

LANDAU SCHOOL

Staff Performance Management policy and procedures

This policy applies to the Principal, all teachers and support staff employed by the school

LANDAU School is committed to enabling staff to work to the high standards expected of them with the aim of delivering outstanding educational provision. This policy is a key part of our school's effort to ensure that effective performance management and staff appraisal are carried out.

1. The Performance Management period

The performance management period will run for 12 months from September annually.

2. Roles and responsibilities

Board

The Board and Principal are responsible for creating this policy, reviewing it and ensuring that it is operating effectively.

The Board is also responsible for appraising the principal.

Principal

The Principal will decide who appraises all other teachers. Staff will be notified before or as soon as practicable after the start of each performance management period who their appraiser will be.

The Deputy CEO will have responsibility for the performance management of the support staff and will notify them as above.

It is the Principal's responsibility to ensure that all staff, particularly those appraising others, have appropriate training and support to understand and use the policy.

3. The performance management procedure

The school will manage performance management so that the process is clear to both appraiser and appraisee – throughout the cycle through an ongoing dialogue and meetings both will have a shared understanding of the objectives set, the criteria to be used to assess performance and progress towards meeting them.

a. Setting objectives

Objectives will be set before or as soon as practicable after the beginning of the performance management period. The objectives will be SMART (specific, measurable, achievable, realistic and time-bound). The objectives set for each teacher will, if achieved, contribute to the school's plans for improving educational provision and performance and improving outcome for students.

The Principal's objectives will be set by the governing body following consultation with an appointed external adviser.

Teachers' objectives will be agreed by the appraiser and teacher. Where it is not possible for them to agree, the appraiser will decide the objectives.

Objectives may be revised if circumstances change during the appraisal period.

b. Reviewing performance

Observation

Classroom observation is an important part of continuing professional development for all teaching staff, and a good way to assess performance, highlight strengths that can be celebrated and expertise that can be shared, and pinpoint weaknesses that can be eliminated with support. This is key to whole-school improvement.

In this school, performance will be observed regularly but the amount and type of classroom observation will depend on the individual circumstances of the employee and the overall needs of the school.

Teachers who hold responsibilities outside of the classroom, such as in extra-curricular activities, should also expect to be observed.

Observations may be done by Coordinators, Heads of Departments, Deputies, Principal and external inspectors.

Observations will follow a set form, with the record keeping as standard – see appendix

Evidence

During the appraisal period, teachers have a responsibility for gathering evidence of their progress throughout the year in order for them to identify any particular strengths or areas for further development. The appraiser will then record the discussion on this evidence in the appraisal report.

Development and support

As a tool for development, the school will use appraisal to inform decisions about continuing professional development that improves performance. Agreed training and professional development will seek to develop individual good professional practice and will also relate to whole-school improvement linked to the school's improvement priorities

Feedback

Managers and members of the senior leadership team are expected to give regular and timely feedback to teachers based on observation and other relevant evidence. They will highlight strengths as well as weaknesses and consider what could usefully be shared with other staff. Feedback may be given in writing or face to face.

c. Where there are concerns about a teacher's performance

The appraiser will arrange a face-to-face meeting with the appraisee to:

- give feedback that clearly explains concerns, their nature and seriousness
- give the appraisee the opportunity to comment on and discuss the concerns
- find out if there are any issues (both in or outside of work) that are affecting their performance that the appraiser can assist with or provide extra support
- make clear how the appraisee will be supported (e.g. coaching, mentoring, training, structured observations, observing others in a similar role) to address the concerns
- set a date to review progress using targets that are reasonable and practical, related to the seriousness of the concerns and which allow sufficient time for improvement
- make sure the appraisee understands the implications, including the use of the capability procedure, if insufficient or no progress is made during the review period.

This meeting can take place at any time during the appraisal period. It is intended to be supportive, and to give the appraisee the opportunity to improve. The appraiser will provide the appraisee with notes from the meeting so that the appraisee is clear about the improvements that need to be made, the support that will be provided and the timescales.

At the end of the review period, if the appraiser is satisfied that the appraisee has made or is making sufficient progress, the appraisal process will continue as normal and any remaining issues will be addressed as part of the appraisal process.

d. The appraisal report and annual assessment

An annual assessment is the end point to the annual appraisal cycle and will formally assess a teacher's performance. Once feedback has been given each teacher will receive a copy of their formal appraisal report. This will be a summary of performance during the year and set out development needs for the next year. In particular, the report will outline

- details of the appraisal period objectives
- the assessment of staff performance in relation to these objectives and any relevant standards
- an assessment of the appraisee's development needs and any action required to address them
- See Appraisal Form appendix

Appraisal reports will be kept and will inform planning for the next performance management period.

Lesson Observation Procedures in International Primary and Secondary

Performance Management Meetings with teachers will be twice a year:

1. January – following up the targets/changing or extending targets if need be/appraising the mid-year progress
2. June – Reviewing the year/appraisal/setting targets

Lesson Observations procedures

Total and complete 40 or 45 minute lesson observations (teacher is observed from the start of the lesson till the end) will be conducted as:

1. Minimum 1 interdepartmental and 1 departmental peer observation should be done and reported by the teacher (both as an assessor and observed teacher).
2. Your Coordinator (Academic, Subject, Grade or Campus) and Head of Department will observe your lesson at least once a term
3. Your Deputy Principal will observe your lesson at least twice a year.
4. Your Principal will observe your lesson at least once a year.
5. External or independent inspectors may be asked to observe your lessons.

Note: There will be unlimited number of lesson pop-ins and short observations (less than 40 minute) throughout the year by all of the above-mentioned parties.

You will also receive informal verbal or written feedback with the aim of improvement of certain areas of teaching.