

# Eastwood Park Academy Trust

EPAT

Believe Succeed Together

## Performance Management Policy

Date Reviewed	June 2018
Date Ratified by the Trust	July 2018

## Contents

1.0 Introduction .....	3
1.1 Exemptions .....	3
2.0 Roles and Responsibilities.....	3
2.1 Board of Trustees.....	3
2.2 CEO .....	3
2.3 Principal .....	3
2.4 Senior Leaders .....	3
2.5 Middle Leaders .....	4
2.6 Support Staff.....	4
3.0 Process .....	4
3.1 Cycle.....	4
3.2 Day to Day.....	4
3.3 PM Appraisal Assessment Matrix .....	4
3.4 PM Appraisal.....	4
4.0 PM Appraisal Assessment Matrix – Teaching Staff.....	5
5.0 PM Appraisal Assessment Matrix – Support Staff .....	6
6.0 Appraisal Objectives.....	7
7.0 PM Appraisal Grades.....	8
7.0 Pay.....	9
8.0 Unsatisfactory Performance .....	9
9.0 Capability .....	9
10.0 Confidentiality.....	10

## **1.0 Introduction**

The Performance Management (PM) Policy sets out the framework for a clear, fair and consistent assessment of the overall performance of staff. This policy should be read in conjunction with any additional guidance e.g. FAQ documents.

The process is rigorous, supportive and developmental, to ensure that all employees are equipped with the skills and support they need to carry out their role effectively, and in doing so meet the Trust's ethos and vision.

### **1.1 Exemptions**

- Staff with less than one year's service or those on fixed term contracts - the cycle will be adjusted according to the start/duration of the contract.
- Those staff undergoing a probationary or statutory induction period – the policy will not normally apply until these periods have been successfully completed.

## **2.0 Roles and Responsibilities**

### **2.1 Board of Trustees**

The Board is responsible for conducting a 360<sup>o</sup> review of its performance.

### **2.2 CEO**

The CEO is responsible for the PM of the Principal in each constituent academy.

### **2.3 Principal**

The Principal is responsible for the PM of the Senior Leaders in their constituent academy.

### **2.4 Senior Leaders**

Senior Leaders are responsible for the PM of Middle Leaders that they directly line manage.

## **2.5 Middle Leaders**

Middle Leaders are responsible for the PM of teaching staff that they directly line manage.

## **2.6 Support Staff**

Senior or Middle Leaders are responsible for the PM of support staff.

## **3.0 Process**

### **3.1 Cycle**

The cycle is an academic year i.e. 1<sup>st</sup> September – 31<sup>st</sup> August.

### **3.2 Day to Day**

The day to day performance of staff is monitored, managed and supported by line managers (or another appropriate manager).

### **3.3 PM Appraisal Assessment Matrix**

Staff performance is measured against a list of descriptors organised into a matrix – refer to section 4.0 and 5.0.

The performance of the CEO and Principal is assessed under a different procedure, in the former's case, using an external advisor.

### **3.4 PM Appraisal**

An interim PM review is conducted in the Spring Term of the PM cycle at the request of the individual member of staff and/or the line manager.

An annual PM Appraisal is completed in the Autumn Term to allow for any pay decisions to be made by 31<sup>st</sup> October (in the case of teaching and support staff) and 31<sup>st</sup> December (in the case of the CEO and Principal).

Where a member of staff has been absent during the PM cycle, performance will be assessed using any available, relevant evidence. It is the responsibility of the individual member of staff to collate and present the evidence.

## 4.0 PM Appraisal Assessment Matrix – Teaching Staff

Grade	Teachers' Standards	Threshold Standards	Lesson Observations	Appraisal Objectives	Contribution and Role	Staff Support and Development	Attendance
1	The employee has fully addressed all standards.	The employee has fully addressed all standards.	All three lessons were 'outstanding' OR two out of three were 'outstanding' and one was 'good'.	The employee has fully addressed all objectives. <sup>1</sup>	The employee's contribution has been substantial and sustained and they are critical to the Academy.	The employee has grown professionally through a proactive approach to CPD which has had a significant impact on pupil progress in their principal teaching groups and, in the case of ML/SL, their subject area(s).	The employee has recorded a Bradford Factor score of 0 -8.
2			All three lessons were 'good' OR two out of three were 'good' and one was 'requires improvement'.	The employee has fully addressed the majority of objectives and partly addressed the remainder. No objectives are recorded as not being addressed. <sup>2</sup>	The employee meets the requirements of their job description and often exceeds expectations.	The employee has grown professionally through their involvement in CPD which has had a notable impact on pupil progress in their principal teaching groups and, in the case of ML/SL, their subject area(s).	The employee has recorded a Bradford Factor score of 9 – 49.
3	The employee has fully addressed the majority of standards and partly addressed the remainder. No standards are recorded as not being addressed.	The employee has fully addressed the majority of standards and partly addressed the remainder. No standards are recorded as not being addressed.	All three lessons were 'requires improvement' OR two out of three were 'requires improvement' and one was at least 'good'.	The employee has partly addressed all objectives. No objectives are recorded as not being addressed. <sup>3</sup>	The employee meets the requirements of their job description.	The employee has availed core training provision (INSET) and attended at least one internal or external CPD event/session a term.	The employee has recorded a Bradford Factor score of 50 - 124.
4	The employee has not addressed one or more standards.	The employee has not addressed one or more standards.	At least one lesson was 'inadequate'.	The employee has not addressed one or more objectives. <sup>4</sup>	The employee is not meeting expectations and/or the requirements of their job description.	The employee has availed core training provision (INSET).	The employee has recorded a Bradford Factor score of 125+.

<sup>1</sup> All objectives will be recorded as 'Fully addressed'.

<sup>2</sup> In the case of two objectives, one objective will be recorded as 'Fully Addressed' and the other as 'Partly Addressed'.

<sup>3</sup> All objectives will be recorded as 'Partly Addressed'.

<sup>4</sup> At least one objective will be recorded as 'Not Addressed'.

## 5.0 PM Appraisal Assessment Matrix – Support Staff

Grade	Support Staff Standards*	Appraisal Objectives	Contribution and Role	Staff Support and Development	Attendance
1	The employee has fully addressed all standards.	The employee has fully addressed all objectives. <sup>1</sup>	The employee's contribution has been substantial and sustained and they are critical to the Academy.	The employee has led training and development.  The employee has grown professionally through a proactive approach to CPD which has had a significant impact on their area of work.	The employee has recorded a Bradford Factor score of 0 -8.
2		The employee has fully addressed the majority of objectives and partly addressed the remainder.  No objectives are recorded as not being addressed. <sup>2</sup>	The employee meets the requirements of their job description and often exceeds expectations.	The employee has contributed to staff training and development.  The employee has grown professionally through CPD which has had a notable impact on their area of work.	The employee has recorded a Bradford Factor score of 9 – 49.
3	The employee has fully addressed the majority of standards and partly addressed the remainder. No standards are recorded as not being addressed.	The employee has at least partly addressed all objectives.  No objectives are recorded as not being addressed. <sup>3</sup>	The employee meets the requirements of their job description.	The employee has attended identified CPD training.	The employee has recorded a Bradford Factor score of 50 -124.
4	The employee has not addressed one or more standards.	The employee has not addressed one or more objectives. <sup>4</sup>	The employee is not meeting expectations and/or the requirements of their job description.	The employee has not attended any identified CPD training.	The employee has recorded a Bradford Factor score of 125 +.

<sup>1</sup> All objectives will be recorded as 'Fully addressed'.

<sup>2</sup> In the case of two objectives, one objective will be recorded as 'Fully Addressed' and the other as 'Partly Addressed'.

<sup>3</sup> All objectives will be recorded as 'Partly Addressed'.

<sup>4</sup> At least one objective will be recorded as 'Not Addressed'.

\*SS1 is applicable to all support staff and SS1-SS4 to TA, LSA, and HTLA.

## 6.0 Appraisal Objectives

### 6.1 Derivation

Objectives are derived from the constituent Academy Development Plan (ADP) which in turn are derived from the Trust Development Plan (TDP).

Objectives will be set for the forthcoming PM cycle during the annual PM Appraisal process.

### 6.2 Nature

Objectives will be SMART based i.e. specific, measurable, achievable, realistic and time-bound.

### 6.3 Number

Member of Staff	Number of Objectives
Support Staff	2
Teacher	2
Middle or Senior Leader	3-5

### 6.4 Quality Assurance

The objectives (excluding the CEO and Principal) will be scrutinised by the Senior Leader with designated responsibility for PM. They will be amended if they do not meet the criteria as specified in section 6.1 and 6.2.

### 6.5 Revisions

Objectives may be revised during the PM cycle where circumstances change. This will usually be undertaken during the interim PM review.

It is the responsibility of the individual member of staff to notify the Senior Leader with designated responsibility for PM of any changes that would impact on their objectives.

## 7.0 PM Appraisal Grades

### 7.1 Grade Criteria

Grade		Requirements
1	Performed significantly above expectations.	All categories are recorded as grade 1 OR all categories are recorded as grade 1 with the exception of one which is recorded as grade 2.
2	Performed above expectations.	All categories are recorded as grade 2 or better OR all categories are recorded as grade 2 or better with the exception of one which is recorded as grade 3.
3	Performed broadly in line with expectations.	All categories are recorded as grade 3 or better OR all categories are recorded as grade 3 or better with the exception of one which is recorded as grade 4.
4	Performed below expectations.	Two or more categories are recorded as grade 4.

### 7.2 Quality Assurance

The grades (excluding the CEO and Principal) will be scrutinised by the Senior Leader with designated responsibility for PM. Where a grade is changed, this will be in discussion with the relevant line manager. It is the responsibility of the line manager to amend the PM Appraisal Form and conduct a further meeting with the member of staff concerned to communicate the change in grade.

### 7.3 Appeal

Where a member of staff disputes or contests the overall grade, they must, in the first instance, refer the matter to the Senior Leader with designated responsibility for PM.

If the member of staff remains dissatisfied, the matter is referred to the Principal.

If the member of staff remains dissatisfied, particularly in cases where this directly affects pay progression, the matter is referred to the Pay Appeals Committee – refer to the Pay Policy.



## **7.0 Pay**

Pay progression is linked to performance – refer to the Pay Policy.

## **8.0 Unsatisfactory Performance**

If at any point in the cycle, evidence emerges that an employee's performance has fallen below the minimum standards expected of them, the line manager or other appropriate manager will:

- Set out the nature and seriousness of the concerns.
- Confirm any previous discussions/support.
- Give the employee the opportunity to comment on and discuss the concerns.

A monitoring period will usually be set in which the line manager will:

- Set targets for future performance (in addition to existing PM targets).
- Agree any further support with the employee.
- Make it clear how, and by whom, progress will be monitored and when it will be reviewed.
- Explain the consequences and process if no, or insufficient, improvement is made.

The period of monitoring will normally be between 4-8 working weeks; the precise length being determined by the seriousness of the issues and individual circumstances. Exceptionally, an extension of up to 4 weeks may be granted, where there has been significant improvement or where there has been significant absence during the monitoring period.

Where performance concerns are particularly serious, and/or where there has been insufficient improvement following any monitoring period, the PM procedure will be suspended and the Capability Policy will be invoked.

## **9.0 Capability**

Refer to the Capability Policy.

## **10.0 Confidentiality**

The PM process - and related paperwork - will be treated as confidential, however, it may be shared beyond the employee and line manager in the following circumstances:

- With the Senior Leader responsible for PM, for the purposes of quality assurance.
- With the Principal (or CEO in the case of the Principal) for the purpose of assessing eligibility and making pay decisions.
- Where identified performance is below expectations.
- With those responsible for making pay decisions e.g. Pay Committee and Pay Appeals Committee.