

# THE WESTGATE SCHOOL

Hampshire's First 4-16 'All Through' School

*"The Westgate School is a community of learners where partnerships inspire success for all:  
learning together – achieving excellence"*

**Headteacher: Mrs F A Dean, MA (Ed)**

<b>Initial Policy date</b>	November 2007	<b>Next scheduled review</b>	February 2024
<b>Governor approved</b>	February 2023	Key person/people	HT
<b>Model Policy</b>		Model localised	Yes (MOPP)
<b>Pupil leadership team review</b>		<del>Y</del> / <del>N</del> / N/A	

## PERFORMANCE MANAGEMENT

### Framework for Professional Learning (FPL) and Individual Performance Planning (IPP) (Also refer to IPP – Support Team Employees Policy)

1. Principles
2. The Performance management (FPL) and Individual Performance Planning (IPP) cycle
3. Appointing reviewers
4. Setting objectives
5. Reviewing performance
6. Dealing with performance concerns

#### Performance management (FPL)

##### Principles:

- 1.1 Performance management, known as the Framework for Professional Learning (FPL) for teachers and Individual Performance Planning (IPP) for support colleagues, in The Westgate School will be a supportive and developmental process designed to ensure that all colleagues have the skills and support they need to carry out their role effectively. It will help to ensure that all colleagues are able to continue to improve their professional practice and to develop in their careers. For teachers, Performance Management / FPL in The Westgate is inextricably linked to Professional Learning and therefore, the process will be known as a Framework for Professional Learning.
- 1.2 The process of setting and reviewing FPL objectives for teachers is an integral part of the School's overall approach to school improvement and development. Objectives will be written in such a way that they complement and link to the objectives expressed in the School Development and Annual Improvement Plan.
- 1.3 It is important to recognise that the objectives set for any colleague will not represent the complete job that the individual is expected to perform. Reviewing performance is about measuring the progress made against the objectives set with appropriate support, which will represent key priorities for that individual, and in addition, assessing and recognising the overall performance of that person in the job, including an assessment against Job Specifications and the National Teachers' Standards.
- 1.4 Three FPL objectives will be set for all colleagues. The School may set common objectives for colleagues according to the School Improvement Priorities. Members of the Leadership Group may have 4 objectives, according to role/scale. The third

objective will depend on the role they undertake, the relevant priorities for that person at that time and the nature and complexity of each objective set.

- 1.5 FPL will be carried out in accordance with this policy, which is underpinned by the statutory regulations for teachers. IPP will be carried out in accordance with this policy and IPP – Support Team Employees policy.
- 1.6 FPL/IPP will be carried out in such a way to ensure consistency of treatment and fairness.
- 1.7 The Governing Body and Headteacher will monitor the operation and effectiveness of the School's FPL/IPP arrangements.
- 1.8 The FPL/IPP process will be treated with confidentiality. Normally only the reviewer, reviewee and the Headteacher will have access to FPL/IPP information and documentation relating to the reviewee. However, to enable moderation of objectives and assessments to take place, paperwork may be shared with members of the Senior Leadership Team in accordance with the School's Pay Policy. In the event of an Ofsted inspection taking place, Ofsted inspectors may request that anonymised information about the school's FPL/IPP arrangements, including the most recent FPL/IPP outcomes and their relationship to salary progression, is provided. Governors may also request an anonymised sample of statements to enable them to perform their role in monitoring the effectiveness of the school's system.
- 1.9 The Governing Body and Headteacher will ensure that all written FPL/IPP records are retained securely for six years and then destroyed.
- 1.10 Where a colleague's performance is affected by a health problem and/or sickness absence, the matter will normally be dealt with in accordance with the School's Absence Policy and How to Guide . This is likely to lead to a referral to Occupational Health in order to assess the colleague's fitness for work.
- 1.11 When assessing a colleague through the FPL/IPP process, factors such as any periods of ill health, or parental leave, will be taken into account as this may affect a colleague's ability to meet their objectives.
- 1.12 Text in italics denotes areas where schools may wish to exercise discretion.
- 1.13 The audio or video recording of any meetings held under this procedure is not normally permitted. Where a colleague is unable to take his or her own notes of a meeting due to a physical, sensory or mental impairment, it is expected that the colleague's representative will take notes on their behalf and/or alternative options will be considered to remove any potential disadvantage that a colleague may have. Only in exceptional cases may a colleague request an audio or video recording of the meeting as an alternative. In such cases, consideration will be given as to whether recording the meeting is appropriate in all the circumstances, including an assessment of whether other options have been considered as above.

## **Practice and Procedures:**

### **2. The FPL and IPP Cycle**

- 2.1 The FPL cycle for the Headteacher, all teachers and all colleagues under the IPP programme, will run for twelve months, with the end of year review being completed by October for teachers and September for support colleagues, and December for the Headteacher, in reference to the previous academic year.

- 2.2 Colleagues who are employed on a fixed-term contract of less than one year will have their performance managed in accordance with the principles underpinning this policy. The length of the period will be determined by the duration of their contract.
- 2.3 The FPL/IPP cycle will link to the pay arrangements for colleagues. The end of year review and the annual pay determination will take place by the end of October each year (December for the Headteacher) and is informed by the FPL/IPP cycle concluding at the end of the previous academic year (31 August).

### **3. Appointing reviewers**

- 3.1 The Headteacher's performance will be reviewed by the Governing Body, supported by a suitably skilled external adviser who has been appointed by the Governing Body for that purpose.
- 3.2 In this school the task of reviewing the Headteacher, including the setting of objectives, will be delegated to a sub-group consisting of three members of the Governing Body. The appointed governors will be known as the Headteacher Performance Management Committee (HPMC).
- 3.3 The Headteacher will decide who will review other teachers and support colleagues, however this will normally be the colleague's line manager. The Headteacher will determine whether the reviewer also makes a recommendation about pay progression, in accordance with the school's Pay Policy. The Headteacher has the discretion to delegate the review process to other colleagues who will normally be line managers. Reviewers will have the necessary knowledge and training in order to undertake this role.
- 3.4 Where performance concerns arise (see Capability Policy), the Headteacher may re-delegate the reviewer role to a Senior Leader or designate, or undertake the role of reviewer.

### **4. Setting Objectives**

- 4.1 The Headteacher's objectives will be set by the Governing Body after consultation with the external adviser. At least one of the objectives for the Headteacher will relate to outcomes for pupils.
- 4.2 Three objectives for each MPR or UPR colleague will be agreed before, or as soon as practicable after, the start of each FPL cycle (4 for members of the Senior Leadership Team). In setting objectives, reviewers will have regard to what can reasonably be expected given the colleague's role and level of experience as communicated in the school's Pay policy. The level of expectation of a colleague's performance must also be communicated at the outset of the FPL cycle. For example, where the School has been explicit that to achieve their improvement plans teaching needs to be good or above, this expectation must be clearly communicated to all colleagues. Individuals are entitled to set additional objectives outside the FPL to support them with their own professional development.
- 4.3 In this School, the expectation is that teaching will be never less than good and that it will always meet Westgate's standards as identified through observations and Review Weeks.

- 4.4 The objectives set for each teacher will, if achieved, contribute to the School's plans for improving the school's educational provision and performance, and will take into account the outcomes for pupils which will be recorded against the Teachers' Standards, in FPL files. Objectives will also take into account the professional aspirations of the colleague.
- 4.5 Objective setting will have regard to a reasonable level of expectations of the colleague in the context of work/life balance.
- 4.6 Before, or as soon as practicable after, the start of each FPL cycle, each teacher will be informed of the standards, objectives and success criteria against which that teacher's performance in that FPL cycle will be assessed. In addition, the reviewer and reviewee will agree the reviewee's FPL plan for that year.
- 4.7 Before, or as soon as practicable after, the start of each IPP cycle, each support colleague will be informed of the key accountabilities against which that colleague's performance in that IPP cycle will be assessed, for example those contained within the role profile applicable to that colleague. In addition, the reviewer and reviewee will agree the reviewee's development plan for that year.

## **5. Reviewing Performance**

### **5.1 Evidence**

A number of methods will be used in order to obtain evidence by which to assess a colleague's performance. These include those detailed below. Such evidence will be triangulated in order to undertake an overall assessment of the colleague's performance. This will include their performance against their objectives and against the relevant standards/key accountabilities for their role as well as an assessment of overall performance against the Role/Job Specification and Teachers' Standards where applicable.

Teachers will be required to provide evidence in their Framework for Professional Learning by the published deadline according to the expectations set out at the start of the cycle. The Framework for Professional Learning portfolios will be moderated by the Senior Leadership Team and a report prepared for the Headteacher and Governors' Pay Committee.

#### **5.1.1 Observation**

This school believes that observation of classroom practice and other responsibilities is important both as a way of assessing the performance of classroom-based colleagues in order to identify any particular strengths and areas for development they may have, and of gaining useful information which can inform school improvement more generally. Therefore, feedback from lesson observations will be developmental and not only a judgement. All observation will be carried out in a supportive manner.

In this school classroom-based colleagues' performance will be observed termly. Recorded classroom observation of teachers will always be carried out by those with QTS. In addition to formal observation, the Headteacher or other leaders with responsibility for standards in the classroom may "drop in" in order to evaluate the standards of teaching and learning and to check that high standards of professional performance are established and maintained and that the individual colleague is

supported in their development. The length and frequency of “drop in” observations will vary depending on specific circumstances.

Observations are a snapshot in time and reviewers will use the information gathered from these alongside other types of evidence to make judgements about performance. Review Fortnights will be calendared and FPL observation’s agreed in advance.

As soon as practicable after a formal observation and within 2 working days, verbal feedback will be given to the colleague. This will be followed up with written feedback within 5 working days of the formal observation taking place. Where it is not reasonably practicable to provide feedback within these timescales, feedback will be provided at the earliest opportunity thereafter.

Teachers (including the Headteacher) who have responsibilities outside the classroom, and support colleagues who are not classroom-based will also have their performance of those responsibilities observed and assessed.

Observations undertaken by Ofsted inspectors or as a result of local authority monitoring will not, in themselves, be used for performance management purposes. However, these observations may highlight the need for the school to undertake separate observations for performance management purposes, for example if a lesson is rated as inadequate by Ofsted. Observations undertaken by a local authority officer may be used in performance management where this has been planned and communicated to all parties in advance.

#### **5.1.2 Pupil progress and attainment**

Rates of pupil progress and levels of attainment as pertinent to the teacher’s role will be used in assessing a teacher’s performance against the Teachers’ Standards and, where relevant, against objectives.

The HPMC, with advice from the External Adviser, will review levels of pupil attainment, rates of pupil progress and whole school performance in their assessment of a Headteacher’s performance in addition to other objectives that may have been set.

Where support colleagues are providing support to groups or individual pupils, the progress and attainment of those pupils may be taken into account in assessing the performance of the colleague. This will only be used alongside other evidence which supports the level of contribution of the colleague to the progress and attainment of pupils.

#### **5.1.3 Work sampling**

Work sampling may be used in assessing teacher performance against the standards for the role, and where relevant, against objectives.

#### **5.1.4 Other evidence**

Other evidence may be considered, where it is pertinent to the objectives set and the standards/accountabilities for the role.

Examples of such evidence may include (but are not limited to):

### Teachers

- Short, medium and long-term planning.
- Effective deployment and management of classroom-based support colleagues.
- Evidence of feedback and marking/assessment for learning.

### The Headteacher

- Evidence from reports from external sources such as Ofsted, the local authority, or other reviews.
- Analyse School Performance (ASP) and other performance tables.

### Support Colleagues

- A sample of written correspondence produced (administrative colleagues).
- A sample of budget correspondence (finance colleagues).
- A sample of health and safety monitoring (site colleagues).
- Examples of displays and resources prepared and planned (classroom-based support colleagues).

It may also be appropriate to consider evidence such as feedback from colleagues, including peers, and for line managers, their team. Middle Leaders will also be asked to provide evidence of the impact of their role on pupil outcomes and the performance of their teams.

## 5.2 Feedback

- 5.2.1 Colleagues will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has come to light. Feedback will highlight particular areas of strength and celebrate success, as well as any areas that need development and support. Where there are any concerns about any aspects of a colleague's performance, this will be managed in accordance with the Capability policy.

## 5.3 Annual Assessment

- 5.3.1 Every colleague's performance will be formally assessed in each FPL/IPP cycle. In assessing the performance of the Headteacher, the Governing Body will consult the external adviser.
- 5.3.2 This assessment is the end point to the annual FPL/IPP process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year and in interim meetings which will take place half yearly, led by reviewers, or on a more regular basis where helpful/requested.
- 5.3.3 A colleague will receive a written FPL/IPP statement as soon as practicable following the end of each FPL/IPP cycle. The colleague will have the opportunity to comment on this.

The IPP statement will include:

- An assessment of the colleague's performance within the role profile for the last IPP cycle.
- An assessment of progress made against their targets.
- A recommendation on progression within their pay grade.

Teachers and support colleagues will receive their written FPL/IPP statement by 31 October (31 December for the Headteacher). The FPL statement will include:

- an assessment of the colleague's performance of their role and responsibilities against their objectives in the last FPL cycle;
- an assessment of the colleague's performance of their role and responsibilities against the standards/accountabilities for their role in the last FPL cycle;
- summary of the evidence considered to support the decisions made;
- a recommendation on pay based on performance in the last FPL year (where this is relevant).

The colleague will also receive a new FPL statement for the FPL cycle. This will include:

- details of the colleague's objectives for the new FPL cycle as recorded in whole school FPL documentation for classroom-based colleagues and, agreed in the moderation process for the setting of Objective 1b;
- details of the standards/accountabilities to apply in the new FPL cycle;
- an assessment of the colleague's current training and development needs and identification of any action that should be taken to address them in the new FPL cycle;
- an indication of when monitoring will take place.

Support colleagues will receive a new IPP statement for the IPP cycle. This will include:

- details of the colleague's objectives for the new IPP cycle
- a review of current training needs and recommendations for further training if applicable.

5.3.4 The assessment of performance against the objectives and standards will inform the planning process and training and development needs for the next FPL/IPP cycle.

5.3.5 All colleagues and reviewers are encouraged to also use FPL and IPP meetings to discuss other matters pertinent to their employment.

5.3.6 With the exception of the Headteacher pay recommendation, all pay recommendations arising out of the FPL and IPP processes must be approved by the Headteacher before being shared with the individual to whom the recommendation relates and referred to the governors' pay committee. The HPMC must also refer their recommendation to the governors' pay committee.

5.3.7 Pay progression for all colleagues will be as set out in the school's Pay policy.

#### 5.4 Moderation of FPL and IPP Statements

5.4.1 The Headteacher will take responsibility, where the reviewer role has been delegated, for moderating a sample of FPL and IPP statements to ensure consistency and equality of treatment.