



BDMAT
Birmingham Diocesan
Multi-Academy Trust

BDMAT

Performance

Management

Policy

Issued: May 2021

For implementation from: September 2021

Review date: Spring term 2024



Purpose

This policy sets out the framework for a clear and consistent assessment of the overall performance of ALL staff employed in Birmingham Diocesan Multi-Academy Trust ('BDMAT'), and for supporting their development within the context of the plans of the Trust and individual school's for improving educational provision and performance, and the standards expected of colleagues.

This policy does not form part of the employment contract of BDMAT staff.

Context of this policy

BDMAT is a Christian organisation whose mission is:

To provide high quality education within a Christian framework that allows all pupils to reach their full potential through experiencing a broad and balanced curriculum whilst ensuring staff have a good life / work balance and are fulfilled in their roles.

This mission is encapsulated in our three key vision statements:

Life in its fullness, for all

Success, for all

Positive well-being, for all

A key focus of each of our vision statements is the reference 'for all' – which is aimed at ensuring that all staff within BDMAT experience these elements. It is therefore paramount when approaching the implementation of this policy that leaders consider staff well-being; that expectations allow staff to experience 'life in its fullness' through an effective work / life balance; and that each member of staff is given support to experience success in their role.

This policy should be implemented through our values of:

Hope – we have hope that there can always be a positive outcome

Honesty – we are honest with all inside and outside our organisation, whilst being sensitive to how we deliver these messages

Integrity – we have strong principles rooted in our Christian mission that lead our actions and decisions

Helpfulness – we work in co-operation and partnership with all staff and stakeholders

Respect – we respect all those that we come across

Dignity and compassion – we treat all those within and outside our organisation with dignity, irrespective of the circumstances, and we show everyone compassion for the difficulties that they are experiencing

Wisdom – The decisions we take are wise and are based on informed discussions and evidence and aimed at ensuring we achieve the best outcomes for all without forsaking our values

Effective date

This policy will come into effect on 1st September 2021 and will then be reviewed every three years by the BDMAT board of directors, unless changes are required sooner.

Consultation process

In formulating this policy, the following were consulted:

- BDMAT's Joint Consultative Committee (comprising representatives of our recognised unions). Detailed feedback was received and considered from ASCL, NASUWT, UNISON and the NEU
- BDMAT Headteachers and Chairs of Local Academy Boards
- BDMAT Black, Asian and Minority Ethnic Groups Forum
- BDMAT LGBTQ+ Forum
- BDMAT Staff Forum

Application of the policy

The policy is in two separate sections.

Part A of this policy sets out the guiding principles of continuous professional development that are rooted in this policy

Part B of the policy, which covers performance management, applies to all BDMAT staff except those on contracts of less than one term, those undergoing induction i.e. NQTs and those on probationary targets (although the procedures followed for NQTs and staff on probationary targets may mirror those within this policy) and those who are subject to capability and are being managed through the BDMAT Capability Policy.

Part A – Continuous Professional Development (CPD)

Performance Management sits within a wider Professional Development review linked to the needs of the member of staff regarding continuous professional development (CPD). CPD should be an entitlement to all staff employed within BDMAT and at least one discussion should be held each year with their appraiser / line manager to discuss any CPD that either party feels would be appropriate to develop them further. This meeting should also give an opportunity for the staff member to reflect on things that are going well, things that are not going so well, and what support they would like, both in terms of their personal role but in terms of the whole school as well. Part of their professional development may include regular observations, learning walks and pupil work scrutinies to help support them in their role; these will be coaching and mentor opportunities and not considered part of the overall performance management process unless explicitly stated.

Part B – Performance Management

1.0 Performance Management in BDMAT will be a supportive and developmental process designed to ensure that all staff have the tools and support to fully develop the skills needed for their role and access the support they need to carry out their role effectively. It will help to ensure that staff are able to continue to improve their practice and to develop.

1.1 The performance management period

The performance management period will normally run for twelve months from 1st September to 31st August for staff, although some staff who start later than the 1st September will have a shorter period but objectives will be set accordingly to reflect the reduced time period. Headteachers will either be on a 1st September to 31st August cycle or 1st January to 31st December depending upon when their performance is reviewed.

1.2 Staff 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 and an individual member of staff's objectives should take account of the length of contract. The appraiser should ensure that they meet the requirements set out within BDMAT's Probationary Policy.

2.0 Appointing appraisers

2.1 Terminology used in this policy:

Appraiser: The person identified in sections 2.2 – 2.5 who is undertaking the member of staff's review (usually the member of staff's line manager but this may be delegated to other leaders / managers)

Appraisee: The member of staff being performance managed.

- 2.2 The headteacher's objectives will normally be set and reviewed by the CEO but they may delegate this to another member of the BDMAT Executive or an external reviewer; in forming these objectives the CEO or their representative, will have regard to any discussions with the chair of governors. Where possible the chair of governors will be present for the setting and final review of headteacher objectives. The final decision regarding the objectives set and review of progress towards these rests with the CEO or their representative as the headteacher's line manager. The CEO has a duty to have regard to the work-life balance of the headteacher and objectives will reflect this. At any point the headteacher can ask for an independent review of the process being undertaken in regard to the setting, implementation or review of their objectives. The CEO will have regard to any feedback from the independent reviewer but will not be bound by it.
- 2.3 The headteacher will decide who will performance manage staff in their schools. Those staff who performance manage teaching staff should have qualified teacher status.
- 2.4 The CEO will be appraised by a committee of three directors of the board of trustees with either the chair or vice chair being a member of this committee.
- 2.5 BDMAT Central Team members will be appraised by their line manager.
- 2.6 The headteacher / CEO or line manager have the right to change the appraiser at any point during the cycle; there might be a cause for this if the member of appraisee's performance starts to cause concern or there is a breakdown in relationship between the appraisee and appraiser or if the appraiser leaves the organisation or has a different role within BDMAT. Where a change of appraiser is being made the appraisee will be consulted and made aware of the reasons for the change.

3.0 Setting objectives

- 3.1 Headteachers and BDMAT Central Team Executive and Heads of Department will have received training from the BDMAT Central Team in how to complete performance reviews and on this policy. Staff in schools should receive training from their headteachers in undertaking reviews that follows the procedures set out in this policy.
- 3.2 Objectives for all staff will be set before, or as soon as practicable after, the start of each performance management period. The objectives set for each member of staff will be Specific, Measurable, Achievable, Realistic and Time-bound (SMART) and will be appropriate to their role and level of experience. For teaching staff and headteachers, objectives and performance management discussions may be informed by, but will not be contingent on, teacher generated data and predictions, or assessment data for a single group of pupils. Objectives can be set in relation to assessment data, however, these will not be used in isolation and other factors will also be considered when assessing if performance objectives have been met. The appraiser and appraisee will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Where agreement is not possible, it will be noted that this is the case and that it is the appraiser who has set the objectives. The appraisee will also be able to add any comments that they wish. Objectives or timescales should be revised if circumstances change, in discussion with the member of staff.
- 3.3 The objectives set for each member of staff will, if achieved, contribute to the Trust's and school's plans for improving the educational provision and performance within BDMAT.
- 3.4 For teaching staff, before, or as soon as practicable after, the start of each performance management period, each teacher will be informed of the standards against which that teacher's performance in that performance management period will be assessed. With the exception of those who are qualified teachers by virtue of holding and maintaining Qualified Teacher Learning and Skills (QTLS) status, all teachers must be assessed against the set of standards contained in the document called "Teachers' Standards" published in July 2011 – these are 'minimum' expectations. For Headteachers, reference will be made to the 2020 Headteachers' Standards. For other BDMAT staff, reference will be made to the member of staff's job description and / or person specification.

- 3.5 For teachers who are qualified teachers by virtue of holding QTLS status, it is for the headteacher to decide which standards are most appropriate.
- 3.6 The standard practice within BDMAT for staff paid on BDMAT Band 3 (which includes teachers, school leaders and teaching assistants) and above is that three performance management objectives will be set each year.
- 3.7 For members of staff who are paid on BDMAT Bands 1 and 2 (which includes cleaners and mid-day supervisors) it is likely that they will have their performance reviewed against their job description and person specification rather than through the setting of objectives; but the appraiser may decide that the setting of objectives is beneficial instead or as well as a review of the job description and person specification.
- 3.8 As well as progress towards meeting the previous year's Performance Management objectives, staff will be assessed annually on their overall performance, ensuring that staff still meet the necessary standards set.
- 3.9 Development and support - performance management is a supportive process which will be used to inform continuing professional development. BDMAT wishes to encourage a culture in which all staff take responsibility for improving their practice through appropriate professional development. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual staff.

4.0 Reviewing performance (teaching staff and school leaders)

- 4.1 **Observation** BDMAT believes that observation of classroom practice is important as a way of assessing teachers' performance in order to identify any particular strengths and areas for development they may have, gaining useful information which can inform school improvement more generally and enabling teachers to learn from each other and collaborate. All observation will be carried out in a supportive fashion and not add to teacher workload. **Observations will be undertaken by someone with qualified teacher status.** The amount of observations during the year to assess performance will be discussed and agreed at the beginning of the performance cycle. Please note that there is no 'legal' number of hours that must be met or that mustn't be exceeded but at all times observations should be reasonable. Line managers may undertake additional observations during the year to support, coach and mentor staff as part of the member of staff's CPD entitlement but these will not be used for performance management purposes. Leaders should ensure that observations are not the only

mechanism for assessing a member of staff and other evidence should be examined such as scrutiny of pupil books and dialogue with pupils.

4.2 For some school leaders, teaching may be an important part of their duties (for example in small schools where the headteacher is a 'teaching headteacher' and for a significant number of deputies and assistant headteachers), not only in relation to pupils' development but also as a means of role-modelling good practice to other staff. Where teaching is an important part of the leader's role it is important that observations of this practice take place.

4.3 **Feedback** Teachers and school leaders will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has come to light (and always within 5 working days of the observation unless there are exceptional circumstances). Feedback will highlight particular areas of strength as well as any areas that require further development. Where there are **serious concerns** about any aspects of the member of staff's performance the appraiser will communicate this in a timely manner to the appraisee and:

- give clear feedback about the nature and seriousness of the concerns;
- give them the opportunity to comment and discuss the concerns;
- set clear objectives for required improvement (as set out in the informal structured support plan – an example of which is included in appendix A);
- agree any support (e.g. coaching, mentoring, structured observations), that will be provided to help address those specific concerns (as set out in the informal structured support plan – an example of which is included in appendix A);
- make clear how, and by when, the appraiser will review progress (*it may be appropriate to revise objectives, and it will be necessary to allow sufficient time for improvement. The amount of time is up to the appraiser but should reflect the seriousness of the concerns – the time allocated will normally be between 6-8 weeks from the setting of the informal structured support plan*);
- The member of staff may request more frequent reviews of progress towards objectives which the appraiser will try to meet these request as long as these requests are appropriate
- explain the implications and process if no, or insufficient, improvement is made – e.g. potential move to formal capability (**through following the BDMAT Capability Policy**).
- These processes are part of a supportive process and as such at this point there is no need for the appraisee's union representative to be involved in discussions. Union representatives will only be included in meetings and

discussions if the member of staff is being supported as part of the BDMAT Capability Policy or there is a proposal to move into following the BDMAT Capability Policy.

- Review progress towards the informal structured support plan after a period of support (normally 6-8 weeks). The appraiser will then decide one of the following:
 - That sufficient progress has been made and discontinue the additional support and continue to monitor the member of staff's performance as normal.
 - That progress is being made but performance is not quite at the acceptable level to extend the support for a further 4-6 weeks, and where required develop a revised informal structured support plan.
 - That insufficient progress has been made and the appraisee will be informed of the intention to move to dealing with their performance through the BDMAT Capability Policy.

4.4 **Annual review** Each member of staff's performance will be formally reviewed in respect of each performance management period at the end of the agreed review cycle period.

4.5 This review is the end point to the annual performance management process, but performance and development priorities will be reviewed and addressed during the cycle via an interim meeting which will take place approximately half-way through the review cycle but the appraiser or appraisee may request additional meetings.

4.6 **Evidence** The range and level of evidence collected for performance management purposes will always be proportionate and minimise workload (the recognised unions are invited to monitor this and draw to the attention of the employer any concerns around unnecessary workload and bureaucracy which takes teachers away from teaching and learning and/or harms their work/life balance).

4.7 The member will receive as soon as practicable following the end of each performance management period – and have the opportunity to comment on – a performance management report (in practice the report could be produced using online performance management systems, which can help to reduce workload). In this Trust, teachers will receive their performance management reports by 31 October (31 December for the headteacher). An example of a performance management report for teachers is included in appendix B. The performance management report will include:

- details of the objectives for the performance management period in question;
 - a review of their performance of their role and responsibilities against their objectives and the relevant standards;
 - a review of the teacher's professional development needs and identification of any action that should be taken to address them; and
 - Formal notification that their performance has met the standards expected.
- 4.8 The review of performance and of professional development needs will inform the planning process for the following performance management period.
- 4.9 Where a member of teaching staff's performance is exceptional the appraiser may start to assess progress to the upper threshold sooner than when a teacher reaches M5, which will remain the normal point for starting to review if the teacher is meeting the competencies (see BDMAT Pay Policy).
- 4.10 At the end of the review for teachers on M6 an annual discussion should take place to determine if the member of staff is likely to have reached the upper threshold. The member of staff can then decide if to submit an application to BDMAT to be assessed against the Post Threshold criteria. A member of the BDMAT School Effectiveness Team and a different headteacher to their own will jointly assess the application (see BDMAT Pay Policy).
- 4.11 Teachers who have progressed to the post-threshold upper pay scale will be assessed by their headteachers every year to determine if the member of staff has sustained the threshold, if they have then they will be awarded an additional point on the scale after years 2 and 4. If a member of staff is no longer demonstrating that they have maintained the post-threshold criteria they should be supported to quickly re-establish these competencies. If they do not reach the expected competencies again then they may require support through an informal structured support plan and if progress is still not sufficient then capability procedures may need to commence in line with the principles of the BDMAT Capability Policy.
- 4.12 **Transition to capability** If a teacher or school leader demonstrates serious underperformance, and has not responded to support provided within the performance management process, the member of staff will be notified in writing that a meeting will be held between them, their trade union representative and

the appraiser to discuss the performance management system no longer applying and their performance being managed under the capability procedure. Details of the procedure that will be followed are set out within the BDMAT Capability Policy.

5.0 Reviewing performance (school support staff and Central Team)

5.1 **Feedback** Support staff and Central Team members will receive constructive feedback on their performance throughout the year. Feedback will highlight particular areas of strength as well as any areas that require further development. Where there are concerns about any aspects of the member of staff's performance the appraiser will meet the staff member formally to:

- make clear how, and by when, the appraiser will review progress (*it may be appropriate to revise objectives, and it will be necessary to allow sufficient time for improvement. The amount of time is up to the appraiser but should reflect the seriousness of the concerns – the time allocated will normally be between 6-8 weeks from the setting of the informal structured support plan*);

explain the implications and process if no, or insufficient, improvement is made – i.e. the potential move to formal capability (**through following the BDMAT Capability policy**).

- Review progress towards the informal structured support plan after a period of support (normally 6-8 weeks). The member of staff may request more frequent reviews of progress towards objectives which the appraiser will try to meet as long as these requests are appropriate. The appraiser will then decide one of the following:
 - That sufficient progress has been made and discontinue the additional support and continue to monitor the member of staff's performance as normal;
 - That progress is being made but performance is not quite at the acceptable level to extend the support for a further 4-6 weeks, and where required develop a revised informal structured support plan; or
 - That insufficient progress has been made and the appraisee will be informed of the intention to move into formal capability proceedings (**through following the BDMAT Capability Policy**).

5.2 **Evidence** The range and level of evidence collected for performance management purposes will always be proportionate and minimise workload.

5.3 **Transition to capability** If a staff member demonstrates serious underperformance, and has not responded to the support provided within the

performance management process, the member of staff will be notified in writing that a meeting will be held between them and their trade union representative to discuss the performance management system no longer applying and their performance being managed under the capability procedure (see BDMAT Capability Policy)

5.4 **Annual review:** Each member of staff's performance will be formally reviewed in respect of each performance management period.

5.5 This review is the end point to the annual performance management process, but performance and development priorities will be reviewed at an interim meeting part way through the cycle.

5.6 The member of staff will receive as soon as practicable following the end of each performance management period – and have the opportunity to comment on – a performance management report (in practice the report could be produced using online performance management systems, which can help to reduce workload). In this Trust, support staff and Central Team members will receive their performance management reports by 31 December. The performance management report will include:

- details of the staff member's objectives for the performance management period in question (unless these were not set as the member of staff was paid on BDMAT Pay Grade 1 or 2);
- an assessment of their performance of the role and responsibilities against their objectives / job description / person spec;
- an assessment of the member of staff's professional development needs and identification of any action that should be taken to address them;

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

6.0 **Appealing a Performance Management decision**

6.1 If a member of staff is unhappy with a proposed objective, success criteria or timescale set by their reviewer they should initially raise this informally with them and agree to a discussion to determine if an agreement can be reached.

6.2 If an agreement cannot be reached regarding the proposed setting of an objective, success criteria or timescale etc then the reviewer has the right to proceed with these but will record against the objective that an agreement could not be reached. The member of staff will also be invited to make comment.

- 6.3 Appraisees have a right of appeal against any of the entries in the performance management written report at the end of the cycle when the appraiser has reached a judgement.
- 6.4 The first stage of appealing the outcome of the performance review will be for the appraisee to raise this with the appraiser and try to resolve the issue informally.
- 6.5 If it was not possible for the appraisee and appraiser to reach an agreement then the appraisee can formally request that the decisions are reviewed by the appraiser following the BDMAT Grievance Policy (which can be located on the BDMAT website).

Appendix A: Template informal structured support plan template

Appendix B: Template performance management performance management report template

APPENDIX A BDMAT Informal Structured Support Programme template

Name of member of staff	
Date of meeting to discuss performance and support	
Present at the meeting	
Date period this plan will cover	
Date when this plan will be reviewed	

Teaching staff:

Reason(s) for the informal support plan: A number of areas have been identified where the member of staff is making unsatisfactory progress towards the Teachers' Standards and / or meeting their performance management objectives in the current cycle.

Teachers' Standards not currently being met:

- **TS1: Set high expectations which inspire, motivate and challenge pupils:** *Concerns: Include brief summary here outlining the concern against this standard*
- **TS2: Promote good progress and outcomes by pupils:** *Concerns: Include brief summary here outlining the concern against this standard*
- **TS3: Demonstrate good subject and curriculum knowledge:** *Concerns: Include brief summary here outlining the concern against this standard*
- **TS4: Plan and teach well-structured lessons:** *Concerns: Include brief summary here outlining the concern against this standard*
- **TS5: Adapt teaching to respond to the strengths and needs of all pupils:** *Concerns: Include brief summary here outlining the concern against this standard*
- **TS6: Make accurate and productive use of assessment:** *Concerns: Include brief summary here outlining the concern against this standard*

- **TS7: Manage behaviour effectively to ensure a good and safe learning environment:** *Concerns: Include brief summary here outlining the concern against this standard*
- **TS8: Fulfil wider professional responsibilities:** *Concerns: Include brief summary here outlining the concern against this standard*
- **Part 2: Personal and professional conduct:** *Concerns: Include brief summary here outlining the concern against this standard*

And / or is not currently meeting the following aspects of their job description:

X
X
X

Headteachers:

Reason(s) for support plan: A number of areas have been identified where the headteacher is making unsatisfactory progress towards the Headteacher Professional Standards (*please list*).

And / or is not currently meeting the following aspects of their job description:

X
X
X

Support staff / Central Staff:

The member of staff is currently not meeting the following aspects of their job description:

X
X
X

Target	What does this mean in practice?	Support	Evidence / method of monitoring
<p>e.g. TS1: Set high expectations which inspire, motivate and challenge pupils: Concerns: The pitch of work is not always correct; as a result pupils do not make the progress they could have achieved.</p>	<p>e.g. Planning shows appropriate teaching and activities are being planned for all pupils, based on prior assessments</p> <p>Pupils make good progress in lessons</p>	<p>e.g. Support with developing planning to be delivered by X on at least two afternoons during autumn term 2 and two afternoons in spring term 1.</p>	<p>e.g. Planning to be submitted weekly to SLT (SLT to give weekly feedback)</p> <p>SLT to observe on: Set dates and times</p>

Additional support requested by member of staff to help fulfil their role

Additional information discussed at the meeting

This plan is to support the member of staff to ensure that they meet their performance management objectives and / or meet the requirements of the required standards and / or job description. This support is an element of Part B of the BDMAT Performance Management Policy. A copy of this policy can be located on the BDMAT website at <https://bdmatschools.com/documents/> alternatively please ask your line manager for a copy of the policy.

If performance does not improve sufficiently your line manager may need to consider following the procedures set out within the BDMAT Capability Policy which can be located at <https://bdmatschools.com/documents/>

Appendix B Performance Management report template

Objective setting meeting

School		Name of member of staff (appraisee)	
		Name of appraiser	
Role		Date of meeting	

Objectives for this review period: XXXX to XXXX

Objective	Success criteria
CPD required to support meeting this objective	

Objective	Success criteria
CPD required to support meeting this objective	

Objective	Success criteria
CPD required to support meeting this objective	

In addition to meeting the above objectives the member of staff will continue to fulfil the duties outlined in their job description and continue to meet any standards established in national frameworks such as the Teachers' Standards and Headteachers' Standards.

Dates of interim review meeting(s):	
Date of final review meeting:	

Signed: _____ (Member of staff)

Signed: _____ (Appraiser)

Objectives review for academic year XXXX-XXXX
Objective 1:
Comments from the member of staff on the progress towards this objective:
Comments from the appraiser on the progress towards this objective:
Judgement from the appraiser on the progress made towards this objective*:
Objective 2:
Comments from the member of staff on the progress towards this objective:
Comments from the appraiser on the progress towards this objective:
Judgement from the appraiser on the progress made towards this objective*:

Objective 3:
Comments from the member of staff on the progress towards this objective:
Comments from the appraiser on the progress towards this objective:
Judgement from the appraiser on the progress made towards this objective*:

*The following judgements might be made: objective fully met / partially met / not met / couldn't be met due to unforeseen circumstances

Job description review
I have reviewed your performance and I am of the view that: You are fulfilling the requirements of your job description:*
OR
You are not fulfilling the following aspects of your job description, in these ways:*

*Delete as appropriate

Teaching staff only:
I have assessed your performance over the last review period and it is my view that the following Teachers' Standards are being met / not met:

Standard	Meeting	Not meeting



Part 1:		
TS1: Set high expectations which inspire, motivate and challenge pupils		
TS2: Promote good progress and outcomes by pupils		
TS3: Demonstrate good subject and curriculum knowledge		
TS4: Plan and teach well-structured lessons		
TS5: Adapt teaching to respond to the strengths and needs of all pupils		
TS6: Make accurate and productive use of assessment		
TS7: Manage behaviour effectively to ensure a good and safe learning environment		
TS8: Fulfil wider professional responsibilities		
Part 2: Personal and professional conduct		

For teachers on the main pay-scale the appraiser should examine if the appraisee is likely to meet the standards set out in the Post Threshold criteria. If they are likely to do so they should be advised to submit an application setting out how they feel they meet the requirements. Staff on M6 will have a right to an annual assessment against the Post Threshold criteria.

Do you feel the member of staff is likely to currently meet the requirements of the Post Threshold criteria: Yes / No

Headteachers only

I have assessed your performance over the last review period and it is my view that the following Head Teachers' Standards are being met / not met:

Standard	Meeting	Not meeting
School culture		
Teaching		
Curriculum and assessment		
Behaviour		
Additional and special educational needs and disabilities		
Professional development		
Organisation management		
Continuous school improvement		
Working in partnership		
Governance and accountability		

Overall performance during the last review period

Performance management objectives often only identify parts of a member of staff's performance.

The member of staff also makes the following points:

In addition, the appraiser makes the following points:

Having reviewed the member of staff's performance over the above period I believe that the member of staff:

Is performing at least within the expectations of the role and has met the performance management process*

Is performing below the expectations of the role*

***Delete as appropriate**