

Performance Management Policy

King's College London
Mathematics School

Monitoring and reviewing

Action	Individual / Group	Date	Role
Reviewed	Finance and General Purposes Committee	Summer 2020	Governors
Ratified	Board of Governors	Summer 2020	Governors
Next review	Finance and General Purposes Committee	Summer 2022	Governors

Vision

KCLMS is committed to providing an excellent education to all of its students so that they achieve their maximum potential. It therefore has high expectations of every member of staff, which are that:

- the quality of their practice should be consistently good or better and always improving;
- they should carry out their duties in a manner that is consistent with the ethos and aims of KCLMS and which supports its effective operation;
- as a result, their work leads to excellent outcomes. For teaching staff, that means high attainment and value added for their students. For all staff who have leadership responsibility, this means providing high-quality leadership and, where appropriate, management. For support staff, it means providing a high-quality service or delivering successful projects which measurably support teaching and achievement.

KCLMS therefore expects effective performance management and line management of every member of staff, so that they are challenged and supported to meet these expectations.

Definitions and expectations

Performance management is a periodic formal process for setting expectations and then measuring, maintaining and improving performance. It uses evidence to monitor progress against written objectives. Every member of staff is expected to have a formal performance management discussion with their manager twice a year.

Line management describes the frequent interactions between each member of staff and their manager which are used for: setting and monitoring tasks, exchanging information, ensuring a shared understanding of important issues, problem solving, pastoral care and professional development through guidance and coaching. Every member of staff and manager should have regular one-to-one discussions.

How performance is judged

The performance management of each member of staff will focus on the outcomes achieved as a result of a member of staff's work. For teaching staff including leaders, this includes in particular whether the targets set for students' attainment and progress have been met. For support staff, whether the quality of the service they provide is appropriately high or whether the projects they work on have been delivered successfully.

At the beginning of the year, objectives will be set to determine the expected outcomes against which performance can be measured. Any objectives set through the performance management cycle must be SMART. This means:

- Specific: it should be clear what improvement is planned and what would constitute success;
- Measurable: it should be clear how success will be judged so that the evidence or data required can be gathered. Where possible a range of evidence should be used;
- Achievable: the improvement must be an ambitious but realistic expectation;
- Relevant: the target must be relevant to the individual;
- Timed: there must be a specific date set as the deadline for achieving the improvement, at the latest by the end of the year.

Wherever possible, targets will be set at two levels: a target for good performance, and a target for outstanding performance. As described in the KCLMS Pay Policy, good performance is required for pay progression; the degree to which performance is judged to be outstanding is the basis for decisions about bonus payments.

KCLMS recognises the value of human judgements and feedback as well as objective measures of performance, and wherever relevant will include and build into the performance system the opportunity for individuals who line manage and who are line managed by the appraisee to provide judgements on their performance.

Teaching staff

All teaching staff should have:

- achievement objectives relating to the academic outcomes for their students;
- a quality of learning, teaching and assessment objective;
- an objective relating to the personal development, behaviour and welfare of students, if they are a tutor;

Achievement objectives should include an attainment and progress target for each class taught, specifying the percentage of students who will reach centrally agreed target grades; see the KCLMS Assessment and Tracking Policy for further details about these target grades, including how they are generated. Achievement targets for good performance will be in line with the school attainment targets, which are set by the governing body. The school will determine each year the good and the outstanding targets for each teaching group and subject in a consistent manner across the school. To do so, the school may use a combination of entrance test, GCSE and ALIS-provided data.

For the quality of learning, teaching and assessment objective, all teachers will have the same baseline target: at the good level, that the quality of LTA is consistently Good, and at the outstanding level, that LTA either progresses towards Outstanding (where it has not yet been evidenced to reach that level) or is consistently Outstanding. The activities in this target may look at a specific aspect of their teaching where the teacher wants to make a particular focus.

The personal development, behaviour and welfare target will focus on the quality of tutoring provided. Once again, the same baseline applies to all tutors: at the good level, that the care, guidance and support provided through their tutorial role is judged to be consistently Good, and at the outstanding level, that it is judged to be Outstanding. Indicators for performance as

a tutor will include the progress, attainment and progression of their tutees, as well as participation rates of their tutees in work experience and in the wider aspects of the school. The indicators will include the quality of the work they have done – in particular, in writing references and supporting students with their personal statements and application in general, to support the UCAS programme.

Teachers who have additional leadership and management responsibilities or who provide a service or carry out projects should set objectives as described in the following three paragraphs.

Staff who have leadership and management responsibilities

Staff who have leadership and management responsibilities, and in particular lead teachers and senior leaders, should have **leadership and management objectives** relating to their specific areas of responsibility. These objectives should be SMART. In the case that a teacher is managing other teachers, their **leadership and management objectives** should include attainment and progress targets achieved by students in that area, so for example the Lead Teacher of Mathematics should have targets relating to the attainment and progress of all students in Mathematics.

Staff who provide a service

Staff for whom providing a service is a part of their job should have **service objectives** which specify the level and quality of service provided. **Service objectives** for individual staff (and the SLAs they relate to) should be SMART.

Staff who deliver projects

Staff who deliver projects should have **project objectives** relating to the successful delivery of those projects. When the project is set up, the desired products of the project should be specified. This specification should make clear any essential features of those products, the quality to which they must be completed and the deadline for completion. Each member of staff working on an aspect of the project should incorporate the relevant parts of the project specification in their own **project objectives**. These **project objectives** (and the project specifications they relate to) should be SMART.

The annual cycle of performance management

Every member of staff should have two formal performance management meetings with their manager. These will consist of:

- an end of year review meeting in September, at which objectives from the previous year are reviewed;
- a renew meeting in October, at which objectives for the coming year are set;
- a mid-year review meeting taking place in the Spring term to record and discuss progress.

The end of year review

The purpose of the end of year review meeting is to review performance against objectives set in the previous year.

There are a number of actions the member of staff must take to prepare for the meeting which should be completed in sufficient time for the line manager to read and consider them before

they meet. The detail of these actions will be set out by the senior leader responsible for performance management in advance of review meetings, and involve seeking and providing evidence to demonstrate the extent to which each target has been met. The key task is therefore to self-evaluate their practice, in particular by completing an **Objectives and Evidence Record** in advance of the meeting.

The line manager should seek the views of their own line manager before the meeting. They may provide additional evidence to inform the review.

The products of the end of year review meeting will be:

- A finalised **Objectives and Evidence Record** for the previous year;
- The line manager's End of Year Appraisal for the previous year.

These products will comprise the statutory written appraisal report for the preceding academic year. Once the report is completed it should be submitted by the line manager to the senior leader with responsibility for performance management, or where appropriate (e.g. for senior leaders) to the Head Teacher directly.

The Head Teacher's performance review is conducted by a panel of three governors. The panel is determined annually by the governing body.

The renew meeting

The purpose of the renew meeting is to set objectives, activities and indicators for the coming year. Objectives are SMART targets, and each objective should list activities that the individual will complete in order to support the achievement of the objective. These are usually completed by the appraisee. Each objective should list indicators, that is, the measures that will be used to determine if the objectives have been met. These are completed by the line manager in conversation with the appraisee.

The products of the renew meeting will be:

- Objectives for the coming year;
- A new **Objectives and Evidence Record**.

Once the line manager has agreed the targets with their appraisee, they should then send them to the senior leader with responsibility for performance management to formally approve them. Senior leaders' targets are formally approved by the Head Teacher, and the Head Teacher's targets are formally approved by the appointed panel of governors.

The mid-year review

The purpose of the mid-year review meeting is to review progress against all the objectives set at the start of the academic year and to review the impact of professional learning undertaken. The meeting is also an opportunity to make changes to objectives, in the limited circumstances set out below.

Most important of all, this meeting is the first opportunity to formally record feedback on the member of staff's overall effectiveness. This will often relate directly to the objectives, but it may not. If there is an aspect of practice that has not been good enough, the member of staff needs to know and a new improvement objective should be set. If the member of staff has excelled in something, they should be praised for it. Positive and negative feedback should always be given as soon as possible, for example in regular line management meetings. In this case the performance management meeting will provide an opportunity to reflect on the

feedback given so far. But it must also be used to give any feedback that has not yet been passed on.

The member of staff should ensure that any evidence of progress against each objective and any evidence of the impact of professional learning is provided to the manager in sufficient time for the manager to review it before they meet. This should include a draft update of the **Objectives and Evidence Record** before the meeting.

The line manager should seek feedback from their own line manager before the meeting. This is particularly important if either manager has any concerns about the member of staff's performance or if any objectives have not been met. In this case the managers should agree how to give feedback to the member of staff; a member of the senior leadership team may conduct the mid-year meeting together with the line manager should there be any serious concerns.

The product of the meeting will be an agreed update to the **Objectives and Evidence Record** showing:

- any objectives that are already met;
- any objectives where there is reason for concern that they will not be met;
- any approved changes to objectives;
- professional learning completed and its impact;
- any feedback given to the member of staff.

In-year changes to objectives will most likely be made at the mid-year review meeting, but they may be made at any point during the year. Changes are usually only made because:

- an objective has been completed early and a further objective is now required for the next stage of work;
- the manager has decided to reorganise responsibilities within the team and re-allocate objectives between staff;
- unforeseen circumstances or events beyond the member of staff's control mean that the objective needs to be changed.

The updated **Objectives and Evidence Record** will be shared by the line manager with the appraisee and the senior leader with responsibility for performance management, or with the Head Teacher as appropriate.

Pay and performance

The line manager will determine the level of performance for all targets, ranging from Outstanding to Good to Not Met. The level of performance combined for each targets determines the pay recommendation in line with the Pay Policy. All pay recommendations are reviewed by the senior leader with responsibility for performance management and by the Head Teacher. The Head Teacher takes all pay recommendations to the Pay Committee, which reports to the Finance and General Purposes Committee. The Pay Policy details how the pay recommendation is made and how the Governing Body reviews the recommendation.

Capability procedures

The school's capability procedure may apply to staff who fail to meet their objectives or whose practice does not consistently meet the standards expected of their role. The purpose of the

capability procedure is to support these staff to make rapid improvements in their performance, by setting short-term improvement targets, providing additional support and closely monitoring progress. Staff who do not improve sufficiently within the specified time may be dismissed.

The capability procedure may be started at any point in the year if the manager has concerns about a member of staff's performance, but it is most likely that it will start at or immediately following one of the performance management meetings. Any manager who thinks that capability procedures may be appropriate should speak to the Head Teacher.

Complaints

If a member of staff is unhappy with **the way their performance management has been carried out** or with **a judgement made about their performance** by their manager, they should first discuss the matter informally with their line manager. If this does not resolve matters they may make a complaint to the Head Teacher, or to the Chair of Governors if their line manager is the Head Teacher. All staff and their managers are strongly encouraged to attempt to resolve matters by discussing them informally before making a formal complaint.

Confidentiality

The performance management and capability processes will be treated with confidentiality. However, the desire for confidentiality does not override the need for the school to quality-assure the operation and effectiveness of the performance management system. Electronic and paper records of the process will be held. The senior leader with responsibility for performance management will be able to access all performance management documentation except that of the Head Teacher and any other senior leaders at or above their own level. The Business Manager, as the senior HR person in the school, will be able to access all performance management documentation except documentation concerning the Head Teacher. The Head Teacher will be able to access all performance management documentation. Other access to this data will be limited by these individuals so that each manager will only be able to access the performance management documentation of staff who report to them, including indirect reports. Information will only be shared with other managers where there is a specific reason to do so, such as for moderation of objectives and feedback.