



Exceed Learning Partnership

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Performance Management

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Version Number	Version 2
Date Approved/Reviewed	December 2023
Date of Next Review	September 2024
Approved By	Finance and Operations Committee

Policy Category (Please Indicate)	1	Academy to implement without amendment
	2	Academy specific appendices
	3	Academy personalisation required (in highlighted fields)



Summary of Changes from Previous Version

Version	Date	Author	Summary of Updates
V1	November 2023	HR	<ul style="list-style-type: none"> This policy is for all Teaching, Leadership and Executive Leaders and incorporates secondary and primary. Performance Management cycle 1st October – 30th September Employees have a maximum of 3 objectives per performance management cycle. Non-Teaching employees are captured within ELP - Performance Review Policy and Procedure for Teaching Support Business and Operations Colleagues
V2	December 2023	HR	<ul style="list-style-type: none"> Updated wording on page 6 re support

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1. Purpose

This policy sets out the framework for the clear and consistent assessment of the performance of Exceed Learning Partnership executive leaders, Academy leaders and teachers. This is inclusive of: CEO, COO, CFO, Principal's, Senior Leaders, leaders, and teachers. The overarching aims of performance management in the Trust is to secure personal and academy development within the context of the Trust's strategic plan for improving educational provision and performance for all pupils. This is inclusive of assessing the application of standards expected of employees within their role, career stage, professional body association criteria and job descriptions (where applicable). It also sets out the arrangements that will apply when executive leaders and teachers fall below the levels of competence that are expected of them.

2. Application of this policy

- This policy covers performance management processes and procedures which apply to executive leaders, the principal and to all teachers employed by the Trust. This is not applicable to those on contracts of less than one term, those undergoing induction (i.e., ECTs) and those who are subject to the Trust's capability policy.
- The policy should always be applied in a way that is robust whilst minimising the impact on workload for teachers, line managers, CEO/Principals, and governance boards.

3. Executive leaders and teacher performance management

Performance management in the Trust will be a supportive and a developmental process. It is designed to ensure that all employees have the skills and support they need to conduct their role effectively and to a high standard. It will ensure that employees are able to continue to improve their professional practice, to develop and progress further within their role, to enhance their careers. In addition, it will integrate continuous professional development, which is an integral part of ensuring high quality practice.

3.1 The performance management period

- The performance management period will run in a 12-month cycle; 1st October – 30th September.
- Employees 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.

3.2 Appointing reviewers

Chief Executive Officer

- The Directors will appraise the Chief Executive Officer. This will be supported by a suitably skilled external adviser who has been appointed by the Directors.
- In the Trust, the task of appraising the Chief Executive Officer, including setting objectives, will be delegated to a sub-group consisting of Directors, known as the Pay and Performance Committee.
- The Directors are responsible for commissioning an external adviser to appraise the Chief Executive Officer. In doing so, the Directors must satisfy themselves that the external adviser has the skills, experience, and objectivity to provide advice and support.

Principal

- The Principal will be appraised by the Local Governing Board (LGB). This will be supported by a suitably skilled external adviser who has been appointed by the Chief Executive Officer.



- In the Trust, the task of appraising the Principal, including setting objectives, will be delegated to a sub-group consisting of three members of the LGB and the Chief Executive Officer.
- The Chief Executive Officer is responsible for commissioning an external adviser to appraise Principal. In doing so, the Chief Executive Officer must satisfy themselves that the external advisor has the skills, experience, and objectivity to provide advice and support.
- If the Chief Executive Officer is unable to attend the appraisal meeting, the Deputy CEO or Director of Primary Education will attend in their absence.

Executive Leaders

- The Chief Executive Officer will appraise the Deputy CEO and Director of Primary Education.
- The Chief Executive Officer and Deputy CEO will appraise the Chief Finance Officer.

Academy Teaching Colleagues

- The Principal will determine appraisers for employees within their Academy; it will be made clear at the start of the process who the reviewer will be. This could be:
 - the Principal.
 - a member of the senior leadership team or
 - a Line manager.

3.3 Setting objectives.

- Objectives will be set at the start of each performance management period; there will be consideration for absences e.g. Maternity leave etc. The objectives set will be Specific, Measurable, Achievable, Realistic and Time-bound. Objectives will challenge colleagues to reach the highest professional standards appropriate to the employee's job description and career stage. The reviewer and employee will seek to agree the objectives, where this is not possible, the reviewer will determine the objectives.
- The main objective for employees who teach, inclusive of MPR (Main Pay Range), UPR (Upper Pay Range) and leadership, will be specific to teaching practices. In addition, there may be further objectives linked to longer-term professional growth and development. Performance will be formally appraised annually in line with this policy.
 - Primary - interim termly reviews of progress towards objectives is designed to support the teacher to evidence the impact they are having on pupils' learning.
 - Secondary - ongoing review with arranged midterm review meetings.
- The objectives for each employee will contribute through the Trust's aims of improving the educational provision and performance of all pupils. In improving the education of all pupils in the Trust, performance management processes will ensure that the:
 - Quality of education objectives focus on the education provided to all pupils;
 - CPD/professional development objectives address the key development priorities within the identified annual performance management targets;
 - Specific Trust/Academy-based objectives address key priorities identified in the Trust Strategic Plan and Academy Improvement Plans;



- Leadership and management objectives address the key development priorities identified through Academy self-evaluation (SEF) activity, and, where appropriate, the impact the leader has had on the Trust/Academy improvement priorities, referring to any professional leadership standards that are relevant.
- Employees will have a maximum of 3 objectives per performance management cycle. Where there are instances of employees not meeting the required standards that are appropriate for their career stage or level, targets may be set through personal Support Plans (PSPs). Where this is the case, objectives may be reviewed or revised to ensure that appropriate support can be provided. Amendments to objectives will be discussed with the individual and reviewed on a regular basis to ensure that effective progress is made.
- The CEO/Principal will be responsible for ensuring that the performance management process operates consistently and with integrity. Objectives that are set will be focused on the Trust's or academies priorities. All objectives will be referred to the CEO/ Principal prior to the commencement of the cycle of monitoring. Where the CEO/Principal has concerns about the relevance of the objectives, they will be discussed with the reviewer and amended if/where appropriate. In the event of any changes, the member of staff will be informed.
- Executive leaders requesting a review of salary scale, are advised to raise this with the CEO. They will be expected to submit an application to the board of Directors at the end of the academic year detailing the circumstance for the proposed review. This provides the opportunity for the CEO to collaborate with the executive leader to gain and build the evidence required.
- Teachers who wish to progress through UPR are advised to raise this with their reviewer with a view to submitting the application and supporting evidence at the end of the academic year. The reviewer will support the teacher in gaining and building the evidence required.

4. Reviewing performance

Performance Management judgments that are made based on teaching and learning will focus on the impact of teaching over time and other triangulated evidence. Where the focus is Academy performance, judgements will focus on the impact of key actions on the academies and pupils. Evidence will be triangulated to measure this impact against key performance indicators set within the targets.

4.1 Observation (Lesson Visits)

- The Trust believes that observation of classroom practice is essential in identifying any strengths and areas for development. Lesson visits will be conducted as part of a supportive process, using a coaching model where possible, and should not impact teacher workload. It is recognised that lesson visits only form a small part of teachers' performance indicators. The Trust has compiled the Teacher & Leadership Development Profile for use in primary academies alongside other methods to review performance.
- Leaders subject to Leadership Group ranges will be observed as part of the performance management process. This will form part of the evidence base for performance management processes and ensure accountability for key leadership areas. This may include observations of delivery of training, feedback from other colleagues after strategic meetings, evaluation of professional training and development, and key data sets which can demonstrate performance measures.
- Every employee's performance will be regularly reviewed. The regularity of scrutiny will depend on individual circumstances of the teacher, their development needs, and the overall needs of the Academy. Lesson visits will be conducted by those with QTS, and where possible by a more senior colleague. For the purpose of performance management, classroom observation will not be used in isolation but will form part of triangulated evidence when reviewing teacher performance/development. Employees who have responsibilities beyond the classroom, inclusive of across the trust, should also expect to have the performance of those responsibilities observed and reviewed.



4.2 Development and support

Performance management is a developmental and supportive process which will be used to inform continuing professional learning and professional growth. The Trust encourages a culture in which all employees take responsibility for improving their performance through appropriate professional development. Professional development will be linked to the trust or academy improvement priorities, and to the ongoing professional development needs and priorities of employees.

4.3 Feedback

- In Primary Academies, employees will receive constructive feedback on their performance each term as part of the review of Teacher & Leadership Development Profile. Feedback will highlight particular areas of strength as well as further areas for ongoing improvement of practice. A coaching model will be implemented to facilitate this.
- In secondary Academies, the employee should receive verbal and written feedback on evaluation of practice, including classroom development feedback. They will have the opportunity to discuss CPD needs and progress towards objectives.
- Following a review, or during the review cycle, where concerns about any aspects of the employee's performance are raised, these will be addressed via the procedure set out in section 5.

4.4 Evidence

The range and level of evidence collected for performance management will always be proportionate to the areas of development and objectives and will consider the workload of the individual.

5. Employees experiencing difficulties

5.1 Informal Support

- During the review cycle where there are concerns about any aspects of performance, for example not meeting the teacher standards or fulfilling job descriptions, support will be identified and discussed with the employee. The detail of the support will depend on the needs of the employee and will be delivered in an informal personal support plan agreed with the individual and their line manager. This informal support will be provided in a reasonable timescale (normally 4-6 weeks). Where the informal support does impact on employee performance, a review will be conducted at the end of the cycle and the plan removed. Where the informal support does not have the desired impact and there is a need to have a formal support process, this will be addressed under section 5.2 (Formal Support).
- When progress is reviewed, if the reviewer is satisfied that the employee has made, or is making, sufficient improvement, the performance management process will continue as normal, with any remaining issues continuing to be addressed through the normal CPD, mentoring, and upskilling of staff.
- At this stage every effort will be made by the Trust to support the employee to enhance their performance; this may include breaking their objectives down into smaller points to focus on the areas

for development. Support will be provided with the aim to improve practice and areas where there are concerns. The Trust will ensure that members of staff who require support will have a line manager to work with them. Where there is evidence to show that progress is being made towards meeting objectives, consideration will be given to extending the informal support and this will be discussed in the review meeting at the end of the cycle of the plan.

5.2 Formal Support

- Where, during the performance management cycle, there is clear evidence of serious concerns about any aspects of the employee's performance, the reviewer will arrange to meet formally with the employee giving at least **five working days' notice**. This is after a period of informal support has already been provided and clarity about the performance issues has been discussed with the employee. Prior to the meeting the reviewer will provide the employee with clear written feedback about the nature and seriousness of the concerns and a draft Formal Support Plan. Employees are entitled to be represented by a trade union representative or a work colleague at the formal support meeting as this is the best opportunity to avoid the matter escalating. The CEO / Principal / Delegated Line Manager will be advised by HR at the meeting.
- At the meeting the employee and the line manager will:
 - consider the evidence of serious concerns;
 - give the employee the opportunity to comment and discuss the concern;
 - discuss the formal support plan and ensure that clarification is given on all aspects of the formal support plan;
 - identify in the support plan how and when additional monitoring will take place. The purpose of this additional monitoring is to assess if the support is having the correct impact for the Trust and that the employee is responding to the support;
 - discuss objectives in the support plan; objectives may be broken down into smaller sections to target specific areas of concern;
 - make clear how, and by when, the reviewer will evaluate progress. It may be appropriate to revise objectives and it will be necessary to allow sufficient time for improvement;
 - the amount of time will depend on the seriousness of the concerns but will not be less than 4 weeks except in exceptional circumstances;
 - discuss who will provide the support and guidance;
 - explain the implications and the process if no – or insufficient – improvement is made against the targets and milestones agreed.
- This meeting and any further support and guidance given will be with the aim that the Employee's performance improves and the need to move into formal capability procedures is avoided. Where progress is being made towards meeting the objectives set out in the support plan, consideration will be given to an extension of the timescale.
- At the end of the Formal Support Plan period the employee will be invited to a formal review meeting (5 working days-notice with the right to representation).



5.3 Formal review meeting

- At the end of the formal support period the employee will be invited to a Formal Review Meeting with their line manager / Principal / CEO and HR. They will have the right to be represented by a trade union representative or a work colleague.
- Where sufficient progress is made such that the employee is performing at a level that indicates that there is no longer a possibility of capability procedures being invoked, the employee should be informed of this at a formal review meeting with the line manager / Principal / CEO. Following this meeting, the performance management process will continue as normal. The outcome will be provided in writing to the employee.
- If the line manager / Principal / CEO is not satisfied with progress, the employee will be notified in writing that the performance management process will no longer apply and that their performance will be managed under the formal capability procedure. The individual will be invited to a formal capability meeting in line with the formal capability procedure.

5.4 Transition to Capability

- If the reviewer is not satisfied with progress following the agreed additional support and time frame, they will report this to the principal / CEO.
- Within five working days the CEO or Principal will write to the employee inviting them to a formal capability meeting, with at least five working days' notice. The notification will include:
 - sufficient information about the concerns about performance and their possible consequences to enable the employee to prepare to answer the case at a formal capability meeting;
 - copies of any written evidence connected to the concerns as outlined in the support planning process;
 - the details of the date, time, and place of the meeting;
 - advice to the employee of their right to be represented/accompanied by a trade union official or work colleague;
 - the names of those who will be at the meeting and their role;
 - an outline of possible courses of action;
 - wherever possible the time and date of meeting should be agreed with the employee and their representative.

The process to be followed is set out in detail in the capability procedure.

6. Annual assessment

- Each employee's performance will be formally assessed in relation to the objectives set. It is expected that all employees adhere to the relevant professional standards or job description (e.g., National Teachers' Standards, Headteacher Standards etc.) as an underpinning principle of their employment. In assessing the performance of the CEO/Principal, the Trust Local Governing Board must consult the external adviser.



- For all leaders within the Trust, a range of evidence across the year will be used to measure the quality of education. This will take a rounded view of employee performance against evidence in support of meeting objectives, alongside professional standards, professional bodies, or job descriptions.
- Numerical targets may be used, but not exclusively, to demonstrate the impact of leadership roles:
 - For teachers, the focus is on how well they use assessment to help pupils embed and use knowledge fluently. This includes the checking of understanding to inform teaching/planning, strong subject knowledge, and the creation of an environment that focuses on pupil development.
 - For leaders, this may include numerical targets more specifically linked to objectives to demonstrate the impact of their role within the Trust and the wider implementation into each academy.
- Employees will undertake a self-evaluation against appropriate professional standards linked to the role, the job description, or the national Teachers' Standards. This will be consistent with the level that should be expected of the employee given current role and level of experience.
- Employees will receive a written or online performance management report/review. Employees will receive their written or online performance management reports/reviews by 31st October (31st December for the CEO/Principal). This may be subject to delay if there are issues reviewing the evidence provided. The performance management report will include:
 - details of progress in meeting objectives;
 - an assessment of the employee's performance against their objectives and/or relevant standards;
 - an assessment of the employee's professional development needs and identification of any action(s) that should be taken to address them, and
 - a recommendation on pay where relevant.
- The assessment of performance and training and development needs will inform the planning process for the following performance management period.
- Any recommendations on pay will be referred to the CEO/Principal before being referred on to the Directors/Local Governing Board pay committee.

7. Confidentiality

- Access to the written performance management report will normally be limited to the appraisee, the reviewer, the CEO/Principal and or nominated member of the senior management team.
- An overview of the evidence provided for the performance management process will be retained and accessible to the member of staff. This will be anonymised when shared with any external parties outside those stated in this policy.
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8. Equality and consistency

- The CEO/Principal will have overall responsibility for the quality assurance of the performance management process across the Trust and academies. This will include ensuring the consistency and equality of application of the process throughout the Trust. The CEO/Principal may delegate responsibility for monitoring consistency and equality of application to an Executive leader/teacher or member of the senior management team.



- The CEO/Principal will be responsible for reporting regularly to the Directors/Local Governing Board on any relevant issues, including those of underperformance, arising from the annual review cycle. The report will enable Directors/Local Governing Boards to receive an overall general report of the process but will not include specific details relating to individual members of staff.
- The Directors/Local Governing Board Pay Committee will ensure consistency of treatment and fairness within the performance management process and will abide by all relevant equality legislation.

9. Retention of statements

The Directors/Local Governing Board and CEO/Principal will ensure that all written performance management records are retained in line with the retention strategy.

10. Appeals

All employees have a right of appeal against any of the entries in the written performance management report. This is inclusive of any procedural issues arising from Performance management, including reviewers pay recommendation. Any appeals should be in writing to the CEO/Principal, in the first instance. If the appeal is against the pay progression/determination it should be conducted under the Pay policy appeals procedure.

11. Other related policies and documents

- Staff Capability policy
- Staff Pay Policy
- Informal Support place
- Principal's performance
- Self-reflection against Job description
- Self-reflection against Head teacher standards
- Strategic objectives
- Teacher and leadership development profile

Policy Agreed: December 2023

Signed Chief Executive:

Signed: Chair of Directors:

Policy to be reviewed in Autumn 2024