
TEACHING STAFF PERFORMANCE MANAGEMENT POLICY

Teaching Staff Performance Management Policy

This policy is based on the Blessed Perfect Academy Vision and Mission and in accordance with South African Council of Educators Act.

The revised performance management arrangements are set out in The Education (School Educators' performance management) (SEPM) Regulations.

The regulations apply only to Educators and the Principals.

There are no national performance management regulations which apply to support staff and there is no national agreement on performance management with support staff unions.

As a school we wish to continue our practice of recognising the key role played by Support Staff colleagues in raising standards and so support their development through performance procedures.

This policy covers all Educators, except those in their induction year who are subject to separate procedures and those on contracts of less than one year. It also does not apply to any educator who is the subject of capability procedures.

The school's performance management policy's purpose is to:

1. set out the framework for a clear and consistent assessment of the overall performance of educators and the principal
2. support development needs within the context of the school's improvement plan and professional needs
3. ensure where educators are eligible for pay progression, the assessment of performance throughout the cycle will be the basis on which the recommendation is made by the reviewer

The school's performance management policy is designed to:

1. improve educators morale and motivation

2. lead to an entitlement to continuing professional development according to identified need
3. encourage the development of confident and professional judgements amongst colleagues
4. increase staff participation in decision-making and developing a sense of control over their own work
5. identify the resources and facilities needed to support staff
6. have regard to the necessity of achieving a work life balance for all staff in respect of all aspects of the performance management process

Links to School Improvement, Self Evaluation and School Development planning

1. the performance management process will be one of the main sources of information as appropriate for school self-evaluation and the wider school improvement process
2. all reviewers are expected to explore the alignment of reviewees' objectives with the school's priorities and plans. Objectives should also reflect reviewees' professional aspirations.

Consistency of treatment and fairness

Quality assurance:

1. the principal will delegate the reviewer role for all educators for whom she/he is not the line manager and will moderate a sample of planning statements to check that the plans recorded in the statements of educators at the school are consistent between those who have similar experience and similar levels of responsibility and comply with the school's performance management policy, the regulations, and the requirements of equality legislation.

Objective setting

Objectives set will:

1. 1.be rigorous, challenging, achievable, time-bound, fair and equitable in relation to educators with similar roles / responsibilities and experience and will have regard to what can reasonably be expected of any educator in that position given the desirability of the reviewee being able to achieve a satisfactory balance between the time required to discharge her/his



professional duties and the time required to pursue her/his personal interests outside work.

2. take account of the educator's professional aspirations and any relevant pay progression was criteria
- contribute to improving the progress of students at school if achieved
 - be agreed between the reviewer and reviewee but where a joint determination cannot be made the reviewer will make the determination
 - recognise that the full range of an educator's roles / responsibilities cannot be covered. They will, therefore, focus on the priorities for an individual for the cycle. At the review stage it will be assumed that those aspects of a educator's roles / responsibilities not covered by the objectives or any amendment to the statement which may have been necessary in accordance with the provisions of the regulations have been carried out satisfactorily.

In this school:

- all educators, including the Principal, will have not less than 3 objectives As a school we strongly encourage the reviewee to set a fourth objective which addresses work / life balance.
- all educators, including the Principal will have a whole school objective
- all educators, including the Principal will have a team teaching and learning objective. This will be identified on a yearly basis.

Reviewing Progress

1. the performance management cycle is annual, but on occasions it may be appropriate to set objectives that will cover a period of more than one cycle. In such cases the basis on which the progress being made towards meeting the performance criteria for the objective will be assessed at the end of the first cycle and will be recorded in the planning and review statement at the beginning of the cycle.
2. there will be a planned, short interim review meeting, to discuss and check progress. This should take place approximately half way through the cycle.

Appeals

At specified points in the performance management process educators and the principal have a right of appeal against any of the entries in their planning and review statements. Where a reviewee wishes to appeal on the basis of more than one entry, this would constitute one appeal hearing.



Confidentiality

The whole performance management process and the statements generated under it will be treated with strict confidentiality at all times. Clearly, however, support is necessary to help the achievement of targets and so the reviewee's line manager / line manager(s) will have access to this statement. Continuing current practice, permission will be sought yearly from colleagues for the Deputy Head with responsibility for HOD to be provided with access to the reviewee's plan recorded in her / his statement.

Training and Support

1. The school's CPD programme will be informed by the training and development needs identified in the reviewee's planning and review statements
2. The Governing Body will ensure in the budget planning that, as far as possible, appropriate resources are made available in the school budget for any training and support agreed for reviewees
3. An account of the training and development needs of educators in general (non-attributable to individuals), including the instances where it did not prove possible to provide any agreed CPD, will form a part of the principal's annual report to the governing body about the operation of the performance management in the school.
4. In the case of competing demands on the school budget for CPD a decision on relative priority will be taken with regard to the extent to which:
CPD identified is essential for a reviewee to meet objectives
 - a the training and support identified will help the school to achieve its priorities.
 - b. The school's priorities will take precedence
 - c. educators should not be held accountable for failing to make good progress towards
 - d. meeting their performance criteria where the support recorded in the planning statement has not been provided.



Appointment of Reviewers for the Principal

Appointment of Governors

In this school the Director is the reviewer for the Principal and to discharge this responsibility on its behalf will appoint 2 or 3 governors to act as the Review Group. Where a principal is of the opinion that any of the members appointed by the Director under this regulation is unsuitable for professional reasons, s/he may submit a request to the Director for that member to be replaced, stating those reasons.

Appointment of Reviewers for Educators

In the case where the principal is not the educator's line manager, the principal may delegate the duties imposed upon the reviewer, in their entirety, to the educator's line manager.

In this school:

1. the principal has decided that she will be the reviewer for those educators she directly line manages and will delegate the role of reviewer, in its entirety, to the relevant line managers for all other educators.
2. the maximum number of reviews that any line manager with a ELR will be expected to undertake per cycle is 4.
3. where a educator has more than one line manager the deputy principal will consult to determine which line manager will be best placed to manage and review the educator's performance
4. where a educator is of the opinion that the person to whom the principal delegated the reviewer's duties is unsuitable for professional reasons, s/he may submit a written request to the Principal for that reviewer to be replaced, stating those reasons
5. where it becomes apparent that the reviewer will be absent for the majority of the cycle or is unsuitable for professional reasons the Principal may perform the duties herself/himself or delegate them in their entirety to another educator. Where this educator is not the reviewee's line manager the educator will have an equivalent or higher status in the staffing structure as the reviewee's line manager.
6. a performance management cycle will not begin again in the event of the reviewer being changed
7. all line managers to whom the principal has delegated the role of reviewer will receive appropriate preparation for that role.

The Performance Management Cycle

1. the performance of educators must be reviewed on an annual basis. Performance planning and reviews must be completed for all educators by 31st October and for the Principal by 31st December
2. educators who are employed on a fixed term contract of less than one year will have their performance management in accordance with the principles underpinning the provisions of this policy. The length of the cycle will be determined by the duration of their contract.



3. where an educator starts employment at the school part-way through a cycle, the Principal, or in the case where the new educator is the principal, the governing body shall determine the length of the first cycle for that educator with a view to bringing her / his cycle into line with the cycle for other educators at the school as soon as possible.
4. where a educator transfers to a new post within the school part-way through the cycle, the principal or, in the case where the new educator is the principal, the governing body shall determine whether the cycle shall begin again and whether to change the reviewer.

Retention of Statements

Performance management planning and review statements will be retained for a minimum period of 4 years.

Monitoring and Evaluation

1. the governing body will monitor the operation and outcomes of performance management arrangements.
2. the principal will provide the governing body within existing reporting arrangements regular updates on the operation of the school's performance management policy. The updates will not contain any information which would enable any individual to be identified, but will include:
 - a) the operation of the performance management policy
 - b) the effectiveness of the school's performance management procedures
 - c) educators' training and development needs
 - d) whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination
3. the governing body is committed to ensuring that the performance management process is fair and non-discriminatory

Review of the Policy

1. The Governing Body will:
 - review the performance management policy every school year.
 - take account of the principal's report in its review of the performance management policy. The policy will be revised as required to introduce any changes in regulation and statutory guidance to ensure that it is always up to date
 - seek to agree any revisions to the policy with the recognised trade unions having regard to the results of the consultation with all educators
2. To ensure educators are fully conversant with the performance management arrangements, all new educators who join the school will be briefed on them as part of their introduction to the school.



Access to documentation

Each member of staff has her / his copy of the school improvement and development plan and the SEF is published on the school's R Drive and / or can be obtained from the school office.

Classroom observation protocol

All classroom observation will be undertaken in accordance with the performance management regulations and the classroom observation protocol derived from the Curriculum Team Reviews.

Where it has been agreed by the reviewer and reviewee that the Performance Management lesson observation should serve a dual purpose and contribute towards the Curriculum Team Evaluation, grades should be used.

This policy was adopted by the School Management on

This policy has been made available to school personnel and is readily accessible to parents and learners on request.

This policy will be reviewed and updated every year.

Signed _____
School Management

Date: _____

Signed _____
Principal

Date: _____

Signed _____
Educator Representative

Date: _____

