



DANES HILL SCHOOL  
STRONG & SAGACIOUS

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# PERFORMANCE MANAGEMENT POLICY



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### Introduction

Performance Management has been a central part of Danes Hill School's staff management procedure since 1991. It supports the belief that its staff are the school's greatest asset and the primary force in achieving pupil progress. The role of performance management is to monitor, support and review performance both inside and out of the classroom and proactively to promote appropriate professional development.

### Objectives

The objectives of Performance Management at Danes Hill are based on the eight professional standards as laid down by the DfEE. (2011)

- To set high expectations which inspire, motivate and challenge pupils
- To promote good progress and outcomes by pupils
- To demonstrate good subject and curriculum knowledge
- To plan and teach well structured lessons
- To adapt teaching to respond to the strengths and needs of all pupils
- To make accurate and productive use of assessment
- To manage behaviour effectively to ensure a good and safe learning environment
- To fulfil wider professional responsibilities

and

- To promote an 'open door' ethos whereby staff are able to visit colleagues to observe and share good practice
- To evaluate teaching standards through lesson observations and provide support and positive feedback to both full-time and part-time members of staff
- To evaluate teachers' needs in terms of their professional development. To set performance targets, celebrate success and promote the development of teaching skills
- To ensure that all members of staff identify with, and support, the whole school ethos and have the opportunity to develop both professionally and personally within that ethos
- To gather information about and set targets for Departments and Year Groups in order to ensure overall school improvement
- To obtain evidence which will facilitate informed target-setting for the school's SMT and middle managers
- To use information gathered from individual/department appraisals in the review of the School Development Plan
- To integrate performance management into the school culture so that it is seen as being an essential element of school, pupil and teacher improvement
- To monitor and assess the effectiveness of management throughout the school
- To highlight examples of excellent teaching and share expertise with colleagues

## **Line Management**

Every member of staff has one nominated line manager, who will discuss their lesson observation, targets, previous appraisal and training needs.

- **Bevendean, Lower and Middle Schools**  
Broadly, for Bevendean, Lower School and Middle School teachers, the line manager will be the Head of Year or Head of Section, who will, in all cases, be responsible for monitoring the standard of teaching of their year group staff. For the majority of Heads of Year, the line manager will be the Head of Section, who will agree targets with the respective Heads of Year.
- **Upper School**  
The nominated line manager will be a Head of Department, selected on the basis of the subject taught most by the member of staff. Information from other Heads of Department and their performance in their role as tutor (where relevant) will be fed to the nominated line manager.  
Heads of Department will have their teaching monitored by the Assistant Head Academic or the Deputy Head.  
The Heads of Year in the Upper School will have as their line manager, the Head of Section.
- **General**  
Heads of Department may choose to observe the lessons of departmental teachers, even if they are not their line manager. Feedback would, in this case, be directly to the teacher but observations, both positive and negative, will be fed back to the nominated line manager and used to influence future targets and appraisals.
- **Part time teachers**  
Part time teachers will be allocated to an appropriate Head of Year or Head of Department, selected on the basis of the teacher's timetable commitments.
- **Management of managers**  
Teachers with management responsibilities will have their teaching monitored by the Head of Year, Head of Department, Assistant Head Academic or a nominated member of staff. Their own line manager will set their targets, based on lesson observation notes and the management review.  
Managers without staff responsibility will be managed by the Head or the Deputy Head. The Head is line-managed by the school governors.

## **Exceptions**

Teachers studying under the GTP and RTP schemes and NQTs are not appraised under this scheme. They do however participate in the peer coaching observations run by NIH, LMR and SAJ.

## Procedure

### A. Target-setting (September – for main school and Bevendean)

- At the start of the academic year, all teaching staff are expected to complete a target sheet for the forthcoming year. Line managers should discuss targets with their staff to ensure that they are appropriate and achievable, and should offer suggestions and guidance on how the staff member may look to achieve them.
- One target should be uniform across a staff member's main teaching subject or section, to encourage collaboration and development within departments. Staff are then required to set up to two individual targets in addition to their departmental one.
- Targets should focus on the quality of teaching and learning, as well as professional development.
- Target sheets should be completed by half term, when staff have settled into the new year, demonstrate an awareness of their new cohort of pupils and/or new responsibilities (if applicable) and should therefore be able to set themselves appropriate targets.
- Target sheets must be signed electronically by the individual, as well as their line manager, and filed within their Performance Management using Cascade.
- For the year 2020/2021 targets can be rolled over if they were not completed due to COVID-19.
- Use the review section of the target sheet for reflection on working from home and use of MS Teams

### B. Informal lesson observations / Peer Coaching (Autumn term at main school; Autumn or Spring term at Bevendean).

- All staff should try to complete an informal lesson observation of a colleague of their choice. The aim of this process is to allow staff to share best practice and to develop strategies, which could lead to their future professional development and achievement of targets.
- This process is recorded on an 'Informal Observation Feedback Sheet', which is then filed electronically in the staff member's 'Appraisal Observation' folder in Cascade.
- Staff are encouraged to arrange a lesson swap/experience over the first half of the academic year, which is arranged with the Head of Performance Management. This is not compulsory, but an opportunity for staff to experience a different part of the school and broaden their understanding of where the children are going to/coming from. Staff are expected to plan the lesson agreed in advance. Where possible, a swap should be arranged and cover avoided.

### C. Formal Observations (Autumn term at Bevendean; Spring term at main school)

- Every member of staff (full-time and part-time) will have a formal lesson observation. At the main site, this will be during the Spring term (January – March) and at Bevendean it will take place during the Autumn term due to time constraints in the Spring term.
- Formal observations will either be undertaken by Heads of Department or Line Managers.

- Formal feedback will be given to the teacher within 24 hours of the observation and should be recorded on the required feedback document. During feedback, there should also be discussion in relation to current targets, whether they have been achieved, with suggestions or advice on how to achieve them before the end of the academic year.
- The new Cascade system will be trialed in the Spring and Summer terms. Until the new system is in place, copies of lesson observation documents should be filed in the individual's folder on the M: drive. Any comments (positive or negative) should be highlighted to Line Managers (unless they were carrying out the observation).

#### D. Leapfrog Appraisal

- The leapfrog appraisal on middle and senior managers who are new to their posts (within the current year) will be completed in the Summer term.
- A meeting will be held between the Head and each Head of Section, Head of Department or Head of Year. The discussion will revolve around the feedback that is received from the leapfrog appraisal. Responses will be explored (both positive and where a need for development is identified). Where appropriate, these reflections should feed into the target setting for the manager.
- Absolute confidentiality for the respondents must be guaranteed.
- This can be completed electronically, via an online survey, which will then be passed on to LML.

#### E. Annual Appraisal

- All teaching staff have the opportunity to meet with the Head/Head of Bevendean in the summer term to discuss the feedback from lesson observations and possible areas of development or interest for the forthcoming year.

#### Time line

Sept	Oct - Dec	Jan - March	May - June
Target setting	Informal peer observations (Main school)  Formal observations (Bevendean)	Informal observations (Bevendean)  Formal lesson observations (Main school).  Lesson feedback and mid-year review of targets with line manager.  Follow up any concerns from lesson observations.	1: 1 Meetings held with the Head or Head of Bevendean.  Leapfrog appraisal.
	REPORTS	MOCK EXAMS REPORTS (Bevendean)	EXAMS REPORTS TRIPS CE

### **Recording of Information**

The recording of the all documentation will be filed on Cascade in the Appraisal Observation section.

The feedback from the leapfrog appraisals will be returned to the Head of Performance Management. The information will be collated and will then be fed back to the respective line manager and Head.

### **Responsibility of Line Managers**

Line managers are responsible for monitoring the standard of teaching of their staff. Teaching standards include (where appropriate) marking of books, displays, standards of health and safety within the teaching area as well as class, group or individual teaching skills. Issues which they are unable to resolve should be referred to their own line manager.

### **Excellent Practice**

Where a Head of Section, Head of Year or Head of Department believes that a member of their teaching staff exhibits an area of excellence, this can be communicated in writing to the Head. Teachers will be informed of their practice by the Head during the one on one meetings. It may be decided that teachers who are in need of professional development are assigned to a teacher who has been identified as demonstrating excellent practice.

### **Management of Managers within Departments and Year groups**

Where a teacher has a management responsibility, the standard of their teaching will continue to be monitored by their Head of Year or Head of Department. A copy of the formal observation will be forwarded to the manager's manager to inform target setting.

Management functions will be reviewed by

- Staff managers who are new to their post (less than a year): the Leapfrog system
- Managers without staff responsibilities: by their line manager