

# **PERFORMANCE MANAGEMENT FRAMEWORK**

## **1. Performance Management Schemes: General Guidance**

Sixth Form Colleges already have appraisal and self-assessment processes. Performance Management will build on the systems already in place and should be a development of existing processes. It is not envisaged that this will be a totally additional scheme.

Performance management schemes set organisational, team and individual performance objectives which are then assessed later to see if they have been achieved. Performance Management is, therefore, a method of linking the strategic objectives of the college to staff teams and individual members of staff.

The aims of performance management schemes are:

- i) to motivate staff and strengthen and recognise their commitment.
- ii) to improve the performance of staff by concentrating on key objectives.

To achieve these aims:

- performance management considers the desired outputs – the delivery of work required, which is emphasised in the setting of objectives and
- performance management looks at the necessary inputs – the knowledge, skills, training and resources needed, which are considered in the appraisal / review of progress made.

Performance management schemes are used to inform management decisions about future objectives both for the organisation and for the individuals within it. Use of a performance management scheme should also lead to a greater understanding of the individual employee's needs and aspirations. Individuals benefit from the greater clarification of their objectives and the support they receive through regular feedback on progress.

A "cascade" process is involved with a performance management system, which starts with the college strategic plan. This plan is to be used to develop the priorities and objectives of smaller groups i.e. "team goals". Individual objectives will, in turn, be derived from the team goals. At agreed times, progress reviews will be undertaken.

These reviews / assessments, including the adequacy of the appropriate inputs, will then feed through to the ongoing process of the consideration of the needs of the organisation and also for the individual concerned, will illustrate any training and development needs. Both the organisational, team and individual needs in turn relate back to the strategic planning function.

## 2. Setting and Reviewing Objectives

The responsibilities listed in a post's job description become the 'key accountabilities' in a performance management scheme. These are, therefore timeless - not changing unless the job itself changes and should relate to outputs – looking at "what" is required and not at "how" and "when".

e.g. management of resources - what responsibilities for staff, finance systems are involved.

From this list of accountabilities, objectives should be set indicating the achievements expected from the postholder over a set time. These objectives, which should be agreed between management and the postholder, should be:

- relevant to the fulfilment of an accountability
- time-bound (setting a suitable time-scale)
- measurable and assessable
- challenging yet achievable (the idea being to encourage staff and not to make the objectives beyond reach).

It is important in setting objectives, however, to:

- balance short-term and long-term objectives (it is easy to over-emphasise the short-term and ignore the long-term).
- balance volume against quality – a reasonable limit should be kept on expected achievements for any one year - not all accountabilities have to have objectives set each year.
- balance objectives that are totally individual with those achieved as part of a team e.g. teaching undertaken by a group of staff.
- assess all objectives and not just those that are easily measured.

Objectives will either be:

Quantitative objectives – including numbers, money and time and are therefore, relatively specific, clear and easy to measure

or

Qualitative objectives – which will be more subjective but still need some means of assessment.

Unexpected situations e.g. staff shortages, can affect the agreed objectives. Objectives should be monitored on a regular basis (but, normally, not more than once a term) so that any unexpected situations can be identified and their impact on the objectives assessed. If necessary, agreed changes can then be made to the objectives so that they remain realistic.

The full review of objectives should be planned and prepared for. The meeting should be a dialogue between appraiser and appraisee with a full assessment of achievements and identification of the reasons for either under or over performance. The information obtained at this meeting will assist in the preparation of suitable objectives for the next year.

### **3. Resolution of Disagreements on Objectives**

Objectives should be agreed between the line manager and the postholder. If agreement is not possible a more senior manager should consider the issues in dispute and discuss them with the aim of resolving the differences.

### **4. The Operation of Performance Management in Sixth Form Colleges**

Each college will need to have a scheme along the lines set out in Sections 1 and 2 above. The scheme should be built on existing appraisal and review practice but must incorporate an annual review of teacher performance. Each college will need to be able to demonstrate that it has such a scheme in place and that teachers are reviewed annually.

### **5. Teachers on the Main Scale**

Teachers on points on the main scale below the maximum should be set objectives as appropriate that indicate that they are working towards PSP standards. Evidence from the annual reviews can be used to support either the award of accelerated increments or be taken into account through established procedures for the consideration of the withholding of an increment where service is deemed not to be satisfactory. If an increment is withheld colleges need to consider the support necessary to assist the member of staff to meet the necessary objectives.

### **6. Teachers on the PSP Level**

Teachers having passed the PSP criteria will be expected to demonstrate the substantial and sustained maintenance of PSP standards which must include the following:

- Classroom observation - a grade achieved in the academic year before application which is not worse than grade 4s on the 7-point Ofsted scale or the equivalent level in an un-graded scheme (see Section 3.1)
- Professional characteristics (as in Section 3.2) – which will now include co-operating fully with arrangements for performance management and the setting of individual objectives.
- Retention and achievement in line with the current requirements for Standard 3.

## **7. Teachers at Management Levels**

As teachers achieve promotion to levels above the PSP level increasingly their performance as managers will need to be assessed in addition to the assessment of their performance against the PSP criteria.

Within this framework four areas of management responsibilities should be considered:

- Managing People
- Managing Resources
- Team Achievement
- Planning and Managing Change

Attached to this Section is an appendix setting out a checklist of the issues that can be considered under each of these four headings. The issues listed will not apply to all jobs, for each job consideration needs to be given to the areas that are appropriate and should be considered in terms of the individual's performance. For jobs at higher management levels virtually all the items on the checklist should be appropriate.

## **MANAGEMENT CRITERIA**

To meet the management criteria, a teacher with management responsibilities will need to demonstrate some or all of the following, according to their specific role in the college.

### **1. Managing People**

To meet this criterion, teachers with management responsibility must demonstrate the ability to:

#### **1.1 Recruitment and induction of staff**

E.g.

- Involvement in selection process
- Arrangements for induction and mentoring

#### **1.2 Develop others**

E.g.

- Team build to match / meet strategic objectives
- Coach others to develop skills
- Properly apply staff appraisal systems
- Provide staff development and training

#### **1.3 Communicate with others**

E.g.

- Chair / contribute to meetings
- Clear strategic and operational statements / reports
- Action ensured through appropriate delegation, motivation or instruction
- Be able to represent team issues to other audiences e.g. Governors, Parents, Students, Staff.

#### **1.4 Manage others fairly**

E.g.

- Ensure equal opportunities for all staff / applicants
- Care for others through application of Health and Safety procedures
- Confidence and competence to challenge poor standards of work through college procedures
- Appropriate application of recognition / rewards

## **2. Managing Other Resources**

The manager should demonstrate that they are committed professionals who by their support and leadership ensure that the resources provided to them are used to the greatest possible effect in improving the learning of the students in their area of responsibility.

To meet this criterion, teachers with management responsibility must demonstrate the ability to:

**2.1** Effectively utilise the physical resources available to them.

**2.2** Ensure the quality of the learning environment  
E.g.

- Quality of displays
- Quality of learning materials available
- Updating and ensuring the maintenance of the equipment
- ICT

**2.3** Participate in the construction of a budget and account for its use  
E.g.

- Submission of costed plans for resource allocation
- Accurate record of spending

**2.4** Demonstrate their commitment to value for money  
E.g.

- Expenditure records
- Comparisons carried out in relation to benchmark data
- Costed replacement policy

## **3. Team Achievement**

To meet this criterion, teachers with management responsibilities must demonstrate the ability to ensure the achievement of individual and team objectives, including progressing staff on the teachers' main scale towards the PSP criteria and when eligible to apply, ensuring that members of the team meet the defined standards.

#### **4. PLANNING AND MANAGING CHANGE**

To meet this criterion, teachers with management responsibility must demonstrate the ability to:

##### **4.1 Develop a view of the future**

E.g.

- Identify issues, gather and analyse data.
- Share knowledge and understanding with team members.
- Facilitate participation and discussion.
- Agree a vision with the team which balances appropriately stability and change.

##### **4.2 Plan to achieve the change**

E.g.

- Identify strategic options and their strengths/weaknesses and feasibility.
- Select the chosen option identifying aims/objectives, targets and PI's, within given timescales.
- Share the plan with the target audience.
- Work to and meet deadlines.

##### **4.3 Effective management of change**

E.g.

- Identify duties and allocate them clearly to the team.
- Encourage performance monitoring.
- Monitor, evaluate and adjust the plan, in the light of performance, negotiating as required.
- Maintain the morale and motivation of team members.