BDMAT
Birmingham Diocesan
Multi-Academy Trust

BDMAT Performance Management Policy

Issued: May 2021
For implementation from: September 2021
Revised: Summer 2026
Review date: Summer 2029

July 2026

Purpose

This policy sets out the framework for a clear and consistent assessment of the overall performance of ALL staff employed in Birmingham Diocesan Multi-Academy Trust ('BDMAT'), and for supporting their development within the context of the school's and trust's plans for improving educational provision and performance, and the standards expected of colleagues. It also sets out the arrangements that will apply when staff fall below the levels of competence that are expected of them and should be read in conjunction with the BDMAT Capability Policy.

This policy does not form part of the employment contract of BDMAT staff.

Context of this policy

BDMAT is a Christian organisation whose mission is:

To ensure a culture of continuous learning, trusting our empowered leaders to be open and generous. Together we build schools of aspiration and belonging so that all our communities can flourish.

This mission is encapsulated in our vision statements:

Clothed in LOVE (Colossians 3:14) we are a united family of schools serving our communities and helping ALL to flourish.

A key focus of our vision statements is the reference to ALL which is aimed at ensuring that all staff within BDMAT to flourish. It is therefore paramount when approaching the implementation of this policy that leaders consider staff well-being; that expectations allow staff to experience an effective work-life balance; and that each member of staff is given support to experience success in their role.

This policy should be implemented through our values of:

Love – A selfless and unconditional commitment to action resulting in service and compassion towards others.
Hope – We have a sense of confidence in the future informed by the power of love and the purposes of God.
Wisdom –We see this as knowledge mixed with compassion and presented in a manner that helps others to heal and grow. In other words, wisdom is knowledge in the service of others.

Effective date

This policy will come into effect on 1st September 2021 and will then be reviewed every three years by the BDMAT board of directors, unless changes are required sooner. In relation to capability procedures, there may be some staff that have TUPE'd across on different terms and conditions and these members of staff will need to reference these if they have concerns about the implementation of the procedures.

Consultation process

In formulating this policy, the following were consulted:

- BDMAT's Joint Consultive Committee (comprising representatives of our recognised unions). Detailed feedback was received and considered from ASCL, NASUWT, UNISON and the NEU
- BDMAT Headteachers and Chairs of Local Academy Boards
- BDMAT Black, Asian and Minority Ethnic Groups Forum
- BDMAT LGBTQ+ Forum
- BDMAT Staff Forum

Application of the policy

This policy applies to all BDMAT staff except those on contracts of less than one term, those undergoing induction i.e. ECTs and those on probationary targets (although the procedures followed for ECTs and staff on probationary targets may mirror those within this policy) and those who are subject to capability and are being managed through the BDMAT Capability Policy (or the policy that TUPE'd across with them when their school transferred into BDMAT if they were employed by that school / trust prior to the transfer to BDMAT).

Performance Management

1.0 Performance Management in BDMAT will be a supportive and developmental process designed to ensure that all staff have or fully develop the skills and access to support they need to carry out their role effectively. It will help to ensure that staff are able to continue to improve their practice and to develop.

1.1 The performance management period

The performance management period will normally run for twelve months from 1st September to 31st August for staff, although some staff who start later than the 1st September will have a shorter period but objectives will be set accordingly to reflect the reduced time period. Headteachers will either be on a 1st September to 31st August cycle or 1st January to 31st December depending upon when their performance is reviewed.

1.2 Staff 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 member of staff's objectives should take account of the length of contract. The appraiser should ensure that they meet the requirements set out within BDMAT's Probationary Policy.

2.0 Appointing appraisers

2.1 Terminology used in this policy:

Appraiser: The person identified in sections 2.2 – 2.5 who is undertaking the member of staff's review (usually the member of staff's line manager)

Appraisee: The member of staff being performance managed.

2.2 The headteacher's objectives will normally be set and reviewed by the CEO but they may delegate this to another member of the BDMAT Executive or on occasions, an external reviewer; in forming these objectives the CEO or their representative, will have regard to any discussions with the chair of governors. Where possible the chair of governors will be present for the setting and final review of headteacher objectives. The final decision regarding the objectives set and review of progress towards these rests with the CEO or their representative as the headteacher's line manager. The CEO has a duty to have regard to the work-life balance of the headteacher and objectives will reflect this. At any point the headteacher can ask for an independent review of the process being undertaken in regard to the setting, implementation or review of their objectives. The CEO will have regard to any feedback from the independent reviewer but will not be bound by it.

2.3 The headteacher will decide who will performance manage staff in their schools. Those staff performance managing teaching staff should have qualified teacher status.

2.4 The CEO will be appraised by a committee of three directors of the board of trustees with either the chair or vice chair a member of this committee.

2.5 BDMAT Central Team members will be appraised by their line manager.

2.6 The headteacher / CEO or line manager have the right to change the appraiser at any point during the cycle; there might be a cause for this if the appraisee's performance starts to cause concern or there is a breakdown in relationship between the appraisee and appraiser or if the appraiser leaves the organisation or has a different role within BDMAT. Where a change of appraiser is being made the appraisee will be consulted and made aware of the reasons for the change.

2.7 **Sickness, Maternity, Adoption or Shared Parental Leave**
Sickness absence and "family-friendly" leave should not have a negative impact on an employee's pay progression as long as the member of staff was at work for at least 0.5 of their contracted hours over the review period. Employers should arrange to assess employees on family-friendly leave against their objectives before the start of the leave and again when they return to work. Pay decisions should be taken by reference to such information as is available. This might include information from the most recent performance management review or any part of the performance management period when the employee was at work.

3.0 Setting objectives

3.1 Headteachers and BDMAT Central Team Heads of Department will have received training from the BDMAT Central Team in how to complete performance reviews and on this policy. Staff in schools should receive training from their headteachers in undertaking reviews that follow the procedures set out in this policy.

3.2 Objectives for all staff will be set before, or as soon as practicable after, the start of each performance management period. The objectives set for each member of staff will be Specific, Measurable, Achievable, Realistic and Time-bound (SMART) and will be appropriate to their role and level of experience. For teaching staff and headteachers, objectives and performance management discussions may be informed by, but will not be contingent on, teacher generated data and predictions, or assessment data for a single group of pupils. Objectives can be set in relation to assessment data, however, these will not be used in isolation and other factors will also be considered when making decisions about pay progression and performance. The appraiser and appraisee will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Where agreement was not possible, it will be noted that this was the case and that it was the appraiser who had set the objectives. The appraisee will also be able to add any comments that they wish. Objectives or timescales should be revised if circumstances change, in discussion with the member of staff.

3.3 The objectives set for each member of staff will, if achieved, contribute to the Trust's plans for improving the educational provision and performance within BDMAT.

3.4 For teaching staff, before, or as soon as practicable after, the start of each performance management period, each teacher will be informed of the standards against which that teacher's performance in that performance management period will be assessed. With the exception of those who are qualified teachers by virtue of holding and maintaining Qualified Teacher Learning and Skills (QTLS) status, all teachers must be assessed against the set of standards contained in the document called "Teachers' Standards" published in July 2011 – these are 'minimum' expectations. For Headteachers, reference will be made to the 2020 Headteachers' Standards. For other BDMAT staff, reference will be made to the member of staff's job description and / or person specification.

3.5 For teachers who are qualified teachers by virtue of holding QTLS status, it is for the headteacher to decide which standards are most appropriate.

3.6 The standard practice within BDMAT for staff paid on BDMAT Band 3 (which includes teachers, school leaders and senior support staff and above is that three

performance management objectives will be set each year but may be up to a maximum of 5 objectives as long as these are achievable in the timescale.

3.7 For members of staff who are paid on BDMAT Bands 1 and 2 (which includes cleaners, mid-day supervisors and support staff) it is likely that they will have their performance reviewed against their job description and person specification rather than through the setting of objectives; but the appraiser may decide that the setting of objectives is beneficial instead of, or as well as, a review of the job description and person specification.

3.8 As well as progress towards meeting the previous year's Performance Management objectives, staff will be assessed annually on their overall performance, ensuring that staff still meet the necessary standards set.

3.9 Development and support - performance management is a supportive process which will be used to determine decisions on pay progression and inform continuing professional development. BDMAT wishes to encourage a culture in which all staff take responsibility for improving their practice through appropriate professional development. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual staff.

4.0 Reviewing performance (teaching staff and school leaders)

4.1 **Observation** BDMAT believes that observation of classroom practice and other responsibilities is important as a way of assessing teachers' performance in order to identify any particular strengths and areas for development they may have, gaining useful information which can inform school improvement more generally and enabling teachers to learn from each other and collaborate. All observation will be carried out in a supportive fashion and not add to teacher workload. **Observations will be undertaken by someone with qualified teacher status.** The amount of observations during the year to assess performance will be discussed and agreed at the beginning of the performance cycle. Please note that there is no 'legal' number of hours that must be met or that mustn't be exceeded but at all times observations should be reasonable. Line managers may undertake additional observations during the year to support, coach and mentor staff as part of the member of staff's CPD entitlement but these will not be used for performance management purposes. Leaders should ensure that observations are not the only mechanism for assessing a member of staff and other evidence should be examined such as scrutiny of pupil books and dialogue with pupils.

4.2 For some school leaders, teaching may be an important part of their duties (for example in small schools where the headteacher is a 'teaching headteacher' and for a significant number of deputies and assistant headteachers), not only in relation to pupils' development but also as a means of role-modelling good practice to other staff. Where teaching is an important part of the leader's role it is important that observations of this practice take place.

4.3 **Feedback** Teachers and school leaders will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has come to light (and always within 5 working days of the observation unless there are exceptional circumstances). Feedback will highlight particular areas of strength, as well as any areas that require further development. Where there are ***serious concerns*** about any aspects of the member of staff's performance the appraiser will communicate this in a timely manner to the appraisee and:

- give clear feedback about the nature and seriousness of the concerns;
- give them the opportunity to comment and discuss the concerns;
- set clear objectives for required improvement (as set out in the informal structured support plan – an example of which is included in appendix A);
- agree any support (e.g. coaching, mentoring, structured observations), that will be provided to help address those specific concerns (as set out in the informal structured support plan – an example of which is included in appendix A);
- make clear how, and by when, the appraiser will review progress *(it may be appropriate to revise objectives, and it will be necessary to allow sufficient time for improvement. The amount of time is up to the appraiser but should reflect the seriousness of the concerns – the time allocated will normally be between 6-8 weeks from the setting of the structured support plan);*
- The member of staff may request more frequent reviews of progress towards objectives which the appraiser will try to meet as long as these requests are appropriate
- explain the implications and process if no, or insufficient, improvement is made – e.g. impact on pay progression and potential move to formal capability **(through following the BDMAT Capability Policy)**.
- As these processes are part of a supportive process as part of the normal Performance Management cycle, at this point there is no need for the appraisee's union representative to be involved in discussions. Union representatives will only be included in meetings and discussions if the member of staff is being supported as part of the BDMAT Capability Policy.

- Review progress towards the informal structured support plan after a period of support (normally 6-8 weeks). The appraiser will then decide one of the following:
  - That sufficient progress has been made and discontinue the additional support and continue to monitor the member of staff's performance as normal.
  - That significant progress is being made but performance is not quite at the acceptable level to extend the support for a further 4-6 weeks, and where required develop a revised structured support plan.
  - That insufficient progress has been made and the appraisee will be informed of the intention to move to dealing with their performance through the BDMAT Capability Policy.

4.4 **Annual review** Each member of staff's performance will be formally reviewed in respect of each performance management period at the end of the agreed review cycle period.

4.5 This review is the end point to the annual performance management process, but performance and development priorities will be reviewed and addressed during the cycle via an interim meeting which will take place approximately half-way through the review cycle but the appraiser or appraisee may request additional meetings.

4.6 **Evidence** The range and level of evidence collected for performance management and pay determination purposes will always be proportionate and minimise workload (the recognised Unions are invited to monitor this and draw to the attention of the employer any concerns around unnecessary workload and bureaucracy which takes teachers away from teaching and learning and/or harms their work/life balance).

4.7 The member of staff will receive as soon as practicable following the end of each performance management period – and have the opportunity to comment on – a performance management report In this Trust, teachers will receive their performance management reports by 31 October (31 December for the headteacher). The performance management report will include:

- details of the objectives for the performance management period in question;
- a review of their performance of their role and responsibilities against their objectives and the relevant standards;
- a review of the teacher's professional development needs and identification of any action that should be taken to address them;
- Formal notification that their performance has met the standards expected.

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

4.9 Where a member of teaching staff's performance is exceptional the appraiser may start to assess progress to the upper threshold sooner than when a teacher reaches M5, which will remain the normal point for starting to review (see BDMAT Pay Policy).

4.10 At the end of the review for teachers on M6 an annual discussion should take place to determine if the member of staff is likely to have reached the upper threshold. The member of staff can then decide if to submit an application to BDMAT to be assessed against the Post Threshold criteria. Applications will be assessed in line with the BDMAT Pay Policy.

4.11 Teachers who have progressed to the post-threshold upper pay scale will be assessed by their headteachers every year to determine if the member of staff has sustained the threshold, if they have then they will progress up the scale in line with the BDMAT Pay Policy. If a member of staff is no longer demonstrating that they have maintained the post-threshold criteria they should be supported to quickly re-establish these competencies. If they do not reach the expected competencies again then they may require support through a structured support plan and if progress is still not sufficient then capability procedures may need to commence in line with the principles of the BDMAT Capability Policy.

4.12 **Transition to capability** If a teacher or school leader demonstrates serious underperformance, and has not responded to support provided within the performance management process, the member of staff will be notified in writing that a meeting will be held between them, their trade union representative and the appraiser to discuss the performance management system no longer applying and their performance being managed under the capability procedure. Details of the procedure that will be followed are set out within the BDMAT Capability Policy.

5.0 Reviewing performance (school support staff and central team)

5.1 **Feedback** Support staff and central team members will receive constructive feedback on their performance throughout the year. Feedback will highlight particular areas of strength as well as any areas that require further development. Where there are concerns about any aspects of the member of staff's performance the appraiser will meet the staff member formally to:

- give clear feedback about the nature and seriousness of the concerns;
- give them the opportunity to comment and discuss the concerns;
- set clear objectives for required improvement (as set out in the informal structured support plan – an example of which is included in appendix B);
- agree any support (e.g. coaching, mentoring, structured observations), that will be provided to help address those specific concerns (as set out in the informal structured support plan – an example of which is included in appendix B);
- make clear how, and by when, the appraiser will review progress *(it may be appropriate to revise objectives, and it will be necessary to allow sufficient time for improvement. The amount of time is up to the appraiser but should reflect the seriousness of the concerns – the time allocated will normally be between 6-8 weeks from the setting of the structured support plan);*
- The member of staff may request more frequent reviews of progress towards objectives which the appraiser will try to meet these requests as long as these requests are appropriate.
- explain the implications and process if no, or insufficient, improvement is made – e.g. impact on pay progression and potential move to formal capability **(through following the BDMAT Capability policy)**.
- These processes are part of a supportive process and as such at this point there is no need for the appraisee's union representative to be involved in discussions. Union representatives will only be included in meetings and discussions if the member of staff is being supported as part of the BDMAT Capability Policy or there is a proposal to move into following the BDMAT Capability Policy.
- Review progress towards the structured support plan after a period of support (normally 6-8 weeks). The member of staff may request more frequent reviews of progress towards objectives which the appraiser will try to meet as long as these requests are appropriate. The appraiser will then decide one of the following:
    - That sufficient progress has been made and discontinue the additional support and continue to monitor the member of staff's performance as normal;

- That significant progress is being made but performance is not quite at the acceptable level to extend the support for a further 4-6 weeks, and where required develop a revised structured support plan; or
- That insufficient progress has been made and the appraisee will be informed of the intention to move to dealing with their performance through the BDMAT Capability Policy.

5.2 **Evidence** The range and level of evidence collected for performance management and pay determination purposes will always be proportionate and minimise workload.

5.3 **Transition to capability** If a staff member demonstrates serious underperformance, and has not responded to support provided within the performance management process, the member of staff will be notified in writing that a meeting will be held between them and their trade union representative to discuss the performance management system no longer applying and their performance being managed under the capability procedure (see BDMAT Capability Policy)

5.4 **Annual review:** Each member of staff's performance will be formally reviewed in respect of each performance management period.

5.5 This review is the end point to the annual performance management process, but performance and development priorities will be reviewed at an interim meeting part way through the cycle.

5.6 The member of staff will receive as soon as practicable following the end of each performance management period – and have the opportunity to comment on – a performance management report. In this Trust, support staff and Central Team members will receive their performance management reports by 31 December. The performance management report will include:

- details of the staff member's objectives for the performance management period in question (unless these were not set as the member of staff was paid on BDMAT Pay Grade 1 or 2);
- an assessment of their performance of the role and responsibilities against their objectives / job description / person spec;
- an assessment of the member of staff's professional development needs and identification of any action that should be taken to address them;

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

6.0 Appealing a Performance Management decision

6.1 If a member of staff is unhappy with a proposed objective, success criteria or timescale set by their reviewer they should initially raise this informally with them and agree to a discussion to determine if an agreement can be reached.

6.2 If an agreement cannot be reached regarding the proposed setting of an objective, success criteria or timescale etc then the reviewer has the right to proceed with these but will record against the objective that an agreement could not be reached. The member of staff will also be invited to make comment.

6.3 Appraisees have a right of appeal against any of the entries in the performance management written report at the end of the cycle when the appraiser has reached a judgement.

6.4 The first stage of appealing the outcome of the performance review will be for the appraisee to raise this with the appraiser and try to resolve the issue informally.

6.5 If it was not possible for the appraisee and appraiser to reach an agreement then the appraisee can formally request that the decisions are reviewed through the appraisee following the BDMAT Grievance Policy (which can be located on the BDMAT website).

Appendix A: Template informal structured support plan – Teaching Staff

Appendix B: Template informal structured support plan – Support Staff

BDMAT
Birmingham Diocesan Multi-Academy Trust

Appendix A

BDMAT Informal Structured Support Programme – Teaching Staff

Name of member of staff	
Date of meeting to discuss performance and support	
Present at the meeting	
Date period this plan will cover	
Date when this plan will be reviewed	

Teaching staff:
Reason(s) for the informal support plan: A number of areas have been identified where the member of staff is making unsatisfactory progress towards the Teachers' Standards and / or meeting their performance management objectives in the current cycle.

Teachers' Standards not currently being met:

- **TS1: Set high expectations which inspire, motivate and challenge pupils:** *Concerns: Include brief summary here outlining the concern against this standard*
- **TS2: Promote good progress and outcomes by pupils:** *Concerns: Include brief summary here outlining the concern against this standard*
- **TS3: Demonstrate good subject and curriculum knowledge:** *Concerns: Include brief summary here outlining the concern against this standard*

- **TS4: Plan and teach well-structured lessons:** *Concerns: Include brief summary here outlining the concern against this standard*
- **TS5: Adapt teaching to respond to the strengths and needs of all pupils:** *Concerns: Include brief summary here outlining the concern against this standard*
- **TS6: Make accurate and productive use of assessment:** *Concerns: Include brief summary here outlining the concern against this standard*
- **TS7: Manage behaviour effectively to ensure a good and safe learning environment:** *Concerns: Include brief summary here outlining the concern against this standard*
- **TS8: Fulfil wider professional responsibilities:** *Concerns: Include brief summary here outlining the concern against this standard*
- **Part 2: Personal and professional conduct:** *Concerns: Include brief summary here outlining the concern against this standard*

UPS Teachers' Standards not currently being met (if applicable):

- **Is highly competent in all elements of the relevant standards; and**
- **Achievements and contribution to an educational setting or settings are substantial and sustained.**
    - In BDMAT, this means that the teacher has consistently:
        - *demonstrated that they meet all teaching standards, both in terms of teaching and personal and professional conduct, over a sustained period.*
        - *been assessed as meeting their performance management objectives over a sustained period and in addition:*
        - *teaching has been rated as good <u>overall</u>, with some outstanding, over a sustained period.*
        - *the teacher has demonstrated over a sustained period an ability to support a high number of pupils to exceed expected levels of progress/achievement.*
        - *the teacher has consistently taken responsibility for identifying and meeting their own professional development needs and used their learning to improve their own practice and pupils' learning.*
        - *the teacher has demonstrated that they have made an impact in the school beyond their own class/group(s) over a sustained period. This may include, for example:*
        - *demonstrating an ability to coach, mentor, advise and demonstrate best practice to other teachers to enable them to improve their teaching practice.*
        - *significantly contributing to policy and practice which has improved teaching and learning across the school.*

And / or is not currently meeting the following aspects of their job description:
X
X
X

Headteachers:
Reason(s) for support plan: A number of areas have been identified where the headteacher is making unsatisfactory progress towards the Headteacher Professional Standards (*please list*).

Headteachers' standards 2020 - GOV.UK

And / or is not currently meeting the following aspects of their job description:
X
X
X

Target	What does this mean in practice?	Support	Evidence / method of monitoring
e.g. TS1: Set high expectations which inspire, motivate and challenge pupils: *Concerns: The pitch of work is not always correct; as a result pupils do not make the progress they could have achieved.*	*e.g. Planning shows appropriate teaching and activities are being planned for all pupils, based on prior assessments* *Pupils make good progress in lessons*	*e.g. Support with developing planning to be delivered by X on at least two afternoons during autumn term 2 and two afternoons in spring term 1.*	*e.g. Planning to be submitted weekly to SLT (SLT to give weekly feedback)* *SLT to observe on:* *Set dates and times*

Additional support requested by member of staff to help fulfil their role
Additional information discussed at the meeting

This plan is to support the member of staff to ensure that they meet their performance management objectives and / or meet the requirements of the required standards and / or job description. This support is an element of Part B of the BDMAT Performance Management Policy. A copy of this policy can be located on the BDMAT website at https://bdmatschools.com/documents/ alternatively please ask your line manager for a copy of the policy.

If performance does not improve sufficiently your line manager may need to consider following the procedures set out within the BDMAT Capability Policy which can be located at https://bdmatschools.com/documents/

Review 1 - DATE	
Reviewer: NAME	Reviewer: SIGNATURE
Reviewee: NAME	Reviewee: SIGNATURE

Review 2 - DATE	
Reviewer: NAME	Reviewer: SIGNATURE
Reviewee: NAME	Reviewee: SIGNATURE

Review 3 - DATE	
Reviewer: NAME	Reviewer: SIGNATURE
Reviewee: NAME	Reviewee: SIGNATURE

BDMAT
Birmingham Diocesan
Multi-Academy Trust

Appendix B

BDMAT Informal Structured Support Programme – Support Staff

Name of member of staff	
Date of meeting to discuss performance and support	
Present at the meeting	
Date period this plan will cover	
Date when this plan will be reviewed	

Support Staff/Central Staff:
The member of staff is currently not meeting the following aspects of their job description:

X
X
X

Targets	What does this mean in practice?	Support	Evidence / method of monitoring
Refer to job description for expectations, e.g. for Teaching Assistant: To prepare and organise teaching resources and ensure the classroom is ready for lessons and activities *Concerns: Preparation set by class teacher not completed in time for the start of the day*	*e.g. All resources are set out and available at the start of the lesson* *Pupils make good progress in lessons*	*e.g. class teacher/line manager to provide a weekly schedule with timescales and deadlines.*	*e.g. line manager/class teacher feedback. Review of resources before each lesson*

Additional support requested by member of staff to help fulfil their role
Additional information discussed at the meeting

If performance does not improve sufficiently your line manager may need to consider following the procedures set out within the BDMAT Capability Policy which can be located at https://bdmatschools.com/documents/

Review 1 - DATE	
Reviewer: NAME	Reviewer: SIGNATURE
Reviewee: NAME	Reviewee: SIGNATURE

Review 2 - DATE	
Reviewer: NAME	Reviewer: SIGNATURE
Reviewee: NAME	Reviewee: SIGNATURE

Review 3 - DATE	
Reviewer: NAME	Reviewer: SIGNATURE
Reviewee: NAME	Reviewee: SIGNATURE

BDMAT
Birmingham Diocesan
Multi-Academy Trust

July 2026

BDMAT
Birmingham Diocesan
Multi-Academy Trust

July 2026