

# SOUTHWARK DIOCESAN BOARD OF EDUCATION

## POLICY STATEMENT

### PERFORMANCE MANAGEMENT AND APPRAISAL IN CHURCH SCHOOLS

The Diocesan Board of Education is committed to the value of performance management and appraisal being set within the context of the professional development of teachers and the enhancement of the learning progress for pupils.

The Board believes that the distinctive features of Church of England schools are integral to all aspects of school life and are not additional features and that all arrangements for appraisal should reflect this.

An important aspect of 'performance' in church schools must be the teacher's contribution to the preservation and development of a school's religious character. It is important therefore for performance management policies in church schools to include at the beginning the school's ethos (and mission) statement and the expectation of members of staff that they will contribute to the development of that ethos into every aspect of the school's life and especially their classroom.

For their part governors must be committed to working closely with staff to pursue the Christian mission of the school. As responsible Christian employers they must be committed to the following fundamental principles in dealing with staff:

- **Partnership** – It is vital to the success of performance management that teachers are fully involved in developing the policy and any future revision;
- **Transparency** – The policy needs to be written in such a way that teachers are clear about how performance management will support them in securing continued and further improvement. Everyone involved – governors, headteacher, team leaders and teachers – needs to understand the process it describes and ensure that they are fully aware of their rights and duties within it;
- **Fairness** – All concerned need to be aware of the potential for unconscious discrimination and to avoid assumptions about individuals based on stereotyping; and,
- **Equality of opportunity** – All teachers should be encouraged and supported to achieve their potential through creating objectives, undertaking development and having their performance assessed.

October 2000 (Schools Committee)