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**Performance Management Policy**

**Policy Ref: ARK14v1**

Produced by the Head of Centre, Head of Teaching and Learning.

This policy will not discriminate either directly or indirectly against any individual on grounds of sex, race, ethnicity or national origin, gender, sexual orientation, marital status, religion or belief, age, disability, socioeconomic status, offending background or any other personal characteristic.

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| --- | --- | --- | --- |
| **Prepared by:** | Katie Davies | **Reviewed by:** | Steven Speed |
| **Job Title:** | Head of Teaching and Learning | **Job Title:** | Head of Centre |
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| **Date:** | 01/09/21 | **Date:** | 01/09/21 |

**Record of Changes:**

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| --- | --- | --- | --- |
| **Version** | **Issue Date** | **Changes** | **Initials** |
| V1 |  | Initial issue | SS |
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|  |  |  |  |

**Date of Next Review:**

July 2022

1. **Definitions**

Throughout this policy document **The Ark Wigan Ltd** is referred to as ‘The Ark’.

All reference to **teacher** included the ‘head of centre’.

1. **Introduction**

This policy set out the framework for a clear and consistent assessment of the overall performance of teachers, including the head of centre, and for supporting their development within the context of our education and training centre.

The policy does not cover performance management for any teacher that is employed on a contract of less than one term and those undergoing induction (i.e. ECT).

The purpose of this policy is to provide support and aid in the developmental process that is designed to ensure that all teachers have the skills and support they need to carry out their role and responsibilities effectively. It will help to ensure that teachers are able to continue to improve their professional practice and to develop as a good and outstanding teacher.

Performance management should be based on the principles of:

* Clarity of expectation
* Fairness and reasonableness
* Consistency
* Balance
* Enablement including supportive development
* Confidentiality

1. **Scope**

All teachers must know what is expected of them in order to support the education and training centre.

1. **Policy Statement**

The Ark uses methods of assessment against standards and objectives that should be fair, thorough, and non-discriminatory. A variety of methods should be used and discussed with teachers in the education and training centre.

Therefore, this policy will not discriminate either directly or indirectly against any individual on grounds of sex, race, ethnicity or national origin, sexual orientation, marital status, religion or belief, age, disability, socioeconomic status, offending background or any other personal characteristic.

To ensure consistency, any teacher to whom the performance management of other teachers is delegated, should be suitably prepared to discharge that responsibility, not only through knowledge of the performance management regulations and process but also with the appropriate skills and confidence, whether by training within the education and training centre or by a suitable external organisation.

Consistency and balance should also be achieved by appropriate moderation and monitoring for quality assurance. The Head of Centre should seek performance management from a 3rd party consultant annually based on results/performance.

An assessment of a teacher’s professional development needs and any action which should be taken to address them should be an integral part of the assessment and used to enable teachers to achieve their professional potential.

The records of each teacher’s performance management will be confidential. The use of information from these reports are to monitor fairness, inform the planning of professional development, ensure overall quality, and should not compromise individual confidentiality.

If it becomes apparent during the performance management period that a teacher’s overall performance is below accepted standards the line manager should address the situation without delay, as described in the performance management process, with a thorough assessment of the apparent deficiencies and possible causes (including any personal circumstances) and implement any necessary support. There should be a clear explanation to the teacher of what will happen if the necessary improvement does not take place.

1. **Key Documents and Duties**

The Ark has developed this policy with reference to the following:

[Model appraisal policy](https://www.gov.uk/government/publications/teacher-appraisal-and-capability-model-policy) from the Department of Education (DfE)

[Teachers’ Standards](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007716/Teachers__Standards_2021_update.pdf) from the Department of Education (DfE)

[School Teachers' Pay and Conditions Document (STPCD)](https://www.gov.uk/government/publications/school-teachers-pay-and-conditions) from the DfE

[The Education (School Teachers’ Appraisal) (England) Regulations 2012](http://www.legislation.gov.uk/uksi/2012/115/contents/made)

[The School Staffing (England) Regulations 2009](http://www.legislation.gov.uk/uksi/2009/2680/contents/made)

1. **Responsibilities**

The Head of Centre will be responsible for publishing this process to all teachers at The Ark, together with the Teachers’ Standards, to be used in accordance with the Education Regulations. The Head of Centre will also be responsible for ensuring that the performance management process is published to each teacher newly appointment to the school.

There will be a 3rd Party Consultant to assist in the performance management of the Head of Centre. This will be an external adviser, someone who is suitably skilled and experienced, ideally someone who has leadership experience In a school, or similar educational facility, but is not personally connected with the Head of Centre.

1. **Procedures**

There will be a common twelve-month performance management period for teachers in this education and training centre that will run from 1st September to 31st August each year.

Teachers 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.

In The Ark, the Head of Centre will be decided who appraise other teachers. In this education and training centre, it will normally be:

* The Head of Centre
* A member of the Senior Management Team
* The Teacher (for example Head of Department) with a clear line management overview of the teachers work
* A teacher specifically identified that usually has management responsibility.

Where a teacher, including the Head of Centre, is of the opinion that the person to whom the teacher has delegated the responsibility of managing the performance is unsuitable for professional reasons, s/he may submit a written request to the Head of Centre for that person to be replaced, stating those reasons.

Anyone identified to undertake the responsibilities of completing performance management review for other staff will be qualified teachers with relevant experience.

The Head of Centre will ensure that each teacher completing performance management reviews are suitably prepared including discussion of moderation and quality assurance. The Head of Centre will also ensure that all teachers understand their own responsibilities and prepare for the first meeting, through self-reflection and evaluation fo their own performance and development needs.

1. **Setting Objectives**

As a valuable tool in preparing for objective setting, teachers have available the annual audit against National Standards. It is recommended that the teacher uses this audit to inform the discussion between the teacher and the reviewer when establishing objectives for the year.

The Head of Centre’s objectives will be set alongside the 3rd Party Consultant. These will take account of the relevant Head of Centre (Headteacher) Standards.

Objectives for each teacher, including the Head of Centre, will be set at the start of each review period, and by the end of the first autumn half term by the latest. The objectives set for each teacher will be linked to the Teacher Standards following the teachers audit of their performance against the standards. The objectives will also be appropriate to the teacher’s role and responsibility and level of experience and aligned to the current development plans. Objectives will be Specific, Measurable, Achievable, Realistic and Time-bound.

The reviewer and teacher will seek to agree the objectives but, if that is not possible, the reviewer will determine the objectives, and the teacher may record their comments in writing as an appendix to the performance management statement. Objectives may be advised if circumstances change.

The objectives set for each teacher, including the Head of Centre, will, if achieved, contribute to the whole education and training centres improvement of the provision and performance of education for the students at The Ark.

Under normal circumstances teachers will have three objectives.

The Objectives:

1. The first objective should be actions related to the education and training centres ambition for all students to make progress at least as good as national other students. An example of this objective might be:

***To effectively apply The Ark’s teaching and learning and assessment policies and utilise appropriate strategies, including remote and online learning when required, to close the gap between disadvantaged and other students to fully support The Ark’s ambition for all students to make progress at least as good as national other students.***

The success criteria for this objective will be:

***All students in my class will make progress at least as good as national other students. Where my students have not made this level of progress, it is clear from the quality assurance process (lesson observations, book scrutiny, learning and assessment records and learning walks) that the teacher has applied The Ark’s policies as required.***

This objective will be assessed through interim and end of year student performance data. Other sources of evidence including student tracking sheets, exam and assignment data, learning walks, lesson observation feedback and personal development folder.

Example:

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| --- | --- | --- | --- | --- |
| **Objective** | **Teacher standard relevant to objective** | **How will the objective be achieved?** | **Assessment criteria** | **Suggested sources of evidence** |
| To effectively apply The Ark’s teaching and learning and assessment policies and utilise appropriate strategies, including remote and online learning when required, to close the gap between disadvantaged and other students to fully support The Ark’s ambition for all students to make progress at least as good as national other students. | 1.2 Promote good progress and outcomes by pupils | Consistently good teaching and assessment.  Apply differentiated outcomes for SEND students.  Appropriate support and intervention.  Application of the teaching and learning and assessment policies/strategies.  Close liaison with commissioners, pastoral team and parents where appropriate. | All students in my class will make progress at least as good as national other students. Where my students have not made this level of progress, it is clear from the quality assurance process (lesson observations, book scrutiny, learning and assessment records and learning walks) that the teacher has applied The Ark’s policies as required. | Student tracking sheets.  Exam and assignment data.  Feedback and reviews.  ILP’s  Learning Walks  Lesson observation feedback.  Personal development folder |

1. The second objective focuses on a teacher’s development in teaching and learning. It relates to their experience and level of pay on the unqualified teacher range, main pay range, upper pay range, lead practitioner range or leadership range. This objective should make use of the teacher standards and be sufficiently challenging to enable each teacher to demonstrate performance expected on the upper pay range.

Measurement of this objective will be through formal lesson observations and records, such as meeting minutes. Teachers on the main pay range (MPR 1-6) will be expected to demonstrate that they are meeting the teacher standards that the students in their classes are making expected progress, using the lesson observation form in Appendix B. In addition, teachers on the upper pay range (UPR) will be expected to have a ‘substantial and sustained’ influence of teaching and learning beyond their classroom.

Examples:

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| --- | --- | --- | --- | --- | --- |
| **Level of experience** | **Objective** | **Teacher standard relevant to objective** | **How will the objective be achieved** | **Assessment Criteria** | **Suggested sources of evidence** |
| Lower main pay range (MPR 1-3) | To respond to and prepare for changes in the qualification specification in the relevant area. | 4.5 contribute to the design and provision of an engaging curriculum within the relevant subject area(s). | Research time to get to know new specifications and schemes of work.  Support from colleagues to develop plans.  Delivery of new schemes in the lesson. | Teaching and learning in class at predominantly good level.  Successful deliver of a new scheme of work to students. | Lesson observation.  Meeting minutes.  Students’ workbooks.  Students tracking sheets.  Data reviews.  Learning Walks.  Personal Development folder. |
| Mid main pay range (MPR 4-6) | To contribute to the development plan of their specific qualification area by rewriting schemes for work for a specific qualification and sharing it with the department. | 4.5 contribute to the design and provision of an engaging curriculum within the relevant subject area(s). | Research time to get to know new specifications and qualifications.  Planning of new scheme of work.  Sharing of schemes with the department.  Delivery of new schemes in the lesson.  Evaluation of effectiveness of schemes. | Teaching and learning in class at predominantly good to outstanding level, new schemes of work presented to the rest of the delivery team, schemes of work taught in lessons, assessment data gathered for students performance in new schemes of work, minuted evaluation of effectiveness of schemes of work. | Lesson observation.  Meeting minutes.  Students’ workbooks.  Students tracking sheets.  Data reviews.  Learning Walks.  Personal Development folder. |
| Top of Main Pay Range and Upper Pay Range | To make substantial and sustained impact to school progress by leading on Teaching and Learning for a key area/issue in the development plan. | 4.5 contribute to the design and provision of an engaging curriculum within the relevant subject area(s). | Research into issue to be addressed (Ofsted papers; teacher journals; use of networks; vocational sources).  Attendance at T&L meetings.  Leading development of expertise to the delivery team to tackle an issue.  Action planning to address the issue in a particular area.  Evaluating impact and reporting back. | Teaching and learning in class predominantly good to outstanding level.  Implementation of initiative.  Measurable impact of actions. | Lesson observation.  Meeting minutes.  Students’ workbooks.  Students tracking sheets.  Data reviews.  Learning Walks.  Personal Development folder. |

1. The third objective should relate to a teacher’s additional paid role and responsibility. Where a teacher does not have additional paid role of responsibility, an objective could focus on a whole education and training centre priority or be a developmental objective aimed at widening the teacher’s professional experience.

Example:

Main scale teacher with no additional paid role or responsibility

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| --- | --- | --- | --- | --- |
| **Objective** | **Teacher standard relevant to objective** | **How will the objective be achieved?** | **Assessment criteria** | **Suggested sources of evidence** |
| To develop teaching and learning strategies to stretch and challenge all students with particular focus on the MMA (Middle Management Allowance) | 1.2 Promote good progress and outcomes by pupils  1.3 Subject Knowledge | Attendance at whole staff training for MMA.  Additional research in qualification area to identify strategies to promote challenge  Share findings with the department.  Implement teaching strategies in lesson.  Evaluate effectiveness of strategies and adapt approach. | Shared approach and resources that will be recorded in meeting minutes.  Lesson observation of strategies in action.  Meeting minutes record evaluation of effect. | Student tracking sheets.  Lesson observation feedback  Termly review  Meeting minutes  Personal Development Folder |

Teacher with additional TLR

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Objective** | **Teacher standard relevant to objective** | **How will the objective be achieved?** | **Assessment criteria** | **Suggested sources of evidence** |
| To develop homework tasks that are linked to schemes of learning and prepare resources. | 1.2 Promote good progress and outcomes by pupils  1.3 Subject Knowledge | Audit current homework practice.  Produce action plan for developing homework tasks.  Lead development of appropriate homework tasks.  Evaluate the use of and impact of new homework tasks. | Published resources for staff and students.  Students and staff make use of the new homework’s.  Evaluation of use and impact of new homework resources. | Student tracking sheets.  Exam and assignment data.  Learning Walks  Meeting minutes  Personal Development Folder |

Head of department (e.g. Maths and English, Hair and Beauty)

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| --- | --- | --- | --- | --- |
| **Objective** | **Teacher standard relevant to objective** | **How will the objective be achieved?** | **Assessment criteria** | **Suggested sources of evidence** |
| To support all departmental staff to make every effort to ensure expected student progress. | 1.2 Promote good progress and outcomes by pupils | Promoting consistently good teaching, learning and assessment across the department. | All students taught by staff in the department will make good or outstanding progress (where good equates to expected progress against national standards and outstanding equates to more than expected progress).  Where students have not made expected progress, a record of support and/or challenge taken by the Head of Department demonstrates the Head of Department has taken reasonable steps to address underperformance. | Student tracking sheets.  Exam and assignment data.  Department analysis  Department Scheme of Learning  Department termly reviews  Learning Walks  Meeting minutes – with line manager, with department staff.  Records of intervention  Learning conversations  Lesson observation feedback  Personal Development Folder |

TLR post holder with whole school responsibilities

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| --- | --- | --- | --- | --- |
| **Objective** | **Teacher standard relevant to objective** | **How will the objective be achieved?** | **Assessment criteria** | **Suggested sources of evidence** |
| To address the need identified in the development plan to raise achievement for X students in X cross-curricular area. | 1.2 Promote good progress and outcomes by pupils | Audit the education and training centres needs in X area.  Consult with key personnel (HOD’s, SLT)  Develop action plan  Implement action plan  Monitor and evaluate effectiveness of plan | Completed audit.  Minuted meetings with key personnel.  Action plan completed, implemented, and evaluated.  Improved outcomes in X area. | Student tracking sheets,  Action plan records and minutes of meetings.  Exam and assignment data  Personal Development Folder |

The Head of Centre is responsible for ensuring that the performance management process operates consistently, that objectives are focussed on the main priorities of the education and learning centre and they take account of the standards audit.

1. **Reviewing Performance**

Th Ark believes that observation of classroom and leadership practice is important both as a way of assessing teachers’ performance to identify any strengths and areas for development they may have and of gaining useful information which can inform education and training centre improvement more generally. All observations will be carried out in supportive fashion by those with QTS.

Teachers will have no more than three lesson observation during the school year. Observations over a period should cover the full range of ages, abilities and courses taught by that teacher. Teachers who teach in more than one department should expect to be observed in each department where they teach unless that exceeds three. Normally, the reviewer will inform the teacher one week in advance which lesson will be observed.

If at any point during the observation cycle it is considered that the teacher needs or the teacher seeks extra support, additional observation may be arranged in addition to the three observations referred to above.

On occasion, the reviewer may request to observe the lesson jointly with another teacher. This is done for staff development. Whilst the second observer may take part in the feedback discussion, any final judgment would be made by the more senior observer. The teacher being observed may decline to have a second observer.

Oral feedback will be given as soon as possible after the end of the lesson and within 24 hours by the latest; written feedback will be provided within 5 working days.

There will be other occasions in the school year when those with leadership responsibilities are present in lessons (e.g., through a learning walk). The principal objective of these visits is to enable leaders to understand for themselves what is going on in classrooms and to identify any ways in which either the curriculum or everyday support procedures can be improved. These are not formal lesson observations; no written feedback can be expected and therefore no evidence from them will be used to inform performance review by a teacher’s reviewer. A teacher, on the other hand, may request written feedback if a more senior colleague remains in the class for ten or more minutes. In such cases the teacher may choose to use this written feedback as evidence during their review meeting. During learning walks senior leaders will also carry out workbook checks. Where these workbook checks raise concerns, teachers will be informed, and a more formal observation may take place.

Performance management is a supportive process which will be used to inform continuing professional development. The education and training centre wishes to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development. Professional development will be linked to the improvement priorities and to the ongoing professional development needs and priorities of individual teachers.

Teachers will receive constructive feedback on their performance throughout the year and as soon as practicable after an observation has taken place or other evidence has come to light. Opportunities for feedback could arise on a regular basis throughout the year as a result of:

* Lesson observations
* Planning and work scrutiny
* Planned and minuted meetings with reviewer
* Departmental termly reviews
* Mid-cycle review meeting with reviewer (mid-February)
* Observation/scrutiny of leadership and management activities where appropriate
* Other feedback received or obtained during the cycle relevant to the teacher’s overall performance
* Monitoring of internal data on attainment, progress an student behaviour.

Feedback will include discussion with the teacher. Will highlight particular areas of strengths as well as any areas that need attention and will determine any appropriate action required.

In a case where a teacher’s performance is found to fall below the expected standards and which may impact on performance management, the teacher will be provided with written notice and the opportunity to improve following the Improving Teacher Action Plan (ITAP).

Similarly, where, following the audit against teacher standards during the review cycle, there are concerns about any aspects of the teacher’s performance, again the teachers will be provided with a written notice and the opportunity to improve following the ITAP.

When progress is reviewed, if the reviewer is satisfied that the teacher has made, or is making, sufficient improvement, the performance management process will continue as normal, with any remaining issues continuing to be addressed throughout that process.

This police operates under the principle that performance management is supportive and developmental. Should a teacher fall below expected standards as outlined above, the teacher will receive support and guidance to help achieve the expected standards, first through ITAP, and then with the involvement of a senior leader. However, despite extensive support and guidance over a period, the reviewer, and the senior leader are not satisfied with the progress of a teacher, the teacher will be notified in writing that the review system will no longer apply and that their performance will be managed under the capability procedure. This notification will trigger the commencement of the formal capability procedure.

1. **Annual Assessment**

Each teacher’s performance will be formally assessed in respect of each review period. The assessment is the end point to the annual performance management process.

The assessment will take the form of a review of the teachers audit against the Teacher Standards and the three (or more) objectives set for the year. Assessment should take place following the end of the performance management period and by the end of the first half term by the latest.

Following the review, the reviewer will forward the review document (Appendix D) and any recommendations for pay, if appropriate (Appendix E) to the Head of Centre.

The Head of Centre will moderate all review documents to ensure consistency and will also require seeing a random sample of supporting evidence to ensure rigour.

Within one month of the end of each review period, the teacher will receive – and can comment in writing on – a written performance management report. In the Ark, teachers will receive their written performance management reports no later than 30 November. The performance management report will include:

* Details of the teachers objectives for the performance management period in question;
* An assessment of the teacher’s performance of their role and responsibilities against the Teachers’ Standards, and their performance management objectives;
* An assessment of the teachers training, and development needs and identification of any action that should be taken to address them;
* A recommendation on pay where that is relevant.

The assessment of performance and of training and development needs will inform the planning process for the following performance management period.

1. **Confidentiality**

Access to the written performance management report will normally be limited to the teacher, the reviewer, the Head of Centre and/or a nominated member of the senior management team.

1. **Equality and consistency**

As outlined above, the Head of Centre will have overall responsibility for the quality assurance of the performance management process across the education and training centre. This will include ensuring the consistency and equality of how the process is applied throughout the education and training centre. The Head of Centre may delegate responsibility for monitoring consistency and equality of application to members of the Senior Leadership Team.

1. **Retention of Statements**

The Head of Centre will ensure that al written performance management records are retained in a secure place for six years and then destroyed.

1. **Linked Policies**

ARK12v1 – GDPR Data Protection Policy

ARK13v1 – Quality Assurance Policy

ARK2v1 – Equality and Diversity Policy

**Appendix A:**

**The Ark Wigan Performance Management Process: Standards audit**

The standards audit should be carried out by the reviewer as part of their personal reflection in preparation of target setting. The document should be shared with the reviewer in advance of the target setting meeting, who may use the document alongside their own evidence base in setting targets for the reviewer.

The reflection document gives the teacher the opportunity to evaluate their own performance in preparation for selecting appropriate targets for the forthcoming cycle. It does not for a judgement within the performance management process. Final judgments of the meeting of targets the standards is the responsibility for the reviewer. Final responsibility lies with the Head of Centre.

The performance management may reflect on their current performance against three options:

**Standard Exceeded/led training:** for practice that exceeds the standards, as such as leading colleagues in training or coaching in this area.

**Standard Met:** where the standard is securely met

**Standard to develop:** for standards not yet securely met. Development may involve receiving training/coaching from others.

An evidence column allows brief notes on where supporting evidence can be located.

Pe3rformance management targets can be informed by these reflections; insecure standards could be areas for performance management targets to be set. Equally, god practice could be developed through a target requiring leadership of training across the relevant department or the school.

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| Preamble  Teachers make the education of their students their first concern and are accountable for achieving the highest possible standards in work and in conduct. Teachers act with honesty and integrity; have strong subject knowledge; keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their students. |

**Appendix B**

*Evaluating Teaching Over Time Form* is attached as a separate document.

**Appendix C**

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| Teacher: | Reviewer: |

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| **Objective** | **Teacher standard relevant to objective** | **How will the objective be achieved?** | | **Assessment criteria** | **Suggested sources of evidence** |
| 1. To effectively apply The Ark’s teaching and learning and assessment policies and utilise appropriate strategies, including remote and online learning when required, to close the gap between disadvantaged and other students to fully support The Ark’s ambition for all students to make progress at least as good as national other students. | 1.2 Promote good progress and outcomes by pupils | Consistently good teaching and assessment.  Apply differentiated outcomes for SEND students.  Appropriate support and intervention.  Application of the teaching and learning and assessment policies/strategies.  Close liaison with commissioners, pastoral team and parents where appropriate. | | All students in my class will make progress at least as good as national other students. Where my students have not made this level of progress, it is clear from the quality assurance process (lesson observations, book scrutiny, learning and assessment records and learning walks) that the teacher has applied The Ark’s policies as required. | Student tracking sheets.  Exam and assignment data.  Feedback and reviews.  ILP’s  Learning Walks  Lesson observation feedback.  Personal development folder |
| 2. |  |  | |  |  |
| 3. |  |  | |  |  |
| Professional Development Needs: | | | Means by which these may be addressed: | | |
| Date for interim review and discussion of objectives:  Date for final review of objectives: | | | | | |
| Signed by Reviewer: | | | | | |
| Signed by Teacher: | | | | | |
| Date: | | | | | |
| Matters arising from interim review meeting: | | | | | |

**Appendix D**

**The Ark Performance Management**

**Annual Review Statement**

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| --- | --- | --- |
| **Date of review meeting:** | **Teacher:** | **Reviewer:** |

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| **Objectives** | **Outcomes/Evidence** | **Met** | **Not Met** |
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| **Strengths & Achievements** |
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| **Areas to be developed (where target has not been met)** |
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| **Staff development needs** |
|  |
| **Teacher comments** |
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| **Reviewer:** | **Signed:** | **Date:** |
| **Teacher:** | **Signed:** | **Date:** |

**Appendix E**

**Performance Management Summary**

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| **Reviewee (teacher):** | **Reviewer:** |
| **For Unqualified and Qualified Main Scale Teachers**  Having reviewed ……………………………… performance for 2021-22, I am satisfied that he/she   * Has provided sufficient evidence to show that s/he has met the teacher standards * Has **not** been able to demonstrate that s/he has met the teacher standards * Has provided sufficient evidence to show that s/he has met the performance management targets for 2021-22. * Has **not** been able to demonstrate that s/he has met the performance management targets for 2021-22.   For these reasons I am/**am not** recommending that he/she moves onto the next point of the main pay scale. | |
| **For Upper Pay Scale Teachers**  ……………………………. has informed me that she/he wishes to be considered for movement onto the upper pay scale/for movement to the next point on the upper pay scale.  Having reviewed ……………… performance for 2021-22, I am satisfied that he/she   * Has provided sufficient evidence to show that s/he has met the teacher standards to the required level. * Has **not** been able to demonstrate that s/he has met the teacher standards to the required level. * Has provided sufficient evidence to show that s/he has met the performance management targets for 2021-22 * Has **not** been able to demonstrate that s/he has met the performance management targets for 2021-22. * Has maintained a sustained and substantial contribution to school life * Has **not** maintained sustained and substantial contribution to school life   For these reasons I am/**am** **not** recommending that he/she moves onto the next point of the upper pay scale. | |

|  |  |
| --- | --- |
| **Signed:** | **Date:** |