



# Policy & Procedure Guidance for Teacher Performance Management & Capability

*This policy has been approved by the Board of Trustees with reference to the academy's Equality Policy. The aims of the Equality Policy are to ensure that Plume Academy meets the needs of all, taking account of gender identity, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this academy we meet the diverse needs of students to ensure inclusion for all and that all students are prepared for full participation in a multi-ethnic society.*

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## Teacher Performance Management and Dealing with Capability Issues

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The Trustees of Plume Academy adopted this policy to start 1 September 2013.

It will be reviewed annually.

### **1.1 Purpose**

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the Joint Heads of Academy, and for supporting their development within the context of the academy's plan for improving educational provision and performance, and the standards expected of teachers. It also sets out the arrangements that will apply when teachers fall below the levels of competence that are expected of them.

### **1.2 Application of the policy**

The policy is in two separate sections.

**Part A of the policy, which covers performance management (PM), applies to the Joint Heads of Academy and to all teachers employed by the academy, except those on contracts of less than one term, and those undergoing induction (i.e. Early Careers Teachers (ECTs) and those who are subject to Part B of the policy.**

#### **If PM is predicated on Teacher Standards**

Part B of the policy, which sets out the formal capability procedure, applies only to teachers (including the Joint Heads of Academy) about whose performance there are serious concerns that the performance management process has been unable to address.

All teachers and the Joint Heads of Academy are entitled to a performance management review that as a minimum meets all the requirements of the Department for Education (DfE) Model Policy which this policy does.

## **2. Part A – Performance Management**

Performance Management is conducted in the context of the principles of fairness, equity and confidentiality. Plume is committed to promoting high quality staff professional development and student achievement. Performance management will be a supportive and developmental process designed to ensure that all teachers have the skills and support they need to carry out their role effectively. It will help to ensure that teachers are able to continue to improve their professional practice and to develop as teachers. The operation of the performance management process has been workload-assessed to ensure it does not unduly add to the workload of an individual.

### **2.1 The Performance Management period**

The performance management period will run for a twelve-month period, from 1 September to 31 August of the following year.

The month of September will be used to carry out final reviews of the previous academic year, and to set new

objectives for the coming year. Evidence gathered in September such as lesson observations, cannot be used to fulfil Performance Management requirements for the previous academic year.

Teachers who are employed on a fixed-term contract of less than one year will have their performance managed in accordance with the principles underpinning this policy. **The length of the period will be determined by the duration of their contract.** The performance management cycle for the Joint Heads of Academy will be the same as for other teachers.

## 2.2 Appointing appraisers

The Joint Heads of Academy will be appraised by the Trustees, supported by a suitably skilled and experienced external adviser ideally someone who has had leadership experience in a similar school or academy, who has been appointed by the Board of Trustees for that purpose. The Joint Heads of Academy's performance management, including the setting of objectives, will be delegated to a sub-group consisting of three members of the Trustees and the external advisor.

All appraisers appointed by the Joint Heads of Academy will have qualified teacher status and relevant experience. The teacher's line manager or another senior person in the teacher's subject area will normally be their appraiser. If they are unable to conduct the performance management, an appropriately experienced appraiser will be appointed in their place.

If legitimate concerns are raised about the choice of appraiser, these will be carefully considered and, if the Joint Heads of Academy (or in the case of the Joint Heads of Academy, the Trustees) considers these concerns to be valid, an alternative appraiser will be offered.

## 2.3 Setting objectives

**The Joint Heads of Academy's objectives will be set by the Trustees after consultation with the external adviser and in the context of the academy's Development Plan.**

**The Joint Heads of Academy will also be expected to meet any objectives that are common to the all teaching staff.** Objectives for each teacher will be set before, or as soon as practicable after, the start of each performance management period. For most teachers, objectives will be set as part of the objective-setting process in September. The objectives set for each teacher, will be Specific, Measurable, Achievable, Realistic and Time-bound (SMART) and will be appropriate to the teacher's role and level of experience.

The appraiser and teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives.

Where teachers' circumstances change during the year, the appraiser should be mindful of the impact that this may have on the successful completion of targets such that objectives may be revised if circumstances change.

The objectives set for each teacher will, if achieved, contribute to the improvement of the academy's educational provision and performance.

Each teacher should expect to have an objective linked to the development of their pedagogy and/or subject knowledge, and a second objective that encourages them to use their newly-acquired knowledge to enhance students' educational experience and progress, although it should be noted that this objective will not contain a numerical target.

A third objective will encourage teachers to make a contribution to the wider life of the school. For non-Teaching and Learning Responsibility (TLR) post holders, this will be predicated on the design and implementation of activities or initiatives that enhance students' educational experience, and particularly their cultural capital. Those staff who have a TLR and senior leadership team (SLT) members should expect that this objective will be related to the strategic development of the whole-school, faculty, subject or pastoral area to which their additional payment relates.

Before, or as soon as practicable after, the start of each performance management period, each teacher will be informed of the standards against which their performance in that performance management period will be assessed. All teachers should be assessed against the set of standards contained in the document called 'Teachers' Standards' first published in July 2011 and updated in June 2013.

Teachers (including the Joint Heads of Academy) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

## **2.4 Reviewing performance**

### **2.4.1 Observation**

This academy believes that observation of classroom practice and other responsibilities is important both as a way of assessing teachers' performance in order to identify any particular strengths and areas for development they may have and of gaining useful information which can inform school improvement more generally. All observations will be carried out in a supportive fashion.

Any teacher can request an observation of a class of their choice for a performance management observation.

Classroom observation for Performance Management purposes will be carried out by those with Qualified Teacher Status (QTS) and all post holders who have received appropriate training. Any observations conducted by teaching staff without QTS but with relevant subject expertise will be quality-assured by the SLT Quality of Education Team.

Performance Management observations are usually conducted by one observer and last for one hour. Other than these stipulations, Performance Management lesson observations should follow the same procedures as those listed in the Quality of Teaching section on page 15 of this document.

In addition to formal observation, the Joint Heads of Academy and other leaders with responsibility for teaching standards may 'drop in' in order to evaluate the standards of teaching and to check that high standards of professional performance are established and maintained. The length and frequency of 'drop in' observations will vary depending on specific circumstances. At Plume a 'drop in' is defined as 15 minutes or less and may be no notice.

## 2.4.2 Development and support

Performance Management is a supportive process which will be used to inform continuing professional development. The academy wishes to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development. In order to facilitate this, as part of the Performance Management process, all post-ECT teaching staff will participate in a professional development programme, predicated on coaching, where they will work collaboratively with another teaching colleague to identify and improve an aspect of their teaching practice. Teaching colleagues will be provided with guidance and support in relation to implementing the principles of coaching.

Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual teachers; teachers are supported to address gaps in their knowledge; resources will be made available for appropriate training and support dependent on budget constraints.

## 2.4.3 Feedback

Teachers will receive constructive feedback on their performance throughout the year and as soon as practicable within 48 hours after an observation has taken place or other evidence has come to light.

Feedback will highlight particular areas of strength as well as any areas that need attention. Where there are concerns about any aspects of the teacher's performance the appraiser will meet the teacher formally to:

- give clear feedback to the teacher about the nature and seriousness of the concerns
- give the teacher the opportunity to comment and discuss the concerns
- agree any support (e.g. coaching, mentoring, structured observations), that will be provided to help address those specific concerns
- make clear how, and by when, the appraiser will review progress (*it may be appropriate to revise objectives, and it will be necessary to allow sufficient time for improvement. The amount of time should reflect the seriousness of the concerns*)
- explain the implications and process if no – or insufficient – improvement is made.

When progress is reviewed, if the appointed reviewer is satisfied that the teacher has made, or is making, sufficient improvement, the performance management process will continue as normal, with any remaining issues continuing to be addressed through that process.

### Teachers Experiencing difficulties

## 2.4.4 Transition to capability

Underperformance will be dealt with as part of performance management and there is clear progression to capability if insufficient improvement is made see Appendix 1 – The relationship between Performance Management & Capability. In addition to Performance Management Lesson Observations, the Joint Heads of Academy and seniors leaders who form part of the academy's core Quality of Education/Teaching Directorate may conduct a quality of teaching observation if concerns are raised about a colleague's quality of teaching.

A minimum notice period of 48 hours should be provided to the teacher concerned when organizing a quality of teaching lesson observation.

The SLT line manager will be involved in these circumstances, as there is a potential transition to the capability process. The teacher will be entitled to be accompanied by a friend/representative at all meetings, both Performance Management and Capability.

If the appointed reviewer is not satisfied with progress, the teacher will be notified in writing that the performance management system will no longer apply and that their performance will be managed under the capability procedure, and will be invited to a formal capability meeting. The capability procedures will be conducted as in part B of this policy.

#### **2.4.5 Annual assessment**

Pay progression will be quality assured by the SLT Committee for threshold/Upper Pay Range (UPR) and by the SLT line manager for other progression, however, the Joint Heads of Academy shall have the final decision on all pay progression applications.

Decisions on performance pay progression will be based on an assessment of the overall performance of the teacher.

The Teachers' Standards state that a teacher must:

1. Set high expectations which inspire, motivate and challenge pupils
2. Promote good progress and outcomes by pupils
3. Demonstrate good subject and curriculum knowledge
4. Plan and teach well-structured lessons
5. Adapt teaching to respond to the strengths and needs of all pupils
6. Make accurate and productive use of assessment
7. Manage behaviour effectively to ensure a good and safe learning environment
8. Fulfil wider professional responsibilities.

A teacher will be eligible for annual performance pay progression where they:

- 1) have been assessed as meeting all of the Teachers' Standards, throughout the assessment period
- 2) have had their teaching assessed as at least 'good' over the time of the assessment period
- 3) have been assessed as meeting the requirements of their job description/jobrole
- 4) meet their individual performance management objectives  
consideration will be given where factors beyond the teacher's control have impacted on their ability to meet objectives and/or any other relevant factors e.g. periods of absence
- 5) have demonstrated a personal responsibility for identifying and meeting their Continued Professional Development (CPD) needs.

The evidence which will be considered in assessing performance will include:

- quality of teaching against the Teachers' Standards, including observed practice
- pupil progress data
- self-assessment
- professional dialogue
- received feedback
- performance management statements
- CPD records including evidence of ready engagement in the Continuing Professional Development Coaching Programme

In the case of **UPS** teachers, evidence of their significant contribution beyond their own classroom and their impact on the wider academy.

### **Movement to the **Upper Pay Scale****

Pay Progression will be successful, if the Joint Heads of Academy and the Pay Committee are satisfied that:

- the teacher is highly competent in all elements of the Teachers' Standards
- the teacher's achievements and contribution to the academy are substantial and sustained.

In this academy, this means that the teacher has consistently

- demonstrated that they meet all Teachers' Standards, both in terms of teaching and personal and professional conduct, over a sustained period
- been assessed as meeting their performance management objectives over a sustained period and in addition that:
  - teaching has been rated as 'good' over a sustained period
  - the teacher has demonstrated an ability to support students to exceed expected levels of progress/achievement over a sustained period
  - the teacher has consistently taken responsibility for identifying and meeting their own professional development needs and used their learning to improve their own practice and students' learning
  - the teacher has demonstrated that they have made an impact on the academy beyond their own class/group(s) over a sustained period. This may include
    - demonstrating an ability to coach, mentor, advise and demonstrate best practice to, other teachers to enable them to improve their teaching practice
    - contributing to policy and practice which has improved teaching and learning across the academy.

It is normally expected that this will include at least one year at this academy, although discretion will be exercised where there is clear and compelling evidence of consistent performance against the criteria at the teacher's previous school/academy.



Colleagues who complete Main Range 6, and whose annual reviews have been successful for the entirety of the time on the Main Range, will automatically be advanced to the Upper Pay Range, unless they personally opt-out.

Progression from Upper Pay Range Point 1 to 2 will be automatic if the colleague is deemed to have successfully completed two Performance Management reviews since progressing to Upper Pay Range Point 1.

Progression from UPR 2 to 3 will be by application.

According to the Teachers' Pay and Conditions document:

"UPS 3 teachers play a critical role in the life of the school. They provide a role model for teaching and learning, make a distinctive contribution to the raising of pupil standards and contribute effectively to the work of the wider team. They take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning."

To ensure that the achievements and contribution have been substantial and sustained, the teacher will need to demonstrate that they have continued to meet post-threshold standards; and grown professionally by developing their teaching expertise post-threshold.

Therefore, in respect of UPS 3 applications, the Joint Heads of Academy and leaders within the academy will assess:

- 1) The extent to which the teacher provides a role model for teaching and learning.
- 2) The distinctive contribution made by the teacher to the raising of pupil standards.
- 3) The effectiveness of the teacher's contribution to the work of the academy, beyond that of their own teaching.

Applications for progression to the Upper Pay Scale, if the colleague has not already passed through Main Range 6, and for progression to UPS 3, must be made by 30 September. Similarly, teachers wishing to opt-out of pay progression from Threshold to UPS, or from progression between UPS Point 1 to 2, should do so by this date.

Each teacher's performance will be formally assessed in respect of each performance management period. In assessing the performance of the Joint Heads of Academy, the Board of Trustees must consult the external adviser.

This assessment is the end point to the annual performance management process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year and formally, in writing, at a mid-year review that will be conducted by the end of second term in each year, with formal deadlines for submission of mid-year review being specified in the school calendar.

The teacher will receive as soon as practicable following the end of each performance management period – and have the opportunity to comment in writing on - a written performance management report.

Teachers will ordinarily receive their written performance management reports by 30 September, unless unforeseen circumstances, such as the short term illness of a reviewer or reviewee, causes a short delay to the process. In such cases, a revised submission date will be agreed between reviewer and reviewee.

The performance management report will include details of the teacher's objectives for the performance management period in question; an assessment of the teacher's performance of their role and responsibilities (TLR), against their objectives and the relevant standards; an assessment of the teacher's training and development needs and identification of any action that should be taken to address them. When submitting the report, a copy of the colleagues coaching booklet should be included.

Reviewees have a right of appeal against any of the entries in the written performance management report. For details of the appeals process see Appendices 3 & 4 (cross-referenced to appendices A & B in Pay Policy).

Where the Joint Heads of Academy has not been recommended for pay progression, s/he will be informed by the appropriate Trustee.

Any teacher has the right of appeal against the outcome of a pay recommendation, including the Joint Heads of Academy, and may be assisted by a friend/representative, as set out within the Pay Policy (section 21 refers).

Capability Procedures will be treated separately, as set out in Part B of this policy.

### 3. Part B – Capability Procedure

This procedure applies only to teachers or the Joint Heads of Academy about whose performance there are serious concerns that the performance management process has been unable to address. The academy will undertake to apply the capability procedure in a humane and supportive way to help improve teachers' performance.

At least five working days' notice will be given of the formal capability meeting. The notification will contain sufficient information about the concerns about performance and their possible consequences to enable the teacher to prepare to answer the case at a formal capability meeting. It will also contain copies of any written evidence; the details of the time and place of the meeting; and will advise the teacher of their right to be accompanied by a companion who may be a friend, colleague, a trade union official, or a trade union representative who has been certified by their union as being competent.

#### 3.1 Formal capability meeting

This meeting is intended to establish the facts. It will be conducted by the Chair of Trustees (for Joint Heads of Academy capability meetings) or Joint Heads of Academy /appropriate member of SLT (for other teachers).

The meeting allows the teacher, accompanied by a companion if they wish, to respond to concerns about their performance and to make any relevant representations. This may provide new information or a different context to the information/evidence already collected.

The person conducting the meeting may conclude that there are insufficient grounds for pursuing the capability issue and that it would be more appropriate to continue to address the remaining concerns through the performance management process. In such cases, the capability procedure will come to an end. The person conducting the meeting may also adjourn the meeting *for example if they decide that further investigation is needed, or that more time is needed in which to consider any additional information.*

In other cases, the meeting will continue. During the meeting, or any other meeting which could lead to a formal warning being issued, the person conducting the meeting will:

- identify the professional shortcomings, *for example which of the standards expected of teachers are not being met*
- give clear guidance on the improved standard of performance needed to ensure that the teacher can be removed from formal capability procedures (*this may include the setting of new objectives focused on the specific weaknesses that need to be addressed, any success criteria that might be appropriate and the evidence that will be used to assess whether or not the necessary improvement has been made*)
- explain any support that will be available to help the teacher improve their performance
- set out the timetable for improvement and explain how performance will be monitored and reviewed. The timetable (see below) will depend on the circumstances of the individual case but, in straightforward cases could be between 4 and 8 weeks)
- warn the teacher formally that failure to improve within the set period could lead to dismissal. In very serious cases the first warning could be the first and final warning.

Notes will be taken of formal meetings and a copy sent to the member of staff. Where a warning is issued, the teacher will be informed in writing of the matters covered in the bullet points above and given information about the timing and handling of the review stage and the procedure and time limits for appealing against the warning.

### 3.2 Monitoring and review period following a formal capability meeting

A performance monitoring and review period will follow the formal capability meeting. Formal monitoring, evaluation, guidance and support will continue during this period. The member of staff will be invited to a formal review meeting, unless they were issued with a final written warning, in which case they will be invited to a decision meeting (see below).

Timetable for Capability Review Periods

First Formal Meeting	Issue First Written Warning	Period for improvement 4-8 weeks
Formal Review Meeting	If no improvement, issue Final Written Warning	Period for improvement 4-8 weeks
Second Review Meeting	If no improvement, decision meeting to take place.	

### 3.3 Formal review meeting

As with formal capability meetings, at least five working days' notice will be given and the notification will give details of the time and place of the meeting and will advise the teacher of their right to be accompanied by a companion who may be a colleague, a trade union official, or a trade union representative who has been certified by their union as being competent.

If the person conducting the meeting is satisfied that the teacher has made sufficient improvement, the capability procedure will cease and the performance management process will re-start. In other cases:

- if some progress has been made and there is confidence that more is likely, it may be appropriate to extend the monitoring and review period
- if no, or insufficient improvement has been made during the monitoring and review period, the teacher will receive a final written warning or notification that a decision will be made with regard to dismissal.

As before, notes will be taken of formal meetings and a copy sent to the member of staff. The final written warning will mirror any previous warnings that have been issued. Where a final warning is issued, the member of staff will be informed in writing that failure to achieve an acceptable standard of performance (within the set timescale), may result in dismissal and given information about the handling of the further monitoring and review period and the procedure and time limits for appealing against the final warning. The teacher will be invited to a decision meeting.

### **3.4 Decision meeting**

As with formal capability meetings and formal review meetings, at least five working days' notice will be given and the notification will give details of the time and place of the meeting and will advise the teacher of their right to be accompanied by a companion who may be a friend, colleague, a trade union official, or a trade union representative who has been certified by their union as being competent.

If an acceptable standard of performance has been achieved during the further monitoring and review period, the capability procedure will end and the performance management process will re-start. If performance remains unsatisfactory, a decision, or recommendation to the Joint Heads of Academy will be made that the teacher should be dismissed or required to cease working at the academy.

The teacher will be informed within five working days of the reasons for the dismissal, the date on which the employment contract will end, the appropriate period of notice and their right of appeal.

### **3.5 Decision to dismiss**

Initial decisions, including dismissal, will normally be made by the Joint Heads of Academy, except where the matter relates to him/her, where the Board of Trustees will make such decision.

### **3.6 Dismissal**

Once the decision to dismiss has been taken, the Joint Heads of Academy will dismiss the teacher with notice in writing.

### **3.7 Appeal**

If a teacher feels that a decision to dismiss them, or other action taken against them is wrong or unjust, they may appeal in writing against the decision within ten days of the decision, setting out at the same time the grounds for appeal. Appeals will be heard without unreasonable delay and at an agreed time and place.

The Board of Trustees' Disciplinary/Dismissal Appeals Committee will hear all appeals.

The same arrangements for notification and right to be accompanied by a companion will apply as with formal capability and review meetings and, as with other formal meetings, notes will be taken and a copy sent to the teacher.

The appeal will be dealt with impartially and by managers or trustees who have not previously been involved in the case.

The teacher will be informed in writing of the results of the appeal hearing as soon as possible.

#### **4. Part C: General Principles underlying this policy and appendices**

**The Advisory, Conciliation and Arbitration Service (ACAS) Code of Practice on Disciplinary and Grievance Procedures.** Part B of the policy will be implemented in accordance with the provisions of the ACAS Code of Practice.

##### **Confidentiality**

The performance management and capability processes will be treated with confidentiality. However, the desire for confidentiality does not override the need for the Joint Heads of Academy and Board of Trustees to quality assure the operation and effectiveness of the performance management system. There is a need to share some of the details of the performance management & capability process with trustees and key members of staff for reasons that include: planning professional development; making efficient use of aggregated lesson observation information; quality assurance and overall monitoring.

##### **Consistency of Treatment and Fairness**

The trustees are committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.

##### **Definitions**

Unless indicated otherwise, all references to “teacher” include the Joint Heads of Academy. Lesson Observations are graded according to current Ofsted criteria.

##### **Delegation**

Normal rules apply in respect of the delegation of functions by the Board of Trustees, Joint Heads of Academy s and local authorities.

##### **Grievances**

Where a member of staff raises a grievance during the capability procedure the capability procedure may be temporarily suspended in order to deal with the grievance. Where the grievance and capability cases are related it may be appropriate to deal with both issues concurrently.

##### **Sickness**

If long term sickness absence appears to have been triggered by the commencement of monitoring or a formal capability procedure, the case will be dealt with in accordance with the academy’s Absence Policy (*e.g. referred immediately to the Occupational Health service to assess the member of staff’s health and fitness for continued employment and the appropriateness or otherwise of continuing with monitoring or formal procedures*). In some cases, it may be appropriate for monitoring and/or formal procedures to continue during a period of sickness absence.

##### **Monitoring and Evaluation**

The trustees and Joint Heads of Academy will monitor the operation and effectiveness of the academy’s performance management arrangements.

##### **Retention**

The trustees and Joint Heads of Academy will ensure that all written performance management records are retained in a secure place for six years and then destroyed.

## Lesson Observation Protocol

At Plume, teachers' lessons will be observed on an appropriate and reasonable number of occasions based on the individual circumstances of the teacher. The number of observations includes provision for circumstances where concerns have been raised about a teacher's performance.

**1. Performance Management Observations** - please see page 5/6. Observations last for one hour, and are usually conducted by one observer, with effective practice for the conduct of such observations being covered in the bullet points in part two of this appendix below.

### **2. Quality of Teaching Observations**

Quality of Teaching Observations will take place when there are concerns about a teacher's performance in relation to the teaching standards.

- Observations are undertaken by responsibility holders trained in lesson observation usually SLT, Faculty Leaders, Subject Leaders and Pastoral Leaders.
- These will be half lesson observations (30 minutes) and are paired observations.
- Detailed formative feedback will be given to help the teacher improve their quality of teaching within five working days after the observation. The observer will be mindful that feedback should be conducted in a private, undisturbed location and in a professional manner. It is expected that feedback would take about 20 minutes.
- Lesson observation notes should be completed on the formal lesson observation form and each category of the framework on middle pages should be ticked.
- The teacher and the observer must sign the form and a copy should be given to the teacher at the end of the feedback session. The original copy should be retained by the observer.
- At this feedback meeting a discussion about developmental opportunities should take place and be agreed. This may involve a second observation being scheduled or other CPD activities being agreed upon to take place within a six week period
- It is the observer's responsibility that the completed form is logged with the Cover Manager after the feedback has been given. Data about the lesson will be logged on the whole academy log of quality of teaching which will be scrutinised by Ofsted during inspections and will form the basis of whole academy self-evaluation judgements made about the quality of teaching at Plume.
- Where teaching is found to 'Require Improvement' or be 'Inadequate' in any of the three identified areas (progress in the lesson, progress over time and behavior and safety), follow up observations will take place within an agreed framework of support. These observations will be an opportunity for teachers to demonstrate that they have acted upon the feedback and support given, and that teaching is now 'Good' or better in all three identified areas.
- Any disputed judgments will be referred to the Quality of Teaching Team for resolution.

### 3. Peer/Developmental Observations and Drop Ins

These observations are undertaken by any member of staff for their own (or for the teacher's) personal professional development, and to monitor the day-to-day climate of the academy. It is recognised that teachers should use peer observation as one of the tools for them to gain knowledge for their own professional development and this may be one of the recommended CPD options following an observation. Peer/Development Observations are common features of the Continuing Professional Development Coaching Programme.

- Prior to the observation it is expected that colleagues would discuss a specific focus for this type of observation at the planning stage and that the teacher and the observer would meet for a short shared reflection afterwards for the observer to gain further insights.
- Any notes taken about this type of observation will be personal to the observer. These will form a useful part of their professional CPD or CPD Coaching Programme log which colleagues should keep themselves. This type of lesson observation will not lead to any recording of judgements about the quality of teaching – all records are purely qualitative and personal to the colleague being observed.
- Drop-Ins may also be carried out by senior leaders and post holders to monitor the Quality of Education. They will last up to 15 minutes. Brief data about the lessons seen is recorded on an online form. Data is only seen by members of the Quality of Education Team. Other colleagues, including Faculty and Subject Leaders may request to see data that appertains to their subject area.

### 4. Typicality Walks

These will be conducted with a whole academy focus to investigate specific foci and will be of no more than 20 minutes in duration. Notice of at least three working days will be given. Good practice examples discovered during the 'walk' may be reported at a 'per subject' level. Areas for development will be reported generically.

For current Lesson Observation paperwork please refer to H Drive/Staff Resources/Lesson Observations

#### Frequently Asked Questions

##### **How will the number and frequency of observations I am scheduled for be tracked?**

A central record of Performance Management observations will be kept by the Cover Manager and monitored by members of the Quality of Teaching team. Part of this monitoring will be to ensure that there is equity in the number and frequency of observations colleagues are scheduled for. The only exception to this is where colleagues are part of the Requires Improvement/Inadequate Support Programme.

Any concerns about the above should be directed to the Joint Heads of Academy.

##### **Does allowing visitors to my lesson count as an observation?**

No. Teachers may be asked to allow visitors to observe their lessons. These will, usually be Initial Teacher Training (ITT) trainees, prospective ITTs, NQTs or teachers from other schools who are developing their understanding of key aspects of pedagogy to observe their lessons. There is no compulsion to do this. All visitors are requested to ensure their findings are anonymous and the vast majority give positive and useful feedback to those they observe. Many Plume colleagues view this as 'giving back' as they were afforded this



privilege when they trained by experienced colleagues.

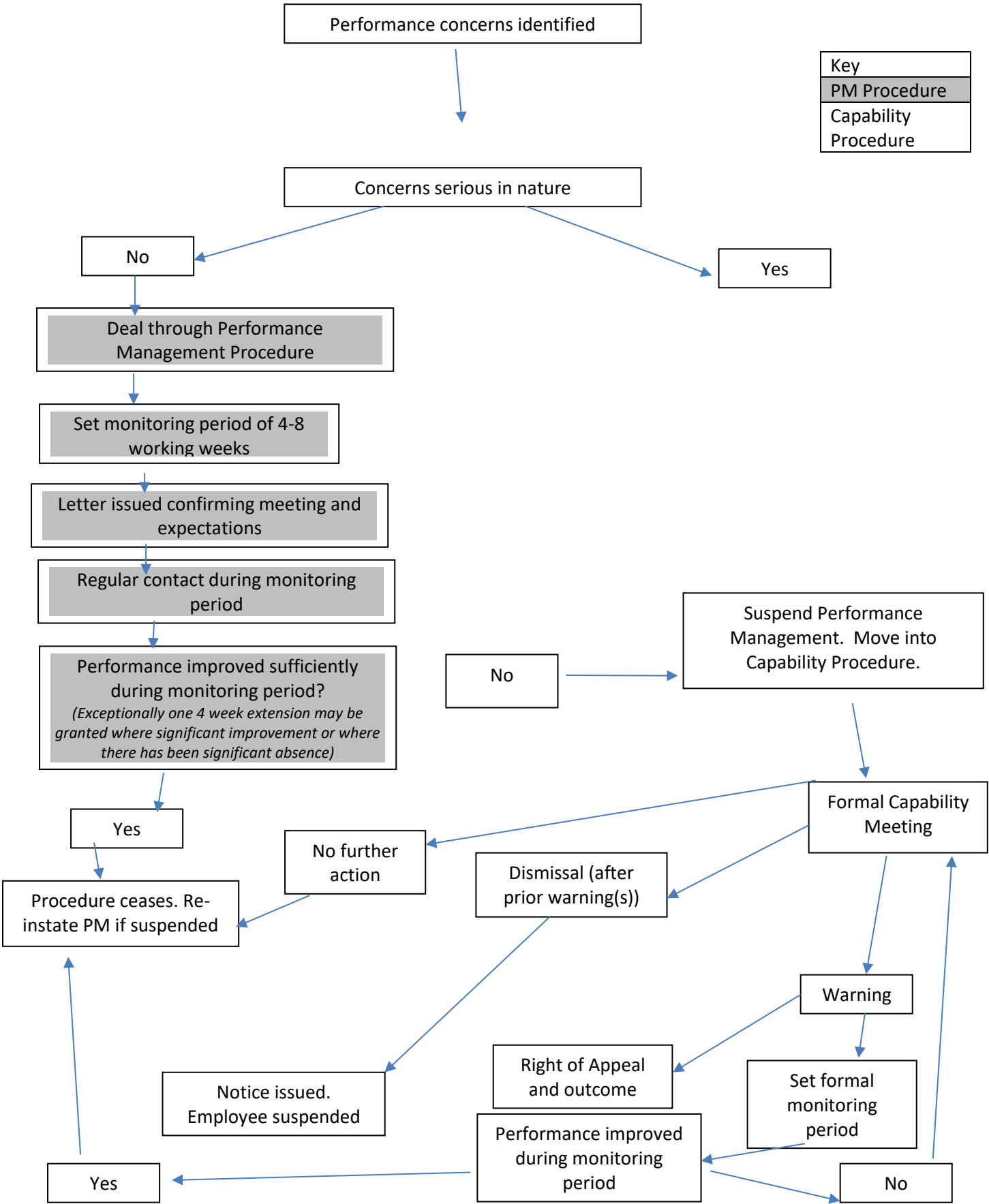
It may be necessary for colleagues to evaluate the work of support staff in their lessons through observation of their work, for example, teaching assistants. This is an observation of the support staff and not of the teacher, and would be expected to be seen as such by the teacher.

**Where can I find additional information about the protocols of observation and preparation for observation?**

For the most up-to-the minute information, speak to a member of the Quality of Teaching team.

**Teachers Standards: Observations of Teaching**

**APPENDIX 1: The relationship between Performance Management & Capability**



## **TERMS OF REFERENCE PAY COMMITTEES**

### **Joint Heads of Academy's Performance Management Committee**

#### **Delegation of Function**

The Board of Trustees shall establish an Joint Heads of Academy's Performance Management Committee to deal with the performance management of the Joint Heads of Academy and to implement the approved Pay Policy in respect of the Joint Heads of Academy 's pay.

#### **Clerking**

The Clerk to the Board of Trustees will act as clerk.

#### **Membership**

The Joint Heads of Academy's Pay Committee shall consist of at least three members of the Board of Trustees, usually a Vice-Chair of the Board of Trustees, the Chair of the Personnel Committee and the Chair of the Finance and Estates Committee; none of whom shall be employees.

#### **Quorum**

Any three Trustees, or where greater, any one third (rounded up to a whole number of the total number of Trustees holding office at the meeting).

#### **Meeting cycle**

Meetings will take place at least annually to enable reports to be presented at meetings of the Board of Trustees.

#### **Responsibilities**

- To undertake the performance management process in respect of the Joint Heads of Academy, in accordance with the relevant Performance Management Regulations, including the setting, monitoring and review of performance management objectives.
- To determine the salary of the Joint Heads of Academy on an annual basis.

The Joint Heads of Academy and/or his/her representative are able to make representations in writing or in person to the Joint Heads of Academy's Pay Committee if they wish to do so.

The Board of Trustees will receive the report of the Joint Heads of Academy's Pay Committee in the confidential section of the meeting.

### **PAY COMMITTEE**

#### **Delegation of Function**

The Board of Trustees shall establish a Pay Committee to set the Pay Policy for the academy and to implement the approved Pay Policy in respect of the pay for all staff other than the Joint Heads of Academy.

#### **Clerking**

The Clerk to the Board of Trustees will act as clerk.

#### **Membership**

Membership will be determined by the HR Committee and will consist of a minimum of three Trustees.

#### **Quorum**

Any three Trustees, or where greater, any one third (rounded up to a whole number of the total number of Trustees holding office at the meeting).

#### **Meeting cycle**

Meetings will take place in the autumn and summer terms to enable reports to be presented at meetings of the Board of Trustees.

#### **Responsibilities**

- To confirm that the Academy's Performance Management Policy has been complied with in respect of all staff.
- To confirm that pay decisions have been taken in accordance with appropriate timescales for those staff still subject to the terms of School Teachers' Pay and Conditions Document.
- To confirm that pay decisions in respect of support staff reflect the conditions and timescale of the Policy.
- To confirm the salary of each member of staff at the academy (with the exception of the Joint Heads of Academy) taking account of any recommendations made by the Joint Heads of Academy.
- To determine appropriate salary ranges for new appointments to the Leadership Team and other appropriately senior appointments.
- To report to the Board of Trustees at appropriate intervals.

## **APPEALS COMMITTEE**

### **Delegation of Function**

The Board of Trustees shall establish an Appeals Committee to deal with all appeals against pay decisions.

### **Clerking**

The Clerk to the Board of Trustees will act as clerk.

### **Membership**

The Appeals Committee shall consist of at least three members of the Board of Trustees, none of whom shall be employees or associate members or members of the Joint Heads of Academy 's Performance Management or Pay Committees.

The Appeal Committee will be chaired by the Chair of the Board of Trustees or their nominated representative.

The Joint Heads of Academy may attend all proceedings of the Appeals Committee for the purpose of providing information and advice (except where the appeal is in respect of his/her own salary, where he/s/he will attend for the purposes of making his/her case).

### **Quorum**

Any three Trustees, or where greater, any one third (rounded up to a whole number of the total number of Trustees holding office at the meeting), and the Joint Heads of Academy.

### **Joint Heads of Academy's Appeal Committee**

#### **Membership**

The Appeal Committee for the Joint Heads of Academy in respect of pay will be chaired by the Chair of the Board of Trustees and will consist of two other Trustees who have not been previously been involved in pay determination for the Joint Heads of Academy . In the event of an appeal by the Joint Heads of Academy against a pay decision relating directly to his/her salary, the Chair of the Board of Trustees reserves the right to invite an independent member to sit on the panel.

#### **Responsibilities**

To determine formal appeals against discipline, grievance, pay or other relevant decision in accordance with the Appeals Procedure set out in the Pay Policy.

## **APPEALS MEETING PROCEDURE**

The meeting should be attended by the employee, his/her colleague or representative if required, a representative of the Pay Committee and the Appeals Committee. The Joint Heads of Academy should attend to provide information and advice (except where s/he is the appellant).

1. Introductions and opening remarks
  
2. Member of staff and/or representative to present case (and call witnesses if appropriate) Pay  
Committee Representative to ask questions  
Appeals Committee to ask questions
  
3. Pay Committee Representative to respond (and call witnesses if appropriate)  
Member of staff and/or representative to ask questions  
Appeals Committee to ask questions
  
4. Joint Heads of Academy to add any relevant information (where not the appellant)
  
5. Employee or representative to make closing statement
  
6. Both parties withdraw to allow Appeals Committee to consider their decision
  
7. Either both parties invited back to hear decision or the decision will be communicated in writing within two working days.

This Teacher Performance Management & Capability policy was reviewed and ratified by the Board of Trustees of Plume Academy