

Model Performance Management Policy for Teachers

Recommended throughout South East Wales

(Summary of Changes)

The current policy and the New Policy share a common platform, i.e. the School Teacher Appraisal (Wales) Regulations 2011.

Each Authority produced a performance management policy and recommended it to Schools in 2013. On the premise that there was not a consistent policy across South East Wales, this policy was prioritised for review on a regional basis. All trade unions were consulted on this policy and offered their feedback and recommendations at regional level. Agreement for the progression of this policy to be recommended to Schools was received by NEU, NASUWT, ASCL and UCAC. NAHT were silent on this in July 2018 but equally they had raised no objection.

The new recommended policy includes hyperlinks to the Regulations and Guidance that underpin the process including a link to the professional standards that were last reviewed 31st August 2018.

The old and new policies agree on the principles underpinning performance management, i.e.

- Trust, confidentiality and professional dialogue between appraiser and appraisee.
- Consistency so that all staff are treated fairly.
- Recognition of strengths and a commitment to share effective practice.
- A commitment to provide constructive feedback on performance.
- Rigorous and evidence-based.
- A shared commitment to meeting the school's improvement plan and appropriate national priorities.
- A shared commitment to the training and development of all staff

The appointment of appraisers – differences between old and new include:

The New policy states: The teacher should be consulted on who will be appointed as their appraiser. That teachers and the headteacher have the right to object to an appraiser on the grounds of consistency and fairness.

The new policy makes reference to collaboration arrangements - In line with the STPCD section 3, paragraph 21, in which the Collaboration Regulations (51) refer to Headteachers with temporary responsibility for more than one school establishment, their appraisal will be carried out by a panel consisting of:

- at least two governors, one appointed by each governing body
- one or two representatives appointed by the local authority

The performance management plan - differences between old and new include:

The new policy is specific on number of objectives, i.e. no more than 3; also specific on number of classroom observations, i.e. 3 exceeding no more than 3 hours.

In Annex F of the new policy, page 19 it is made clear that there will be no observations in addition to those agreed for performance management purposes in the planning meeting other than in the following circumstances:

- during an Estyn Inspection
- by Estyn in circumstances where an inspection report categorises a school as requiring significant improvement or special measures
- where staff voluntarily initiate developmental peer observations
- a teacher becoming subject to capability procedures

The new policy encourages teachers to use the Professional Learning Passport on the Education Workforce Council (EWC) website to keep up to date record of their own performance against their objectives.

Monitoring Objectives : differences between old and new include:

The new policy references absent colleagues specifically, i.e: Where an appraisee has been absent for a significant period of time due to sickness absence or maternity leave, their objectives should be reviewed on their return and altered if deemed appropriate. The appraisee may provide evidence from the 3 previous years to show achievement of objectives where absence due to maternity leave or long term sickness absence has occurred.

The Review Meeting : differences between old and new include:

The new policy states - Good progress towards the achievement of a challenging objective will be assessed favourably. The appraisee can provide evidence from the previous 3 years to show achievement of objectives.

The five Professional Standards for Teaching and Leadership should be used by the appraiser as a backdrop to help make a professional judgement about the overall effectiveness of the teacher's performance in demonstrating that they continue to meet the standards.

Training and Support is more comprehensively referred to in the new policy, i.e: The school's continuing professional development (CPD) programme will be informed by the training and developmental needs identified in the training annex of the appraisee's planning and review statements.

The governing body will ensure in the budget planning that, as far as possible, appropriate resources are made available for any training and support agreed for appraisees.

An account of the training and developmental needs of teachers, including the instances where it did not prove possible to provide any agreed CPD will form part of the headteacher's annual report to the governing body about the operation of the performance management process within the school.

Appraisees will not be held accountable for failing to make good progress towards meeting their performance management objectives where the support recorded in their planning statement was not provided.

All appraisers will be provided with training to enable them to discharge all aspects of their role appropriately and effectively.

Monitoring and Evaluation: is not referenced in the old policy but clear in the new, i.e: The governing body and the head teacher will monitor the operation and effectiveness of the school's appraisal arrangements.

The head teacher will provide the governing body with a written report on the operation of the school's appraisal and capability policies annually. The report will not identify any individual by name. The report will include an assessment of the impact of this policy on: race, sex, sexual orientation, disability, religion and beliefs, age, part-time status and maternity and pregnancy

The head teacher will report on whether there have been any appeals or representations on an individual or collective basis, including those on the grounds of alleged discrimination.

L. Downey

Caerphilly CBC

September 2018