



**PHOENIX**  
PRIMARY SCHOOL

# PERFORMANCE MANAGEMENT POLICY

REVIEWED SEPTEMBER 2020 – REVIEW DATE SEPTEMBER 2023

A **Beyond** ACADEMY  
SCHOOLS TRUST

## Purpose

Performance Management (PM) provides a clear framework of both challenge and support in order to professionally develop and improve our teaching and support staff within the context of the school development plan and a key focus for the school. Current legislation has been consulted in the production of this Policy: The Education (School Teachers' Appraisal) (England) Regulations 2012.

## Practice

The Headteacher will appoint appraisers each year. All appraisers appointed by the Headteacher will have qualified teacher status and relevant experience. The teacher's line manager or another senior person will normally be their appraiser.

If legitimate concerns are raised about the choice of appraiser, these will be communicated in writing to the Headteacher and then will be carefully considered and, if the Headteacher considers these concerns to be valid, an alternative appraiser will be offered.

Those individuals selected to review the performance of others will be given appropriate professional development and support. The performance management cycle will run for 12 months. All staff and their appraisers will have access to a software package, which will facilitate the recording, monitoring and the assessment of the Performance management process.

## Target Setting

- Target setting will take place before the end of Term 1.
- A minimum of three targets will be set for every teacher, based upon whole school priorities.
- Those with TLR and additional responsibilities should be set additional targets relating to that area of responsibility.
- Teachers paid on UPS will have additional or more challenging targets to reflect this status.
- PM targets have been agreed to focus on:
  - 1) Student performance, relating to whole-school foci (see Appendix 1 for success criteria)
  - 2) Classroom practice (learning/ teaching) in the department
  - 3) Professional development relating to wider whole school development.
- The targets set for each teacher need to be: Specific, Measurable, Achievable, Realistic and Time-bound (SMART) and will be appropriate to the teacher's role and level of experience and linked to the School Development Plan.
- The appraiser and teacher need to agree the objectives together and these may be revised if circumstances change during the year.
- A mid-term review will be held in term 3 or 4. Progress towards the targets set will be recorded at that review meeting and linked to whole school attainment and contribution towards the school development plan.
- The final review should take place before the end of term 1 in the following academic year. This will allow any pay recommendations to be considered and pay will then be back dated to the beginning of the academic year.

## Reviewing Performance and pay recommendations

- There will be at least 2 formal observations per year as well as a number of drop-ins, with the expectation being that progress, learning and engagement are highly effective and support our good or better judgement for teaching and learning as a school.
- Each observation will be followed by full, constructive and supportive feedback.
- Where observation raises concerns - a further observation or package of support and challenge will be required.
- Teachers who have responsibilities outside the classroom, which contribute to the wider school community should also expect to have their impact evaluated.
- Progress towards targets set will also be assessed by: work scrutiny, discussions with students, analysis of a teacher's records, scrutiny of year group planning documentation, and aggregation of learning walk findings.
- The annual assessment will result in a summative report available through the software program (Genie). The Headteacher will then use all the evidence to recommend pay increases to the Local Governing Body.



## Appendix to Performance Management

### **Target 1 - Student Performance.**

- Students should make good/outstanding progress over the year.
- Judged by internal or external examination or assessment success.
- Baseline is either previous level or Phoenix Baseline, whatever is agreed in the PM meeting.
- All students in focus groups should be making more than expected progress over the year with no variation between key vulnerable groups.
- Students should meet or exceed end of year targets

### **Trust and Phoenix Expectations of Post Threshold / UPS staff**

Staff on UPS scale are required not just to meet the teaching standards but also the UPS standards. These are listed below with examples of potential evidence.

Link to Teachers' Standards: <https://www.gov.uk/government/publications/teachers-standards>

### **Expectations of staff applying for or on UPR**

To apply to be paid on the UPR, teachers must have QTS and according to Section 2 paragraph 15.2 of the STPCD the application demonstrate to the school that:

“The teacher is highly competent in all elements of the relevant (teacher) standards” listed below and that “the teacher’s achievements and contribution to an educational setting or settings are substantial and sustained”. (Latest government guidelines from Gov.uk)

It is the responsibility of each teacher to decide whether to apply for UPR scale and to provide the evidence required in support of their application. Anyone can apply for the UPR scale but as a representative of ASCL commented, someone with less experience is not likely to be successful in providing “substantial and sustained” evidence.



## UPR Evidence Tracker

Professional Attributes	Post Threshold evidence
Contribute significantly to implementing workplace policies and practice and promote collective responsibility for their implementation	Ensuring the implementation of school policies linked to the School Improvement Plan. Ongoing contributions to SIP and SEF.
<b>Professional knowledge and understanding</b>	
Teaching and learning - having 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	Subject mentoring caseload and organisation of expected and more than expected progress. Data to be used as evidence to show progress of students.
<b>Assessment and monitoring</b>	
Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas within the Key Stage including those related to end of Key Stage examinations.	Creation of key schemes of learning development - potentially becoming exam moderators / markers.
Have up to date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting the needs of learners.	Attendance at update meetings with relevant examination boards.  Quality assurance of the department relating to embedding schemes of learning and assessment
<b>Subjects and curriculum</b>	
Have a more developed knowledge and understanding of subjects/curriculum areas and related pedagogy including how learning progresses within them	Developing growth mind-set agenda and other progress linked processes in subject areas to ensure progress is maximised - assisting the subject leaders in Quality First teaching and develop intervention strategies.
<b>Health and well-being</b>	
Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of students	Organise and run revision sessions/out of hour's clubs in order to maximise student progress and to ensure strategies are in place to maintain the well-being of students in their care.
<b>Professional Skills</b>	
Planning: Be flexible, creative and adept at designing learning sequences within 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 and curriculum knowledge	Developing schemes of learning that reflect the needs of the learners, ensure that this is impacting on the students in terms of progress in their learning. Regular consultation with students regarding SoL.
Teaching: Have teaching skills which lead to learners achieving well relative to their prior attainment and making progress as good as if not better than similar learners nationally	Being aware and embedding where appropriate the use of new technologies across their subject area.
Team working/Collaboration: Promote collaboration and working effectively as a team member alongside contributing to the professional development of colleagues through coaching/mentoring - demonstrating effective practice and providing advice and feedback	Coaching and mentoring staff - NQTs or experienced staff in terms of developing expertise and capability in the subject area and their contribution to the wider community

