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# Performance management for headteachers

Revised performance management arrangements 2012

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## Guidance

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# Performance management for headteachers

<b>Audience</b>	Local authorities, governing bodies of maintained schools, institutions within further education sector, headteachers of maintained schools and other interested parties.
<b>Overview</b>	This guidance document outlines the School Teacher Appraisal (Wales) Regulations 2011 that came into force on 1 January 2012 in order to strengthen performance management arrangements for headteachers, teachers and unattached teachers.
<b>Action required</b>	All schools are required to move to the revised performance management arrangements by 31 December 2012.
<b>Further information</b>	Enquiries about this document should be directed to: Learning Improvement and Professional Development Division Welsh Government Cathays Park Cardiff CF10 3NQ e-mail: <a href="mailto:PracticeReviewandDevelopment@wales.gsi.gov.uk">PracticeReviewandDevelopment@wales.gsi.gov.uk</a>
<b>Additional copies</b>	This document can be accessed from the Welsh Government's website at <a href="http://www.wales.gov.uk/educationandskills">www.wales.gov.uk/educationandskills</a>
<b>Related documents</b>	<p>The existing performance management guidance and procedures relating to the 2002 regulations may still be used until schools move to the revised arrangements but no later than 31 December 2012. They can be accessed from the following link: <a href="http://www.wales.gov.uk/topics/educationandskills/publications/guidance/performance-man-for-teachers?lang=en">www.wales.gov.uk/topics/educationandskills/publications/guidance/performance-man-for-teachers?lang=en</a></p> <p>The new regulations that came into force on 1 January 2012 are The School Teacher Appraisal (Wales) Regulations 2011 No.2940 (W.316) and can be found following this link: <a href="http://www.legislation.gov.uk/wsi/2011/2940/contents/made">www.legislation.gov.uk/wsi/2011/2940/contents/made</a></p>

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## Introduction

Performance management helps schools to improve by supporting and improving the work of head teachers as individuals and leaders of school teams. It sets a framework for teachers and leaders to agree and review priorities and objectives in the context of the school's improvement plan. It focuses attention on making teaching and leadership more effective to benefit pupils, teachers, and schools.

This guidance is designed to be supportive, not prescriptive. It relates to requirements detailed in the School Teacher Appraisal (Wales) Regulations 2011 and should be read in conjunction with the regulations.

The Regulations provide for the appraisal of the performance of head teachers at community, voluntary, foundation, community special, foundation special or maintained nursery schools. The performance management appraisal does not form part of any disciplinary or dismissal procedures.

### Professional Standards for Education Practitioners in Wales

Head teachers must demonstrate they meet the Leadership Standards as part of assessment arrangements for the National Professional Qualification for Headship (NPQH) and continue to meet them whilst they are in the role of head teacher. They provide a framework to enable head teachers to identify their performance management objectives and to choose the most appropriate professional development activities. Where a head teacher no longer meets these standards then the Governing Body should consider competency or capability procedures. Where a decision is taken to enter into a formal competency or capability procedure then that procedure supersedes performance management arrangements.

The Leadership Standards can be found at:

[www.wales.gov.uk/topics/educationandskills/publications/circulars/practitioners/?lang=en](http://www.wales.gov.uk/topics/educationandskills/publications/circulars/practitioners/?lang=en).

### Guidance contents

This guidance is divided into eight sections.

#### 1. School performance management policy

The School Performance Management Policy is the written policy setting out how performance management in the school will be implemented.

#### 2. Appointment of appraisers

An appraisal panel will consist of at least 2 governors appointed by the Governing Body and 2 appraisers appointed by local authority.

### **3. The appraisal cycle**

The Governing Body will determine the timing of the appraisal cycle for the head teacher at the school.

### **4. Initial planning, setting of objectives and monitoring procedures**

Performance Management is a continuing process that takes place over a year. It is a continuous cycle involving three stages of planning, monitoring performance and reviewing performance.

### **5. The appraisal review and the appraisal statement**

The annual performance review is a formal opportunity for the head teacher and the appraisal panel to recognise achievements and to discuss areas for improvement, support and professional development.

### **6. Appeals**

Where issues cannot be resolved with the appraisal panel, the head teacher has the opportunity to appeal against the appraisal statement.

### **7. Provision/retention/use of appraisal statements**

The requirements of disclosure, retention and use of appraisal statements.

### **8. Other related issues**

Managing weak performance; and pay and performance.

### **Notes**

Reference to Head Teacher includes an Acting Head Teacher.

Where a head teacher is employed at two or more schools, performance at each school must be appraised. In such situations it is expected that governing bodies should co-operate over timing etc and, where possible, work together to minimise burdens.

## **School performance management policy**

The School Performance Management Policy is the written policy setting out how performance management in the school will be implemented as required by the School Teacher Appraisal (Wales) Regulations 2011. The governing body, the local authority and the head teacher must establish the School Performance Management Policy. In the event that agreement cannot be reached the local authority must determine the School Performance Management Policy.

The written policy must set out how performance management at the school is to be implemented. Before establishing the policy the governing body must ensure that all teachers at the school are consulted and that the role of the recognised teacher trade unions are fully respected in this process. The governing body will make a copy of the policy available for inspection at the school at any reasonable time by teachers employed at the school, any person involved in the inspection of the operation of the performance management system and any appraiser appointed in accordance with the Appraisal Regulations.

The policy should set a framework for all staff to agree and review priorities and objectives within the context of the school's development plan and their own professional development needs. It will assist in the aim to develop all staff, and to help, where appropriate, to raise standards of achievement for pupils.

The School Performance Management Policy should be reviewed and, if necessary, amended following consultation every school year.

At least once during each school year the head teacher must make a written report to the governing body about the operation of the School Performance Management Policy under these Regulations, the effectiveness of the school's appraisal procedures, and the training and development needs of the teachers and the head teacher.

## Appointment of appraiser

Appraisal of a head teacher will be carried out by a panel consisting of:

- at least two governors, appointed by the governing body;
- one or two appraisers appointed by the local authority; and
- additionally, where the appraisal is of a head teacher of a school which has a religious character, the Diocesan Authority may appoint an appraiser.

It is very important that the governing body selects the governors who are best equipped to help carry out the appraisal of the head teacher and, where necessary, have the ability to provide suitable support throughout the annual cycle. This must include at least one appraiser who is a foundation governor of the school if it is a school which has a religious character or a voluntary aided school which does not have a religious character. Also, no governor may be appointed as an appraiser of the head teacher if they are a teacher or other member of staff at the school.

The governing body should consider the attributes of a good appraiser and which governors are best able to meet these. Attributes the governing body may consider include:

- good communication skills;
- good interpersonal skills;
- good skills in information seeking and data analysis including the ability to understand, interpret and analyse key performance indicators relating to school performance;
- good working relationship with the head, including his/her trust and respect;
- good understanding of the head teacher's job;
- sufficient time to carry out their role as appraiser and to do justice to the process;
- familiarity with the school's training plan and related budget; and
- familiarity with performance management procedures.

With regard to the number of governors appointed as appraisers the governing body need to give consideration to the possible need for replacement appraisers as well as the potential requirement of suitable governors for an appeal panel and associated processes. As such the expectation is that there would not be more than 4 appointed as appraisers.

The governing body may at any time appoint a new appraiser in place of any existing governor. The head teacher should be notified in writing of the reason why such a change is necessary and this note should be attached to the Appraisal Statement.

The governing body may make a request at any time to the local authority for the appointment of a new appraiser in place of an existing appraiser appointed by the local authority but such appointment shall be at the local authority's discretion and any refusal shall be accompanied by a written explanation of the reasons for the refusal.

The local authority will normally appoint 2 appraisers to the panel. When nominating representatives to act as appraisers the local authority should also consider the attributes of a good appraiser. In addition to those listed above, the local authority representatives would also normally have knowledge of and/or familiarity with the school, the role of the head teacher and of relevant local authority priorities.

The head teacher should be consulted on who will be appointed as their appraisers.

Finally, where the time a head teacher spends teaching amounts to a significant proportion of a head teacher's role then specific consideration should be given to the inclusion of an appraiser with Qualified Teacher Status (QTS).

## **The appraisal cycle**

The governing body must determine the timing of the appraisal cycle for the head teacher of the school. The length of an appraisal cycle will normally be one year and will begin after 1 September and before 31 December unless the local authority and the governing body agree otherwise.

The governing body must take all reasonable steps to ensure that the first appraisal cycle for a head teacher of the school in post on the date on which the Regulations come into force begins no later than 31 December 2012.

In the case of the first appraisal cycle under the Regulations of a head teacher in post on the date on which the Regulations come into force, the governing body may determine that the length of that appraisal cycle is a period other than one year provided that it begins no earlier than 1 January 2012 and ends no later than 31 December 2012. Similarly, following the appointment of a new head teacher the governing body may determine that the length of the head teacher's first appraisal cycle in the new post will be a period of less than one year. Due consideration should be given to the process where a shorter period is undertaken.

Once begun, appraisal cycles for every head teacher are continuous. The appointment of a new appraiser does not cause a head teacher's appraisal cycle to begin again.

The governing body should ensure that timings link with the school's planning cycle including the Self Evaluation Report, the School Improvement Plan, the school's banding (where applicable), the availability of performance data and may also take account of the annual pay cycle.

The Cycle should also take account of the availability of the head teacher's written report to the Governing Body about the operation of the School Performance Management policy.

## Initial planning, setting of objectives and monitoring procedures

Performance management involves both the appraisers and the head teacher working together on ensuring that objectives are discussed and agreed; on the head teacher receiving regular and objective feedback from the panel; on the panel ensuring, where necessary, that the head teacher has access to provision of adequate coaching, training and development; and on a formal annual performance review.

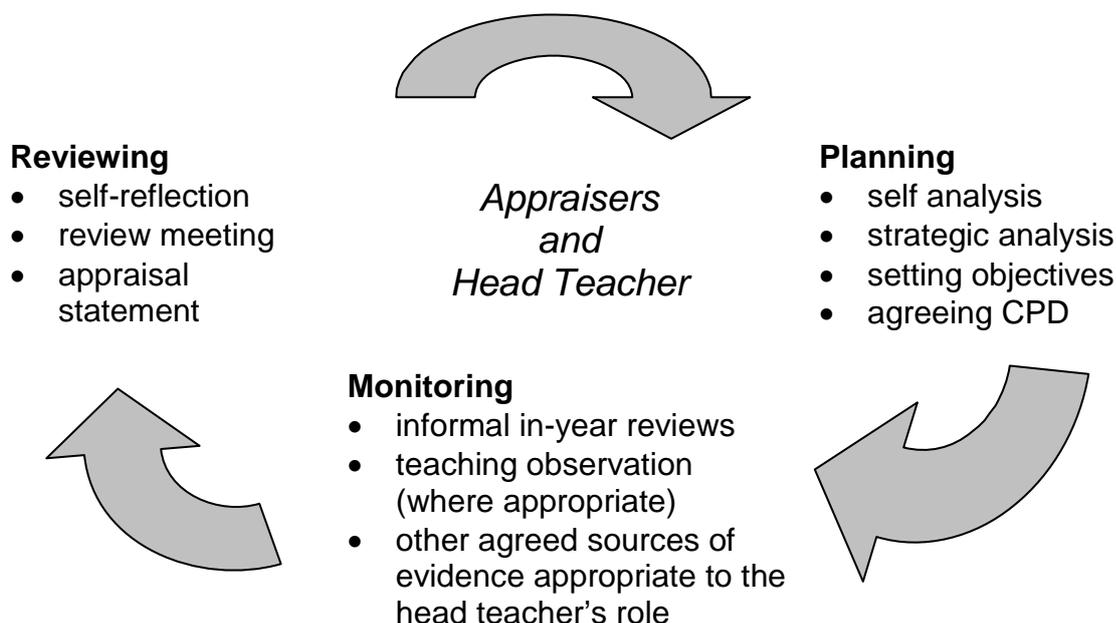
Best practice in performance management is characterised by:

- a commitment to the attainment and welfare of pupils;
- an appreciation of the crucial role that head teachers play;
- commitment to the performance and welfare of staff;
- an atmosphere of trust between the head teacher and their appraisers, which allows for rigorous evaluation of strengths and identification of areas for development;
- encouragement to share good practice;
- the integration of performance management into the overall approach to leading and managing the school.

## The process of performance management

### The performance management cycle

Performance management is a continuing process that takes place over a year. It is a continuous cycle involving three stages of planning, monitoring performance and reviewing performance. Best practice in performance management is characterised by a collaborative approach where the appraisers and head teacher take joint responsibility for the effective implementation of the process.



## **Planning**

Prior to the planning meeting the head teacher should:

- consider the use of self-analysis and reflection to prepare for the discussion with the appraisers where specific objectives have been agreed;
- focus on both personal needs and on what will be needed to ensure that pupils make good progress;
- understand the school's priorities outlined in the school improvement plan; and
- consider the need for evidence and the requirement to keep an up to date practice review and development record.

Prior to the planning meeting appraisers should:

- be familiar with statutory performance management procedures;
- be familiar with the school performance management policy;
- be familiar with the head teacher's job description;
- reflect on the school improvement plan and any relevant pupil performance information and consider the priorities that are relevant to the teacher's work; and
- be aware of the school's CPD system.

## **Preparing objectives**

Before or at the start of the appraisal cycle, all the appraisers and the head teacher must meet to plan and prepare for the appraisal and to seek to agree the head teacher's objectives. The meeting will normally be combined with the annual appraisal review meeting (see page 13). It is important that adequate time should be allocated to the meeting to fully cover all aspects of the appraisal while taking the head teacher's other priorities into account.

It is recommended that this meeting should be combined with any meeting with the local authority to discuss the school improvement plan and issues relating to the school banding. This discussion will include matters such as self-reflection, school improvement planning, evaluating provision, identifying underperformance, evaluating the quality of teaching and learning, promoting professional learning communities (PLCs), supporting action research into effective practice, facilitating networks of professional practice, curriculum planning, assessment for learning, development of skills, removing barriers to learning, development and welfare of staff and developing robust performance management systems. Much, if not all, of this discussion will be relevant to the preparation of the head teacher's objectives.

As this may encompass a wide and varied discussion, in some cases it may be necessary to hold more than one meeting. For example, a pre-meeting by all the members of the appraisal panel may help develop a consistent approach.

All relevant data should be shared with all parties prior to the meeting.

Evidence will include the school's banding (where applicable) and relevant support identified to enable priorities for improvement to happen. Alongside this, consideration of a range of other performance data will give Governors and the local authority the opportunity to ensure that CPD, INSET, and PLCs can be focussed on national priorities of literacy, numeracy, and breaking the link between poverty and attainment as well as school improvement priorities identified through analysis of the school's data.

### **Setting objectives**

There can be no hard and fast rules on the number of objectives that may be set but experience suggests that about 3 would normally be sufficient.

Setting objectives does not mean itemising every activity or task but picking out key expectations and developmental priorities.

In order that evidence-based judgements can be made, it is recommended that objectives are:

- clear;
- concise;
- measurable;
- challenging; and
- relevant.

The head teacher's objectives should, if they are achieved, contribute to improving the progress of pupils at the school; and must take account of relevant evidence including the School Performance Information.

Taken as a whole the objectives must relate to:

- school leadership and management;
- the head teacher's job description;
- any relevant pay progression criteria;
- any relevant whole-school or team objectives specified in the School Improvement Plan;
- the professional standards for head teachers as specified by the Welsh Ministers; and
- any national priorities for school improvement set by the Welsh Ministers.

They may also take into account the head teacher's professional aspirations.

In this context the professional standards should be looked at as a whole to provide a backdrop to discussions to help head teachers identify areas of strength and areas

for further development taking into account the stage the head teacher is at in their career.

The appraisers will record the objectives, and where appropriate, it may be helpful to list them in priority order. These should be discussed and jointly agreed with the head teacher if possible. In most instances there will be agreement on the objectives, however, if they are not agreed then the appraisers must set out in writing such objectives as the appraisers consider appropriate. The head teacher will be allowed to add comments in writing.

In line with regulatory requirements elsewhere, appraisers should ensure that in setting objectives regard should be taken of what can reasonably be expected of the head teacher in being able to achieve a satisfactory balance between the time required to discharge professional duties and the time required to pursue personal interests outside work.

### **Teaching**

Appraisers should give consideration to any time a head teacher spends teaching. Where this amounts to a significant proportion of a head teacher's role then specific reference should be included within their objectives. Monitoring procedures etc, for this objective will mirror those for teachers including teaching observation carried out by a person holding Qualified Teacher Status (QTS).

### **Professional development**

Professional development is a key element of the performance management process and in supporting the head teacher in enhancing their knowledge and skills. Wherever possible, professional development should be undertaken on regular basis and be consistent with the school's CPD system. Professional development opportunities are needed to support agreed objectives, to develop strengths and address areas for development or professional growth. When the objectives are set, the appraisers and the head teacher should seek to agree on the support that will be required for the head teacher to meet the objectives. If agreement cannot be reached the local authority will determine the support that is required. Where possible, consideration should be given to opportunities to share good practice widely, including beyond the school.

The individual plan and the appraisal statement are personal and confidential documents and should be kept in a secure place. The provisions of the Data Protection Act 1998 must be followed at all times by those who have access to the documents.

### **Revising objectives**

In exceptional circumstances, a head teacher's objectives may be revised by the appraisal panel at any time during the appraisal cycle. As with the setting of objectives at the start of the appraisal cycle, in most cases any revisions will be jointly agreed by the appraisers and the head teacher. However, if they are not agreed then the appraisers must set out in writing such revised objectives as the

appraisers consider appropriate. The head teacher will be allowed to add comments in writing. Following any revision then the statement of objectives must be amended to show the revised objective, the date of the revision and the reason for the revision.

### **Monitoring procedures**

At the planning meeting, in addition to objectives being set, the head teacher will discuss and agree procedures with the appraisers for monitoring performance against the objectives. They will also discuss any supportive action needed and the requirement to keep an up to date practice review and development record.

Monitoring procedures should include a variety of methods including information from: the head teacher's practice review and development record; the school improvement plan; school performance information; and any other relevant data, all of which should have been prepared for other purposes. It is important that sufficient appropriate evidence is gathered to ensure secure judgements are made.

If procedures cannot be jointly agreed, the appraisers will have the final decision and will set and record in writing the procedures to be used. The head teacher should be allowed to add comments in writing.

The head teacher and the appraisers will keep progress under review throughout the year to ensure that there is an active and collaborative review of progress. Informal in-year discussions are a means of keeping progress under review and of ensuring that head teachers are supported in their professional development. These performance review discussions can focus on the individual plan and any supportive action needed and also help keep the practice review and development record up-to-date. They can also allow objectives to be adjusted in the light of changing circumstances and/or the availability of more up to date data. However, the appraisers must obtain the consent of the head teacher before seeking to obtain information, written or oral, relevant to the head teacher's performance from other people not included within the procedures recorded at the planning meeting.

### **Teaching observation**

Where a head teacher's objectives include reference to teaching, then monitoring procedures, etc., for this objective will mirror those for teachers - including teaching observation carried out by a person holding Qualified Teacher Status (QTS).

### **Practice review and development record**

Throughout the course of the appraisal cycle the head teacher must keep an up-to-date record of:

- the head teacher's own assessment of performance against the objectives recorded in the statement of objectives;
- particulars of any professional development activities undertaken or other support provided and how this is contributing to achievement of the objectives; and

- particulars of any factors which the head teacher considers are affecting performance against the recorded objectives.

## **The appraisal review and the appraisal statement**

The annual performance review is a formal opportunity for the head teacher and appraisers to recognise achievements and, if necessary, to discuss areas for improvement and professional development. It can be combined with agreeing objectives for the following performance management cycle and any wider discussions held regarding the school improvement plan, any relevant school performance and banding information.

It is important that adequate time should be allocated to the meeting to fully cover all aspects of the appraisal while taking the head teacher's other priorities into account.

### **Self-reflection**

Prior to the review meeting, the headteacher may wish to consider, through the exercise of professional judgement, the areas for discussion in relation to the current cycle and in preparation for the next cycle.

A performance review will be more valuable and effective if the head teacher has reflected in advance on the work of the year, on the strengths and achievements and on areas for development.

The head teacher should consider performance against:

- the head teacher's own assessment of her or his performance against the objectives set at the start of the cycle;
- evidence of performance 'in the round' at the end of the review cycle;
- the benefits of any professional development undertaken and particulars of any professional development opportunities which the head teacher considers would be beneficial;
- any in-year reviews that have taken place;
- any factors which affected performance against the set objectives; and
- possible objectives for the next cycle.

### **The performance review**

At or near the end of the appraisal cycle the appraisers and the head teacher must hold an appraisal review, with the object of:

- assessing the extent to which the head teacher has met the objectives recorded in the statement of objectives taking into account the head teacher's practice review and development record and any relevant evidence gathered through the monitoring process
- determining whether there has been successful overall performance in confirming that the head teacher continues to meet the professional standards for head teachers as specified by the Welsh Ministers

- identifying the need for additional support, training or development and ways of meeting such needs, also taking into account the head teacher's practice review and development record.

The performance management review should involve consideration of a wide range of documents including:

- post Estyn Inspection Plan;
- school improvement plan;
- any relevant school performance information;
- where applicable, information used to determine the school's banding; and
- any other relevant materials including those arising from local authority reviews.

and should also involve consideration of:

- reviewing, discussing and confirming the head teacher's essential tasks, objectives and standards;
- recognising the head teacher's strengths and achievements and taking into account factors outside their control;
- confirming action agreed during informal in-year reviews;
- identifying areas for development and how these will be met;
- recognising professional development needs; and
- where combined with the planning meeting, agreeing clear objectives and completing an individual plan for the year ahead.

The date on which an appraisal review is to be held will be determined by the appraisers, but at least 10 school days notice (in writing) must be given to the head teacher of that date. The head teacher must, at least five school days before the appraisal review, submit to the appraisers the practice review and development record and this must be considered at the review.

Head teachers must meet the Leadership Standards as part of assessment arrangements for the National Professional Qualification for Headship (NPQH) and continue to meet them whilst they are in the role of head teacher. The framework the Leadership Standards provide should be used by the appraisers as a backdrop to help make a professional judgement about the overall effectiveness of the head teacher's performance in demonstrating that they continue to meet the standards. The appraisers should also take into account the stage the head teacher is at in their career.

Appraisers may find it helpful to highlight the main points raised during the review and discuss with the head teacher what will be included in the written appraisal statement.

## **The appraisal statement**

Within 10 school days of each appraisal review, the appraisers must provide the head teacher with a written statement recording the main points made by the appraisers and the head teacher at the review and the conclusions reached.

There must be recorded in an annex to the statement (which will form part of the statement) the training and developmental needs and ways of meeting such needs identified at the review.

Experience suggests that appraisers should also seek to agree the wording of the final statement with the head teacher during this 10 day period.

The head teacher may, within 10 school days of receiving a copy of the final appraisal statement add to it comments in writing, and these comments will form part of the statement.

The individual plan and the appraisal statement are personal and confidential documents and should be kept in a secure place. The provisions of the Data Protection Act 1998 must be followed at all times by those who have access to the documents.

## Appeals

Where issues cannot be resolved with the appraisal panel, the head teacher can record their dissatisfaction with the appraisal on the appraisal statement. However, the head teacher also has the opportunity to appeal against the appraisal statement if the head teacher is dissatisfied with aspects of the appraisal, and an appeals panel will be appointed to conduct a review of the appraisal.

An appeal against an appraisal statement must be made within 10 school days of receiving the statement and must be made in writing to the governing body.

An appeals panel will then be appointed to conduct an appeals review. The panel will have 4 members and will be appointed as follows:

- the chair of the governing body – unless the chair of the governing body has participated in the appraisal which is the subject of the appeal, then the governing body will appoint a governor who has not participated in that appraisal
- one other governor unless the appeal relates to a head teacher of a school which has a religious character, then the Diocesan Authority may appoint one member
- two members appointed by the local authority.

No member of the appeals panel may:

- be a teacher or other staff member at the school; and
- have participated in the appraisal which is the subject of the appeal.

The governing body should provide the appeal panel with a copy of the appraisal statement and the statement of objectives within 5 school days of receiving the notice of appeal.

The appeal review will be carried out within 10 school days of the appeal panel receiving the appraisal statement.

In conducting an appeal review the appeals panel must take into account any representations made by the head teacher.

After due consideration, the appeals panel may:

- decide that the appraisal has been carried out satisfactorily (and may make observations);
- with the agreement of all the appraisers, amend the appraisal statement; and
- order that a new appraisal be carried out.

Where a new appraisal is ordered all the appraisers must be replaced and the appeals panel must determine which appraisal procedures must be repeated.

All appraisal procedures determined to be repeated must be completed within 15 school days.

The appeals panel can not:

- determine that new objectives be agreed or set; and
- determine that the objectives agreed or set be revised.

## **Provision/retention/use of appraisal statements**

The appraisers must provide a copy of the appraisal statement to:

- the head teacher;
- the chair of the governing body; and
- the chief education officer.

And on request to:

- any governors responsible for advising about, or taking decisions in relation to, the promotion, discipline or dismissal of the head teacher or the use of any discretion in relation to pay;
- in the case of the head teacher of a school which does not have a delegated budget (within the meaning of Chapter IV of Part II of the School Standards and Framework Act 1998) any officer or adviser specifically designated by the Chief Education Officer to be responsible for advising about, or taking decisions in relation to, the use of any discretion in relation to pay.

The chair of the governing body must provide a copy of the appraisal statement upon request to:

- any officer or adviser specifically designated by the chief education officer to be responsible for advising about, or taking decisions in relation to, the performance of head teachers pursuant to regulation 6 of the Staffing of Maintained Schools (Wales) Regulations 2006;
- any appeals officer within five school days of the governing body receiving notice of an appeal.

The chair of the governing body must provide a copy of the head teacher's statement of objectives to Estyn on request.

Where a new appraiser is appointed otherwise than at the beginning of an appraisal cycle, the chair of the governing body must provide that person with a copy of any current statement of objectives.

The chair of the governing body must provide a copy of the annex to the appraisal statement to the person or persons responsible for planning the training and development at the school.

A head teacher must keep a copy of an appraisal statement until at least three years after the next appraisal statement has been finalised.

The governing body must keep a copy of the head teacher's appraisal statement until at least three years after the next appraisal statement has been finalised.

Relevant information from appraisal statements may be taken into account by school governing bodies (including committees of governing bodies), Chief Education Officers or any officers or advisers they specifically designate in taking decisions, and in advising those responsible for taking decisions, about the promotion, dismissal or discipline of head teachers or the use of any discretion in relation to pay.

## **Other related issues**

### **Managing under-performance**

The performance management appraisal does not form part of any disciplinary or dismissal procedures. However, effective line management, with clear expectations and appropriate support will go a long way towards identifying and handling any weakness in performance.

Procedures to address under-performance are the subject of separate regulations. The review meeting and the appraisal statement do not form any part of any formal disciplinary, competency or capability procedures, but any relevant information from appraisal statements may be taken into account by those responsible for taking decisions about performance, pay, promotion, dismissal or disciplinary matters, triggered by other procedures.

Where a decision is taken to enter into a formal competency or capability procedure then that procedure supersedes performance management arrangements. The performance management process may be suspended at any time during the cycle where such a decision is made.

### **Pay and performance**

The responsibility for the performance management of head teachers is devolved to the Welsh Government. The responsibility for head teachers' pay is not devolved to the Welsh Government and decisions concerning pay for both Wales and England remain the responsibility of the Department for Education (DfE).

The Welsh Government has not amended the performance management regulations in order to affect head teachers' pay one way or the other. The performance management system is primarily in place to provide a clear procedure for assessing head teachers' performance in relation to agreed objectives; which should help head teachers improve their effectiveness and ensure that professional development needs are identified and steps taken to meet them on a consistent and regular basis.

The policy for all pay matters is set through pay legislation by the Department for Education. The requirements for head teachers' pay are set out in the School Teachers' Pay and Conditions Document (STPCD). Relevant bodies need to follow these requirements and any subsequent DfE guidance in any decisions relating to pay including pay progression.