



Performance Management policy

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Adopted by (body): CELT Trustees

WELLBEING POLICY
DEVELOPMENT
STRATEGY HUMAN PEOPLE
RESOURCES
CHANGE MANAGEMENT
SUCCESSION PLANNING
CONFIDENTIALITY

Collaborate Ability to work effectively as a team

Empower Ability to take initiative and problem solve in order to improve performance

Lead To lead by example and achieve shared goals

Transformation Ability to recognise a need for change and adapt accordingly



CELT Vision

Our vision is for our trust to be a learning organisation in the truest sense.

At the heart of our vision for education is a self-improving school-led system which has the best evidence-led practice and in which every child fulfils their potential. This is a learning community in which:

- Our leaders are driven by moral purpose. They are outwards focused and not afraid to take risks to achieve system transformation. The focus of policy is on continually improving the quality of teaching.
- Our teachers strive to be outstanding. They work across organisational boundaries to promote a collective sharing of knowledge, skills, expertise and experience in order to deepen pupil learning.
- The individual talents and strengths of our pupils are recognised and nurtured. A passion and curiosity for learning is sustained in every child from the moment they join us. A CELT pupil leaves our family of academies with a purpose, and the confidence to fulfil that purpose.
- Our parents are engaged in our learning community and actively work in partnership with us to raise the level of attainment and aspiration of every child.

CELT Mission

“Learning together to help every child achieve more.”

We believe there is no limit to what every child can achieve, and that every child deserves the chance to fulfil their potential.

As a learning community we are on an ambitious journey. We want to deliver a model for education in the 21st century which instils curiosity and a love for learning in every child so that they develop into young adults who contribute to humanity, follow their passions, and think for themselves.

By learning and improving together – as part of a global learning community – we create much richer and more sustainable opportunities for rigorous transformation than can be provided by any one of our academies alone.

**COLLABORATE
EMPOWER
LEAD
TRANSFORM**

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CELT Wellbeing Statement

At CELT we are committed to providing a healthy working environment and improving the quality of working lives for all staff. CELT aims to ensure that our values are embedded in everything we do as a Trust and that staff are recognised as our greatest asset.

CELT defines wellbeing as; 'Creating an environment to promote a state of contentment which allows an employee to flourish and achieve their full potential for the benefit of themselves, pupils, colleagues and CELT.' All staff are expected to promote a culture of wellbeing. We are committed to the integration of a wellbeing strategy in all our work activities, policy and procedures.

1

Introduction

- 1.1 Cornwall Education Learning Trust (CELT) is committed to providing high quality teaching and learning. Through our workforce we aim to provide opportunities for all of our pupils, whatever their ability. Each employee will therefore be given support to ensure that they have the skills they need to carry out their role, help them continually improve their performance and develop to their full potential which will in turn help improve outcomes for our young people.
- 1.2 Having an effective performance management process in place is one of the ways we can support our employees and deal with performance matters as they arise. This involves effective day-to-day supervision, carrying out performance managements, providing development opportunities and operating a fair and reasonable capability process.
- 1.3 This Performance Management Policy has been developed to comply with current legislation including the Education (School Teachers' Performance management) (England) Regulations 2012 (the Performance management Regulations), that apply to teachers in all maintained schools. CELT has decided to follow the principles of these Regulations in developing and implementing this policy. These will also apply to support staff employed within CELT to ensure consistency across all employees.
- 1.4 The policy has been implemented following consultation with staff and recognised trade unions.
- 1.5 This policy does not form part of any employee's contract of employment and may be amended at any time.

2

Scope and purpose of the policy

- 2.1 The purpose of this policy is to set out the framework for a clear and consistent assessment of the overall performance of all employees, and for supporting their development within the context of the CELT's plan for improving educational provision and performance, and the set standards expected of each employee.
- 2.2 CELT regards the Department for Education Teachers' Standards as the baseline of expectations for the professional practice and conduct of teachers, from the point of qualification.
- 2.3 In implementing this policy, CELT will ensure that performance management is managed in a way that avoids increased workload for all parties concerned, for example, reviewing the number and frequency of meetings and observations, and ensuring the process for collecting evidence is always proportionate.
- 2.4 This policy applies to all employees of CELT, including teachers and support staff, except those on contracts of less than one term, those undergoing induction (i.e. NQTs) and those who are subject to the Trust's Capability Policy. It does not apply to agency workers.
- 2.5 Where an employee is not covered by this policy as set out in 2.4 above, then performance will be managed through regular supervision and feedback.

3

The performance management period

- 3.1 The performance management period will run for twelve months from September to August.
- 3.2 Employees who are employed on a fixed term contract of less than one year but more than one term will have their performance managed in accordance with the principles underpinning this policy. The length of the period and objectives will be determined by the duration of their contract.

4

Appointing appraisers

- 4.1 Headteachers will be appraised by the Trust Lead or a member of the Executive Leadership Team. The Trust Lead will be appraised by the Board of Trustees. This has been delegated to a sub-group of two/three Trustees. In appraising the performance of the Trust Lead the Board of Trustees will consult a suitably skilled and/or experienced external advisor appointed for that purpose.
- 4.2 The Headteacher/Executive Leadership Team of the Academy/Trust will decide who will appraise all other employees.
- 4.3 Employees will be notified of who their appraiser will be, before or as soon as practicable after the start of each performance management period. In the event that an employee has concerns with their appointed appraiser, they can write to the HR Lead via the HR@celtrust.org to discuss their concerns.

5

Setting objectives

All employees

- 5.1 3 objectives for each employee will be set before or as soon as practicable after, the start of each performance management period. The objectives will be Specific, Measurable, Achievable, Realistic and Time-bound (SMART) and will be fair, reasonable and appropriate to their role and level of experience. The appraiser and appraisee will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. The appraisee can state objections on the objective setting form where agreement cannot be met. The Headteacher's objectives will be set by the Trust Lead and the Trust Lead's objectives will be set by the Board of Trustees after consultation with the external adviser. The Trust has a duty to have a regard to the work life balance of all employees and the objectives will reflect this.
- 5.2 Objectives and performance management discussions for teachers will not be based on teacher generated data and predictions, or solely on the assessment data. Objectives can be set in relation to robust assessment data, however, these will not be used in isolation and other factors will also be considered when making decisions about pay progression.
- 5.3 Objectives may be revised if circumstances change during the performance management period.
- 5.4 The objectives set for each employee will, if achieved, contribute to the Academy/Trust's plans for improving educational provision and performance and improving the education of pupils. The Headteacher/Executive Leadership Team of the Academy/Trust will be responsible for quality assuring objectives set across the whole Trust against the Academy/Trust's improvement plan.
- 5.5 The performance of each employee will be assessed against agreed standards and objectives, teachers are set out in the Teachers' Standards. All objectives contribute to our aims and provide a guide for employees in their relevant role.

6

Reviewing performance

Observation

Teachers and Teaching Assistants

- 6.1 This Trust understands the importance of carrying out observation of classroom practice and other responsibilities of teachers and teaching assistants. Observation assesses performance to identify strengths (so the appraiser can give positive feedback and praise) and areas for development but also provides a way of gaining useful information which can inform improvements in the Trust more generally and enabling teachers to learn from each other and collaborate.
- 6.2 In this Trust, performance will be regularly observed but the amount and type of classroom observation will depend on the individual circumstances of the employee and the overall needs of the Trust. Responsibilities outside the classroom will also be observed and assessed where appropriate. Observation will be in line with the observation protocol which is reviewed annually. All observations will be carried out in a supportive fashion and not add to teacher and teaching assistant workload. Classroom observations for teachers will be carried out by those with QTS and for teaching assistants by those with QTS or a HLTA.

Development and support

- 6.3 Our performance management process is used to inform and decide continuing professional development which improves performance. The Trust encourages a culture in which all employees take responsibility for improving their performance in their role and extending their depth of knowledge through appropriate professional development. Agreed training and professional development will be linked to Trust improvement priorities and where possible, to the ongoing professional development needs and priorities of individuals. We are committed to supporting appropriate and reasonable development which not only assists the employee in their role but also leads to improvements in performance across the Trust. The process will also be used to determine decisions on pay progression.

Feedback

- 6.4 Within this Trust, employees will receive constructive feedback on their performance throughout the year and as soon as practicable after an observation has taken place (where applicable) or other evidence has come to light.

- 6.5 The Headteacher/Executive Leadership Team or other leaders with responsibility for teaching standards may “drop in” in order to evaluate the standards of teaching and classroom practice and to check that high standards of professional performance are established and maintained. The length and frequency of “drop in” observations will vary depending on specific circumstances. See observation protocol for more information in relation to this “drop in” can be used to provide feedback to teachers as part of the ongoing supportive nature of the performance management process.
- 6.6 Feedback will also be sought from relevant employees within the Trust for example, a teacher may be asked to provide feedback on a teaching assistant who works with them.
Feedback should highlight particular areas of strength as well as any areas that require further development. Often this can resolve issues without the need for any formal action.
- 6.7 Where there are concerns about any aspects of an employee’s performance the appraiser will meet the appraisee to:
- 6.7.1 give clear feedback about the nature and seriousness of the concerns;
 - 6.7.2 give the appraisee the opportunity to comment and discuss the concerns;
 - 6.7.3 find out if there are any issues (both in or outside of work) that are affecting their performance that the appraiser can assist with or provide support;
 - 6.7.4 set clear objectives for the required improvements and how these can be achieved;
 - 6.7.5 agree any support (for example coaching, mentoring, training, structured observations, observing others in a similar role etc), that will be provided to help address those specific concerns;
 - 6.7.6 make clear how, and by when, the appraiser will review progress either by setting new and clear objectives for required development which will be assessed during the review period or by revising current objectives, allowing sufficient time for improvement; the amount of time for this should reflect the seriousness of the concerns. This will be an informal review period and will be confirmed in an Action Plan;
 - 6.7.7 explain the implications and process if no - or insufficient - improvement is made during the informal review period for example, impact on pay progression and potential move to formal capability.

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- 6.8 This meeting can happen at any time during the performance management period. It is designed to be a supportive meeting to address issues early to avoid the matter escalating, giving the employee the opportunity to improve. At the meeting, the appraiser will present evidence collected that indicates that the employee's performance is not up to the required standard. There is no right to be accompanied to this meeting. Although this is part of an informal process, a note of the meeting will be made and a copy given to the employee so that they are clear about the support they will be given, what improvements need to be made and the timescales.
- 6.9 An informal review period will follow this meeting; the length will be determined by the appraiser based on the individual circumstances of the situation but it should not be unduly long. During the informal review period, regular meetings should take place to ensure progress is being made.
- 6.10 At the end of this informal review period when progress is reviewed, if the appraiser 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 that process. If performance is improving and the appraiser feels that further time is required to monitor improving performance, the appraiser can decide to extend the informal review period but it should not be unduly long. If no or insufficient improvement is being made, then the process set out below (section 10) should be followed. It will be for the appraiser to decide which procedure will be followed.

7

Evidence

Evidence supports the performance management process. The range and level of evidence collected for performance management and pay determination purposes will always be proportionate and minimise workload.

8

Review of policy

- 8.1 Performance and development priorities will be reviewed and addressed throughout the process and an interim performance management meeting may take place at the mid-point of the cycle to review performance and progress towards objectives. Any concerns will be noted and an appropriate support plan will be put in place for the remainder of the cycle. The support plan will set out what improvement is required and what support will be provided.
- 8.2 Each employee's performance will be formally assessed in respect of each performance management period. An annual assessment is the end point to the annual performance management cycle and will formally assess each employee's performance in respect of that cycle. The employee will receive a written performance management report as soon as practicable afterwards and be given the opportunity to comment on it in writing. The performance management report will be a summary of the performance during the year and set out what the employee's development needs are for the next year. In particular the report will include:
 - 8.2.1 details of the objectives for the performance management period in question;
 - 8.2.2 an assessment of performance against their objectives AND any relevant standards;
 - 8.2.3 a summary of observation findings if applicable;
 - 8.2.4 an assessment of training and professional development needs and identification of any action that should be taken to address them;
 - 8.2.5 a recommendation on pay if relevant. This will be in accordance with criteria set out in the Pay Policy, which will include reference to sources of evidence that may be used in assessment of pay progression.
- 8.3 The assessment of performance and of professional development needs from each individual performance management will inform the planning process for the following performance management period for the whole Trust.

9

Monitoring & Evaluation

All employees

9.1 During the performance management period, each employee has a responsibility for gathering evidence of their progress throughout the year in order for them to identify any particular strengths or areas for further development at the interim and annual review meetings. The appraiser will then record the discussion on this evidence and make an assessment in the performance management report.

Teachers

9.2 In addition, a range of evidence should be available to the appraiser on a teacher's performance as part of the Academy/Trust's quality assurance processes. Evidence may include but is not limited to:

- 9.2.1 lesson observations
- 9.2.2 work scrutiny
- 9.2.3 questionnaires (pupil or parent - where obtained)
- 9.2.4 planning scrutiny
- 9.2.5 learning walks
- 9.2.6 pupil feedback (where obtained)
- 9.2.7 tracking data of pupil's progress
- 9.2.8 progress of individuals/groups
- 9.2.9 evidence of meeting Standards
- 9.2.10 assessment of TLR

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Transition to Capability

Performance management is an ongoing process. If an employee demonstrates significant underperformance and has not responded to support provided within the performance management process, the employee will be invited to a transition to capability meeting with their Line Manager/Senior Leader. This meeting will consider whether the performance management system will no longer apply and that their performance will be managed under the capability procedure.

If the outcome of this meeting is that the employee is transitioned to the capability procedure they will be invited to a formal capability meeting in line with the Trust Capability policy.

11

General Principles Underlying This policy

Confidentiality

11.1 The performance management process will be treated confidentially. However, the desire for confidentiality does not override the need for the Headteacher/ Executive Leadership Team and the Board of Trustees to quality-assure the operation and effectiveness of the performance management system. In this Trust the Headteacher/ Executive Leadership Team is responsible for reviewing objectives and written performance management records, in order to check consistency of approach and expectation between different appraisers.

Consistency of Treatment and Fairness

11.2 CELT and the Board of Trustees are committed to ensuring consistency of treatment and fairness. It will abide by all relevant equality legislation, including the duty to make reasonable adjustments for disabled employees. The Board of Trustees are aware of the guidance on the Equality Act 2010 issued by the Department for Education.

Monitoring and Evaluation

11.3 The Board of Trustees and Headteacher/Executive Leadership Team will monitor the operation and effectiveness of the performance management arrangements. In developing, applying and evaluating this policy we will monitor the impact on different groups of people with protected characteristics in line with the Academy/Trust's Equal Opportunities policy and our Privacy Notice. This will ensure that what we do is done fairly.

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Retention and data protection

As part of the application of this policy, CELT may collect, process and store personal data in accordance with our data protection policy. We will comply with the requirements of the **Data Protection Legislation** (being (i) the General Data Protection Regulation ((EU) 2016/679) (unless and until the GDPR is no longer directly applicable in the UK) and any national implementing laws, regulations and secondary legislation, as amended or updated from time to time, in the UK and then (ii) any successor legislation to the GDPR or the Data Protection Act 1998, including the Data Protection Act 2018). Records will be kept in accordance with our Workforce Privacy Notice, our Retention and Destruction Policy and in line with the requirements of the **Data Protection Legislation**.

13

Review of the policy

13.1 This policy is reviewed and amended annually by the Trust in consultation with the recognised trade unions. We will monitor the application and outcomes of this policy to ensure it is working effectively. Consideration of the equality impact of this policy will be given to ensure that no groups or individuals with protected characteristics are unintentionally disadvantaged by the policy or practice.

Appendix History of Changes

Version	Date	Page	Change	Origin of Change
1.0	30.11.2022		Original Draft	
1.1	22.10.2024	3	Wellbeing statement added	