OVERSTONE PARK SCHOOL

Performance Management Policy

Performance Management

Date	Review Date	Coordinator
September 2025	**August 2026**	**Mrs M Brown** **Mrs D York** **Miss A West** **Ms V Brown** **Ms K Gorton**

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- School Teacher Appraisal (Wales) Regulations 2011
- Education (School Teachers' Appraisal) (England) Regulations 2012

The following documentation is also related to this policy:

- Equality Act 2010: Advice for Schools (DfE)
- Teacher appraisal and capability (DfE)

We believe Performance Management is……. 'a system of annual performance review that involves professional dialogue about aims and achievements between teachers and their appraisers and head teachers and their governing body.' (Welsh Government)

We believe that the major contributory factor of school effectiveness is good quality teaching. Therefore, we wish to develop the teaching staff by increasing their subject knowledge and expertise, by developing their range of teaching strategies and skills, by supporting each other and sharing good practice. This can only be done by effective performance management.

The appraisal cycle corresponds to the academic year but does not apply to teachers on contracts less than one term, newly qualified teachers and those on capability.

We believe performance management will support the development of all teaching staff including the Principal, improve the quality of teaching and learning, make teachers accountable for the leaning of pupils and their rate of progress, ensure that teacher objectives are linked with school improvement targets and will develop leadership and management.

We are aware that our performance management strategies and procedures will be scrutinised during an inspection in order to assess their robustness for the improvement of teaching throughout the school.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

- To help the school to improve by supporting and improving the work of teachers as individuals.
- To set a framework for teachers and their appraisers to agree and review priorities and objectives in the context of the school development plan.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Principal

The Principal will:

- ensure all school personnel are aware of this policy and that the policy is implemented;
- ensure that reviews take place for all members of staff;
- appoint appraisers for all members of staff;
- act as an appraiser;
- inform individual teachers of the standards against which their performance will be assessed;
- maintain review statements for a fixed period of six years;
- review complaints where the Principal is not the appraiser;
- forward documentary evidence if a member of the school personnel changes school half way through the performance cycle;
- forward all pay progression recommendations;
- plan all training and development recommendations that are highlighted in all review statements;
- produce an annual report;
- monitor the effectiveness of performance management;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by:

  - ☐ monitoring learning and teaching through observing lessons
  - ☐ monitoring planning and assessment
  - ☐ speaking with pupils, school personnel, parents and governors

- annually report on the success and development of this policy

Role of the Appraisers

Appraisers may be:

- the Principal
- members of the Senior Leadership Team
- class teachers

Appraisers undertake the role in line with the school's policy by ensuring that PM process is carried out correctly by:

- setting objectives
- agreeing performance criteria and using them to assess progress
- highlighting support, training, and development needs for the reviewee
- making a pay recommendation where that is appropriate
- leading the planning and review meeting
- writing the statement

Training will be provided for all appraisers.

Role of the Appraisee

The appraisee will:

- provide all appropriate documentation and information
- enable reviews and observations to take place
- undertake appropriate training and development
- request a change of reviewer for professional reasons if not happy with the appointed one

Role of the Teachers

Teachers will:

- take an active role in their performance management;
- act as appraisers, if required, in line with the school policy.

Planning and Review Meeting

Before the meeting with the appraisee the appraiser will collect and share with the appraisee copies of the following:

- Teachers' Professional Standards
- School Teachers' Pay and Conditions Document
- Job description of the appraisee
- School improvement priorities
- An outline of the appraisee'sprofessional career objectives

During the planning meeting the appraiser and the appraisee will discuss:

- identifying areas for development and support needed
- objectives for the appraisee
- performance/success criteria for each objective
- classroom observation arrangements

- any other evidence to be considered
- continuing professional development provision
- professional career objectives
- eligibility for pay progression
- monitoring of progress throughout the cycle
- time scale and dates

During the review meeting the appraiser and the appraisee will discuss:

- progress towards achievement of the objectives
- overall performance compared against the performance/success criteria
- the impact of any continuing professional development provision
- the draft review statement - planning and assessment of perfomance
- recommendations for pay progression

Appeals

The Principal deals with all appeals and makes a decision on the validity of the planning and review statement within 10 working days.

Links between Pay and Career Stage

The performance review statement can be used to:

- support threshold applications
- inform decisions relating to teaching and learning responsibilities

Confidentiality

All confidential PM documents will be stored securely.

Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training related to this policy on induction which specifically covers:

  - ☐ All aspects of this policy
  - ☐ Performance Management
  - ☐ The role of the appraiser
  - ☐ The role of the appraisee
  - ☐ Induction of New Staff
  - ☐ Pay
  - ☐ Contract of Employment
  - ☐ Equality
  - ☐ Inclusion

- receive periodic training so that they are kept up to date with new information

- receive equal opportunities training on induction

The INSET coordinator will arrange all identified training needs highlighted during performance management reviews.

Raising Awareness of this Policy

We will raise awareness of this policy via:

School Handbook/Prospectus;
School website;
Staff Handbook;
Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops;
School events;
Meetings with school personnel;
Written communications with home such as weekly newsletters and of end of half term newsletters;
Annual report to parents;
Headteacher reports to the Governing Body;
Information displays in the main school entrance;
Text messages
Email
Social media:
- o Facebook
- o Twitter
- o Virtual pin boards
- o School blog

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Principal:	**Mrs M F Brown**	**Date:**	**September 2025**