THE FULHAM BOYS SCHOOL

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Revisions Table

Version	***Date***	***Edited by***	***Description of Change***
Summer 2018	Autumn 2017	Alun Ebenezer	2.3.7 amended

The master copy of this document can be found on the FBS Google Drive, under the "Policies" folder. This is one of a number of policies that are reviewed by the Governing Body, the full list can be found on the FBS Google Drive in the Policies Folder. Minor revisions that just adjust factual items (eg contact details / names) can be made by the author without formal review, and must be recorded in the Revisions table above. Revisions table front sheet was added to all policies during policy review of Summer 2018.

THE FULHAM BOYS SCHOOL

PERFORMANCE MANAGEMENT AND STAFF APPRAISAL POLICY

Date of Next Review: Summer 2019

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1. INTRODUCTION

1.1 Performance Management is a shared commitment by governors, the leadership team and staff of the school. It is a commitment process to support the development of all staff to raise the standards of teaching and learning throughout the school.

1.2 The policy covers all teachers except those on contracts of less than one year and those in their induction year who are covered by separate procedures. The Performance Management Policy will be aligned to the aims, values and strategies expected to set pupil progress objectives which can be linked with overall school targets and with the school improvement (development) plan.

1.3 All staff will be consulted in developing this policy which aims to reinforce school practices for monitoring and reviewing individual and departmental practice and performance.

1.4 This policy is closely linked to The Fulham Boys School's Pay Policy.

2. PROCESS

2.1 The process will establish that teachers are meeting all reasonable expectations in respect of the discharge of their responsibilities. It will involve a three-stage annual review process.

2.2 Stage 1 – Planning

2.2.1 Each teacher will discuss and agree three objectives with the team leader i.e. Head of Department or SLT member who will record these on the planning record (see Appendix 1). These will be jointly agreed if possible. If there are any differences of opinion about the objectives, the teacher may add comments to the written record of objectives. Teacher objectives will cover:

2.2.1.1 Pupil progress

2.2.1.2 Developing and improving the teacher's professional practice

2.2.1.3 Working towards achieving the priorities recorded in the departmental school development plan.

2.2.2 The aim is to ensure a high standard of classroom teaching. To enable this to occur the following criteria will be consistently applied and inform the objectives agreed for each teacher.

2.2.3 The criteria used to inform the objectives will be:

2.2.3.1 Lesson preparation and planning

2.2.3.2 Subject knowledge

2.2.3.3 Lesson presentation and teaching methods

2.2.3.4 Discipline within the classroom

2.2.3.5 Marking, assessment and monitoring of pupils' work and progress

2.2.3.6 Effective use of homework to reinforce learning

2.2.3.7 Standards of achievement/productive outcomes by pupils

2.2.3.8 Classroom organisation and effective use of resources

2.2.3.9 Implementation of school policies

2.2.3.10 Additional management responsibilities.

2.3 Stage 2 - Monitoring Progress

2.3.1 The teacher and HOD / Line manager will keep progress under review throughout the cycle taking any supportive action needed. Monitoring will include:

2.3.1.1 The teacher's self-appraisal
2.3.1.2 Documentation from departmental or whole school reviews
2.3.1.3 Information from line manager
2.3.1.4 Data tracking pupil progress
2.3.1.5 Lesson observations
2.3.1.6 Learning walks
2.3.1.7 Book reviews
2.3.1.8 Work scrutiny
2.3.1.9 Ownwork tracking
2.3.1.10 Examination results
2.3.1.11 Teacher's attendance and punctuality record
2.3.1.12 Any additional evidence supplied by the teacher

2.3.2 In making judgements the following sources of guidance will be used:

2.3.2.1 Job description for each role held by the teacher
2.3.2.2 The Teachers' Standards
2.3.2.3 The expectations of each role held by the teacher given the teacher's length of time in the profession

2.3.3 The HOD / line manager / SLT will undertake classroom observation sufficient to make an informed judgment. It is reasonable to set a maximum of three hours for lesson observations for all aspects of appraisal (and Performance Management) throughout the year.

2.3.4 However, in exceptional circumstances additional observations may be necessary. Exceptional circumstances include:

2.3.4.1 When an Ofsted report declares the school either to be in need of special measures or in need of improvement
2.3.4.2 In the case of an individual teacher becoming subject to capability procedures, additional observation may be necessary.
2.3.4.3 Departmental Reviews
2.3.4.4 Whole School Reviews

2.3.5 It is expected that the line manager for most classroom teachers would be the Head of Department. The SLT members assigned to a department would be expected to carry out classroom observation of the HOD.

2.3.6 Visits to lessons as part of 'learning walks' or similar are not formal observations and not included in the 3 hours limit.

2.3.7 The selection of lessons to be observed should reflect the range of the teacher's work.

2.3.8 If the line manager requires further information, written or oral, relevant to the teacher's performance from other people, the teacher will be consulted before the information is sought.

2.4 Stage 3 - Reviewing Performance

2.4.1 There will be an annual review meeting between the teacher and the line manager which will use the recorded objectives as a focus to discuss achievements and to identify any development needs, including the proposed action, resources available within the school budget, school and departmental development plans and Professional Development Policy, and the support to be provided.

2.4.2 For Heads of Department/Teacher in Charge of subjects the annual review meeting will be held with the Headmaster/ Deputy Head/Another member of SLT.

2.4.3 A written review statement (see Appendix 2) will be prepared by the line manager at the review meeting recording the main points made and the conclusions reached, including any identified

development needs on a separate annex. If it is not possible to complete the statement at the meeting it must be prepared by the team leader within 10 working days of the meeting. The teacher will be provided with a copy and may, within 10 working days of first having access to the copy, add to it comments in writing.

2.4.4 For Heads of Department the review statement will be prepared by the Headmaster/Deputy Head/Another member of SLT.

2.4.5 There will only be two copies of the review statement - one held by the teacher and another held by the headmaster on a central file, to which the team leader or governors responsible for making decisions regarding pay could request access.

2.4.6 All review statements will be kept on the central file for at least three years.

2.4.7 The training and development needs from the review statement will be given by the headmaster to the school's INSET coordinator.

3. SENIOR LEADERSHIP TEAM (SLT)

3.1 The Headmaster's objectives will cover school leadership and management as well as pupil progress. If the headmaster and governing body representatives are unable to agree objectives, the governors appointed to review the performance of the headmaster should set and record objectives. The headmaster may add comments to the written record of objectives.

3.2 A copy of the headmaster's review statement will go to the Chairman of Governors.

3.3 The review of the Headmaster's performance will normally take place in the Autumn Term when evidence of the school's achievements in Key Stage 3 and examination results are in

3.4 For members of the SLT the team leader will normally be the Headmaster.

3.5 Performance Management Targets will takes into account their contribution to school leadership and management and to student progress. The performance objectives will be realistic, attainable, related to the job description and to the context and circumstances of the school. The objectives covering leadership and management, student progress and professional development will be established through negotiation with the Headmaster in accordance with the Performance Management Policy.

3.6 The review of members of the SLT's performance will normally take place in the Autumn Term when evidence of the school's achievements in Key Stage 3 and examination results are in

4. COMPLAINTS

4.1 Within 10 working days of receiving the review statement:

4.1.1 Teachers can record their dissatisfaction with aspects of the review or the review statement. Where these cannot be resolved with the team leader they can raise their concerns with the head. Where the head is the team leader the teacher can raise the issue with the Chairman of Governors.

4.1.2 The Headmaster can record his dissatisfaction with aspects of the review on the review statement. Where these cannot be resolved with the appointed governors, he 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 a panel of three governors who have not participated in the head's review, to act as review officers. No governor who is a teacher or staff member will be involved in the performance review.

4.2 The review officer will investigate the complaint and take account of comments made by the job holder.

4.3 The review officer should conduct the review of the complaint within 10 working days of referral.

4.4 She/he may decide that the review should remain unchanged or may add observations of his/her own.

4.5 The review officer may decide, with the agreement of the person responsible for carrying out the initial review or in the head'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.

4.6 Where a new review is ordered, new governors will be appointed to carry out the review of the headmaster. For teachers, the headmaster will appoint a new team leader.

4.7 Any new review, or part review, should be conducted within a further 15 days.

4.8 The complaints procedure does not remove an employee's right of recourse to the grievance procedure at any stage.

5. MANAGING WEAK PERFORMANCE

5.1 The Performance Management process may identify serious deficiencies in a teacher's performance. Where this occurs, Performance Management will cease and the capability procedure (see Capability Policy) will be used. At the initial stage of the capability procedure the teacher and the teacher's representative will be provided with the evidence from Performance Management process which has prompted the implementation of the capability procedure.

6. LINK BETWEEN PAY AND PERFORMANCE MANAGEMENT AND STAFF APPRAISAL

6.1 Headmaster

6.1.1 Progression up the scale (ISR) will be dependent on sustained high performance taking into account the Performance Management Targets established at the beginning of the previous academic year and will relate to school leadership and management, and to student progress. No movement up the pay spine can take place without this review.

6.2 Other Members of SLT

6.2.1 Progression up the pay scale will be dependent on sustained high quality performance taking into account the Performance Management Targets established at the beginning of the previous academic year and which takes into account their contribution to school leadership and management and to student progress.

6.3 Main Pay Teachers

6.3.1 A teacher will *only* progress on the Main Pay Range if all of the following conditions are met in relation to the appraisal cycle:

6.3.2 The teacher has fully met all the Teachers' Standards

6.3.3 The teacher has substantially or significantly met all objectives set for the appraisal cycle

6.3.4 The teacher has delivered teaching which is at least consistently good or better in the light of all evidence

6.3.5 The teacher has brought about expected levels of pupil progress

6.3.6 The teacher has not been issued with a formal warning under either the disciplinary or capability process (not overturned on appeal) during the appraisal cycle.

6.3.7 A teacher who has not met all of these conditions will not be entitled to an incremental pay award on the Main Pay Range.

6.4 Teachers on the Upper Pay Range

6.4.1 Any qualified teacher within the School (even if not yet at M6) may apply to be promoted to the Upper Pay Range. Only one such application may be made in an academic year. This FBS Threshold application should be used for this process (see appendix 3).

6.4.2 The Headmaster may only allow a teacher to join the Upper Pay Range if the Headmaster is satisfied that:

6.4.2.1 The teacher is highly competent in all elements of the Teachers' Standards and

6.4.2.2 The teacher's achievements and contribution to the School are substantial and sustained.

6.4.2.3 All their teaching being at least consistently good with a significant proportion outstanding

6.4.2.4 Excellent depth and breadth of knowledge, skills and understanding of the Teachers' Standards and of developing adherence to those Standards by colleagues

6.4.2.5 Consistently positive impact on pupil progress to achieve or exceed expected outcomes

6.4.2.6 Consistently positive impact on raising standards across the School, not just in the teacher's own classroom

6.4.2.7 Effectively demonstrating to colleagues good and outstanding teaching and learning practice and how to make a contribution to the work of the School

6.4.2.8 Effectively working collaboratively across the School in a wider role or outside the School

6.4.2.9 Effectively leading and developing a team

6.4.2.10 Effective or innovative use of CPD opportunities

6.4.3 A teacher will be recommended for a rise on the Upper Pay Range if:

6.4.3.1 They have remained highly competent and their contribution to the School has been substantial and sustained

6.4.3.2 The teacher has been assessed under the appraisal process as having fully and consistently met the Teachers' Standards

6.4.3.3 The teacher's teaching has been mostly outstanding

6.4.3.4 The pupils taught by the teacher have made better than expected progress

6.4.3.5 All of the teacher's objectives have been fully met

6.4.3.6 The teacher has not been issued with a formal warning under either the disciplinary or capability process (not overturned on appeal) during the previous appraisal cycle.

6.4.3.7 *A teacher who has not met all of these conditions will not be entitled to an incremental pay award on the Upper Pay Range.*

6.5 Unqualified Teachers

6.5.1 Pay reviews for unqualified teachers shall follow the same process as for teachers on the Main Pay Range but taking into account the lack of Qualified Teacher Status and the need to evidence substantial progress to achieving the Teachers' Standards.

7. REVIEW OF THE POLICY

7.1 The headmaster will report annually to the Governing Body on Performance Management procedures in the school and the training and development needs of teachers.

7.2 Individual teachers will not be mentioned or identified within the report.

7.3 The Governing Body and headmaster, in consultation with staff, will update and amend the policy as required to ensure that it is effective and compliant with appropriate regulation.

8. DOCUMENTATON

8.1 Copies of all standard documents to be used in the Performance Management process are attached.

8.2 All documents produced as part of the process will be treated as personal and confidential, and kept in a secure place.

8.3 The principles and provisions of the Data Protection Act will be followed at all times.

Appendix 1

THE FULHAM BOYS SCHOOL

Performance Management

PLANNING RECORD

Teacher: **Line Manager:**

Date of Meeting:

Objectives:

1. Pupil progress
(Aspirational targets not less than 3 sub-levels of progress each academic year)

2. Professional Development
(Could include a qualification / training course or links with another school)

3. Departmental Development Plan
(To include the teaching in your classroom OR department being consistently good or better as recorded in WSR)

Action Plan

(To include specific and measurable outcomes)

Pupil Progress

•

Professional Development

•

Departmental Development Plan

•

Monitoring and Support Arrangements for the Cycle

(To include CPD opportunities within school, through the WLTSA and further afield as well as time scales or significant dates / events / deadlines)

•

Teacher's Comments

_____

Teacher _____ (signature)

Line Manager/Team Leader _____ (signature)

Date _____

Appendix 2

ANNUAL REVIEW STATEMENT

Date of Review Meeting:

Teacher: Team Leader:

	Met	**Further Development**
	( )	( )

Objectives

1.

2.

3.

Areas of particular strength (specify)

Areas to be developed/continued in the next review cycle

The content of this record has been agreed by:

Teacher: _____ (signature)

Team Leader _____ (signature)

Date of receipt of the completed review statement by the teacher _____

Appendix 3

Request for Threshold Assessment
The Fulham Boys School

This form should be handled in confidence at all times

Eligibility criteria

- In order to be assessed you will need to:
  - hold Qualified Teacher Status on the date of your request; and
  - be employed as a teacher by Fulham Boys School
  - be on the top point of the classroom teachers' pay scale – M6 – at the time of your request.
- Post-Threshold assessment applies where teachers are statutorily employed under the School Teachers' Pay and Conditions Document (STPCD).
- All those wishing to become post-Threshold teachers will need to meet the standards specified in this form.
- Please enclose copies of the PM Review statements that relate to the 2 years immediately prior to the date on which you submit your request.
- Pass the request form to your Head Master between 1 September 2018, but no later than **31 October 2018.**

FAQs

When and How can I apply for threshold?

Any teacher on the M6 point can apply to pass through the Threshold. For most teachers this will mean after 6 years of teaching but includes anyone paid on M6. You can apply once in any year in which you are on M6. The application can be submitted at any stage of the year, but applications are considered only for progression from the following September and following a successful performance management review.

What evidence do I need to provide?

You do not need to provide any evidence other than your previous 2 Performance Management reviews. It would be best if they contained evidence of the Post Threshold (P) standards.

When should I hear if I've been successful?

Pay determinations have to be made by October 31st in the Autumn term, according to the School Teachers' Pay and Conditions Document.

If successful when will I get the pay rise?

Your pay will rise from September following your application, or backdated as appropriate if your application is approved in September/October. No backdating for previous years is allowed.

What if I'm unsuccessful?

You should receive written feedback on why you have been unsuccessful. You can challenge this decision through the governing body.

What if I've worked in more than one school during the evidence period?

If at the time of application you are working in two or more schools, then you should apply to the school where you do most of your work.

If you have moved school during the evidence period, then you should apply to your current school, and provide evidence that you have met the required standards (successful PM documentation).

How is my application affected by maternity / sick leave?

Neither of these issues affect your right to apply to pass through the threshold, or to progress within the upper pay scale. However, depending on the length of your absence, you may need to arrange for your Performance Management review objectives and timescale to be adjusted.

Part 1: Teacher Details

To be completed by the teacher

Personal details

Surname

First name(s)

Previous surname (if applicable)

DfE or Welsh Office teacher reference number
(this must be seven digits including zeros)

		/					

Please give details if you are submitting a PM statement from another school

Name and address of school	Date(s) of employment	Name of head teacher

Declaration by the teacher

I confirm that at the date of this request I meet the eligibility criteria and I submit performance management reviews covering the two year period prior to this request for assessment against the post- Threshold standards.

Signed

Date

Part 1 continued: Teacher Evidence

To be completed by the teacher *(please give evidence to show you have met the Post-Threshold standards)*

1. Professional Attributes

Head Master's decision: met / not met

2. Professional Knowledge and Understanding

Head Master's decision: met / not met

3. Professional Skills

Head Master's decision: met / not met

Part 2: Actions for the Head Master

- Check that the teacher is eligible to be assessed

- Before assessing whether the teacher meets the post-Threshold standards you must first be satisfied, on the basis of the evidence contained in the performance reviews, that the teacher meets the core standards. If the core standards are not met, you must not proceed with the post-Threshold assessment, and must write to the teacher setting out the rationale for the judgement.
- If the core standards are met you then go on to assess whether the teacher meets the post-Threshold standards.
- Make an overall judgement on whether the post-Threshold standards are met/not yet met
- Complete the Head Master's statement
- Sign, date and copy the form.
- Promptly inform the governing body of this decision and notify the appropriate body that deals with payroll matters for the school.
- Inform the teacher of the outcome within 20 working days of informing the governing body.
- Notify the teacher in writing of the outcome of the post-Threshold assessment where the standards have *not yet been met* and a copy of the Head Master's statement for their information.
- Where the standards *have been met*, provide the teacher with oral feedback.

To be completed by the Head Master

Name of teacher	
School	

Please record your overall judgements below. [please delete as appropriate]

Core standards: met/not met:

To be successful, the teacher must meet the core standards as well as each of the post-Threshold standards. Assessment against the post-Threshold standards may not proceed where the teacher does not meet core standards. You should provide a detailed explanation below why the core standards have not been met.

Post-Threshold Standards: met/not yet met

Please provide a detailed explanation why, in your judgement, all the post-Threshold standards have not yet been met throughout the relevant period.

Please indicate any further areas of professional development for the teacher.

Signature	
	Please paste in electronic/scanned signature above if submitting the application form electronically.
Print name	
School name	
Date	

NB This page should be passed back to the teacher where either the core standards have not been met or the post-Threshold standards have not yet been met.

Post-Threshold Standards

Professional Attributes

Frameworks

P1 Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

Professional Knowledge and Understanding

Teaching and learning

P2 Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.

Assessment and monitoring

P3 Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.

P4 Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.

Subjects and Curriculum

P5 Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.

Health and well-being

P6 Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.

Professional Skills

Planning

P7 Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.

Teaching

P8 Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.

Team working and collaboration

P9 Promote collaboration and work effectively as a team member.

P10 Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

Request for Post-Threshold Assessment

Date dd/MM/yyyy

Dear (insert teacher's name)

I acknowledge receipt of your request for assessment against the post-Threshold standards and confirm that I have received all the associated documents to enable the process to be completed.

You will be informed about the outcome of the assessment and where required provided with written feedback.

Signed

Head Master