Performance Development Policy

Version	2.0
Approved by	Trustee Board
Issue Date	November 2023
Review Date	October 2024
Next Review Date	October 2025

REVIEW HISTORY

VERSION NO.	DATE OF CHANGE	CHANGE SUMMARY	PAGE NO.
1.0	21.09.22	New branding	
2.0	03.10.23	Deleted 2.2 regarding policy implementation for previous year Added 5.9 regarding application of Inquiry Question for some support staff colleagues	
3.0	08.11.24	Removed links to pay progression in line with STPCD 2024 Replaced references to Blue Sky with Arbor	6,7,17 8,11,12

Contents

1. Glossary of Key Terms

Performance Development	Our term for the appraisal process or what might previously have been known as performance management.
Disciplined Inquiry	The conscious and deliberate effort to improve practice, knowledge, and skills by engaging in research, evidence and professional learning.
Inquiry Question	A question designed to enable disciplined inquiry for colleagues.
Leadership Objective	An additional objective for any colleagues with additional responsibility in their role. SLT will have two objectives linked to their role.
Planning and Review Meeting	A meeting at the beginning of each cycle to review the previous cycle and set Inquiry Questions/Leadership Objectives for the next cycle.
Interim Meeting	An interim meeting for colleagues who have changed role, recently joined a school or team, or for any reason, have not been involved in the beginning of a cycle.
Colleagues	Everyone in our Trust. This includes all roles across both education and services.
Line Manager	The person responsible for overseeing the Performance Development process.
Line Management/Meetings	The process of day-to-day management of colleagues. This involves line management meetings throughout the year.
Evaluation Report	The report detailing engagement with professional learning, the Inquiry Question for the year and the evaluation of this learning.

2. Scope

2.1   This policy applies to all staff employed by OAK Multi Academy Trust, except for casual employees.

3. Roles and Responsibilities

The Trust Board and the CEO are responsible for monitoring the effectiveness of this policy, ensuring that a consistent approach to performance development is applied across the Trust. Executive leaders, Headteachers and senior leaders are responsible for ensuring that staff and managers adhere to this policy and procedure, with all colleagues establishing Inquiry Questions and Leadership Objectives with their Line Manager. This process places development at the heart and drives the strategic direction of OAK Multi Academy Trust, our teams, and schools. Managers and staff with supervisory or leadership responsibilities must ensure they implement this policy fairly and equitably, seeking guidance, clarification, and support as and when required. It should be viewed as an opportunity to engage and motivate employees, recognise their strengths, and consider with them how we can help them learn, grow, and have greater impact on the lives of those who learn with us. Employees are encouraged to remain professionally curious, always working towards continuous, sustainable, improvement.

4. Equality and Diversity

4.1   OAK Multi Academy Trust is committed to:

- Promoting equality and diversity in its policies, procedures, and guidelines.
- Delivering exceptional education and services that meet the diverse needs of its student population and its workforce, ensuring that no individual or group is disadvantaged.

5. Introduction

5.1   Performance Development (appraisal) plays a vital role within OAK Multi Academy Trust. It is key to supporting the Trust's commitment to developing its colleagues and to delivering exceptional educational provision to all that learn with us.

5.2   Our focus is on the development of colleagues to ensure exceptional performance. Our colleagues engage in disciplined inquiry every academic year and focus on incrementally getting better. We believe that all colleagues in all roles can continuously improve, and our Performance Development process supports exactly that. We have designed a process that enables all colleagues to benefit from a high challenge, low threat environment where they both develop as professionals, but also, maximise their impact on the quality of education in our Trust.

5.3   We are committed to supporting all colleagues, in all roles. All our colleagues play a vital part in the exceptional education we offer to the pupils who learn with us.

5.4   Performance Development is our primary entitlement for the development of our colleagues, aligned with our commitment to "*the very best people development*". It is the foundation of our development offer.

5.5   The Performance Development process is underpinned by effective line management. Line management is our vehicle for addressing concerns about performance. We do not address concerns about performance as part of the Performance Development process, and this is covered by the Capability Policy.

5.6   This policy sets out the framework for the Performance Development process. The policy provides a process through which colleagues performance development may be linked to the Trust's improvement plan and priorities, and the priorities of individual schools and teams to create coherence and alignment of strategic direction.

5.7   It is the policy of the Trust to give non SLT colleagues no more than 2 objectives in addition to the Inquiry Question. Main scale teachers and support staff without additional responsibility will not have any objectives in addition to the Inquiry Question.

5.8   There are some categories of employees where it is not applicable to have an Inquiry Question. Please contact the Trust HR Manager for advice regarding this in order to ensure equality across all schools.

6.   The Performance Development Period

6.1.   The Performance Development period for all colleagues will be 12 months.

6.2.   Where a colleague starts their employment with the Trust or changes post part way through a Performance Development cycle, shorter-term or longer-term Inquiry Questions or objectives may be set, linked to the end of the current or next Performance Development cycle respectively. The relevant leader shall determine Performance Development arrangements for the remainder of the Performance Development period, with a view to bringing their cycle into line with the cycle for other colleagues as soon as possible. This may also apply to colleagues starting or returning from parental leave or long-term sickness absence part-way through the Performance Development period or those coming out of formal monitoring or capability processes.

6.3.   Where a colleague is moving between roles within then there will be a review of their Inquiry Question and (if applicable) Leadership Objectives and their Performance Development arrangements, usually at an interim review. Interim reviews can be used for colleagues changing role, or if circumstances in a development cycle change significantly.

6.4.   Where an individual is employed on a fixed term contract for a period between 1 term and 12 months, the length of the Performance Development period will be determined by the duration of the contract.

6.5.   Where a colleague is absent for an extended period or leaves the employment of the Trust during the cycle, the Headteacher or relevant leader will ensure that

alternative arrangements, such as reducing the scope of Inquiry Questions or Leadership Objectives put in place.

7. Purpose of Performance Development

7.1. The main purposes of the Performance Development Policy are to:

- Ensure that all colleagues' contribution to their school/team and the Trust is recognised.
- Place development at the heart of what we do.
- Help colleagues to identify ways of enhancing their professional practice, knowledge and skills. We believe everyone can continuously improve.
- Assist colleagues to realise their potential and to plan for professional and personal development.
- This is enabled through Inquiry Questions and the process of Performance Development.

7.2. Performance Development must be consistent with the principles and practices of equal opportunities, legislative provisions, including employment law, and all statutory duties that apply to all schools and local authorities.

7.3. Performance Development in this Trust will be a supportive and developmental process in the context of Trust and school improvement plans. It is designed to ensure that all colleagues have the skills and support they need to carry out their role effectively and with increasing impact. The aims of the policy are to improve outcomes for all learners in the Trust and to ensure that all colleagues are motivated to continuously develop their skills and improve their performance. All employees of OAK Multi Academy Trust are expected to accept the professional obligation to improve their practice.

7.4. This policy is separate from the Trust's Capability Policy. This Performance Development policy is designed to be the primary development entitlement for colleagues in our Trust.

8. Application

8.1. This policy applies to our people both within schools and the central team, with the following exceptions:

- Early Career Teachers undergoing their statutory induction period;
- Supply and casual workers who work rarely within the Trust.
- Some support staff colleagues in line with 5.9
- Some fixed term contracts in line with 6.1.4

8.2. Modified Performance Development arrangements, such as Inquiry Questions on a smaller scale and Leadership Objectives reflecting time in cycle, will apply to colleagues who have only been at work for part of the Performance Development cycle. This will include colleagues:

- on parental leave including maternity and adoption leave;
- on long-term sickness absence;
- who join or leave part way through the Performance Development cycle see also 8.1.4);
- who come out of other arrangements during the Performance Development cycle including probation, statutory induction and capability.

9. Guiding principles

9.1. In developing and applying this policy, the Trust is committed to ensuring fairness and consistency of treatment within the prevailing legal frameworks applicable to all employers and in line with the Trust's Equality & Diversity policy.

9.2. OAK Multi Academy Trust's commitment to professional development is reflected in the quality of training dedicated to developing colleagues. We are developing our network of subject and strategic groups support cross-Trust collaboration and development time. Headteachers and Teaching and Learning Leads should allocate Professional Development time to Performance Development during the autumn term to ensure that colleagues can develop effective Inquiry Questions, in line with Trust and individual school or central team / cross trust improvement plans. This time should be allocated from within school or team budgets and form part of any Performance Development cycle.

9.3. All colleagues will be clear about how to record their professional learning and Inquiry Question during the cycle. As a minimum, colleagues will complete the Inquiry Question Evaluation Report, but may use reflective journals or choose to keep examples of research or professional learning activities. There is a facility within the Arbour MIS that will enable colleagues to build this journal and will record the separate elements of the Inquiry Question alongside, where relevant, appropriate Leadership/Management objectives.

9.4. Performance Development is a two-way process and Inquiry Questions, and Leadership Objectives should be agreed between the colleague and the Line Manager. Leadership Objectives should be clear around what success in meeting objectives will look like and how this will be measured.

9.5. The school/Trust Professional Development curriculum will be informed by the training and development needs identified as part of the Performance Development process.

10. Roles and Responsibilities
10.1. The Role of the Line Manager

- Performance Development is an ongoing process, and the Line Manager has a continuing responsibility for the support and development of the colleagues they lead. It is the responsibility of the Line Manager to ensure that Performance

Development meetings take place and that the process is completed in accordance with the requirements of the policy:

- For teaching colleagues, there will be a minimum entitlement of one annual planning/review meeting and one interim review.
- For central / cross-trust and support staff colleagues, there will be a minimum entitlement of one annual planning/review meeting and one interim review.
- For all colleagues, an additional interim review will be held, in exceptional circumstances, if it is necessary to amend objectives, for example because of emerging new priorities or a change of role. Consideration will also be given should colleagues request an additional review.
- Line Managers will be responsible for:
  - The ongoing development of colleagues that they lead.
  - Supporting their teams with their Inquiry Question, development and any Leadership Objectives throughout the Performance Development period;
  - Agreeing new Inquiry Questions and Leadership Objectives linked to the Trust, school, or team strategic objectives at the start of a new cycle.

10.2.   The Role of Colleagues

- All colleagues are expected to support and participate in the Performance Development process and any agreed development activities arising from the process.
- In addition, colleagues should engage fully in the development process, including in research, evidence, resources, exploring best practice and implementation of improvement strategy.   Colleagues should prepare for any Performance Development meetings and be prepared to articulate their professional learning over the course of the cycle.

10.3.   Performance Development of the Headteacher and Executive Leaders

- The Performance Development of Headteachers will be carried out by the CEO. The Chair of Governors will be invited to attend where requested by the Headteacher. This will include a relevant Inquiry Question along with additional Leadership Objectives.
- The Performance Development of Executive Leaders will be carried out by the relevant Line Manager, which could be the CEO, Director of Education Development or CFO. This will include a relevant Inquiry Question along with additional Leadership Objectives.

10.4.   Performance Development and Headteachers

- The Headteacher is responsible for the Performance Development of all colleagues but will delegate this responsibility to Line Managers.

11. The Planning and Review Meeting

11.1. Performance Development discussions are most successful when both colleagues and their Line Managers are well informed and prepared. The areas for discussion should be agreed at the start of the meeting as should the arrangements for making notes and writing up Performance Development records. These will remain within an appropriate electronic performance learning and development system.

11.2. The Performance Development record should include:

11.2.1. Acknowledgement of achievements, strengths, good practice and successes of colleagues as appropriate;

11.2.2. Review of development against the previous year's Inquiry Question, leadership objectives where appropriate and relevant competency framework/the teaching standards;

11.2.3. Review of professional development activities undertaken in the previous period including how these activities have enhanced colleagues work effectiveness;

11.2.4. Agreement of Inquiry Questions and additional leadership objectives if appropriate for the coming year linked to Trust, school or team improvement plans;

11.2.5. Agreement of how leadership objectives will be assessed and evidence of achievement gathered;

11.2.6. Agreement of how development will be supported, and objectives met.

12. Interim Meetings

12.1. For all colleagues, there will be a minimum of one interim review during each Performance Development cycle. The date for the interim reviews may be set at the annual Planning and Review Meeting or may be set or additional reviews at an agreed time with the Line Manager.

12.2. The main purposes of the interim reviews are:

- o To review the colleague's development, Inquiry Question and any leadership / responsibility / objectives where appropriate;
- o To provide guidance and support.

12.3. Additional interim reviews may be held if there is a need to review objectives due to changing circumstances or colleagues moving to a different job role. Consideration will also be given should a colleague request an additional review.

13. Inquiry Questions and Leadership Objectives

13.1. The leadership objective, for colleagues with additional responsibility, and Inquiry Question set will be relevant to the individual's job role and contribute to strategic objectives. Colleagues with additional leadership responsibility may have a

specific objective set in relation to this. It is the policy of the Trust to give colleagues no more than 2 objectives in addition to an Inquiry Question. Please see the table below for more detail.

13.2. Performance Development should begin with the assumption that all colleagues, unless there is evidence to the contrary, are meeting the relevant standards; where national standards are unavailable, job descriptions will be used. Any objectives, including Inquiry Question, set will be rigorous, challenging, achievable, time-bound, fair and equitable in relation to teachers with similar roles/responsibilities and experience.

13.3. In this Trust:

- Main scale teachers and colleagues with no leadership responsibility will have their Inquiry Question (except for those identified in 5.9 above) and no additional objectives;
- All teachers with a Teaching and Learning Responsibility (TLR), any other colleagues with additional responsibility, UPR holders, those on the Leadership Spine, including the Headteacher and Executive Team, will have leadership objectives as well as their Inquiry Question.
- The tables below indicate the most likely position for any teacher or support staff colleague within our Trust:

Teacher	Inquiry Question	Objectives to be agreed to be recorded on Arbor alongside but separate to Performance Development
ECT	As per ECT programme requirements	As per ECT programme requirements
Main Scale	Yes	No objectives to be set
Main Scale plus responsibility	Yes	1 objective to be set
UPR	Yes	1 objective to be set relating to UPR
UPR plus responsibility	Yes	2 objectives to be set: 1 relating to UPR 1 relating to responsibility

Leadership team	Yes	2 objectives to be set relating to responsibility

Support Staff.	Inquiry Question	Objectives to be agreed to be recorded on Arbor alongside but separate to Performance Development
Without leadership responsibility	Yes (except for those identified in 5.9 above)	No objectives to be set
With leadership responsibility	Yes	1 objective to be set relating to responsibility

13.4. To achieve maximum coherence and focus our Trust we will have:

- A coherent set of Trust priorities that set the strategic direction of the organisation;
- School priorities closely linked to the Trust strategic direction;
- Each colleague will have an Inquiry Question designed to drive exceptional strategic work and change, along with one or two leadership objectives for those colleagues with additional responsibility as part of their role or those on UPR.
- Leadership objectives for those with additional responsibility will be to implement and develop aspects of their leadership portfolio.

14. Articulating Professional Development

14.1 It is important that all colleagues can articulate their professional development and professional learning over the course of a cycle. The Inquiry Question Evaluation report supports this and should be completed during each phase of the cycle to reduce and minimise workload.

14.2 Self-evaluation is an important part of an effective Performance Development process and colleagues can develop their skills when they explore their strengths and areas for development through reflection. This is an important part of preparing for any Performance Development meetings.

14.3 At the Review of a teacher's Performance Development the teacher will provide the following evidence:

- ○ The teacher's Professional Development records and reflections upon their development as a teacher over the year which is a crucial element of the overall Performance Development process and plays a central role in the Trust's drive to improve the overall quality of teaching. This is achieved through completion of the Inquiry Question Evaluation Report.

Appendix 1: Inquiry Questions Evaluation Report

Name:	Subject:	School:
Inquiry Question:		
Intent	**Implementation**	**Impact**
Context: (Information on pupil cohort or selected group. Any other background information that contextualises your Inquiry Question)	**Planning:** (What planning was required to successfully complete your Inquiry Question?	**Findings**: (What did the evaluation show?)
Aims: (What were the aims of your Inquiry Question? What did you intend to prove, develop, or explore based on your prior knowledge, evidence and/or data analysis? [Maximum of three bullet points])	**Deliver:** How did you deliver your Inquiry Question? What did this look like? This might include examples of resources)	**Conclusions:** (Did you chosen strategy show impact? Could you scale this up? Does it need adaptation? Did it not work as well as you had hoped?

Rationale: (What was the strategy you selected and why did you specifically choose that strategy? What evidence did you use to support your Inquiry Question?)	Challenges: (What challenges did you face? Did you have to make any changes during the process?)	Final Thoughts: (What impact has this Inquiry Question had on you, your professional practice, thinking and learning?)
Evaluation Metrics: (How did you intend to measure the impact of your chosen strategy?)	Reflection: (What would you do differently? How might you change your implementation approach?)	Next Steps: (Keep/Grow/Change): What could you do better next time? How can you develop your Inquiry Question work further?

Appendix 2

The Performance Development Process

Stages in the process

- The annual Performance Development process works on a cyclical basis which is shown below.
- There are three phases to each cycle of the Performance Development process. In the autumn term, as Headteachers and Line Managers establish and share their priorities, colleagues will be engaging in professional learning, research, and evidence to support improvement. Colleagues will write Inquiry Questions, which will enable their disciplined inquiry for the year ahead.
- Inquiry Questions will be quality assured, to create maximum coherence between Trust, school or team and individual inquiry questions.
- Leadership Objectives will be agreed for those colleagues who have additional responsibility as part of their role.
- In the spring term, colleagues will implement the strategies and disciplined inquiry they have designed.

In the summer term, their development work is evaluated and at the end of the cycle, colleagues can reflect on their development and decide whether their work can be adapted to increase impact, has efficacy to have wider impact or whether they have identified a particular practice that has little or no impact in their context.

o Planning and Review Meeting takes place. o Inquiry Question and leadership objective (where relevant) agreed. o Engagement in evidence, research and resources to support IQ, including a minimum 5 hours of development time. o Quality assurance of IQs and objectives. o Clarity is established around Leadership Objectives and colleagues are ready to launch IQ strategies.	o Colleagues launch their IQ strategies over the Spring term, or a period defined by the relevant leader or Headteacher o The length of time should provide opportunity for strategies to yield impact. o Those colleagues who have agreed additional leadership objectives will also be focused on these areas and are likely to have been doing so prior to the launch of their IQ.	o Colleagues begin to gather evidence for their Planning and Review meeting the following September. o All evidence should be readily available and generate no additional workload. o The mandatory evidence is the IQ evaluation report, which is provided as part of the process and completed throughout the year.

Prepare	Deliver	Evaluate
Autumn	Spring	Summer
Intent	Implementation	Impact

- The Performance Development process is a vehicle to ensure high quality people development. The process provides an opportunity for the Line Manager and colleague to have an in-depth, two-way, confidential discussion regarding development needs, job role, the quality of their work and their impact on all our learners. It gives the Line Manager an opportunity to give appropriate appreciation and recognition of good work and commitment to development. At the same time, it gives colleagues the opportunity to discuss how they are progressing in terms of their own development and leadership objectives if these are applicable.

- Issues of concern regarding performance should be addressed as and when they arise as part of normal day-to-day line management and, therefore, should not be raised as part of Performance Development. Concerns regarding performance for all colleagues should be dealt with as part of line management.