

## **HERIOT SCHOOL PERFORMANCE MANAGEMENT POLICY**

In accordance with the State Sector Act 1988, Heriot School has devised the following policy. In accordance with the statement gazetted on 12 December 1996.

### **Aim**

To provide a positive staff development and appraisal process that empowers the staff and improves the quality of education for the children of Heriot Primary School.

To integrate the requirements of performance appraisal, professional standards and teacher registration in order to provide a manageable appraisal system that improves teaching and learning, by acknowledging the good work teachers do and by providing them with the support to develop further.

### **Guidelines**

1. The Board of Trustees has delegated the responsibility of the implementation and ongoing development of the appraisal system to the Principal
2. The Principal will appraise all staff, or delegate as the Principal sees fit.
3. All appraisal documents will be confidential to the appraiser, appraisee and the Principal.
4. All appraisal documents are the property of individual staff and will be stored by the individual staff member as they see fit. A copy of the objective sheet will be given to the Principal, but any written assessment will be held by the appraisee only. Appraisal documents are available on request by the Principal at any time.
5. The Principal will report to the BOT that the process is being carried out on a regular basis.
6. The BOT will provide enough funding each year, so the appraisal process can be carried out.
7. Key performance area objectives should be initiated by the individual staff member and related to their needs. These should be agreed to in consultation with the Principal.
8. Observation of teaching will be carried out as part of the appraisal process.
9. All staff will self evaluate.
10. The appropriate set/s of professional standards will be used for each teacher.
11. The professional standards will be deemed to have been met, if there is evidence to support the majority of the assessment criteria.
12. In the event of the professional standards not being met, the provisions of the appropriate employment contract will apply.

13. The information gained from the professional standards will be used to make the decision as to whether or not to affirm that a teacher is satisfactory and therefore able to have his/her practising certificate, from the Teacher's Council renewed.
14. The Performance Management Policy will be reviewed annually.

### **Sequence of Appraisal Process**

1. Job descriptions are formulated with each staff member. All staff to have a generic section to the job description. School wide responsibilities are noted for individual teachers. The job description review is completed in consultation with each staff member. They are reviewed annually.
2. Each teacher has an interview with the Principal and Key Performance Responsibilities ('KPR') objectives are agreed upon from the three main headings. Note: Some KPR could be a school wide focus for all teaching staff. This may include curriculum focuses for that year. Objectives and indicators are clearly agreed to and recorded. **The goal is to have a balanced appraisal document. This should have focuses from the Job Description, School Development Plan and Selected Personal/ Professional Development.**
3. Resources and training needs are identified for each teacher so KPR's can be achieved.
4. The appraisal cycle will be completed over the period between February and December in any year.
5. Dates are set for appraisal visits and interviews, with the focus of visits noted beforehand.
6. Teachers keep all documentation related to their individual appraisals in a folder. A monitoring sheet is included, which notes their progress on achieving goals set, and also feedback from the appraiser. e.g after observations/interviews. Written statements are made collaboratively and signed by both parties. The Principal will keep a copy of this documentation.
7. The Principal will meet with each teacher to review progress as required.
8. Appraisal visits are carried out according to the agreed timetable between appraiser and appraisee. Note: Objectives and indicators are discussed before appraisal visit to set focus of visit.
9. Appraiser makes visit to classroom (if a class visit is determined) or, other appropriate method depending on KPR being appraised. Written records are kept.
10. Interview is carried out between appraisee and appraiser at the time agreed upon in number 4. Written records are kept.
11. A written statement is constructed /formulated between appraisee and appraiser. This statement is a collaborative piece of work. Both parties need to be satisfied with the content. The document is signed and dated by both parties. This document is kept by the appraisee as a record of the appraisal process.

12. Information gained through the evidence collected on professional standards will be used by the Principal, in deciding upon whether or not to confirm that a teacher has met the professional standards.
13. Records will be kept by each staff member for a period of up to 24 months from the date of the confirmed appraisal interview. The records are then discarded.
14. Any staff member who leaves the school will take their records with them.

**Disputes Process (See Teachers' Collective Employment Agreement p 59 10.7.1 10.7.2 for competency)**

1. If the appraisee and the appraiser cannot reach an agreed conclusion, then the Disputes process will be used.
2. If a person is unhappy with their nominated appraiser, they will need to discuss this with the Principal. The Principal can if s/he believes it is necessary, appoint another appraiser.
3. Another appraiser is sought outside of the school. An I.Q.P must be agreed to by both parties (if possible). If this cannot be agreed to, then a senior teacher or Principal will be selected by the Principal.
4. Appraisee, appraiser and the I.Q.P will review the discussion notes of the appraisee and appraisers discussion together. Group then meets. If a satisfactory conclusion is reached then combined evaluation published and signed. If not, then appraiser and I.Q.P and appraisee will conduct another observation using the K.P.A objective indicators. If observation was not carried out initially, then a review of the available results will be used.
5. Appraisee, appraiser and I.Q.P will meet and formulate an evaluation. A conclusion must be reached. If a satisfactory conclusion cannot be reached, then the I.Q.P will write a conclusion giving their evaluation of proceedings. This will be the document used for the final evaluation of that K.P.A objective. Statements from appraiser and appraisee can be attached to the final document. A copy will be given to each participant.

**Principal Appraisal (See Primary Principals' Collective Employment Agreement p 8 [4.1.1, 4.1.2, 4.1.3, 4.1.4])  
Responsibility**

1. The Principal's performance will be formally appraised on an annual basis by the Board Chairperson or delegate(s) or an independent consultant, may be employed.  
N.B. The Principal also has a teaching component so that area will also be appraised and included in Performance Agreement.
2. The Appraiser and the Principal will consult to determine a process for the Principal's appraisal. This process will be recorded in the performance agreement and implemented annually.

3. The Performance Agreement and results of the appraisal are confidential to the Principal and the Board Chairperson unless both parties agree to wider distribution. e.g. other board members.
4. A summary of the appraisal findings will be tabled at the BOT Meeting immediately following receipt of the final report.
5. The Board will provide enough funding for the appraisal process to be carried out each year.

### **Sequence of Appraisal Process**

1. Job description is reviewed with the Board and Principal. Key Performance Areas are identified for the year. Objectives and indicators are recorded.
2. A time line for the appraisal process is developed between the Appraiser and Principal.
3. If any outside expertise is to be used it is decided upon and recorded on the timeline.
4. The Appraiser and Principal can meet at agreed times other than the review time listed on the time line to discuss progress if needed.
5. A written report is constructed/formulated between the Appraiser and the Principal if outside expertise is used, this person would also contribute to the statement. The statement is a collaborative piece of work. Both parties need to be satisfied with the content. The document is signed and dated by the Principal, the Appraiser and the Board Chairperson. The document is kept by the Principal as a record.
6. Records will be kept by the Principal for a period up to 24 months from the date of the confirmed appraisal interview. The records may then be discarded.
7. When the Principal leaves the School the records are taken by the Principal.

### **Dispute Resolution**

1. Any dispute related to the Principal's appraisal process or its results will be referred to an independent arbitrator agreed upon by the Principal and the Board.
2. In the event of dispute, the principles of natural justice will apply. The Board will allow each party to seek the advice they desire and provide the evidence they deem relevant. In the end, the Board, as employer will have responsibility for the final decision. (See Principals' Collective Agreement Page 26 – 8.61, 8.62, Page 42-43 Appendix 3).