



Performance Management Policy

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Statement of Intent

This policy sets out the framework for clear and consistent assessment of the overall performance of all staff. It is designed to support individual development, within the context of the school or Trust's overall development or strategic plan.

All staff will have access to CPD and development opportunities and this policy is designed to meet the following objectives:

- Assisting staff in performing their roles to the best of their ability.
- Maximising the performance of staff and monitoring their contribution to the school's or Trust's overall objectives.
- Highlighting any potential areas for improvement.
- Providing a framework for management to support their team.

Appraisal arrangements for Teachers are set out in the Education (School Teachers' Appraisal) (England) Regulations 2012 (the Appraisal Regulations). Although academies are not legally required to follow these regulations, they will be followed by CIT.

This policy does not form part of any employee's contract of employment with the Trust and may be amended at any time.

1. Legal Framework

- 1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:
- Equality Act 2010
 - The School Staffing (England) Regulations 2009 (as amended)
 - The Education (School Teachers' Appraisal) (England) Regulations 2012
 - DfE (2020) 'Governance handbook'
 - DfE (2019) 'Teacher appraisal and capability: A model policy for schools'
 - DfE (2011) 'Teachers' Standards'
 - DfE (2021) 'Staffing and employment advice for schools'
 - DfE (2018) 'The Equality Act 2010 and schools'
 - Employment Act 2002
 - The UK General Data Protection Regulation (UK GDPR)
 - Data Protection Act 2018
- 1.2. This policy operates in conjunction with the following policies:
- Capability Policy
 - Disciplinary Policy
 - Whistleblowing Policy
 - Pay Policy
 - Data Protection Policy

2. Scope

- 2.1. This policy applies to all staff employed by the Trust, except those on contracts of less than one term, those undergoing induction (ECT's), probation and those who are subject to capability procedures.

3. Aims

- 3.1. The purpose of the CIT performance management process is to:
- Link individual staff performance, aims, values and objectives to those of the school, department and/or Trust.
 - Create a developmental process to identify areas for improvement, provide effective CPD/coaching/support and establish a career or development journey for each member of staff to aid engagement and retention.
 - Help CIT staff feel valued.
 - Be a mechanism to formalise pay progression.
 - Ensure all roles have a focus on improving pupil outcomes, either directly or indirectly.
- 3.2. It is anticipated this policy and procedure will add the following benefits to the Trust:
- Develop each member of staff to continually improve their performance and help drive towards and secure school and Trust objectives.

- Provide a system to effectively and proactively identify and address any areas of concern by utilising a coaching approach to line management.
- Create a mechanism for identifying areas of strong practice to be utilised by other schools and employees to aid development.
- Establish clear career and development pathways for all staff to help identify talent and support staff achieve their aims.

4. Roles and Responsibilities

4.1. The Chair of the Board of Trustees is responsible for:

- Informing the CEO of the standards against which their performance in the set performance management period will be assessed.
- Setting effective and appropriate objectives for the CEO.
- Appraising the CEO and reporting back to the remuneration committee.
- Providing the CEO with an annual performance management report.

4.2. The Trust Board People Committee is responsible for:

- Ensuring that the implementation of the performance management policy is robust and equitable and is making a significant contribution to the development of the trust and the standards achieved by pupils.

4.3. The CEO is responsible for:

- The day-to-day implementation of this policy.
- Informing members of the Executive Leadership Team (ELT) of the standards against which their performance in the set performance management period will be assessed.
- Appraising members of the ELT, and other relevant staff, and setting effective and appropriate objectives.
- Providing ELT with an annual performance management report.
- Ensuring all members of the Pay and Remuneration Committee are informed of the outcome of performance management for members of ELT and making a recommendation on ELT pay progression.
- Supporting staff with their development, monitoring staff and providing feedback.
- Providing the Trust Board's People Committee with assurances regarding the effective implementation of the policy – its robustness and equity – and the impact it has on the development of the trust and the standards of achievement of pupils.

4.4. The Executive Leadership Team is responsible for:

- The day-to-day implementation of this policy.
- Ensuring the effectiveness of this policy by monitoring and reviewing it annually.
- Informing centrally employed staff of the standards against which their performance in the set performance management period will be assessed.

- Appraising centrally employed staff and setting effective and appropriate objectives, in consultation with the CEO.
- Providing centrally employed staff with an annual performance management report.
- Supporting staff with their development, monitoring staff and providing feedback.

4.5. The Director of HR is responsible for:

- Ensuring the performance management process is managed in a way that avoids increased workload for all parties concerned.
- Ensuring all members of staff have access to this policy.
- Ensuring consistency of treatment and fairness, and abiding by all relevant equality legislation.
- Ensuring all delegated responsibilities are carried out.
- Determining the performance management period that applies to all staff.

4.6. The Directors of Education are responsible for:

- The day-to-day implementation of this policy.
- Informing Headteachers of the standards against which their performance in the set performance management period will be assessed.
- Appraising Headteachers and setting effective and appropriate objectives, in consultation with the CEO.
- Providing Headteachers with an annual performance management report.
- Ensuring all members of ELT are informed of the outcome of performance management for Headteachers and making a recommendation on Headteacher pay progression.
- Supporting staff with their development, monitoring staff and providing feedback.

4.7. Headteachers are responsible for:

- The day-to-day implementation of this policy.
- Deciding who will appraise all school-based staff.
- Ensuring all school-based staff are appraised effectively and set effective and appropriate objectives.
- Informing all school-based staff of the standards against which their performance in the set performance management period will be assessed.
- Providing school-based staff with their performance management reports or delegating this task, as appropriate.
- Supporting staff with their development, monitoring staff and providing feedback.

4.8. All staff are responsible for:

- Improving their practice through proactive engagement in appropriate CPD opportunities.

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- Voicing concerns where they believe the performance management process is causing unnecessary challenges, e.g. in terms of wellbeing or workload.
- Understanding the performance management process.
- Having a full understanding of the requirements of their role.
- Participating fully in the performance management process.

General Principles Underlying this Policy

5. Confidentiality

- 5.1. The performance management process will be treated with confidentiality; however, the desire for confidentiality does not override the need for the Trust to quality-assure the operation and effectiveness of the performance management system.
- 5.2. Only relevant individuals will have access to staff performance management documents including the Chair of the Trust Board, CEO, ELT, Headteachers, senior leaders, HR, the member of staff and the appraiser.
- 5.3. This will be achieved by Headteachers and ELT:
 - Personally reviewing a sample of staff performance management records for consistency.
 - Being informed of any pay recommendations that have been made and the rationale behind these.

6. Record Keeping

- 6.1. All performance management documentation will be stored securely, either in staff personnel files, online or a suitable other location. Documents will be retained in line with the Trust's Records Management Policy.

7. Consistency of Treatment and Fairness

- 7.1. The Trust is committed to ensuring consistency of treatment and fairness throughout the performance management process.
- 7.2. It is also committed to ensuring all staff, regardless of their protected characteristics, are treated fairly, and recognises that identical treatment and evaluation processes may not be fair for all staff. The Trust will ensure reasonable adjustments are made to the performance management process where appropriate and necessary, e.g. for staff with disabilities.

8. Delegation

- 8.1. The Trust Board is free to decide which functions it delegates and this information will be recorded in the scheme of delegation.

9. Performance Management

- 9.1. Performance Management at CIT will be supportive, and the developmental process is designed to ensure all staff have, or will fully develop, the skills and access to support they need to carry out their role effectively.
- 9.2. Performance management outcomes will be used to inform pay progression decisions.

10. The Performance Management Period

- 10.1. The performance management period for teaching staff will run for 12 months from September to August.
- 10.2. The performance management period for support staff will run for 12 months from April to March.
- 10.3. Staff who are employed on a fixed-term contract of less than one year will have their performance managed in accordance with this policy. The length of this period will be determined by the duration of their contract.
- 10.4. The Trust will amend the performance management period length in certain circumstances. Where a member of staff starts their employment with the Trust during the course of a performance management period, the appropriate line manager (as set out in section 2 of this policy) will determine how long their performance management process will be. The aim will be to ensure all staff are brought onto the same performance management cycle as soon as is practicable.

11. Appointing Appraisers

- 11.1. The CEO will be appraised by a review panel of three trustees which includes the Chair of the Trust Board.
- 11.2. Members of ELT will be appraised by the CEO. In some circumstances, the CEO may delegate this responsibility to another member of ELT.
- 11.3. The CEO will delegate responsibility for the performance management of Headteachers to the relevant Director of Education.
- 11.4. Headteachers will decide who will appraise other school-based staff on a case-by-case basis. All appraisers of Teachers will be suitably trained and have QTS.
- 11.5. ELT will decide who will appraise other centrally employed staff on a case-by-case basis.

12. Setting Objectives

- 12.1. Staff objectives will be set in conjunction with the appraiser. However, staff are expected to have an input into their objectives.
- 12.2. The work-life balance of staff will be taken into consideration when objectives are set.
- 12.3. Objectives will take into account the length of staff members' contracts to ensure objectives are realistic and fair.
- 12.4. Objectives for staff will be set before, or as soon as practicable after, the start of each performance management period.

- 12.5. The objectives set for each member of staff will be SMART (specific, measurable, achievable, realistic and time-bound) where possible, and will be appropriate to the member of staff's role and level of experience.
- 12.6. At least two objectives should relate to the overall aims/objectives of the Trust, school or department.
- 12.7. All staff should also endeavour to set at least one objective related to their own personal development, where appropriate.
- 12.8. Objectives and performance management discussions for Teachers will not be based on teacher-generated data and predictions, or entirely on assessment data for a single group of pupils. Objectives may be set in relation to robust assessment data, but these will not be used in isolation and additional factors will always be considered when making pay progression decisions.
- 12.9. The appraiser and member of staff will seek to agree on the objectives.
- 12.10. Objectives may be revised if circumstances change.

13. Standards

- 13.1. Staff will be informed of the standards against which their performance in the set performance management period will be assessed.

14. Assessment and Observations

- 14.1. The Trust believes assessment and observation of staff members practice and other responsibilities is important, both in assessing staff performance to identify any particular strengths and areas for development they may have, and for gaining useful information which could inform improvement. This process can also enable staff to learn from each other and collaborate.
- 14.2. Performance of all staff, including classroom-based staff, will be monitored and observed regularly throughout the performance management period. This may include the following, but this is not an exhaustive list and the Trust may use any relevant method to monitor performance.
 - Lesson observations
 - Learning walks
 - "Drop-ins"
 - Work analysis
 - Book reviews
 - Pupil feedback
 - Peer reviews and 360 feedback
 - Self-evaluations

15. Evidence

- 15.1. The range and level of evidence collected for the purposes of performance management and pay determination will always be proportionate and the impact on workload will be minimal.
- 15.2. Evidence used will relate directly to the pre-agreed objectives, expected standards and values. The form of the evidence will be material, or contain material, which is readily available from day-to-day practice.

16. Development and Support

- 16.1. Performance management is a supportive process which will be used to inform CPD. The Trust encourages a culture in which all staff take responsibility for improving their practice through appropriate professional development.
- 16.2. Professional development will be linked to improvement priorities in the Trust Strategic Plan or School Development Plan where possible, and to the ongoing professional development needs and priorities of individual staff.

17. Feedback

- 17.1. Staff will receive constructive, supportive feedback on their performance throughout the year and as soon as practicable after an observation has taken place, or when other evidence has come to light. Feedback will highlight particular areas of strength as well as any areas requiring attention.

18. Transition to Capability

- 18.1. Where there are concerns about any aspects of a member of staff's performance, the appraiser will meet with them to:
 - Give clear feedback about the nature and seriousness of the concerns.
 - Give an opportunity to comment and discuss the concerns.
 - Agree any support that will be provided to help address those specific concerns.
 - Make clear how, and by when, the appraiser will review progress.
 - Explain the implications and process if no or insufficient improvement is made, for example, the impact on pay progression and the potential for movement into formal capability proceedings.
 - Set clear objectives to be met to achieve the required improvement.
- 18.2. When progress is reviewed, if the appraiser is satisfied the member of staff has made or is making sufficient improvement, the performance management process will continue as normal, with any remaining issues continuing to be addressed through that process.
- 18.3. If the appraiser is not satisfied with the member of staff's progress, the member of staff will receive formal written notification their performance will be managed

under the capability procedure instead of the performance management system and will be invited to a formal capability hearing. The capability procedures will be conducted in accordance with the Trust's Capability Policy.

19. Annual Assessment

- 19.1. Performance will be formally assessed in respect of each performance management period. This assessment is the final stage of the annual performance management process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year.
- 19.2. Staff will, as soon as practicable, receive and have the opportunity to comment on a performance management report – this may be written in hard copy format or made available online.
- 19.3. Teaching staff will receive their performance management reports by 31 October each year, where possible. This will be by 31 December for Headteachers.
- 19.4. Support staff will receive their performance management reports by 30 April each year, where possible.
- 19.5. The performance management report will include:
 - A recommendation on pay progression where relevant.
 - An assessment of the staff member's performance in their role and their responsibilities against the relevant standards.
 - An assessment of the staff member's conduct and performance against the core CIT values.
 - An assessment of the staff member's objectives for the performance management period in question.
 - Setting appropriate new objectives for the next performance management period.
 - A review and update of career and development aims and plans.

20. Informal Reviews

- 20.1. Performance will be monitored and assessed regularly during the performance management period and all staff will have regular "check-ins" with their appraiser.
- 20.2. The frequency of these informal check-ins will vary depending on the individual circumstances but each member of staff should receive at least 3 check-ins per period.
- 20.3. A log of all check-ins should be stored securely, either in staff personnel files, online or a suitable other location.
- 20.4. Informal reviews will include:
 - A review of progress towards objectives.
 - A review of relevant standards.

- A review of conduct and performance against the core CIT values.
- A development and career review.

21. Monitoring and Review

21.1. This policy will be reviewed on an annual basis.