



LIGHTHOUSE SCHOOLS PARTNERSHIP

TEACHER AND LEADERSHIP PERFORMANCE DEVELOPMENT POLICY Non-statutory

This Policy applies to all schools and employees within the Lighthouse Trust Partnership.

Policy approved by Trust Executive Team	
Signed: <i>Gary Lewis</i>	Date: 17 June 2024
Name: Gary Lewis	Role: Chief Executive

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Document History

Version	Author/Owner	Drafted	Comments
1.0	Neil Lankester	May 2024	Policy fully rewritten

Policy Statement

At Lighthouse Schools Partnership we are dedicated to recruiting, developing and retaining talented people so that together, we flourish in partnership.

Our goal is for every teacher in every classroom to be as good as they can be in what they teach and how they teach. For this to happen, we need to mobilise every teacher and every leader with the best evidence from research because there is no improvement for pupils without improvement in teaching, and no improvement in teaching without the best professional development for teachers.

We invest heavily in our staff to ensure that they have the skills they need to carry out their role, help them continually improve their performance and develop to their full potential. For teachers and headteachers, the impact of this will be seen in strong and improving outcomes for all of our young people, especially those who are disadvantaged.

At Lighthouse Schools Partnership we have identified three active ingredients in our approach to performance development:

The first active ingredient in our approach to performance development is a co-constructed annual performance development plan. Formal opportunities to establish targets; review progress against anticipated outcomes; celebrate success and review areas for development, enable our employees to reflectively engage with, and take ownership of, their own professional development which maximises their impact. It also allows us to discuss performance matters as they arise in a transparent way.

The second active ingredient in our approach to performance development is the proactive and reflective engagement with high quality CPD which is based on evidence informed research, provided by the school, the Trust, external providers or is self-led. Effective CPD should be followed up with regular opportunities to deliberately use new knowledge, and practice new skills, effectively so they become an embedded part of our practice.

The third active ingredient in our approach to performance development is high-quality developmental feedback. Engagement in purposeful and precise conversations about ‘why’, ‘what’ and ‘how’ with ‘critical friends’ support us to continually grow, develop and improve as individuals, as schools and as a Trust.

Scope and Purpose

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, headteachers and leaders within the Central Education Team. It details how we support their development within the context of individual school’s strategic planning as well as the Trust plan for improving educational provision and performance. It indicates the standards expected of teachers/leaders and sets out the arrangements that will apply when they fall below the levels of competence that are expected of them.

This policy must be read in conjunction with the Trust’s Pay Policy. This policy does not form part of any teaching staff’s contract of employment and may be amended at any time.

All performance management activities (including performance development meetings and feedback from developmental drop-ins) will take place within the teacher's directed time, but not within a teacher's PPA time.

The performance development policy must always be applied equitably and in accordance with employment law and LSP Equalities and Diversity Policy. The application of this policy will not directly nor indirectly discriminate against members of staff on the grounds of their gender, age, disability, gender re-assignment, marital or civil partnership status, pregnancy, maternity status, race (including colour, nationality and ethnic or national origins), religion or belief, or sexual orientation.

The application of this policy will not directly nor indirectly discriminate against members of staff on the grounds of trades union membership or activities.

Eligibility

Teachers, headteachers and leaders within the central education team who have completed their probationary period fall under the scope of this policy. During probationary periods staff members will be reviewed under the probationary review process and will be moved to performance development system upon the completion of their probationary review. Staff on probation will still be set targets using the school agreed process.

Application of the Policy

The policy is in two separate sections.

Part A of the policy, which covers performance development. It applies to the headteacher and to all teachers employed by the school or Trust except those on contracts of less than one term, those undergoing induction (i.e. ECTs) and those who are subject to Part B of the policy.

Part B of the policy provides a signpost to the capability policy and applies to teachers and headteachers about whose performance there are serious concerns that the performance development process has been unable to address.

Both parts of the policy should always be applied in a way that is robust whilst minimising the impact on workload for teachers, line managers, headteachers and governance boards.

PART A - PERFORMANCE DEVELOPMENT

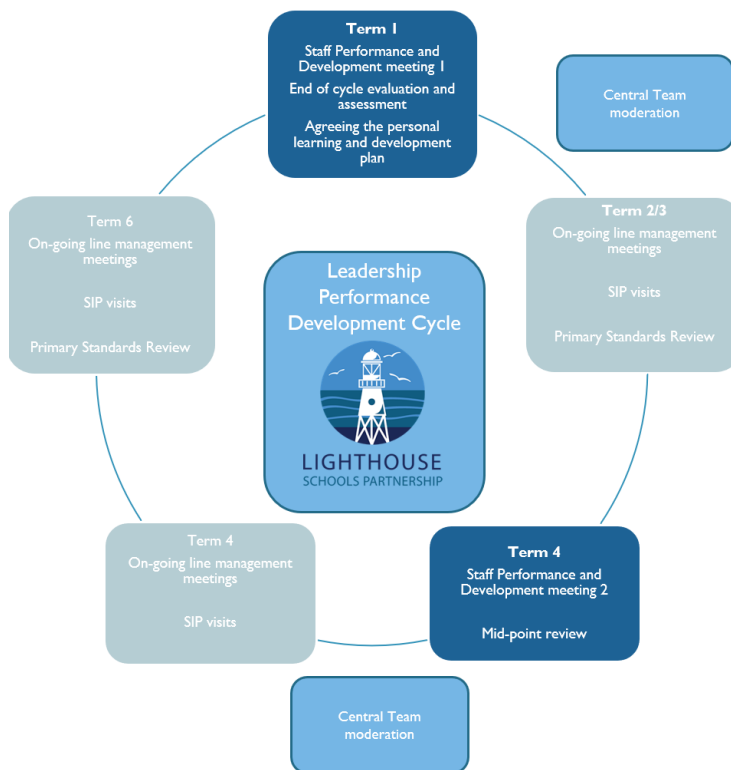
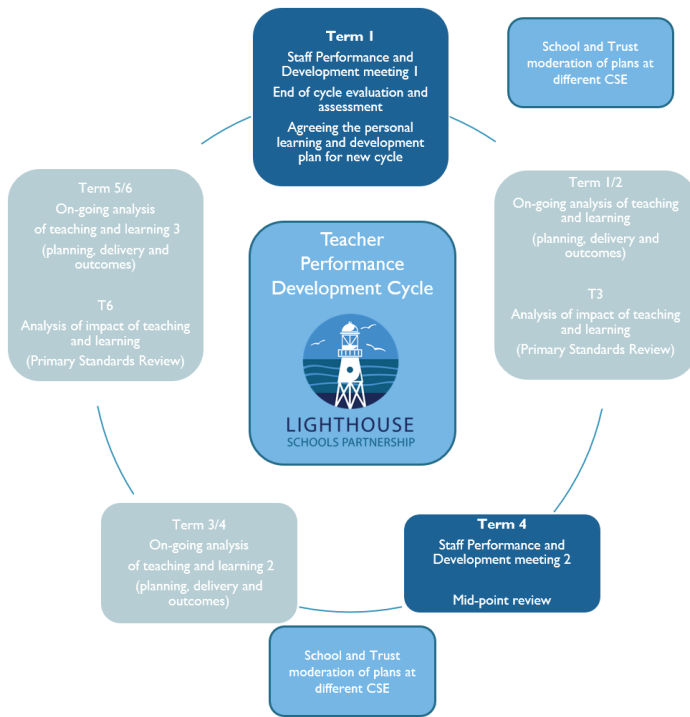
Pay Progression for Teachers and Leaders on the Leadership Spine

All eligible teachers on the Main Pay Scale (MPS) will receive annual pay progression, unless they are supported under the capability policy.

All teachers who wish to make an application to Upper Pay Scale (UPS) must do so in accordance with the Trust's Pay Policy. Pay progression is related to performance.

For all leaders on the Leadership Spine pay progression is related to performance.

The Performance Development Period



The performance development cycle starts on 1st September and ends on 31st August. The end of year review and setting of targets within the performance development plan will take place in Term 1 (by 31st October). Teachers/ leaders are encouraged to regularly review their progress against their targets to ensure they remain on track and flag any unforeseen challenges or changes throughout the year.

In Term 4, line managers will meet with staff to undertake an interim review meeting. During this meeting progress towards targets will be reviewed using the full range of evidence bases available. Line managers will make it clear to the member of staff how well they are doing against the agreed success criteria and whether or not they are on track for each of the objectives. Notes from this meeting will be recorded on the performance development documentation.

At the end of the performance development cycle, teachers/ headteachers will meet with their line manager to complete a final performance development review, before new targets are set. In this meeting each teacher's performance will be formally assessed in respect of the performance development period. A decision will be made as to whether or not each individual target has been met, not met or partially met. In assessing the performance of the headteacher this will be done by the line manager from the Central Education Team; the performance of members of the Central Education Team will be reviewed by the Chief Executive Office (CEO).

The staff member will receive as soon as practicable following the end of each performance development period, and have the opportunity to comment in writing on, a written performance development report.

Teachers and leaders will receive their written appraisal reports by 31st October.

The performance development report will include:

- details of the staff member's targets for the performance development period in question
- an assessment of the staff members performance of their role and responsibilities, including the quality of teaching, against their objectives and the relevant standards
- an assessment of the staff member's professional development needs and identification of any action that should be taken to address them

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

Where there has been good progress towards a challenging target, there is the option to take that target into the next academic year.

Where a teacher/leader moves into a new post within the Trust partway through a performance development cycle, the previous line manager should conduct a mini-performance development review focusing on performance in their previous role; achievement of objectives and achievement against their development plan. The teacher/ leader should share this documentation with their new line manager and they must conduct a mini-performance development review, ensuring the teacher/ leader is clear about their new role; their duties and responsibilities; their strengths and how these can be utilised in their new role. The teacher/ leader and their new line manager should discuss any development and resource needs (some may have been raised within the recruitment and selection process) and formulate a personal learning and development plan.

Where a teacher/ leader leaves part-way through a cycle or at the end of an academic year, they are encouraged to meet with their line manager for a performance development review discussion, ensuring their exit is managed effectively and their performance is reviewed prior to leaving. It is recommended that the key points of the discussion are recorded and retained by the teacher/ leader and the Trust (records may help with future reference requests).

Teachers/ leaders 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 teacher's objectives should take account of the length of contract. There is flexibility to have a longer or shorter performance development period when teachers begin or end employment with a school or when teachers change post within the Trust.

Appointing Line Managers

The CEO will be line managed by the Chair of Trustees.

Members of the Central Education Team will be line managed by the CEO.

Headteachers will be line managed by a member of the Central Education Team.

Headteachers will decide who will line manage other teachers. Line managers will always have an appropriate position in the staffing structure, together with the necessary background knowledge, skills and training to undertake the role. Account will be taken of the number of staff any one person line manages. A teacher may request an alternative line manager to the headteacher in writing. Where possible, a suitable alternative line manager will be offered. The decision of the headteacher will be final.

Where it becomes apparent that the line manager appointed by the headteacher will be absent for the majority of the performance development cycle, the headteacher may perform those duties themselves or delegate those duties to another teacher for the duration of that absence.

The line management structure will be circulated to all staff each September by the school/ Trust.

All staff leading performance development will have relevant training; will engage in organised moderation activities and will be confident in carrying out the role.

Agreeing Targets for the Performance Development Plan

The first active ingredient in our approach to performance development is a co-constructed annual performance development plan.

The Headteacher's objectives will be set by the line manager from the Central Education Team.

Objectives for each staff member will be set as soon as practicable after the start of each performance development period and no later than 31st October.

Before the meeting, teachers/ headteachers and their line managers need to ensure that they have reviewed the professional standards and professional development documents appropriate to their role to highlight any areas for development/aspiration.

Teachers and headteachers should undertake a self-evaluation exercise of their current targets prior to their professional development meeting. Wherever possible a copy of these filled in documents should be shared with the line manager at least 48 hours in advance to allow for meaningful preparation.

The performance of all teachers should be assessed against the set of standards contained in the document called 'Teachers Standards' and relate to the quality of teaching. In order to meet the Teachers' Standards a teacher will need to demonstrate that their practice is consistent with the definitions set out in Part 1 'Teaching' and Part 2 'Personal and Professional Conduct'. A wide variety of agreed evidence may be reflected upon in demonstrating achievement of performance development objectives.

Teachers on the Leadership Spine will also be assessed against the standards relevant to their role from the Headteachers' Standards. All standards from the Headteachers' Standards 2020 will be used to inform the Headteacher's Performance Review. Teachers, including leaders, who have responsibilities outside the classroom, should also expect to have their performance of those responsibilities observed and/ or assessed.

Leaders in the Central Education Team will be assessed against the standards relevant to their role from 'The Core Responsibilities of the School Trust Chief Executive Officer' 2021 set out by the Confederation of School Trusts (CST). All standards from 'The Core Responsibilities of the School Trust Chief Executive Officer' set out by the CST, will be used to inform performance review of the CEO.

It is important to emphasise that Performance Development is an assessment of overall performance of teachers and leaders against the full set of relevant Standards; targets, however, cannot cover the full range of a teacher's/ leader's roles/responsibilities. Targets will, therefore, focus upon the priorities for an individual for the cycle, which have derived from the completion of the preparatory audit against the relevant Standards; it follows, then, that meeting the targets will explicitly help the teacher in meeting the standards.

The targets set will be rigorous, challenging, achievable, time-bound, fair and equitable in relation to teachers with similar roles/responsibilities and experience. The targets set should support an increase in professional skills, knowledge or characteristics and will be appropriate to the staff member's role and level of experience. Targets will need to be clear what success will look like and how progress will be measured.

The targets for each individual will, if achieved, contribute to the school/ Trust plans for improving the educational provision and performance of pupils. This will be assured by rigorous monitoring procedures and quality assuring of all objectives. The targets will also take account of the teacher's/ leader's professional aspirations.

The line manager and staff member will seek to agree the targets but, if that is not possible, the line manager will determine the targets. Targets may be revised if circumstances change.

Student performance data in itself will not be a target; rather, performance data from all taught classes of an individual teacher will be a major evidence base for evaluating the quality of teaching, so that student performance data are evidence rather than targets.

Performance data will be reviewed regularly across the year through pupil progress reviews and standards reviews. Annually, in Term 1 or Term 6, individual teachers will review their pupil's performance data examination results, providing commentary on their students' performance as part of the self-evaluation process.

The Trust's expectation is that each teacher on the Teachers Main Pay Scale and UPS will have 3 targets that will match their stage of development set out in the career stage expectations.

Targets will cover the areas below (these may be from all of the areas or some, depending upon the development needs of the individual).

For teachers, targets are set around 2 main areas:

- **Delivering high quality teaching and learning which leads to strong outcomes for pupils** (linked to teacher standards 1-6)
- **Flourishing as a leader within and beyond Lighthouse Schools Partnership** (linked to teaching standard 8 - fulfil wider professional responsibility)

For leaders (including headteachers, members of the Central Education Team and the CEO), 3 objectives are set round 4 main areas:

- **Culture and ethos** (school culture, behaviour, professional development)
- **Curriculum and teaching** (teaching, curriculum and assessment, additional and special educational needs)
- **Organisational effectiveness** (organisational management and school improvement)
- **Flourishing as a leader within and beyond Lighthouse Schools Partnership** (working in partnership)

Objectives may be revised if circumstances change during the appraisal period.

Where a teacher/ leader moves into a new post within the Trust partway through a performance development cycle, the line manager should use the same process to manage performance development. The number of targets and success criteria should take into account the length of time left in the cycle and what can realistically be achieved within the cycle.

Development and support

The second active ingredient in our approach to performance development is the proactive and reflective engagement with high quality CPD which is based on evidence informed research, provided by the school, the Trust, external providers or is self-led.

At LSP we empower our headteachers to be the School Improvement Lead for their school; supported by the Central Education Team, headteachers lead their school's improvement journey drawing upon the expertise within the Trust and from external sources to support and improve areas of priority identified on the School Development Plan. This means that it is ultimately the responsibility of headteachers to ensure that there is an effective professional development plan in place for staff across the year, in the school that they lead, which supports staff to meet the objectives set out in their performance development plan.

For headteachers, it is the responsibility of the Central Education Team to ensure that there is a programme of professional development in place across the year.

For members of the Central Education Team, it is the responsibility of the CEO to ensure that there is a programme of professional development in place across the year.

School development relies upon every member of staff participating with, engaging in and being part of the journey. This means that we all need to know what we are working on, why we are working on this and how we will develop our practice as individuals and as a collective. We are committed to supporting appropriate and reasonable development which not only assists the employee in their role but also leads to improvements in performance across the school and Trust.

Our performance development process is used to inform and decide continuing professional development which improves performance. Lighthouse Schools Partnership encourages a culture of trust in which all employees take responsibility for improving their performance in their role and extending their depth of knowledge through appropriate professional development.

Staff can request secondment opportunities via the 'Opportunities Register'.

Reviewing Performance

At Lighthouse Schools Partnership we believe that high-quality CPD and regular feedback should lead to incremental improvements in provision and outcomes. It is essential that leaders systematically assure themselves that their vision for education is being realised.

Across the year, school and Trust leaders will collect, connect and triangulate pieces of evidence from a wide-range of sources in order to fully evaluate strengths and areas for development of individual teachers/ leaders as well as part of their wider school improvement activity. Evidence gathered may include developmental drop-in observations; learning walks; pupil conferencing; review of pupil outcomes throughout the year as well as a final review of pupil assessment data; work sampling; lesson planning records; parent feedback; self-assessment and peer reviews.

Leaders will endeavour to ensure that there is clear communication to staff in advance of monitoring activity so that the purpose and form of feedback (either individually or as a collective) is understood.

Where individual feedback is given this may be recorded if required and a copy made available to the teacher/ leader for their records.

SIP visits are part of the quality assurance process and support moderation of headteacher judgements.

During the performance development period, teachers/ leaders have a responsibility for gathering evidence of their progress throughout the year in order to critically reflect on strengths or areas for further development at the interim and annual review meetings.

Developmental drop-ins

Developmental drop-ins of classroom practice and other responsibilities is important both as a way of assessing teachers' performance in order to identify any particular strengths and areas for development they may have and of gaining useful information which can be used to evaluate the standards of teaching in the school as part of senior leaders' quality assurance processes and to plan for future CPD.

Developmental drop-ins will be undertaken by staff with Qualified Teacher Status (QTS) wherever possible the line manager will be involved. Those undertaking developmental drop-ins will have received appropriate professional skills and training to do this effectively, in line with the agreed school approach, and will have received training in providing oral and written feedback.

Developmental drop-ins will be carried out in a supportive manner, with professionalism, integrity and courtesy, will be evaluated objectively and reported accurately and fairly and will take account of particular circumstances which may affect performance on the day.

For the purpose of performance development, teachers' performance will be regularly observed but the amount and type will depend on the individual circumstances of the teacher and the overall needs of the school. In normal circumstances developmental drop-ins of classroom practice for performance development purposes should total no more than three hours across an academic year and should be used in a multi-purpose way where possible.

This excludes:

- Peer observation for professional development purposes.
- The observation of teachers undergoing Initial Teacher Training.
- Observations of ECTs as part of their Induction.
- Observation of teachers who are in receipt of additional focussed support to address performance concerns, within the performance development process.
- Where a teacher requests additional observation visits by agreement.

In order to gain the most from developmental drop-ins and triangulate evidence, it is recommended that they are planned in advance by senior leaders, with a clear focus, matched to school improvement needs or quality assurance and that this focus is communicated to staff.

Before or after the developmental drop-in it may be helpful for leaders to seek to understand the intent and sequence of the lesson within the wider unit of work. Leaders should also seek to understand how learning has been adapted to meet the needs of individuals who require additional support. Following the developmental drop-in, it may be helpful to review outcomes produced by pupils within the session - this may involve talking to pupils about what they learnt.

For the purpose of performance development, feedback will be developmental and serve as a coaching/ mentoring discussion. Feedback will highlight particular areas of strength as well as agreeing any areas that need further support and development. Oral feedback following developmental drop-ins should be provided as soon as reasonably practicable, preferably within 24 hours.

Written feedback (where required) will be provided within five working days of a developmental drop-in. The written record of feedback will include the date on which the developmental drop-in took place, the lesson which was seen and the length of time in the classroom. The teacher has the right to append written comments on the feedback document.

No written notes in addition to the written feedback and teacher's comments will be kept.

If issues emerged from a developmental drop-in that were not part of the focus these should also be covered in the written feedback and the appropriate action discussed with the teacher.

Staff (including the Headteacher) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities assessed.

Feedback

The third active ingredient in our approach to performance development is high-quality developmental feedback. At Lighthouse Schools Partnership, staff will receive constructive verbal and written feedback on their performance throughout the year as part of quality assurance work. Feedback should highlight precise areas of strength as well as any areas for development. Often this can resolve issues without the need for any formal action.

Where there are concerns about any aspects of an employee's performance the line manager will meet the teacher/headteacher to:

- give clear feedback about the nature and seriousness of the concerns
- give the employee the opportunity to comment and discuss the concerns
- find out if there are any issues (both in or outside of work) that are affecting their performance that the line manager can assist with or provide support
- make clear what improvements need to be made and how this can be achieved
- agree any support (for example coaching, mentoring, training, structured observations, observing others in a similar role etc.), that will be provided to help address those specific concerns
- make clear how, and by when, the line manager will review progress either by setting new and clear targets which will be assessed during the review period or by revising current targets, allowing sufficient time for improvement (typically 6 - 8 weeks); the amount of time for this should reflect the seriousness of the concerns. This will be an informal review period and will be confirmed in an Action Plan
- explain the implications and process if no - or insufficient - improvement is made during the informal review period i.e. the application of the Capability Policy

This meeting can happen at any time during the performance development period. It is designed to be a supportive meeting to address issues early to avoid the matter escalating, giving the employee the opportunity to improve. At the meeting, the line manager will present evidence collected that indicates that the employee's performance is not up to the required standard. There is no right to be accompanied to this meeting. Although this is part of an informal process, a note of the meeting will be made and a copy given to the employee so that they are clear about the support they will be given, what improvements need to be made and the timescales.

An informal review period will follow this meeting; the length will be determined by the line manager based on the individual circumstances of the situation but it should not be unduly long. During the informal review period, regular meetings should take place to ensure progress is being made.

At the end of this informal review period when progress is reviewed, if the line manager is satisfied that the employee has made, or is making sufficient improvement, the performance development process will continue as normal, with any remaining issues continuing to be addressed through that process. If performance is improving and the line manager feels that further time is required to monitor improving performance, the line manager can decide to extend the informal review period but it should not be unduly long.

If no or insufficient improvement is being made, then the process set out below should be followed. It will be for the line manager to decide which procedure will be followed.

Transition to Capability

If the line manager is not satisfied with progress, the staff member will be notified in writing that the performance development system will no longer apply and that their performance will be managed under the capability procedure.

The capability procedures will be conducted as signposted in Part B of this policy. For the Headteacher, a subgroup of governors that have been appraising the headteacher conduct the Formal Capability Meetings and Capability Review Meeting for reasons of continuity. For other staff members, the manager or headteacher would conduct the Formal Capability Meetings and Capability Review Meeting.

Monitoring and Evaluation

The Governing Body will review the impact of appraisal through reports from the Headteacher. The headteacher should assess the impact of the process and of performance objectives to ensure that they do not represent protected characteristics under the Equality Act 2010, part time work, fixed term contracts or trade union membership.

Retention and Data Protection

The Headteacher/Governing Body will ensure that all written performance development records are retained in a secure place. It is the line managers responsibility to ensure HR has a copy of all relevant documents. As part of the application of this policy, the School/Academy Trust may collect, process and store personal data in accordance with our data protection policy. We will comply with the requirements of Data Protection Legislation under UK GDPR and the Data Protection Act 1998 (DPA 2018). Records will be kept in accordance with our Privacy Notice, our Records Management Policy and in line with the requirements of Data Protection Legislation.

PART B – CAPABILITY PROCEDURE

The Lighthouse Schools Partnership seeks to ensure the effective performance of its entire staff in order to deliver the aims and visions of the school. This policy is designed to support and encourage all staff members (leaders, including the headteacher and members of the Central Education Team, and teachers) who are experiencing difficulties in achieving and maintaining satisfactory levels of performance through ensuring that performance expectations and standards are defined, performance is monitored and staff members are given appropriate feedback, training and support to meet these standards. The Trust will ensure that all staff members are treated fairly and consistently when addressing cases of underperformance. For further support and guidance regarding the capability policy, please view the Trust's Capability Policy in conjunction with support and guidance from the Trust's Director of HR.

This procedure applies only to teachers, the headteacher or members of the Central Education Team, about whose performance there are serious concerns that the performance development process has been unable to address.

SCOPE AND LINK TO OTHER POLICIES

This policy/procedure applies to all staff including the headteacher and is intended to be used when there are capability concerns that the appraisal process has been unable to address. The Capability Policy will apply where it is identified that a staff member has insufficient skill or aptitude to carry out their duties to an acceptable standard and/or where a staff member does not possess required qualifications to do the job because they have failed to obtain them.

The Capability Policy does not apply in the following circumstances: -

- Where the underperformance of a staff member relates to negligence or an attitudinal problem on the part of the staff member (the School's Disciplinary Policy will apply).
- Where the underperformance of a staff member relates to an underlying medical issue or a disability (the School's Managing Attendance Policy will apply).
- Where no employment relationship exists, for example agency workers, casual/supply workers, volunteers, work experience placements.

Early Career Teachers: In the event of 'serious capability problems' during the induction period of an Early Career Teacher, the Capability Procedure can be applied to the Early Career Teacher and 'run alongside the induction procedure'. For further information, please see the Department for Education's (DfE) Statutory Guidance on Early Career Teachers (England).