

Big Bear Bespoke Education Ltd

Appraisal and Capability

Performance Management Policy

This performance management policy is based on the model policy prepared by the Rewards and Incentives Group (RIG) which is recommended for schools to use to support the implementation of the revised performance management arrangements set out in The Education (School Teacher performance Management) (England) Regulations 2006.



Copies of the regulations and the RIG guidance are readily available for reference to all teachers. Copies can be downloaded from <http://www.teachernet.gov.uk/management/payandperformance/performancemanagement> or www.tda.gov.uk/pm

APPLICATION OF THE POLICY

The policy applies to all employees including those who are the subject of capability procedures.

PURPOSE

This policy sets out the framework for a clear and consistent assessment of the overall performance of employees and for supporting their development needs within the context of the business and needs of the company and their own professional needs.

All reviewers are expected to explore the alignment of reviewees' objectives with the company's priorities and plans. The objectives should also reflect reviewees' professional aspirations.

CONSISTENCY OF TREATMENT AND FAIRNESS

The company committed to ensuring consistency of treatment and fairness in the operation of performance management.

OBJECTIVE SETTING

The objectives set will be rigorous, challenging, achievable, time-bound, fair and equitable in relation to employees with similar roles/responsibilities and experience, and will have regard to what can reasonably be expected of any employee in that position given the desirability of the reviewee being able to achieve a satisfactory balance between the time required to discharge his professional duties and the time required to pursue his personal interests outside work. They shall also take account of the employee's professional aspirations and any relevant pay progression criteria. They should be such that, if they are achieved, they will contribute to improving the progress of students attached to the centre as well as the reputation of the company.

The reviewer and reviewee will seek to agree the objectives but where a joint determination cannot be made the reviewer will make the determination.

Though performance management is an assessment of overall performance of an employee, objectives cannot cover the full range of an employee's roles/responsibilities. Employees should read this policy in conjunction with disciplinary

procedures, company rules for employees, their job profile and other policies which all relate to their overall performance within the company.

Reviewing Progress

At the end of the cycle assessment of performance against an objective will be on the basis of the performance criteria set at the beginning of the cycle. Good progress towards the achievement of a challenging objective, even if the performance criteria have not been met in full, will be assessed favourably.

The performance management cycle is annual, but there are reviews each academic term.

APPEALS

At specified points in the performance management process employees have a right of appeal against any of the entries in their planning and review statements. Where a reviewee wishes to appeal on the basis of more than one entry this would constitute one appeal hearing. The appeals process is heard in the same manner as a grievance hearing.

CONFIDENTIALITY

The whole performance management process and the statements generated under it, in particular, will be treated with strict confidentiality at all times. Only the reviewee's line manager and the company Directors will have access to your documentation without your prior permission.

TRAINING AND SUPPORT

The company's CPD programme will be informed by the training and development needs identified at the initial year meeting; where the direction of the company is discussed and staff have the opportunity to discuss training needs.

As a company we invest heavily in training for employees which can take many forms:
Providing staff with in house training via INSET days – staff are paid to attend as part of their salary

Providing staff with INSET (paid as described previously) led by outside speakers

Providing staff with time to observe teaching and practice by others

Providing staff with the opportunity to study any relevant Futurelearn course in their own time with the company footing the bill for the final certificate upon completion

Paying for diploma level study however the study hours will not be paid as additional hours or overtime

Providing staff with access to CPD sites, and extra resources, via paying for online subscriptions to support employee roles

THE PERFORMANCE MANAGEMENT CYCLE

The performance of employees must be formally reviewed on an annual basis. Performance planning and reviews must be completed for all staff by **31 October**. There will be informal reviews at the end of each term or as deemed necessary by the line manager or employee.

The performance management cycle, therefore, will run from October to July. Where an employee starts their employment at the school part-way through a cycle, the Directors shall determine the length of the first cycle for that employee, with a view to bringing his cycle into line with the cycle for other employees as soon as possible.

It is the obligation and responsibility of the employee, not the line manager, to bring appropriate evidence to support their performance to the final formal review.

RETENTION OF STATEMENTS

Performance management planning and review statements will be retained for a minimum period of 6 years.

UNDERPERFORMANCE

If we have concerns about an employee's performance we will first discuss it with them informally. If the situation does not improve we will then write to them, and put together a suitable plan, with their direct involvement. The plan will include additional performance targets related to the area of concern, as well as short time scales for improvement, training needs and the types of evidence that will be considered. If this supportive process does not bring about improvement the issue will move from capability to disciplinary and will start at the written warning level of that policy.