



**MAGNO**  
International  
School, Alicante  
an Orbital Education School

# PERFORMANCE MANAGEMENT STANDARDS FOR TEACHERS POLICY

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<u>Approved by:</u>	Karl Wilkinson & Rosa María Tortosa	<b>Date:</b> Sept 2024
<b>Last reviewed on:</b>	September 2024	
<b>Next review due by:</b>	[July 2026]	



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### 1.Aims & Purpose

The aim of this document is to outline Performance Management Standards for Teaching Staff across the Orbital Education group.



It should be adapted and implemented locally within each school's Performance Management processes and read in conjunction with the Orbital Teacher Standards and the Orbital Lesson Observation Form/Teacher Standards Matrix.

## 2. Introduction

The primary purpose of any Performance Management process should be to improve school performance by developing the effectiveness of teachers, both as individuals and as teams. This contributes to improved outcomes for our students and the school, but also benefits our staff; through effective performance management, strategies for continuing improvement can be identified which support effective training and development, individual progression, improved expertise and increased job satisfaction.

As Orbital schools operate within different jurisdictions and cultures, we recognise that a prescribed 'one-size-fits-all' approach to managing performance is unlikely to be appropriate. For this reason, a degree of flexibility is possible in tailoring processes to best meet the needs of the school and staff. This enables our schools to align their approach with school cultures and expectations, and better embed performance management frameworks across their school.

Whilst this is the case, continuing school improvement is the central purpose of all Performance Management systems across the group, and there are consistent elements of practice which support this objective. This document seeks to outline these elements which must be implemented within each school's Performance Management Policy.

## 3. Scope

These standards apply across all Orbital schools and are required within all school Performance Management Policies.

The provisions contained within this document are non-contractual and do not form part of any contract of employment. These provisions are subject to change. Changes will be implemented and advised from time to time.

## 4. Shared performance management Standards

The evidence is that standards rise when schools and individual teachers are clear about what is expected of them and what they expect students to achieve. For these reasons, all Orbital schools should optimise effective teaching and learning through a cycle of assessment, monitoring and review. The following shared expectations and standards must be incorporated into all schools' Performance Management Policies, to support effective management and continuing improvement:

- i) There should be a clear **Annual Performance Management Cycle**, which includes planning and target-setting, in-year monitoring and support, and regular review.



- ii) We recognise there may be variation within each school's Performance Management cycle, but there are minimum elements all must incorporate. All staff are required to participate in an **annual appraisal process**, which includes review of prior performance and target-setting of objectives for the future year. Objectives should be clear, specific and measurable, and support individual and school priorities.
- iii) To support this Performance Management cycle, each school is required to adopt, and document within their Performance Management Policy, clear processes for the observation and monitoring of Lesson Quality for all Teachers. The format of observation is not prescribed, but there must be a minimum of two teaching observations during the year, which may include walkthroughs, drop-ins or mini observations. The important aspect is that teaching is regularly reviewed.
- iv) Each school remains responsible for the method of managing, monitoring and improving individual performance locally, including managing individual underperformance, as outlined within their own Performance Management Policy.
- v) Additional approaches to observe and monitor Teacher effectiveness and the quality of Teaching and Learning may include reviews of student attainment and progress data, external assessments/exam results; book reviews; planning reviews; performance against professional standards; student feedback; learning conversations; development against individual targets; termly reviews; etc. Such further approaches are determined at a local level by the school, after due collaboration with, and approval by, your Regional Head of School.
- vi) To support our approaches to quality assurance and data management, all schools must submit **lesson observation data** to Orbital (a minimum of **two per teacher every year**). This will be done via online submission, the process for which will be shared separately. Data must be reported for each Teacher, although data will only be managed and reviewed anonymously and on a collective basis.

**Lesson Observation reports** will include a grading of the lesson, based on an our-point scale which reflects the Orbital Teacher Standards. Two reports per year are required for each Teacher. Schools have the flexibility to determine how existing local Performance Management practices map onto these gradings consistent with Orbital Teacher Standards. This adaptation and mapping process will be determined at a local level, with due collaboration and approval by your Regional Head of School to support quality assurance.

In addition, further quality assurance will be undertaken through the support and monitoring provided by the Regional Head of Schools through regular meetings, reports, analysis and visits.

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To support validity and reliability of data, training, guidance and support is provided from Head office through the Orbital CPD Hub. Short training sessions will also be available to support Principals and Senior Leaders.

- vii) Schools should report specific performance management challenges with individual teachers within their **monthly Principal's Report**. This will assist the provision of additional support from the Regional Head of Schools and Group HR Manager. Training and development need to support continuing improvement should also be reported via monthly reports and during development of annual CPD plans.

## 5. Final note

This Guiding Statement is not contractual and is subject to change at the discretion of the Orbital Education Group.

## 6. Policy review

This policy is to be reviewed every two years, although any suggestions and/or amendments will be considered on their merits.