

Performance Management Policy

2021

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Performance Management Policy

Introduction

Safa British School is committed to Performance Management (Growing Goals) as a means to develop all staff and thereby to raise standards of achievement for all children. It is referred to as SBS Reflective Practice, promoting individual professionalism.

All Performance Management records are uploaded and updated on **SISRA**. **SISRA Observe** is the bespoke **system that supports our school's CPD processes** – from recording and analysing all types of observations and learning walks, to identifying individual CPD needs and self-reflection.

The policy applies to the Primary Leadership Team and to all teachers employed by the school and administrative staff, except teachers on contracts of less than one term and those undergoing induction (i.e. NQT's).

At Safa British School, Performance Management is seen as an essential professional activity for all staff and integral to their work and that of their team leaders. In line with the school's mission statement, performance management in Safa British should unlock the potential of every teacher, teaching assistant and leader in the school. Motivating all practitioners to aim for excellence and further develop themselves through career guidance and professional development.

Rationale

Performance Management sets a framework within which all staff can be supported in the management of their own development within the context of their current job, the School Improvement Plan (SIP) and their own professional aspirations. The key elements of the policy are - reviewing performance, agreeing priorities and objectives, undertaking development activities and monitoring progress towards objectives. SISRA observe allows staff to take autonomy over their own professional development, keeping records and reflections up to date.

Performance Management involves a shared commitment to high performance. It helps to focus attention on raising the quality of our work, both as individuals and as teams, to benefit pupils, staff and the school. It involves providing appropriate and effective personal training and development to ensure job satisfaction which leads to rising levels of expertise and progression of all staff in their chosen profession. Performance management at SBS plays a vital part in engaging employees in the organisation and in their job.

We will implement our Performance Management arrangements on the basis of:

- i. **Fairness** - We all need to be aware of the potential for unconscious discrimination and to avoid assumptions about individuals based on stereotypes.
- ii. **Equal Opportunities** - All staff should be encouraged and supported to achieve their potential through agreeing objectives, undertaking development and having their performance assessed.
- iii. **Self-Evaluation** – All teachers and teaching assistants will be encouraged to evaluate their own performance by using the self-evaluation tools available.
- iv. **Reflective** – All Staff as mentioned above should use Performance Management as a reflective tool to enhance and improve their practice. Throughout the year Performance Management meetings should be used to reflect and review previous goals, challenges and strengths.
- v. **Growth** – All staff should be given the opportunities for growth in their professional development, opportunities to participate in projects, cluster groups and perusing interests that may have arisen during the Covid19 Pandemic.
- vi. **Recognition** – Performance Management should be used as an opportunity to recognise the effort and success of all parties involved.

Purpose

- To raise pupil's achievement in its widest sense
- To add value to the educational community
- To ensure progression in the professional development of all staff
- To value the contribution of all staff to the success of the school

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers and the PLT for supporting their development needs within the context of the school's improvement plan and their own professional needs.

Links to School Improvement, School Self Evaluation and School Improvement Planning

Performance Management in Safa British is directly linked to the School Improvement Planning and School Self Evaluation. Targets should be reflective of the School Development Plan. Targets will be constructed under SIP headings; this should be discussed and reflect the personal development of each teacher. All of the above will be recorded and analysed on SISRA Observe.

Ensuring Consistency

1. Roles

Performance Management is a shared responsibility

⇒ The PLT is responsible for implementing the school's Performance Management policy and ensuring that Performance Management reviews take place. All reviews are recorded on Sisra Observe.

⇒ HOY, HOD and staff are responsible for working together to ensure that objectives are agreed; regular objective feedback is given; adequate coaching, training and development is provided to enable the performance review to take place and that the relevant documentation is completed on SISRA.

Quality assurance

The PLT has determined that they will be the reviewers for all teachers.

Review and Development Cycle (Covid19)

(2021/2022 6 week cycle Personal and Team Target). All Meeting minutes are to be recorded on Sisra Observe.

October:

January:

October - May:

March:

March:

June:

Professional review for all staff takes place with PLT. Allocation of staff development resources and confirmation of staff development plans for the school, teams and individuals.

June:

Collection and analysis of the year's data and setting of pupils' progress targets for all classes. This is mainly a team activity i.e. each classes contribution towards the school's targets taking into account individual pupil data. These become objectives for staff. Targets for the year are set to support staff teams. Staff development needs will arise from these objective and targets and will be discussed.

When setting objectives, the following must be taken into account;**Accountability**

- To set agreed performance targets and monitor the progress by measuring actual performance against the targets.
- To help identify and resolve cases of underperformance.
- To provide Primary Leadership with records which inform further staff development as well as outlining where more support is needed.

Staff Motivation.

- To recognize the achievements of teachers, appraise effective teaching practice and encourage the development of quality teaching.
- To provide constructive feedback to individual teachers.
- To promote continuous professional growth and development.

Professional Development.

- To assist teachers in identifying their potential and, areas and ways for improvement, so as to raise their professional standard and improve their team spirit, which support the overall development of the school.
- To provide guidance, support and training to teachers having difficulties in their performance.
- To provide relevant information on human resource development for schools to plan appropriate teacher development activities.

Reviewing Progress

The reviewing process is a continuous programme which is adapted where necessary. Performance Management meetings focus mainly on reflective practice in order to move forward successfully in an ever-changing learning environment.

As there has been an increase of staff across all phases of the school. New staff will first complete their probation period which will be monitored by both their line managers and the Primary Leadership team.

Performance Review

When a staff member is being considered for review (learning walks, formal observation, assessment data the following steps must be taken.

1. PLT meet with Head of Year to ensure;
 - a. The teacher has been supported with planning and understands the learning, teaching and curriculum expectations for the year group.
 - b. Timeframe to be discussed
2. PLT meeting with teacher. Action Plan
 - a. Discuss working with a mentor
 - b. Choice of mentor
 - i. Learning and Teaching Team Member
 - ii. PLT member
 - iii. HOY (if appropriate)
 - c. Action plan set in place, with attainable weekly targets
 - d. Timeframe clearly agreed
3. Review of Action Plan
4. Disciplinary Hearing

Appeal

At specified points in the performance review process teachers and PLT have a right of appeal against any of the entries in their planning and review statements. Where a reviewee wishes to appeal on the basis of more than one entry this would constitute one appeal hearing.

Confidentiality

The whole performance management process and the statements generated under it, in particular, will be treated with strict confidentiality at all times. Only the reviewee's line manager will be provided with access to the reviewee's plan recorded in her/his statement, upon request,

where this is necessary to enable the line manager to discharge her/his line management responsibilities. Reviewees will be told who has requested and has been granted access.

Training and Support

The school's CPD programme will be informed by the training and development needs identified. The National Online Safety Hub will enable the SBS teachers to access professional learning at their own discretion as well as compulsory CPD.

The Principal will ensure in the budget planning that, as far as possible, appropriate resources are made available in the school budget for any training and support agreed for reviewees.

Appointment of Reviewer of Principal

In this school:

The Stake Holders and Governing Board are the reviewer for the Principal.

Monitoring and Evaluating

The Principal will monitor the operation and outcomes of performance management arrangements.

The LT will provide the Owners with a written report on the operation of the school's performance management policy annually. The report will not contain any information which would enable any individual to be identified. The report will include:

- the operation of the performance management policy;
- the effectiveness of the school's performance management procedures;
- teachers' training and development needs.

The Owners are committed to ensuring that the performance management process is fair and non-discriminatory.

Review

The Leadership team will review the performance management policy every school year.

To ensure teachers are fully conversant with the performance management arrangements, all new teachers who join the school will be briefed on them as part of their introduction to the school.

Access to Documentation

- SEF – This will be modified and updated on the PLT one drive,
- SID – This will be modified and updated as a collaborative document on one drive,
- Formal Observation Notes – This is recorded on SISRA in line with the school's rubric
- Learning Walks – This is recorded on Microsoft Forms where data can easily be assessed and analysed in order to inform PD and interventions
- Collective Expertise – Staff use collective expertise to reflect and collaborate on best practice strategies
- Performance Management – This is recorded on SISRA.

Classroom Observation

All classroom observation will be undertaken in accordance with the performance management regulations and the classroom observation protocol as per KHDA.
All lesson observations or learning walks will be recorded on Sisra Observe.

Annex 1 – Classroom Observation Protocol

The School is committed to ensuring that classroom observation is developmental and supportive and that those involved in the process will:

- carry out the role with professionalism, integrity and courtesy;
- evaluate objectively;
- report accurately and fairly; and
- respect the confidentiality of the information gained.

Information gathered during the observation will be used, as appropriate, for a variety of purposes including to inform school self-evaluation and school improvement strategies in accordance with the school's commitment to streamlining data collection and minimising bureaucracy and workload burdens on staff.

Written feedback will be given as soon as possible after the observation and no later than the end of the following working day. An opportunity for oral feedback will be offered to the reviewee.

The teacher has the right to append written comments on the feedback document. No written notes in addition to the written feedback will be kept.

Learning Walks and Learning Views

Learning Walks continue to be an integral part of Performance Management. Learning Views through the medium of Seesaw allow PLT and Curriculum Leaders an insight to learning within the classroom and the impact of the professional development in the school.

This is recorded using Sisra Observe where data is then used;

- A) Inform the school's CPD schedule
- B) Inform HOY of areas of best practice as well as areas of development.

Lesson Observations are based on the KHDA Framework criteria and graded accordingly.