



How to address the link between performance management, school improvement and other school processes

Before using these sheets, please make sure that you are familiar with the revised performance management arrangements for teachers and head teachers as set out in the Regulations, the Guidance and the model performance management policy prepared by the Rewards and Incentives Group (RIG). You can refer to these on the TDA website at www.tda.gov.uk/pm

References: *Regulations 7(9)(b) and 20, and the Guidance sections 1.4 – 1.7 and 5.42 – 5.44 are especially relevant.*

Key points

- Schools need to demonstrate the links between their performance management policies and school improvement, school self-evaluation and school development planning
- Different school processes should be linked together to make sure that bureaucracy and workload are kept to a minimum. Data generated through performance management (for instance, quality of teaching provision) should be used appropriately to inform other processes such as school improvement and school self-evaluation
- The school self-evaluation and development planning processes can help to influence and inform objective setting for individuals by highlighting priorities. These priorities can then be translated into continuing professional development (CPD) opportunities that develop a teacher's practice. As a result, both the individual's and the school's objectives are aligned, with a major focus on raising the standards of teaching and learning

Considerations

Schools will need to make sure, for example, that:

- performance management is seen as one continuous streamlined process that is linked with the other school processes of school improvement and school self-evaluation, all of which help the school to focus on its quality of teaching and the impact on standards – see below for an illustration of how this might work
- processes are refined to make evidence of performance fit for all school purposes, to avoid the need for additional classroom observation and reduce unnecessary workload
- policies and procedures are reviewed and updated if necessary so that they are coherent with each other – for example, the school's pay and performance management policies should be consistent
- the process by which pay determinations are made is stated clearly in the school's pay policy and, if necessary, is updated to reflect how pay recommendations are made by reviewers.

page 1 of 2 

The process

The **School Development Plan (SDP)** or equivalent document, along with the school's self-evaluation documents (usually the SEF), is a key document that informs the performance management process.

The SDP should be used:

- to align each reviewee's objectives and training and development annex with the school's priorities and plans
- with the SEF, to inform the target-setting process
- to assist in the allocation of available resources

The **school's self-evaluation (SEF)** is based on evidence collected from:

- performance management
- other school monitoring, including pupil performance data
- local authority monitoring

The **performance management planning meeting**

is used to identify a number of objectives, along with the reviewee's training and development needs, informed by, for example:

- professional and pay standards
- teacher's own developmental aspirations/needs
- the school's priorities as set out in the SDP
- available resources
- the outcomes of previous performance management cycles

The **performance management review meeting**, which will usually be combined with the planning meeting for the following cycle, will result in a review statement and, where applicable, a pay recommendation.

A **pay determination** will follow any pay recommendation, taking into account:

- the recommendation
- the school's pay policy
- the School Teachers' Pay and Conditions Document, including the relevant professional and pay standards.

Further information on performance management is at www.tda.gov.uk/pm