

Performance Management

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The purpose of this fact card is to offer governors a summary of your own potential involvement in the performance management process and to be a rapid reference point in respect of responsibilities, powers and anticipated outcomes.

From a governor's point of view there are strong links between your duty to promote high standards and the part played by the performance management process in raising standards. Implementing the performance management cycle well improves teaching and learning leading to improved pupil achievement.

The performance management cycle

- Identify strengths and areas for development (*clear links with school improvement cycle*)
- Agree priorities and set objectives (*again linked to school improvement planning*)
- Conduct interim reviews and implement professional development strategies
- Conduct performance reviews and evaluate outcomes

It is important to recognise that there are two distinct but interdependent aspects to the governing body's role in performance management.

1. **Performance management of the headteacher**
2. **Performance management of all teachers**

The governing body is responsible for performance management of the Headteacher. Where in place, the School's Improvement Partner, will expect to assist you in this.

The headteacher is responsible for ensuring that the performance management of teachers happens effectively within the school and is accountable to the governing body for the effectiveness of this process.

The governing body has overseeing and monitoring responsibility and should be

able to answer these questions;

- how effective has the implementation of the school's Performance Management policy been?
- how well embedded is performance management in the school?
- are there clear links between performance management and continuing professional development (CPD) of staff?
- are there clear links between staff objective setting and pupil progress?
- does performance management positively impact on the School Improvement Plan?
- is there uniformity between school priorities and staff priorities by way of the school, departmental and individual staff objectives?

A line management structure ensures that all teachers are accountable to a senior colleague. In return, teaching staff should expect;

- accurate job descriptions
- opportunities for self-evaluation
- evaluation of performance against agreed criteria with a team leader
- identification of training and development needs
- setting of personal objectives for the coming year, linked to school improvement priorities.

Performance management;

- demands that governors get to know their school accurately and well
- translates organisational objectives into personal objectives
- identifies the headteacher and staff as the most important school resource
- ensures that staff share your priorities for the school and have the skills to deliver them.

The performance management process involves;

- a school policy
- the annual review of individual performance
- the setting of individual performance targets
- the provision of targeted development opportunities
- monitoring of performance

The governing body's specific responsibilities;

- ensuring that performance management happens
- reviewing the policy annually
- receiving an annual report from the headteacher on the effectiveness of performance management in the school
- conducting the performance management review of the headteacher (through 2 or 3 appointed governors)
- setting, through the appointed

governors, objectives for the headteacher in the areas of leadership and management (*compulsory*), pupil progress (*compulsory*) and professional development (*optional*).

- ensuring that appropriate professional development is provided for all staff.

Appointed governors

- either two or three, none of whom can be employed for the purposes of the school.
- in a voluntary aided school at least one must be a Foundation governor (or at least two if governing body has chosen to have three appointed governors).
- should meet the criteria for qualities and skills agreed by the governing body
- should attend training

The appointed governors must agree with the School Improvement Partner, if used, what role they wish the SIP to perform.

Review Officer

- usually the chair of governors unless already an appointed governor
- the chair of governors will act as Review Officer for any teacher for whom the headteacher is the team leader
- if called upon, the Review Officer can either support the existing review statement, amend part of it or request that part or all of the review process is repeated.

Headteacher

- evaluates his or her own performance and agrees objectives
- ensures all teachers have their performance reviewed

- reports annually to governors on the effectiveness of performance management in the school

School Improvement Partner may

- provide preliminary advice to the appointed governors based on the documentation provided by the school
- meet separately with the headteacher and appointed governors ahead of the review meeting
- support the governors in the proper conduct of the review meeting by giving appropriate advice
- if requested, draft the review statement and statement of objectives

Setting Objectives

To be appropriate these must be;

CLEAR

(no ambiguity or confusion about desired outcome)

CONCISE

(as few words as possible)

MEASURABLE

(expressed so that all parties will know if objectives achieved)

CHALLENGING

(sufficient to bring about *significant* improvement)

Objectives help improve performance because they;

- create a common understanding of priorities
- are motivational by providing something to aim for
- indicate personal responsibility
- aid clear communication and promote commitment
- provide a way of generating action and monitoring performance improvement

- help headteachers and teachers to prioritise and focus on improvement

Link between pay and performance

- schools must have a pay policy and it must contain a clear statement about the link between performance management and pay
- the pay policy must be linked to the performance management policy
- pay decisions must be set in the context of the school's arrangements for managing its staff

Factors to take into account when making a recommendation about headteacher's pay

- is there evidence of sustained high quality of overall performance?
- is there evidence of achievement of specific objectives and were these appropriately challenging to bring about *significant* improvement?
- what can the school afford?

Decision-making relating to pay recommendations

- the headteacher makes professional decisions about teachers' performance and ensures there is evidence to support his or her pay recommendations.
- governors consider affordability and must satisfy themselves that the headteacher's recommendations are evidence-based.

Headteacher's report to governors on performance management

<u>Aspect</u>	<u>Examples of governors' questions</u>
Operation of the performance management policy	<i>Do we rely solely on the headteacher's report to assess this?</i>
Implementation of performance management throughout the school	<i>In what areas have objectives been set for staff?</i>
Effectiveness of the school's performance management procedures	<i>What steps has the headteacher taken to ensure the process is more effective compared to previous years?</i>
The training and development needs of the teachers	<i>How is the overall need for CPD quantified and costed? How and when do we measure the impact of CPD activities on the quality of teaching and learning?</i>

Sources of further information:

The latest news and downloadable documents relating to performance management can be found on the teachernet website - www.teachernet.gov.uk/performancemanagement.