observation may be supplemented by other observations of whole or part sessions, which are agreed to be useful, to reflect the teacher's roles and responsibilities.
- In some circumstances it may be appropriate for another person with QTS other than the appraiser to undertake the observation. The person will report to the appraiser. Such occurrences should be discussed in advance with the teacher.
- Successful observation requires preparation and training, and a clear understanding by the teacher and the observer of its purpose. We as a school are committed to the ongoing training of all staff involved in observations.
- The nature, purpose and amount of observation, as well as the areas to be focused on should be determined at the planning meeting. To be worthwhile, it needs to be structured in a way that enables the observer to focus on the areas that were agreed beforehand.
- It is important that the observed sessions should proceed in as normal an

atmosphere as possible.

- The scope of teaching observed will need to be well balanced to reflect the range of a teacher's work, but should not be unduly excessive in total.
- Full, constructive and timely feedback offers an opportunity to discuss what went well and what might be done differently next time. When giving feedback, the observer can take into account the range of activities carried out by the teacher and time spent on each activity.
- Feedback should be given as soon as possible (usually within 5 school days) after the observation has taken place. It is advisable to agree the time and place for the feedback to take place at the same time as the details of the observation are agreed.
- The outcome of the observation, including any feedback, should be recorded and the teacher should have the opportunity to add written comments.

Teachers (including the head teacher) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

## Development and support

Appraisal is a supportive process which will be used to inform continuing professional development. The school wishes to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual teachers.

## Practice review and development record

Throughout the course of the appraisal cycle, **the teacher** must keep an up-to-date record of:

- The teacher's own assessment of performance against the objectives recorded in the statement of objectives;
- Particulars of any professional development activities undertaken or other support provided and how this is contributing to the achievement of the objectives; and
- Particulars of any factors which the teacher considers are affecting performance against the recorded objectives.

## Appraisal statement

Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the head teacher, the Governing Body must consult the external adviser.

The teacher will receive as soon as practicable following the end of each appraisal period,

and have the opportunity to comment in writing on, a written appraisal statement. In this school, teachers will receive their written appraisal reports by 12<sup>th</sup> July. The appraisal report will include:

- Details of the teachers' objectives for the appraisal period in question;
- An assessment of the teacher's performance of their role and responsibilities against their objectives and the relevant standards;
- An assessment of the teacher's training and development needs and identification of any action that should be taken to address them;
- A recommendation on pay where that is relevant. The decision made by the relevant decision-making body will be based on the statutory criteria and guidance set out in the STPCD and the relevant teacher standards.

The Governing Body has agreed the pay policy of the school and has considered the implications of the appraisal policy with respect to the arrangements relating to teachers' pay in accordance with the School Teachers' Pay and Conditions Document.

Decisions on pay progression for teachers other than the headteacher will be made by the Governing Body based on recommendations from the Headteacher.

Decisions on the headteacher's pay progression will be made by the governing body following consultation with an externally appointed adviser.

The assessment of performance and of training and development needs will inform the planning process for the following appraisal period.

## **Appeals**

Teachers and the Headteacher have a right of appeal against any of the entries in their planning and/or review statements. Details of the appeal process are included in 'grievance/dispute resolution procedure'.

## **Confidentiality**

The performance management process, and all associated documentation, will be treated with strict confidentiality.

The Headteacher will be entitled to access all relevant documentation.

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 planning statement recorded in her/his statement, upon request, where this is necessary to enable the line manager to discharge her/his line management responsibilities.

Any governor(s) responsible for making decisions in relation to pay progression shall be entitled to access the review statements of the relevant teachers.

The person responsible for planning the training and development of teachers at the school will be provided with copies of all the training and development annexes.

Planning and review statements and the training and development annexes will be retained, securely for a minimum period of six years.

## **Headteacher's annual report to the governing body**

The Headteacher will provide the governing body with a written report on the operation of the school's performance management policy annually. The report will include:

- the operation of the performance management policy;
- the effectiveness of the school's performance management procedures;
- Teachers' training and development needs, in general.

The report shall, where necessary, contain a confidential section providing details of:

- 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;
- cases, including the circumstances, where teachers have not made satisfactory progress towards objectives;
- any instances where the training and development set out in the training and development annex of a planning and review statement has not been provided.

However, the report will not contain any information that would enable any individual to be identified.

## **Review of the policy**

This policy was adopted on \_

The governing body will review the policy every school year at its September meeting.

The governing body will take account of the headteacher'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.