



Headteacher Performance Management

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Key documents

- Headteacher Standards 2020
- Headteacher Appraisal (Performance Management) 2023-24 Version 19
- NGA Governors and Staff Performance Knowing Your School
- Appraisal Checklist
- Flowchart for Appraisal and Capability



Teacher and executive school leadership appraisal

- Appraisal should be a supportive, developmental process designed to ensure that all teachers and executive school leaders have the skills and support that they need to carry out their role effectively.
- The appraisal process should help to ensure that teachers and executive school leaders continue to improve their professional practice throughout their careers. The board should ensure a robust appraisal policy is in place which minimises impact on workload



Premise for HT appraisal

- An assumption that a Headteacher is meeting the requirements of their job description, the relevant professional duties, and reflects elements of the “**Headteachers’ Standards 2020**”.
- The content of the planning and review statement, which focuses on the key objectives for the Headteacher during that performance management cycle.



Headteachers' Standards 2020

- Headteachers, like other teachers, are expected to meet the teachers' standards.
- The headteachers' standards articulate how headteachers can meet both the additional responsibilities of headship and the requirements of the teachers' standards.



Relationship to the teachers' standards

The first section of the headteachers' standards outlines the ethics and professional conduct expected of headteachers.

- This is developed from part 2 of the teachers' standards. As such, they consist of statements that define the behaviour and attitudes which should be expected of headteachers.

The second section sets out 10 headteachers' standards.

- The first 6 standards build on the teachers' standards, whereas the other 4 standards focus on leadership responsibilities specific to headteachers. There is no hierarchy to the standards; the numbering is only to aid identification.



If there is a concern...



- Appraisal should **NOT** be used as part of a process of capability.
- If a Headteacher's performance is such that it falls below a satisfactory level in more than one significant area, Governors should consult with their HR provider, for advice and guidance on next steps, in line with the school's Appraisal and Capability policies.



Key principles...

- Clearly links appraisal and capability
- Teachers' performance will be assessed against the relevant standards, against their objectives and against their role in the school.
- Effective, transparent, and fair – and applied consistently.
- Consistent with principles and practice of equal opportunities and legislative requirements.
- Continued emphasis on professional development.
- The need to ensure appropriate confidentiality.
- Carried out in 'quality time' with regard to work-life balance



Remember : Appraisal is a process not an event



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Roles and responsibilities

Governing Bodies must ensure:

- The school's appraisal policy takes account of regulations
- They monitor the operation and outcomes of appraisal, and review the policy and its operation every year
- **Appoint two/three governors to review the Headteacher's performance on an annual basis (Appraisal Governors)**
- Appoint a pay committee and be aware of the potential for pay awards for the Headteacher in the light of the school's ISR
- They commission an appropriate external adviser to advise appointed governors on the Headteacher's performance

N.B. Academies are not bound by this legislation. However over 87% of academies in a recent NGA survey did so.



Individual School Range

The **Individual School Range (ISR)** is a concept related to head teacher pay in schools. It represents a salary range for head teachers within a specific school. Here are the key points about ISR:

1. The relevant body (such as the governing body or local authority) agrees on a range of **seven consecutive points** within the appropriate Head Teacher Group.
 2. This range is called the **Individual Salary Range (ISR)**.
 3. The minimum of the ISR must be at least the next point higher on the leadership pay spine than the maximum of the pay range of any deputy or assistant head teacher at the school.
 4. [Additionally, the minimum of the ISR should not be less than the next leadership group pay spine above the salary of the highest paid classroom teacher¹.](#)
- In summary, the ISR ensures that head teachers' salaries are appropriately aligned with their responsibilities and the school's context.

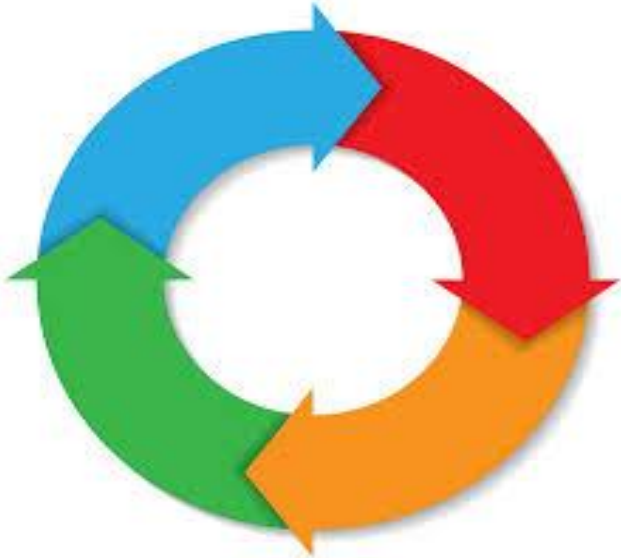


Key starting points

- Current LA / Diocesan priority level
- MAT score card or risk register for the school
- Public and most current in-house data set
- In-house data to show progress from prior attainment
- AFI's from inspection report /monitoring letter
- The school improvement plan
- Timeline for “Getting to Good” for schools currently “Requiring Improvement”
- The Ofsted Handbook criteria – Leadership & Management



The process - Step by step



3 key tasks...



The Governor Reviewers have three tasks to carry out in support of the appraisal cycle:

1. Make an assessment of the progress a Headteacher has made towards previous objectives set by the governing body
2. Agree suitable objectives with the Headteacher for the next review cycle.
3. To make a recommendation on pay progression.

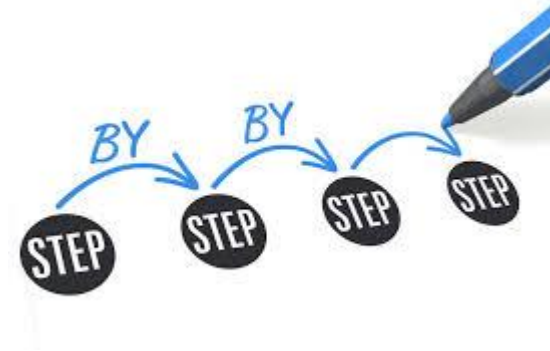


Core responsibilities

- The Chair of the HT appraisal committee should retain a copy of the Headteacher's planning and review statement for six years.
- Fulfil requests for evidence from the performance management process if the Headteacher transfers mid-cycle.
- Appoint a governor to quality assure the Headteacher's performance plan.
- Ensure the content of the Headteacher's planning and review statement is drafted having regard to the need to be able to achieve a satisfactory work life balance.
- Appoint an appeals committee and undertake action in relation to appeals in line with the school's policy.



Step by step guide



- The 8-step process



The External Adviser (EA)

- Will provide advice and guidance to the governing body to inform the appraisal of the Headteacher.
- **It is not the role of the external adviser to advise the governing body on matters relating to the pay of the Headteacher**



Headteacher's role

- Report annually to the governing body on performance management arrangements and on training and development needs.
- Play an **active part** in their own performance management and professional development including taking action as agreed at review meetings.
- Retain copies of all review outcomes and ensure the school produces and resources an effective plan for the professional development of its workforce.



An “active role” starts with evidence

- It is recommended that the Headteacher will provide a self-evaluation to the external adviser
- External adviser will conduct a review of current objectives (using the identified success criteria) and the Headteacher’s self evaluation. In addition, will advise on new objectives with measurable success criteria.



Setting suitable objectives...



What is the advice and best practice?



Setting suitable objectives...



- The governor appraisers and the Headteacher should agree the objectives based on the context of the school and their current priorities. Success criteria may be revised if circumstances change. This is usually through the mid-year review process and should only occur **in exceptional circumstances**.
- The objectives set for the Headteacher will, if achieved, contribute to the efficient management of the school, its plans for improving the school's educational provision and performance and in improving the education of pupils at that school. This will be ensured by quality assuring all objectives against the school improvement plan and the school's organisational needs.



Setting suitable objectives...



- **Objective Setting:**
- Focus on priorities for the individual linked to the school development plan and the Standards of Excellence for Headteachers
- Objectives should be time-bound, challenging and achievable.
- Reflect different timescales for different objectives.
- No specified number or type, although an odd number is preferable
- Include measurable success criteria
- Reviewers responsible for ensuring rigour.
- Reflect the need for a satisfactory work-life balance.
- Reflect experience and aspirations.



Judging “overall performance”

- Refer to the “Headteachers’ Standards 2020, selecting the most relevant domains.
- Make reference to the judgements made against each of the objectives
- Form the overall performance statement



Thank-you for joining us today.
Any questions?

