

LT2 Performance Management Policy

Name of Policy	PERFORMANCE MANAGEMENT	
Policy Level (Trust/School)	Trust	
Document Control		
Date	Revision Amendment Details	By whom
January 2021	Review and internal consultation	Executive Team, HR and Compliance Officer
February 2021	Adopted by Trust Board	Trustees
January 2024	Proposed date for review subject to statutory update as required	HR and Compliance Officer, Head of HR

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Our Learning Today Leading Tomorrow Multi-Academy Trust Vision

Vision

Our vision is to build a group of outstanding schools across phases, including specialist provision, to become (a mid-size) Trust that provides vibrant and inclusive learning environments in which every member of the learning community is passionate about learning. The Trust is led by a CEO who works closely with Headteachers who lead the two schools supported by a central team to support finance, HR, estates and governance.

Mission

LT2 Trust and schools will have a relentless focus on high achievement, supported by robust organisational structures and governance. We aim to give children and young people in our care the knowledge, skills and experiences to expand their minds and world view to enable them to develop a naturally inquisitive approach to learning and life, fit for an ever-changing world.

Ultimately, we will educate and support all children attending LT2 schools to grow into capable and contributing citizens who have developed the personal attributes and characteristics that will enable them to become considerate, self-reliant and confident young people who are ready for the next stage of their lives.

Values

The Trust Values underpin the mission and provide the basis on which LT2 schools can articulate the key behavioural characteristics that promote a positive philosophy. Our six values are unseen drivers of our behaviour as experienced by others and are designed to create a shared organisational culture:

Kindness – The quality of friendliness, generosity, and consideration

Collaboration – The belief that working and learning with others will lead to greater success

Curiosity – A strong desire to know and to learn

Resilience – The ability to recover quickly and learn from the difficulties we face

Respect – To appreciate the importance of understanding and admiration for others and self

Endeavour – The belief that hard work is needed to achieve something of which we can be proud

Definitions

- Where the word 'Trust' is used in this document it refers to The Learning Today Leading Tomorrow Trust.
- Where the words 'Trust Board' are used it refers to the board of Trustees who set the vision for the Trust and hold the executive leadership team to account for delivering the Trust's strategic plan.

1. Organisation and Responsibilities

1.1 Introduction

This procedure provides a framework for a clear and consistent assessment of employee performance, and for supporting staff development within the context of the Trust's plan for improving educational provision and performance. It should be read in conjunction with the Pay Policy, and it also explains the process for invoking the Capability Policy where there are serious concerns about an employee's performance that the performance management procedure has been unable to address. This procedure applies to employees at all levels with the exception of those who are employed on a fixed term basis for less than one year, and newly qualified teachers during their induction year. It does not form part of any employee's contract of employment with the Trust and may be amended at any time (employees will be informed of any changes).

1.2 Legislation

There is no specific legislation pertaining to this policy although all decisions regarding performance management, pay and progression will be made in adherence with the Equality Act 2010.

1.3 Guidance under this Policy

The Head of HR is responsible for providing advice and guidance under this policy and reviewing and updating the policy as required.

1.4 Board of Trustees

The Board of Trustees, as a corporate body, has the responsibility to set the strategic direction and objectives of all matters across the Trust.

The Board of Trustees is responsible for ensuring that high standards of corporate governance are maintained.

The Chair of the Trust is responsible for managing the CEO, Trustees and Governors under this policy.

1.5 The Chief Executive Officer (CEO)

The CEO of Learning Today leading Tomorrow Trust (LT2):

- Takes overall responsibility for the implementation of policies and procedures
- Must provide reports as appropriate to Trustees in relation to this policy
- Ensure that sufficient resources are allocated and authorised within the organisations budget to meet statutory procedures and standards across the Trust
- Is responsible for managing the Headteachers and centrally appointed staff under this policy

1.6 Headteachers

Headteachers of LT2 schools are responsible for:

- The implementation of and compliance with this policy within their school ensuring competence in those staff who are responsible for and involved in the operation of this policy and associated guidance

- Identifying training needs
- Communicating this policy to all relevant people within the school
- Managing school-based teaching and associate staff under this policy

1.7 Senior and Middle Leaders (and other Supervisory Roles)

Although the Headteacher is responsible overall for the implementation of this policy in their school, managers have some specific responsibilities:

- Applying this policy within their own department and area of work
- Resolving any issues members of staff refer to them, informing the Headteacher of any issues to which they cannot achieve a satisfactory solution with the resources available to them
- Where required, conduct formal meetings, undertake relevant training in relation to this policy and ensure effective and competent operation of this policy

1.8 Other Employee Duties

All employees have a responsibility to:

- Comply with this policy and to co-operate with the schools' leadership and management on all matters relating to it
- Undertake any training recommended by their line manager

1.9 Related Policies and Procedures

- Capability Policy
- Pay Policy
- Career Stage Expectations

1.10 Review

This policy will be reviewed every three years.

These procedures have been agreed by the Board of Trustees, who will approve them whenever reviewed.

2. Performance Management

2.1 General Principles

Performance Management in this Trust will be a supportive and developmental process designed to ensure that all employees have the skills and support they need to carry out their role effectively. It will also help employees to improve their professional practice and to achieve their career aspirations. However, this does not override the need for the Trust to quality-assure the operation and effectiveness of the performance management system. The Trust is committed to ensuring consistency of treatment and fairness. It will abide by all relevant equality legislation, including the duty to consider making reasonable adjustments for disabled employees.

2.2 The performance management process

2.2.1 The performance management period

The performance management period will run for twelve months from September to August. Employees who are employed on a fixed term contract of less than one year will have their performance assessed in accordance with the principles underpinning this policy, but the length of the period will be determined by the duration of their contract.

2.2.2. Appointing appraisers

In this Trust the task of appraising the Headteacher, including the setting of objectives, will be carried out by the CEO, Chair of the Trust and an external advisor. The Headteacher decides who will appraise other employees.

2.2.3 Setting objectives

Objectives for each employee will be set at or around the start of each performance management period. The objectives will be Specific, Measurable, Achievable, Relevant and Time-bound and will be appropriate to the employee's role and level of experience. The appraiser and employee will seek to agree the objectives, but if they cannot agree, the appraiser will determine the objectives. Objectives may be revised during the performance management period if circumstances change. It will usually be appropriate to include a professional development objective.

When objectives are set, it should be made clear what the success criteria will be and how performance will be assessed: that is to say, how the appraiser will judge whether the objectives have been met. The objectives set for each employee will, if achieved, contribute to the Trust's plans for raising standards and improving the education provided to pupils.

2.2.4. Observations and other sources of evidence

The Trust believes that observation of classroom practice and other responsibilities is a useful way to assess employees' performance and to support Trust improvement more generally. All observation will be carried out in an open and supportive manner.

Teachers will be regularly observed and all classroom observations will be carried out by those with QTS. In addition to formal observations, the Headteacher or other senior leaders with responsibility for teaching standards may "drop in" on lessons in order to evaluate teaching and ensure that high professional standards are maintained. The duration and frequency of formal and "drop in" observations will vary depending on factors including the individual circumstances of the teacher, the needs of a particular class or subject area, and the overall objectives and priorities of the Trust.

Other employees who have responsibilities inside or outside the classroom should also expect to have their performance of those responsibilities observed. Performance will also be assessed by reference to appropriate information sources (such as pupil achievement data) and other evidence relevant to the employee's job role, such as financial metrics or survey feedback.

2.2.5. Performance review and feedback

Employees 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. Feedback should acknowledge and praise areas of strength as well as highlighting any areas that need attention or where further support may be appropriate.

Performance should be informally reviewed on a regular basis throughout the year, as part of normal management practice. At least one formal interim review should also take place during the performance management cycle, to assess performance against objectives and consider whether any changes need to be made.

2.2.6 Performance concerns and transition to capability

Where there are concerns about any aspects of an employee's performance, the appraiser or line manager will meet the member of staff to:

- Give clear feedback about the nature and seriousness of the concerns
- Give the employee an opportunity to comment on and discuss the concerns
- Decide what support can be provided to help the employee to address the concerns (such as coaching, mentoring, training or opportunities to observe best practice)
- Make clear how and when progress will be reviewed
- Explain the implications if no (or insufficient) improvement is made

This is not a formal meeting but the points above should be documented in writing after the meeting to provide clarity.

When progress is reviewed, if the appraiser or line manager is satisfied that the employee has made, or is making, sufficient improvement, the performance management process will continue as normal, with any remaining issues being addressed through this process. If progress is not satisfactory, the employee will be notified in writing that their performance will now be managed under the Capability Procedure.

2.2.7. Annual assessment

Each employee's performance will be formally assessed at or around the end of each performance management period. The appraiser will invite the employee to a performance management meeting, and both the appraiser and the employee will be able to provide evidence as input to the discussion. Following the performance management meeting the employee will receive and will be able to append their own comments to a final written performance management report which will include:

- Details of the employee's objectives for the performance management period in question
- An assessment of the employee's performance of their role and responsibilities against their objectives and the relevant standards
- An assessment of the employee's continuing professional development needs and aspirations and any action that is recommended to progress them
- A recommendation on pay (which may include 'no progression' whether or not the teacher has been subject to formal or informal capability action)

As outlined in the Pay Policy, decisions regarding pay increases for all employees will be made with reference to the performance management report and the pay recommendation it contains. The assessment of performance and an employee's professional development needs will inform the setting of objectives for the following performance management period.

Employees have a right of appeal against pay progression decisions, as set out in the Pay Policy.

Appendix A – Teacher Performance Objectives and Standards

Teacher Objectives

Teachers' performance is assessed against the career stage expectations as well as against their objectives. Objectives are likely to focus on:

- Impact on pupil progress
- Impact on wider outcomes for pupils
- Improvements in specific elements of practice, such as behaviour management or lesson planning
- Impact on effectiveness of teachers or other staff
- Wider contribution to the work of the school

Objectives provide an important basis for assessing performance, but they are not the only one. A teacher is also expected to meet all of the relevant standards.

Teachers' Standards

All teachers at this Trust are expected to meet the relevant careers stage expectations in order to be considered good teachers, but they will not be expected to provide evidence of this for the purposes of their performance management. If the Trust has concerns that a teacher may not be meeting the careers stage expectations appropriate action will be considered under either the Disciplinary or Capability procedure.

Headteacher's Standards

The National Standards of Excellence for Headteachers are intended to be a helpful tool for headteachers, those responsible for governance and aspiring headteachers. The following standards can be used by headteachers to shape their own practice and professional development, within and beyond the school; and can be used by governors, to inform the appraisal of headteachers.

The National Standards of Excellence for Headteachers are set out in four domains, beginning with a Preamble. There are four 'Excellence As Standard' domains:

- Qualities and knowledge
- Pupils and staff
- Systems and process
- The self-improving school system

Within each domain there are six key characteristics expected of the nation's headteachers.

Domain One: Excellent headteachers: qualities and knowledge

Hold and articulate clear values and moral purpose, focused on providing a world-class education for the pupils they serve.

Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.

Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.

Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.

Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.

Communicate compellingly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

Domain Two: Excellent headteachers: pupils and staff

Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.

Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.

Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.

Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.

Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.

Hold all staff to account for their professional conduct and practice.

Domain Three: Excellent headteachers: systems and process

Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.

Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.

Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.

Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the headteacher to account for pupil, staff and financial performance.

Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the school's sustainability.

Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

Domain Four: Excellent headteachers: the self-improving school system

Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge – to champion best practice and secure excellent achievements for all pupils.

Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.

Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well-evidenced research to frame self-regulating and self-improving schools.

Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.

Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.

Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.

Appendix B – Support Staff Performance Objectives

Individual performance objectives for support staff will be set during the individual performance management meetings.