



Glenwood School

Together we will;
respect, achieve and make good choices

Glenwood Residential Special School

Approach to Professional Progress (Performance Management Procedure)

March 2022

CONTENTS

PAGE NO:

| | | |
|----|---|---|
| 1. | INTRODUCTION | 4 |
| 2. | SCOPE | 5 |
| 3. | ROLES AND RESPONSIBILITIES | 5 |
| 4. | THE PERFORMANCE MANAGEMENT CYCLE | 6 |
| 5. | OBJECTIVE SETTING | 6 |
| 6. | MONITORING AND SUPPORTING PERFORMANCE | 6 |
| 7. | REVIEWING PERFORMANCE | 7 |
| 8. | UNSATISFACTORY PERFORMANCE | 7 |
| 9. | CONFIDENTIALITY & DATA PROTECTION | 8 |

1. INTRODUCTION

- 1.1 The day to day performance of staff is monitored, managed and supported by line managers. The Performance Management Procedure sets out the framework for a clear, fair and consistent assessment of the overall performance of staff. The process will be supportive and developmental, to ensure that all staff have the skills and support they need to carry out their role effectively and to enable them to continue to improve their professional practice within the context of the school's improvement plan and the standards expected of staff by relevant national and local standards and job and person specifications. Performance Management will also be the key process in determining annual performance pay progression.
- 1.2 Professional Progress Conversations held within the Standards Tracker tool and the cycle will run from January to January to take into consideration the skills and development needed to transition from one academic year to another in a complex setting.

Each teacher and LSA at Glenwood is expected to engage in Professional Progress Conversations as a key element of the Performance Management Procedure held on Standards Tracker. This is a on ongoing, high quality dialogue which explores key questions about professional practice and effectiveness. Glenwood uses the Standards Tracker tool hold important records of professional progress assessment, planning and evaluation.

- Prior to the first meeting with their line manager a member of staff completes the self-assessment which is aligned the bespoke Glenwood standards aligned to their particular role in school. The aim is that each member of staff knows their own strengths and how to build on them, understands their unique role in the school and grows a useful understanding of themselves as a professional.
- Ultimately Standards tracker and Professional Progress Conversations are there to ensure ongoing professional progress underpins the quality of education for learners in a focussed and dynamic way.
- The overarching intention for the school is that it develops an adult to adult system of self-improvement of performance management based on professional trust and creative dialogue.
- Standards tracker tools and Professional Progress Conversations will also provide the context for meaningful discussions about meeting standards and passing thresholds, but will not be limited to these activities.
- The Headteacher will designate certain meetings for these activities and also set additional questions in line with the priorities and strategic direction of the school. Role specific standards will be refreshed alongside role specific targets bespoke to the strategic priorities of the school.
- Other members of the Glenwood Team such as office support staff are encouraged to engage in the Professional Progress Cycle.
- Staff will focus on their contribution to meeting whole school targets and in this way the school team will find common ground by addressing the same pivotal questions together.
- Each member of staff will be invited to regular meetings and will take responsibility to make their own records of professional progress, thoughts, ideas, reflections and further key questions on standards Tracker.

- Line Managers will contribute brief but incisive feed-back after each meeting, posing further questions and suggesting deeper thinking about specific strengths and areas for development.

- Partners who conduct Professional Progress Conversations and the staff they support are jointly responsible for ensuring dialogue moves forward with momentum. Meetings may be brief or extended, depending on what partners feel works the best but there will ideally be a balance.

- staff members and their line managers will be asked to complete an interim reflection on their progress against targets so that senior leaders can evaluate the impact of Professional Progress experiences in relation to the needs of the school.

- Professional development needs which require the support or sanction of the senior team should be fed through in a timely way so that a broad and accurate picture of training and development requirements is clearly defined.

Requests for further professional study for accredited courses will emerge from the Professional Progress conversations and requests will be processed according to the needs of the school.

2. SCOPE

2.1 This Procedure is applicable to all staff (including the headteacher).

In the case of:

- staff with less than one year's service/on fixed term contracts - the cycle will be adjusted according to the start/duration of the contract;
- those undergoing a probationary or statutory induction period – the Performance Management Procedure will not normally apply until this period has been successfully completed.

3. ROLES AND RESPONSIBILITIES

3.1 Performance Management Reviewers

- The Governing Board will appoint a member(s) to manage the headteacher's performance management. This Headteacher's Performance Management Panel will be advised by an external advisor who has been appointed by the Governing Board for this purpose.
- The headteacher will appoint performance management reviewers for other staff.

The role of the performance management reviewer is to operate the Performance Management Procedure in its entirety. The headteacher will be responsible for making recommendations on pay progression on the Performance Management Statement in accordance with the Pay Policy.

3.2 It is the responsibility of the Governing Board to:

- Define, communicate and monitor procedures and to ensure that they are applied in a fair and consistent manner;
- appoint an external advisor to support them in undertaking the headteacher's appraisal.
- ensure that systems are in place for the proper induction of new and promoted staff, and for day to day management, support and development of staff.

3.3 It is the responsibility of the headteacher and other managers to:

- manage performance effectively ensuring that staff are aware of the standards expected of them and dealing with any minor deficiencies at the earliest stage through normal day to day supervision and probation and induction procedures.

3.4 It is the responsibility of all staff to:

- be aware of and comply with the specific standards of performance related to their area of work and workplace;
- comply fully with this procedure and to co-operate with the processes contained therein.

The Performance Management process will be operated in a way which minimises the additional workload on all parties.

4. THE PERFORMANCE MANAGEMENT CYCLE

4.1 Teachers

The performance management cycle will run from January – January.

Reviews will contribute to any pay decisions to be made by 31 October (31 December for headteachers).

4.2 Support Staff

The performance management cycle will run from January to January.

Reviews will be completed in time to contribute to any pay decisions to be made by 31 October.

From 1 April 2020 new Essex Pay scales will be implemented

5. OBJECTIVE SETTING

5.1 Objectives will be developed from Professional Progress Conversations within the first Standards Tracker meeting of the New Year.

5.2 The objectives set for each reviewee will be related to professional impact and effectiveness. From 2021 onwards each member of staff will pursue 4 role specific targets aligned to whole school targets, and one bespoke personal target.

5.3 The reviewer and reviewee should each consider each target and should seek to agree a bespoke target through discussion.

5.4 The Governing Board will consult with the external advisor when setting objectives for the headteacher.

5.5 The objectives, if achieved, will contribute to the school's plans for improving the quality of education and the impact of the curriculum. To ensure this, objectives will be moderated across the school to ensure consistency and fairness.

5.6 Objectives may be revised in-year where circumstances change.

6. MONITORING AND SUPPORTING PERFORMANCE

6.1 Observation

The school believes that observation is one way of assessing strengths and areas for development and for gaining important information which can inform school improvement more generally.

All staff will have the opportunity for professional reflection on a range of work and contributions to school effectiveness. This will include where relevant, classroom observations for the purposes of evaluating quality of education offered to learners and the particular role staff play in delivering this.

6.2 Feedback

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

6.3 Training and Support

The school expects all staff to take responsibility for improving their own performance through appropriate continuing professional development. Professional development will be linked to school improvement priorities and individual job roles, priorities and ambitions. Specific support, guidance and development needs will be identified through the Professional Progress Conversations and related activities.

6.4 Residential staff will have supervision meetings every half term which will include professional progress as part of the performance management cycle.

7. **REVIEWING PERFORMANCE**

7.1 All staff will be assessed on their overall performance considering: any Glenwood professional standards applicable to that role; performance against their Standards Tracker objectives; the requirements of their job roles and the degree to which they have taken responsibility for their own professional progress

7.2 Performance and development priorities will be considered and addressed on a continuous basis throughout the year and there will be informal meetings as necessary to consider progress against objectives. There may be formal review meetings during the year.

7.3 End of year review

At the end of the cycle, each members of staff professional progress will be evaluated. In the case of the headteacher, the headteacher's performance management panel will consult the external advisor.

staff and line managers will meet to discuss progress against objectives and overall performance. They will complete an end of cycle summary in agreement with their professional progress partner and submit a sample to the Senior Leadership Team for moderation

7.4 Absence

Where an employee has been absent during the professional progress cycle, performance will be assessed on the basis of any and all evidence available for the periods of attendance and where necessary on prior performance.

8. **UNSATISFACTORY PERFORMANCE**

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

- explain the nature and seriousness of the concerns;

- detail any previous discussions/support;
- give the employee the opportunity to comment and discuss concerns.

This may also apply where employees consistently fail to develop their skills and knowledge or to sustain the expected level of progress.

Any concerns and subsequent discussion will be confirmed in writing to the employee.

The manager will normally (see 8.2 below) set a monitoring period. This will involve:

- the setting of targets for future performance (in addition to existing performance management targets);
- agreeing any further support with the employee;
- making it clear how, and by whom, progress will be monitored and when it will be reviewed;
- explaining the consequences and process if no, or insufficient, improvement is made.

The period of monitoring will normally be between 4 and 8 working weeks and in any case shall only be as long as is necessary to allow reasonable time for improvement and this will depend on the seriousness of the issues and individual circumstances. Exceptionally, an extension of not normally more than 4 weeks may be granted, where there has been significant improvement or there has been significant absence during the monitoring period.

Regular contact will be maintained throughout the monitoring period to review and support progress.

- 8.2 Where performance concerns are particularly serious, and/or where there has been insufficient improvement following any monitoring period, the performance management procedure will be suspended and the formal capability procedure will be invoked.

9. CONFIDENTIALITY

- 9.1 A written record of all meetings conducted under this procedure will be made, either by the person holding the meeting or by an alternative person arranged by the school to take notes. The school processes any personal data collected during the performance management procedure in accordance with its data protection policy. Any data collected is held securely and accessed by, and disclosed to, individuals only for the purposes of completing the performance management procedure or as set out in 9.2 below. On the conclusion of the procedure, data collected will be held in accordance with the school's retention schedule. Inappropriate access or disclosure of employee data constitutes a data breach and should be reported in accordance with the school's data protection policy immediately. It may also constitute a disciplinary offence, which will be dealt with under the school's disciplinary procedure.
- 9.2 The performance management process and related Standards Tracker records will be treated with confidentiality. However, performance management paperwork may be shared beyond the reviewer and reviewee in the following circumstances:
- with senior leaders for the purposes of quality assurance;
 - with the headteacher for the purpose of assessing eligibility to progress to the Upper Pay Range and meeting HLTA and other relevant standards;
 - where poor performance is identified;