

SOUTHWARK DIOCESAN BOARD OF EDUCATION

BRIEFING SHEET

SUBJECT: Performance Management – Revised Regulations and Guidance

RECIPIENT(S): Headteachers and Chairs of Governors of all C of E Schools

COPIED TO: Headteacher: Bacon’s CTC for information

ACTION REQUIRED BY: Headteacher



Governing Body



DEADLINE: Sept 2007

SDBE CONTACT: Sandra Routledge

DATE: April 2007

1. BACKGROUND AND CONTEXT

1.1 The National Agreement - Raising Standards and Tackling Workload (2003) - removed from teachers and headteachers tasks which do not require their professional expertise, thus enabling them to focus on their core activities of delivering and leading teaching and learning. Remodelling along with changes to the teachers’ pay structure, the introduction of Teaching and Learning Responsibility Payments, the Excellent Teacher Scheme and the staffing structure reviews all aim to support schools to deliver the best outcomes for children.

1.2 The revised performance management regulations aim to build on and embed the new professionalism agenda.

1.3 Governing bodies are expected to update their performance management arrangements and policy in line with the new regulations and guidance ready for implementation in September 2007.

1.4 **The planning meeting is far more significant in the revised Performance Management cycle. Schools need to be better organised up front than now.** All expectations for the teacher/headteacher are determined at the start. The review of performance at the end of the cycle is based on those matters agreed in the planning meeting or at any reviews during the cycle.

1.5 The new professional standards for headteachers and teachers will form the backdrop for setting objectives and success criteria.

2. PERFORMANCE MANAGEMENT REVISION

Previous position	Revised regulations & guidance
<p>Planning meeting:</p> <ul style="list-style-type: none"> No requirements to do anything but set objectives, leaving teachers unclear about expectations and the potential for other issues to be raised during the cycle and at the review. Other issues may be raised and considered at any stage after the planning meeting. 	<p>Planning meeting:</p> <ul style="list-style-type: none"> Objectives, classroom observation and its focus, any other evidence, support/development to be provided, timescales and performance criteria against which progress will be judged at the end of the cycle must all be discussed and recorded reflecting any pay progression criteria for eligible teachers/headteachers. The teacher/headteacher must know at the outset what is expected of them. The outcome of the planning meeting will represent the overall performance of the teacher/headteacher.
<p>Objectives</p> <ul style="list-style-type: none"> Minimum of three and maximum of six objectives. Teachers’ objectives to include pupil progress as well as ways of developing and improving teachers’ professional practice. 	<p>Objectives</p> <ul style="list-style-type: none"> No specified number. All objectives must contribute to the school improvement plan and pupil progress. Be determined with regard to the reviewee’s job description, relevant pay progression criteria for eligible

Previous position	Revised regulations & guidance
<p>Objectives (cont)</p> <ul style="list-style-type: none"> Headteachers' objectives to include pupil progress as well as leadership and management. 	<p>Objectives (cont)</p> <p>teachers; relevant whole school, team, department or faculty objectives; a satisfactory work/life balance; the reviewee's professional aspirations; relevant professional standards</p>
<p>Classroom observation</p> <ul style="list-style-type: none"> No limit on classroom observation. A minimum of one classroom observation required of one hour duration. Often separate systems of observation operating to inform Performance Management, the Self-Evaluation Form, school improvement planning and other processes. No requirement to have a protocol for classroom observation. 	<p>Classroom observation</p> <ul style="list-style-type: none"> Classroom observation limited to no more than 3 hours per cycle, no requirement to use all of these. NB: this excludes Ofsted observations and LA observations (using their statutory powers of intervention). Written feedback given on observation within 5 days. Must be conducted by qualified teacher. The school's Performance Management policy should link to arrangements for school improvement, school self-evaluation and school development planning. Headteachers must establish a Performance Management policy which includes a protocol for classroom observation, on which they consult with teachers, and which they seek to agree with trade unions.
<p>Other evidence</p> <ul style="list-style-type: none"> No restrictions on other evidence and who could supply it. 	<p>Other evidence</p> <ul style="list-style-type: none"> Only persons with direct professional knowledge of the work of the teacher/headteacher can provide evidence.
<p>Monitoring and support</p> <ul style="list-style-type: none"> No regulations requiring information to be shared or concerns to be raised during the cycle. 	<p>Monitoring and support</p> <ul style="list-style-type: none"> There is a regulated process for raising concerns.
<p>Review meeting</p> <ul style="list-style-type: none"> No regulation preventing other information not known to the teacher/headteacher being introduced and used at this stage. No direct link with pay decision. No clarity on the use of Performance Management information to inform pay decisions. 	<p>Review meeting</p> <ul style="list-style-type: none"> Performance reviewed against criteria established at the outset. The assessment at the review meeting forms the basis for the recommendation for pay progression for eligible teachers.
<p>Retention of Review Statements</p> <ul style="list-style-type: none"> Statements retained for three years. 	<p>Retention of Review Statements</p> <ul style="list-style-type: none"> Statements retained for a minimum of six years.
<p>Roles and responsibilities</p> <ul style="list-style-type: none"> Team leaders can be peers or line managers – peers receive no remuneration for this responsibility. Teachers/headteachers changing schools part way through a cycle or during the two year period between progression on UPS may have to begin again. Headteacher/Governing Body able to take other evidence into account in addition to outcomes of PM review for pay decisions. 	<p>Roles and responsibilities</p> <ul style="list-style-type: none"> Reviewer will be the headteacher who may delegate the role in its entirety to the teacher's line manager. Requirement for schools, if requested by the teacher/headteacher (as the reviewee), to transfer information collected to-date if changing schools during a cycle. Headteacher may instruct reviewer to prepare a new statement where headteacher is of the opinion that the statement is inconsistent with statements of other teachers or does not comply with PM policy Governing

Previous position	Revised regulations & guidance
<p>Roles and responsibilities (cont)</p> <ul style="list-style-type: none"> The Governing Body is required to take external advice on the Performance Management of the headteacher. 	<p>Roles and responsibilities (cont)</p> <p>Body will carry out this role where headteacher is the reviewee).</p> <ul style="list-style-type: none"> The Governing Body shall appoint an external adviser, or the school improvement partner where one has been appointed, to provide it with advice and support on the management and review of the headteacher's performance.
<p>Performance Management Policy</p> <ul style="list-style-type: none"> Governors must establish a Performance Management Policy. 	<p>Performance Management Policy</p> <ul style="list-style-type: none"> Governing Bodies must establish pay and Performance Management policies which: set out the basis on which teachers' pay will be determined; describe how Performance Management arrangements will work, including a classroom observation protocol and state the procedures for determining appeals. Reviewees may use the governing body's grievance procedures to appeal against any entry on their planning and review statement, including any changes made to the statement during the cycle.
<p>Process and Timings</p> <ul style="list-style-type: none"> No clear timeline. No date for the completion of the cycle leading to discontinuity between Performance Management and pay decisions. The regulations excluded major elements of the process making them optional for schools giving rise to inconsistencies. No provisions to link any aspect of the process or have regard to work/life balance. Appeal teacher/headteacher could ask for a review of the outcomes. 	<p>Process and Timings</p> <ul style="list-style-type: none"> Timeline for production of planning and review statement. Clarity on access and retention of statements. The annual cycle must be completed by 31 October each year in time for pay recommendations to be made to the Governing Body (31 December for headteachers). The regulations governing the process are clearer and more detailed. Provisions in the regulations to seek to limit workload arising from Performance Management. Clear right of appeal.
<p>Continuing Professional Development</p> <ul style="list-style-type: none"> Professional development considered when setting objectives. 	<p>Continuing Professional Development</p> <ul style="list-style-type: none"> Support, training and development needs agreed at the beginning of the cycle and the actions which will be taken to address them. Professional development should support achieving objectives and respond to career aspirations. Headteacher to report annually to Governing Body on teacher training and development needs.

3. ACTION TO BE TAKEN

- 3.1 To meet the timetable, Governing Bodies will need to update their performance management policy and arrangements during summer term 2007. Pay and Continuing Professional Development (CPD) policies will also need to be reviewed to reflect the new regulations. A model performance management policy has been produced by the Rewards and Incentives Group (RIG); this same group is in the process of drafting model policies on pay and CPD.

- 3.2 In schools without a SIP governors will need to appoint an external adviser to provide advice on the headteacher's performance management. Where SIPs have been allocated to particular schools, the SIP will provide such advice.
- 3.3 Headteachers will need to make decisions on which teachers, if any, will act as reviewers. All reviewers will need to receive appropriate training. A decision will also need to be taken as to whether the review meetings for the 06/07 performance management cycle will take place during the summer term with the planning meetings, under the new regulations, being scheduled in the autumn term.
- 3.4 A timetable for the performance management process will need to be set up during the summer term in readiness for implementation from 1 September 2007. It is important to remember that all planning statements must be finalised by 31 October 2007, but time for any appeals to be heard must be built in.
- 3.5 The first full review meetings are scheduled to take place in autumn 2008. The first pay decisions under the revised arrangements will be based on statements of reviews undertaken in autumn 2008.