



Minerva
Learning Trust

Trust Performance Management Policy

2020-21

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Changes to this edition

- 1 Logo changed to new version
- 2 Removed CEO/Headteacher performance management and created separate policy
- 3 3.1 clarification of the appointment of a Chair of the panel and participation in the performance management process of Local Governors
- 4 3.2 removal of external adviser in the review process
- 5 3.6 clarification of the ratification arrangements for pay recommendations
- 6 4.1 clarification of the arrangements for organisation of the review meeting
- 7 4.2 removal of reference to deadline for CEO/HT review
- 8 5.1 added in reference to use of ICT package to record PMR if forms not used
- 9 5.3 amended reference to school improvement plan to school development plan
- 10 5.4 added in reference to use of ICT package to record PMR if forms not used
- 11 5.5 removed
- 12 5.7 amended reference to documentation and confirmed guidance should be followed
- 13 7.1 correction of typing or wording errors
- 14 7.3 removal of reference to CEO/Headteacher – see separate document
- 15 7.3 included reference to consideration of evidence to date
- 16 7.4 added in reference to use of ICT package to record PMR if forms not used
- 17 7.6 amended use of 'her' to 'their' or 'member of staff'
- 18 7.7 added in a section on Covid-19
- 19 Amended appendices to remove CEO/Headteacher

1. Introduction

- 1.1 Minerva Learning Trust is a Multi Academy Trust (MAT) united around the vision of 'Outstanding Together, Working Together, Learning Together. This is underpinned by our core values of Inclusion, Independence, Respect and Success. These values underpin all our actions and are integral to our performance management policy.
- 1.2 The day to day performance of staff is monitored, managed and supported by line managers. The Trust's Performance Management Policy sets out the framework for a clear, fair and consistent assessment of the overall performance of staff. This policy should be read in conjunction with the Performance Management Handbook for the individual school which sets out the specific school context and career stage expectations.
- 1.3 The process will be supportive and developmental, to ensure that all staff have the skills and support they need to carry out their role effectively and to enable them to continue to improve their professional practice within the context of the school's development plan and the standards expected of staff by relevant national and local

standards and job and person specifications. The Trust's Performance Management Policy will also be the key process in determining annual performance pay progression for teachers.

2. Scope

- 2.1 This Policy is applicable to all Trust staff (including the Chief Executive Officer (CEO), Headteachers).
- 2.2 In the case of:
- staff with less than one year's service/on fixed term contracts - the performance management cycle will be adjusted according to the start/duration of the contract;
 - those undergoing a probationary or statutory induction period – the Trust's Performance Management Policy will not normally apply until this period has been successfully completed.

3. Roles and Responsibilities

3.1 Performance Management Reviewers

The Trust Board will appoint a minimum of three reviewers to manage the CEO's performance management. One of the reviewers will be appointed as Chair of the Panel.

The Local Governing Body of each school will annually appoint a minimum of three reviewers to participate in the Headteacher's performance management process with the CEO. The CEO will act as Chair of the Panel.

The CEO and Headteacher will appoint performance management reviewers for all other staff.

In the event there are concerns regarding the appointment of a reviewer, the employee should raise this with their line manager and discuss accordingly. A failure to agree would be managed under the Trust Grievance Policy.

The role of the performance management reviewer is to operate the Trust's Performance Management Policy in its entirety. The reviewer will be responsible for making recommendations on pay progression in accordance with the Trust's Pay Policy however, the final decision on progression rests with the Trust Board or Local Governing Body.

- 3.2 It is the responsibility of the Trust Board to:

- define, communicate and monitor the policy and to ensure that they are applied in a fair and consistent manner;
- 3.3 It is the responsibility of the Trust Board/CEO/Headteacher and other line managers to:
- manage performance effectively ensuring that staff are aware of the standards expected of them and dealing with any minor deficiencies at the earliest stage through normal day to day supervision and probation and induction procedures;
 - ensure that systems are in place for the proper induction of new and promoted staff, and for day to day management, support and development of staff.
- 3.4 It is the responsibility of all staff to:
- be aware of and comply with the specific standards of performance related to their area of work and workplace;
 - comply fully with this policy and to co-operate with the processes contained therein.
- 3.5 The Trust's Performance Management process will be operated in a way which minimises the additional workload on all parties.
- 3.6 Local Governing Bodies will determine whether or not to ratify the recommendation of the Headteacher in respect of pay progression for school staff. This will be ratified at an annual Pay Committee, which should be made up of at least three members of the Local Governing Body. Central Team staff pay recommendations will be made by the CEO and ratified by the Trust Board pay committee.

4. The Performance Management Cycle

4.1 Teachers (including CEO/Headteachers)

- The performance management cycle will run from September to August each academic year.
- A minimum of one interim review will be completed for all staff by 30 April each year.
- Final reviews will be completed for all staff in time to allow for any pay decisions to be made by 31 October (31 December for CEO/Headteachers) each year. All pay decisions will be backdated to 1 September of that academic year.
- All performance management review meetings for the CEO and Headteachers will be organised by the Trust central team in coordination with the Chair of the Panel.

4.2 Support Staff

- The performance management cycle will also run from September to August each academic year.

- A minimum of one interim review will be completed for all staff by 30 April each year.
- Final reviews will be completed by 31 October for all support staff.

5. Objective Setting

- 5.1 Objectives will be set through discussion with the employee as soon as possible after, the start of each appraisal cycle using the relevant Performance Management Review Form set out in Appendices 1-3, or an approved Performance Management package, such as BlueSky or EVERY HR.
- 5.2 The objectives will be SMART (specific, measurable, achievable, realistic and time-bound).
- 5.3 Each member of staff (including the CEO and Headteachers) will have three objectives. Any teaching member of staff with an additional TLR responsibility will have at least one objective linked to this additional responsibility and the individual School Development Plan. In order to facilitate this requirement, it may be necessary to agree four objectives however, this will be through discussion and agreement with the member of staff.
- 5.4 The reviewer and reviewee should each consider appropriate objectives and should seek to agree them through discussion. In the absence of agreement, the reviewer will determine the objectives. The objectives, and any training and support identified, will be set out in writing in the Performance Management Review Form, or recorded in BlueSky or EVERY HR.
- 5.5 The objectives, if achieved, will contribute to the Trust and individual school's plans for improving educational provision and performance, improving the education of pupils and improving and developing the performance of staff. To ensure this, objectives will be quality assured by each school's Senior Leadership Team against the School Development Plan and moderated across the school to ensure consistency and fairness.
- 5.6 Objectives may be revised in-year where circumstances change or where an employee is absent due to maternity leave or long term sickness absence.
- 5.7 All staff will have access to the Trust Performance Management Handbook, the school addendum and should follow the guidance within it.
- 5.8 Where staff work across more than one school in the Trust, agreement will be reached between the Headteachers, in consultation with the CEO, with regards to objective setting. This will ensure the member of staff is given SMART objectives in relation to their work for the academic year and able to demonstrate performance across the two schools.

- 5.9 Where staff are seconded to work in another school within the Trust for the academic year, the school in which they are temporarily based will set their performance objectives for the period of the secondment and liaise with their substantive school to contribute to the review at the end of the performance cycle.

6. Monitoring and Supporting Performance

6.1 Quality Assurance & Lesson Monitoring (teaching staff only)

The Trust believes that quality assurance and lesson monitoring is important both as a way of assessing strengths and areas for development and for gaining important information which can inform schools improvement more generally.

All staff should expect to have their performance and work quality assured and assessed by their line manager, reviewer and/or senior leaders. This will include where relevant, formal classroom observations, shorter learning walks or work scrutiny exercises for the purposes of evaluating the standards of teaching and learning and to check that high standards of professional performance are established and maintained. The school/college leader may, as a matter of course, observe practice whilst walking around the school and visiting classrooms as part of their regular routine, although this activity will not form part of the individual's appraisal process.

The amount and type of such observations will be proportionate to the performance of the reviewee, the needs of the school and in line with the school's Teaching and Learning Policy.

All quality assurance will be carried out in a supportive fashion and, in the case of teachers, lesson monitoring will be conducted by someone with Qualified Teacher Status.

6.2 Feedback

Teachers and classroom based support staff will receive constructive feedback on their performance throughout the year and as soon as practicable after quality assurance or lesson monitoring has taken place or other evidence has come to light.

Support staff in the school and staff within the Trust Central Team will receive feedback on performance as discussed and agreed during objective setting.

6.3 Training and Support

The Trust is committed to professional development and expects all staff to take responsibility for improving their own performance through appropriate continuing professional development. Professional development will be linked to the school's development priorities and individual job roles, priorities and ambitions. Specific support, guidance and development needs will be identified through the performance management process.

7. Reviewing Performance

- 7.1 All staff will be assessed on their overall performance taking into account: any relevant professional standards applicable to that role which will have been adopted by the Trust; performance against their performance management objectives; the requirements of their job roles and the degree to which they have accessed opportunities provided by the Trust and taken responsibility for their own CPD. For CEO, Headteachers and teachers, this will be a formal process under the arrangements for teachers' performance management and pay progression.
- 7.2 Performance and development priorities will be considered and addressed on a continuous basis throughout the year and there will be additional meetings as necessary to consider progress against objectives. Performance Management meetings will take place during working/directed time, excluding PPA time unless otherwise agreed between the employee and the reviewer.
- 7.3 At the end of the cycle, each employee's performance will be formally assessed.
- 7.4 The reviewer and employee will meet to discuss progress against objectives and overall performance. This should include consideration of any evidence provided up until this point in time.
- 7.5 The employee will receive, and have an opportunity to comment on, a written report, the format . The forms in Appendices 1-3, BlueSky or EVERY HR will be used for this purpose
- 7.6 The written report will include:
- an assessment of the reviewee's performance against the performance management objectives;
 - an assessment of overall performance with particular reference to performance against the job role and any standards relevant to the role;
 - an assessment of how the employee and school have identified and met their training, development and support needs and the impact of learning on their performance;
 - a recommendation on pay, where applicable, for teachers.

7.7 **Absence**

Where an employee has been absent during the Performance Management Cycle e.g. disability leave, long term sickness absence or long term leave of absence/secondment, performance will be assessed on the basis of any and all evidence available for the periods of attendance and where necessary on prior performance.

Where a teacher is away from school because of maternity leave, it is unlawful for the school to deny that teacher an appraisal and subsequent pay progression decision

because of their leave. When a teacher returns to work from maternity leave, the school must give the member of staff any pay increases that they would have received, following appraisal, had they not been on leave.

In the event that an employee is absent during the review period the review may be delayed until their return to work unless it is agreed with the employee that there is sufficient evidence for a recommendation to be made in their absence.

7.7 **Covid-19**

The Trust recognises the unprecedented circumstances that schools have faced since March 2020 as a result of Covid-19 however, in line with the requirements of the School Teachers' Pay and Conditions Document, all pay increases continue to be based on performance following an appraisal in the autumn term 2020.

It is understood that staff may not have had the opportunity to fully demonstrate their ability to meet the objectives or particular targets set. Staff will not be disadvantaged or treated less favourably as a result of this and reviewers will consider all evidence available to them including past performance, performance assessed during interim reviews, and relevant professional standards. The reviewer will also consider the degree to which the member of staff has accessed CPD opportunities provided by the Trust and taken responsibility for their own CPD prior to and during lockdown.

8. Performance Concerns

- 8.1 If at any point in the cycle, evidence emerges that an employee's performance has fallen below the minimum standards expected of them, the appropriate process for managing this will be followed. For support staff, this will be through the Trust Capability Procedure for support staff and for teachers, this will be through the process set out in this policy and/or within the formal capability procedure for teachers.
- 8.2 For teachers, the reviewer or other appropriate manager, will arrange a meeting with the employee to:
 - explain the nature and seriousness of the concerns;
 - detail any previous discussions/support;
 - give the employee the opportunity to comment and discuss concerns.
 - allow for discussion and consideration of issues which may have led to underperformance
- 8.3 This may also apply where teachers consistently fail to develop their skills and knowledge or to sustain the expected level of performance.

- 8.4 Any concerns and subsequent discussion will be confirmed in writing to the teacher
- 8.5 The manager will normally set a monitoring period. This will involve:
- the setting of targets for future performance (in addition to existing Performance Management Targets);
 - agreeing any further support with the employee;
 - making it clear how, and by whom, progress will be monitored, when it will be reviewed and explaining the consequences and process if no, or insufficient, improvement is made;
- 8.5 Employees may be accompanied by a Union representative at a meeting to discuss performance concerns and any subsequent monitoring/review meetings. The manager may be supported by a representative from HR.
- 8.6 The period of monitoring will normally be between four and eight working weeks and in any case shall be reasonable and proportionate to allow sufficient opportunity for improvement to take place. The length of time required will depend on the concerns raised with the employee, the nature of any support and training required and allow for sufficient time to establish whether performance has improved. An extension of not normally more than four weeks may be granted, where there has been significant improvement or unusual circumstances have occurred during the monitoring period. Regular contact will be maintained throughout the monitoring period to review and support progress.
- 8.7 Where performance concerns are particularly serious, and/or where there has been insufficient improvement following any monitoring period, the Trust's Performance Management Policy will be suspended and the formal Trust's Capability Policy will be invoked.

9. Confidentiality

- 9.1 The performance management process and related paperwork will be treated with confidentiality. However, performance management paperwork may be shared beyond the reviewer and reviewee in the following circumstances:
- with senior leaders for the purposes of quality assurance;
 - to facilitate CPD;
 - with the CEO/Headteacher for the purpose of assessing eligibility to progress to the Upper Pay Range and meeting other relevant standards;
 - where performance concerns are identified;
 - with those responsible for making pay decisions.

Appendix 1: Teacher Performance Management Form

The form below should be completed at the initial meeting and updated throughout the year. BlueSky, EVERY or an equivalent can be used instead of this form.

Name:	Date:	Dept:	Role:	MPR/UPR/SLT:	TLR:	CSE Band:
Intention for MPR or UPR accelerated pay progression next year? Y/N (Please also complete form on page 18 of the of the PMR Handbook)			Intention for MPR to UPR progression next year? Y/N	Intention for UPR to UPR progression? Y/N		
(Teachers stating an intention for accelerated pay or UPR progression for the next academic year should also complete the form on page 18 of the PMR Handbook and submit it to the Headteacher no later than 31 st October 2020)						

	Objective (What?)	Actions (How)?	When	Success Criteria	Training Needs/Deadline	Interim Review ✓ X	Final Review ✓ X
Objective 1		•					
	Interim Review Notes: (please RAG rate objective and actions above at the interim and final review to show progress against target)						
	ACTIONS: •						
Final Review Notes: (please RAG rate objective and actions above at the interim and final review to show progress against target)							
Objective 2		•					
	Interim Review Notes: (please RAG rate objective and actions above at the interim and final review to show progress against target)						
	ACTIONS: •						
Final Review Notes: (please RAG rate objective and actions above at the interim and final review to show progress against target)							
Objective 3		•					
	Interim Review Notes: (please RAG rate objective and actions above at the interim and final review to show progress against target)						
ACTIONS: •							

	Final Review Notes: (please RAG rate objective and actions above at the interim and final review to show progress against target)					
Objective 4 to be completed by UPR holder, or those wishing to apply for UPR progression in September 2021, if deemed necessary and appropriate.						
Objective 4		•				
	Interim Review Notes: (please RAG rate objective and actions above at the interim and final review to show progress against target)					
	ACTIONS: •					
	Final Review Notes: (please RAG rate objective and actions above at the interim and final review to show progress against target)					

Initial Review:

Reviewed By:	Signature:	Date Completed:
Reviewee:	Signature	Date Completed:

Interim Review:

Reviewed By:	Signature:	Date Completed:
Reviewee:	Signature	Date Completed:

Final Review:

Successful Appraisal cycle:	Y/N	
MPR/UPR normal progression recommended:	Y/N	
MPR/UPR accelerated pay progression recommended:	Y/N	
MPR to UPR threshold progression recommended:	Y/N	
UPR to UPR progression recommended:	Y/N	
Reviewed By:	Signature:	Date Completed:

Reviewee:	Signature	Date Completed:
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Appendix 2: Support Staff Performance Management Form

Name of Staff Member:	
Name of School:	
Name of Appointed Reviewer:	
Date of Initial Review Meeting:	
Date of Interim Review Meeting:	
Date of Final Review Meeting:	

	Objective (What)	Actions (How)	When	Success Criteria	Training & Development Needs	Interim Review ✓ X	Final Review ✓ X
Objective 1							
<i>Interim Review Notes</i>							
<i>Final Review Notes</i>							
Objective 2							
<i>Interim Review Notes</i>							
<i>Final Review Notes</i>							
Objective 3							
<i>Interim Review Notes</i>							
<i>Final Review Notes</i>							

Successful Performance Management Cycle	Y / N
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