CHINTHURST SCHOOL

Performance Management

Policy

PERFORMANCE MANAGEMENT

It is important to define the purpose and breadth that 'Performance Management' relates to at Chinthurst.

PERFORMANCE MANAGEMENT:

Is a fully inclusive process helping set individual and school-based targets within the whole school staff, be it teaching, clerical, support or governing body. This is a continuous process with the objectives being to enhance, within a collegial environment, the effective delivery of all that the Chinthurst Community represents.

The focus is both individual and school development and improvement.

Effective performance management provides a framework for all staff to identify and review priorities and objectives within both the overall context of the development of the school and also as individuals. It should provide a direct link between the School Development Plan and the vitally important process of staff working with each other to develop their own professional experiences.

Performance Management Objectives:

- To be an integral part of the school's culture across all stake holders.
- To be fair and open.
- To be understood fully by all involved.
- Valued as a source of support and NOT an intrusive threat.
- To be focused on supporting and encouraging continuous development of all involved by the utilisation of the rich depth of skills within the whole school community.

In order to achieve effective performance management at Chinthurst, we combine what we believe to be the most worthwhile aspects of both individual performance development and whole school.

- Staff are encouraged to constantly self evaluate and review informally.
- Staff are encouraged to visit other educational establishments to experience alternative approaches that may be adaptable to either the individual staff member of the whole school.
- Staff are required to produce an annual written self review which will highlight a specific area for individual development.
- Staff are required to set at least 2 annual targets for development: a) Individual b) School based.
- Staff are formally observed in the classroom where they are asked to comment on their own performance as well as receiving feedback from an allocated mentor. (Staff are given the opportunity to request a change of mentor at any stage should they so wish and such an alteration will be dealt with in complete confidentiality.)

At Chinthurst, staff are supported by looking at their own individual performance in the classroom as a teacher, as well as their wider role in the school and their particular areas of responsibility.

This process is not to be confused with assessment as it is structured to encompass collegial shared learning and support, with goals of self and team performance development.

Clearly it is in the interest of the school to maintain well-motivated and well prepared staff, and it is important that staff are encouraged to further their own personal 'professional development'. Staff development is most effective when individual staff set specific targets for themselves, which are in line with 'whole-school objectives'.

This is best achieved by individual staff working closely with their Head of Department or the senior member of staff who is responsible for 'Staff Development', so that 'realistic' and 'worthwhile' targets can be discussed, and then agreed by liasing with the SMT.

Some targets may be 'long-term' whilst others much more immediate. It is important that all targets set, whether long-term or short-term, are agreed, appropriate, and achievable.

THE PROCESS

The process of Performance Management at Chinthurst follows the following stages:

- **Planning**

    1. Explanation of the process.
    2. Self review – agree main focus of their work, perhaps based on job description
    3. Setting of agreed targets:
        a) Individual, eg. 'further develop ICT skills'
        b) School based related to 'whole school' objectives / plans
           Eg. 'focus on consistent approach to behaviour in line with school policy'

- **Monitoring**

    1. In class – lesson observation; if appropriate to individual targets set.
    2. Other roles in school, eg. HoD / Extra curricular, etc.

    0BSERVE → DISCUSS → LISTEN → ADVISE

- **Review**   - Self review
                 - Feedback / meetings

PROCEDURE

1. AUTUMN TERM – 1st Half Term

Advance Preparation and Self Review: All staff complete their 'Professional Development Self Review' (Appendix 2) by half-term end with mentors' guidance if requested.

During this process staff discuss individually their self review with their mentor, and agree on their specific targets for the year.

2. AUTUMN TERM – 2nd Half Term or SPRING TERM

Lesson is observed (if appropriate) by mentor, followed by discussion and feedback.

The progress of any non-teaching targets will discussed and strategy of support developed if required.

3. SPRING TERM – 1st Half Term

Staff will meet again individually with mentor, to discuss their performance and targets. Further support / observations / action agreed.

4. SUMMER TERM

Review and discussion of year with mentor
Year Self Review and revised 'PM' targets set.

This process needs to be seen as 'a continuous cycle of development and improvement' and not as an assessment.

This cycle should be seen as a continuous cycle of improvement for the individual teacher, and sufficient time should be given to 'quality discussion' and feedback for it to be most effective.

CONFIDENTIALLITY

All staff will be allocated a mentor. (Refer to Organizational Structure- Appendix 1).

All staff will be given the opportunity to ask for a change of mentor. Reasons will be personal, not relevant to the process and confidentiality will be maintained at all times. Such a request should be presented to any chosen member of the SMT.

Paperwork will be collated jointly by staff member and mentor. At all times the content must be agreed with by the staff member. Should any disagreement become apparent refer to a chosen member of the SMT who will mediate discussions.
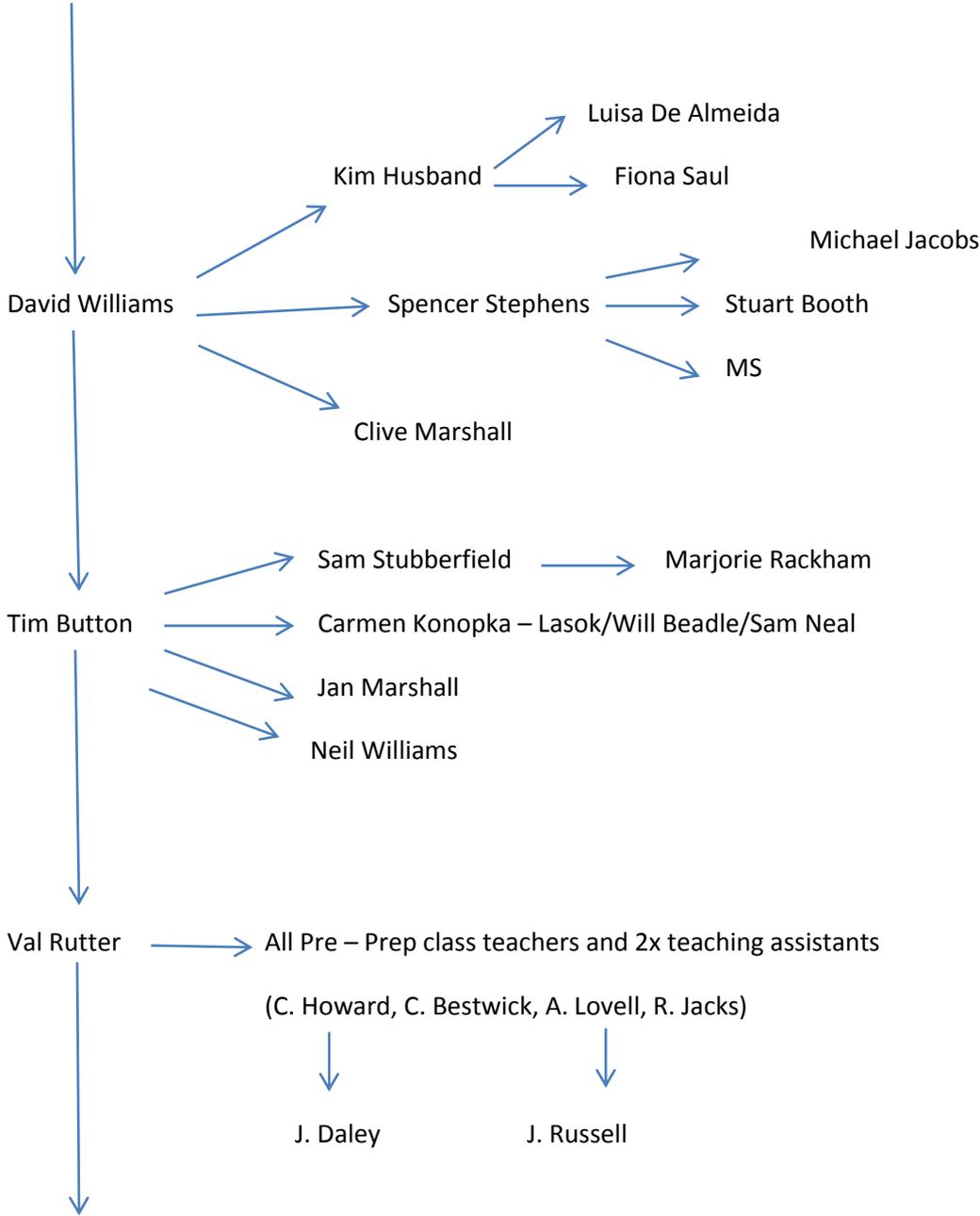
On conclusion of the process the staff member will complete their own personal review (Refer to Performance Management Document – Appendix 2). **At this stage all paperwork will be kept in a locked cabinet in the Headmasters' study, available to the staff member at any time on request.**

School Performance Management Organisational Structure

Governors

David Williams

Kim Husband → Luisa De Almeida

Kim Husband → Fiona Saul

Spencer Stephens → Michael Jacobs

Spencer Stephens → Stuart Booth

Spencer Stephens → MS

Clive Marshall

Tim Button

Sam Stubberfield → Marjorie Rackham

Carmen Konopka – Lasok/Will Beadle/Sam Neal

Jan Marshall

Neil Williams

Val Rutter → All Pre – Prep class teachers and 2x teaching assistants

(C. Howard, C. Bestwick, A. Lovell, R. Jacks)

J. Daley   J. Russell

Maria Panayi → Nursery Practitioners

S. Timms/K. Bailey/L. Powell/M. Bygate

2014/2015

CHINTHURST SCHOOL

Performance Management Document 2014-2015

Name: _____   **Date of Review:** _____

Please fill in the **first 2 sides only** before or during your initial meeting with your assigned mentor.

THE SCHOOL'S TARGETS THIS YEAR ARE:
1. **To continue to enhance pupil attitudes towards the learning process; encouraging independent skills and self-assessment.**
2. **To continue to enhance links between Pre-Preparatory and Main School.**
3. **To maintain and build upon the excellent levels of pastoral care.**
4. **To develop Assessment for Learning within the whole school.**
5. **To increase marketing activities to improve brand awareness in the local area.**

List your main responsibilities within the school & involvement in extra-curricular activities:

Teaching	Pastoral
Department (if applicable)	**Co-Curricular**

Consider those responsibilities and indicate those areas that you believe are strengths and those in which you feel there is a need for development:

Strengths:

Development Needs:

My Targets for this year are:

1. Individual…………………………………………………………………………………………………

………

2. School Based…………………………………………………………………………………………

………

Section A (To be completed by the Member of Staff)

1. What opportunities for Professional Development have you taken up over the last year? (Courses, further study, visits to other schools, school INSET attended etc.)

2. In what other ways have you contributed to the School, including the achievement of its set targets for 2013-2014?

3. What actions have you taken in the last year to improve the quality of your teaching and/or other roles within the school?

a) **In knowledge & understanding** (keeping up to date with subject; value added etc.)

b) **In planning & classroom management** (resources variety of tasks, methods, use of ICT)

c) **In assessment** (e.g. marking, monitoring, target setting, reporting)

Section B (To be completed by the Mentor)

1. **Teaching** (Attach Lesson Observation Sheet)

2. Pastoral contribution
Comments

3. Co-curricular involvement (Comment on the quality of involvement)
Comments

4. **Professional Characteristics & Effectiveness:**

Is committed to own professional development?
Evidence

Is a team player?
Evidence

Shows respect to others?
Evidence

Works constructively with others?
Evidence

Engages and motivates pupils?
Evidence

Deals with conflicts/tensions constructively?
Evidence

Meets administrative deadlines?
Evidence

4. Leadership & Management:

If the member of staff has management responsibility within the school please fill in this section using both your own observations and those of people managed by the member of staff

Is the teacher/does the teacher:

An effective team leader?
Evidence

An effective decision-maker?
Evidence

Positive & constructive?
Evidence

Get the best out of the team?
Evidence

Communicate effectively?
Evidence

Listen carefully?

<table>
<tr><td align="right">**Evidence**</td></tr>
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Administer efficiently?

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Summary Comment (to be completed by the Performance Manager):

Personal Review (to be completed by the Member of Staff):

1. **To what extent do you feel you have achieved your targets, individual and school based, for the year?**

2. **Have there been any obstacles to the achievement of these targets? If so, how might these be tackled in the future?**

3. **Is there any part of your work for which further education or training would, in your opinion, be beneficial? If so, please outline what would ideally be required.**

4. **How would you like to see your career or personal development take place over the next 3 years?**

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5. Target-setting:

To be filled in at the end of the session by the Member of Staff after discussion with the 'Performance Manager'.

In the light of both your Performance Review, and the school's and your department's objectives for the year, what do you see as your targets for the coming year?

1.   Individual.………………………………………………………………………………

………………………………………………………………………………………………

2.   School Based.………………………………………………………………………………

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