



بیلوا انڈیان سکول  
BILVA INDIAN SCHOOL

# **Policy for the performance management of teachers and teaching assistants**

## Mission

At Bilva Indian School we value student. We work together as a community to ensure that students develop well in all aspects of learning, so that they are equipped to face the opportunities and challenges of the 21<sup>st</sup> century wherever they may be.

To do this:

- we provide the best possible learning opportunities in academic subjects, personal development, moral values and life skills.
- staff members and students work together in a spirit of cooperation and mutual harmony.

## Vision

Our vision is for all students to leave Bilva Indian School:

- as independent learners with self-belief and respect for others with a lifelong love for learning and a strong foundation for future success.

## Aims

Our aims are to:

- be a school where as many students as possible reach high academic standards and all are motivated by the progress they make
- help students achieve well through sustained high quality teaching through a vibrant curriculum
- give students time to explore subjects and develop deep understanding in a richly equipped learning environment
- celebrate perseverance, resilience and risk taking, ensuring students welcome challenge and are not afraid to make mistakes
- create an inclusive school where everyone can flourish, whatever their background
- promote an ethos of respect and empathy, where diversity is appreciated and value.

## 1. Introduction

The governing body has the responsibility for agreeing the overall policy for performance management in the school and that the development and review of the policy will be based on consultation and agreement. It recognizes that the monitoring of the performance of teachers other than the principal is the responsibility of the appointed performance management leaders, usually members of the senior leadership team (SLT) or middle leadership team (MLT) governors will not undertake evaluation of the work of teachers.

The governing body believes that the following criteria apply to performance management.

Performance management should:

- improve teachers and teaching assistants' morale and motivation
- raise the impact of teaching and learning on heightening the achievement of students
- lead to professional development according to need
- be seen by staff as enabling rather than as having been imposed from the top down
- encourage the development of confident and professional judgement among teachers and teaching assistants
- increase participation in decision-making and develop, in teachers and teaching assistants, a greater sense of control over their work
- identify the approaches, resources and facilities needed to support teachers and teaching assistants in accelerating the rates of students' progress
- be manageable and not introduce bureaucratic burdens.

The governing body believes that performance management in this school will be characterized by:

- an atmosphere of trust between teachers and teaching assistants and school leaders
- teachers having proper opportunities for professional discussion with their team leaders about their work and their professional performance development
- manageability and equity.

The governing body and principal will ensure that training and professional development needs are reflected in the school's improvement and development plan (SIDP) and opportunities are made available to teachers within the school for professional development. The governing body believes that the application of these criteria will contribute towards encouraging and sustaining student achievement.

## **2. The application of the policy**

This policy covers all teachers and teaching assistants except school teachers employed for less than one year. The policy is applied cyclically so that improvements in performance are built incrementally.

The performance management process is based on reasonable and mutually agreed objectives and expectations of each teacher and teaching assistant. It involves a three stage annual review process.

### **3. The annual review cycle**

#### Stage 1: planning

Each teacher and teaching assistant as the job holder, discusses and agrees about three objectives with the team leader who records these on the planning record. The objective for each job holder will cover students' progress as well as ways of developing and helping improve the job holder's professional practice and subject knowledge. To ensure that agreed objectives can support teachers, the following criteria are applied to the setting of the objectives. These criteria include those that will apply to classroom observation for the purposes of performance management. The criteria also help teachers in their involvement in the development and implementation of school policies.

The criteria used to inform the objectives are:

- medium term planning which guides lesson planning and preparation;
- understanding of subject areas including communication and motivational skills
- teaching methods
- the assessment and evaluation of students' work
- the management of students' behaviour
- the teacher's objectives for students' learning
- classroom observation
- where applicable, the use of homework.

The performance management records the objectives which will apply for the review cycle. these are jointly agreed if possible. if there are differences of opinion about the objectives, the teacher may add comments to the written record of objectives.

#### Stage 2: Monitoring progress

The performance management leader undertakes classroom observation sufficient to provide informed feedback. The requirements for classroom observation should be limited to no more than two classroom observation per teacher within the review cycle, subject to the following paragraph. Agreement should be sought between the job holder and performance management leader on the focus for the classroom observation. Classroom observation should not exceed 60 minutes in total per job holder, subject to an entitlement on the part of the job holder to request a further observation.

The lesson(s) selected for observation should reflect the teacher's normal work.

Stage 3: Reviewing performance there will be an annual review meeting between the job holder and the performance management leader. At the review meeting, recorded objectives are used as a focus to discuss achievements. The meeting is used to identify professional development needs and the consequent resources and the support to be provided. A written review statement is prepared by the performance management leader at the review meeting, or within five working days, recording the main points made and the conclusions reached, including: i) identified professional development needs; and ii) recommended strategies for meeting those identified needs.

There will be two copies only of the review statement - one held by the job holder and one held by the human resources (HR) on a central file, to which the performance management leader responsible for the job holder's review can request access. All review statements will be kept by the school's HR for at least three years.

#### **4. The leadership group**

Staff in the SLT will have no more than three annual objectives, which will cover student progress, their professional practice and their additional responsibilities.

For deputy SLT members and principals, the performance management leader will be the principal or nominated representative.

The principal's objectives will cover school leadership and management as well as student progress. Where the principal and governing body members usually two responsible for the principal's performance review are unable to agree objectives, the governors appointed to review the performance of the principal should set and record objectives. The principal may add comments to the written record of objectives. Within ten days of the review, a copy of the principal's review statement will be given to the principal. A copy will also be given to the chair of governors.

#### **5. The complaints procedure**

Teachers and teaching assistants must record on their review statements any dissatisfactions they have with their reviews and must raise such dissatisfactions with their performance management leaders within ten working days. Where these cannot be resolved with their team leaders, they can raise their concerns with the principal directly.

Principal within 10 working days of receiving the review statement, the principal can record his or her dissatisfaction with aspects of his or her review on the review statement. Where these cannot be resolved with the governors responsible for the principal's review, he or she can raise the concerns with the chair of governors. Where the chair of governors has been involved in the review process, the governing body should appoint one or more governors, who have not participated in the review of the principal, to act as review officer. No governor who is a teacher or staff member can be involved in the performance review of the principal. The review officer will investigate complaints and take account of comments made by the principal. The review officer should conduct the review of the complaint within ten working days of referral. She or he may decide that the review should remain unchanged or may add observations of his or her own. The review officer may decide, with the agreement of the person responsible for carrying out the initial review, that the review statement is void and order a new review or part of the review to be repeated. Where the new review is ordered for the principal, governors not previously involved in

the review of the principal will be appointed to carry out the new review. For teachers, the principal will appoint a new performance management leader. Any new review, or part review, should be conducted as soon as possible.

## **6. Evaluation of the policy**

The principal will report annually to the governing body on performance management procedures in the school including their effectiveness and on the training and development needs of teachers. Individual teachers will not be mentioned or identified within the report. After consultation with staff, the principal may advise the governing body to update or amend the school's performance management policy. The governing body believes that the application of a school performance management policy will necessarily be subject to evaluation by teaching staff, the principal and the governing body

## **7. Confidentiality**

The performance management policy recognizes that individual reviews shall remain confidential. Copies of each job holder's review, statement and individual plan will be held by HR and each job holder