

## Assessing the headteacher's performance

This pack is mainly about how headteachers and team leaders will put in place and use the correct strategies for the performance management of teachers. However, headteachers themselves will have their performance measured against targets set by the governing body.

This should already be happening in all schools now and is how the performance management of headteachers will take place and continue in the future. The governing body will be responsible for making sure that the headteacher's performance is properly assessed and will take into account this performance in reviewing the headteacher's pay. Annual targets will be set by the governing body. These targets should be under these two main headings:

- school leadership and management
- pupil progress.

Governing bodies must set these targets and agree the objectives so that there can be a review of overall performance at the end of the academic year, allowing the review cycle involving external assessors to become an annual process.

Targets can be short-term or can span a year or more. In agreeing the objectives, key points for governors to bear in mind are:

- The headteacher's personal contribution to meeting targets which affect the school's performance.
- There should be no fewer than three and not more than five agreed objectives.
- Objectives should not be too narrowly defined.
- Objectives should relate to the targets for action identified in the School Development Plan and the post-OFSTED action plans.
- Objectives should be relevant to both the needs of the school and the needs of the headteacher.
- There should be measurable outcomes for each objective so that all parties are clear about what evidence will be used to evaluate performance.
- One target could be for personal professional development, eg specific training in leadership, stress management, etc.

National data, including the school's PANDA reports can be used to compare and measure pupil progress. It might be useful for governors to be advised to bear in mind the following reference points during their discussion of the kinds of targets which could be set.

## Examples of objectives for school leadership

Formulation of a performance management policy, after consultation with staff and agreement by the governing body. This could be achieved by:

- the introduction of a professional development portfolio
- performance review sessions
- monitoring for effective teaching and learning.

Performance indicators for this could be:

- agreed pro forma for a professional development portfolio
- agreed programme for performance review
- agreed monitoring form which all staff would use to monitor strengths and areas of development in the teaching of their subjects.

Other examples could be:

- A major development and/or area of priority arising from the School Development Plan.
- Use of the National Standards for Headteachers to set a target.

## Example objectives for pupil progress

- Setting targets for the school key stage results.
- Strategies to remedy under-performance by a group of pupils in a given area, eg under-performance of boys in English at the end of Key Stage 2.

## Example objectives for personal professional development

Use benchmarking data more effectively. This could be achieved by improving the skills of data analysis. The performance indicator for this could be discussion with governors about the details of the school results at each key stage in the context of other local and national schools.

External advisors will assist governing bodies in setting targets and reviewing performance. During the performance review meeting, the headteacher's performance will be measured in the light of progress against agreed targets. The meeting will agree a new set of objectives, together with a plan for agreed professional development. These new objectives can be similar to those agreed previously, if they were to be completed in more than one year.

The headteacher's performance against their targets will be reflected in the governors' decision to agree to moving the headteacher a further step on the designated pay range. No pay progression will be possible unless the governing body has reviewed the overall performance of the headteacher in the light of the agreed performance objectives, and the review has shown sustained high quality performance. Whilst the increments of pay are limited to one increment point at a time, it is expected that all the different criteria related to performance objectives will become more challenging towards the top of the Individual School Ranges (ISRs) of pay.

## Lesson observation, evaluation and feedback record – 2

Subject: .....

Teacher:.....

<p><b>Learning objectives and assessment</b></p> <p>Appropriate / Not appropriate / Lack of clarity                  Shared / Not shared / Lack of clarity                  Reinforced / Not reinforced / Lack of clarity                  Achieved / Not achieved / Partly achieved                  Assessments recorded / Not recorded</p>	<p>Comments</p>																														
<table style="width: 100%; border: none;"> <tr><td style="border: none;">Delivery</td><td style="border: none;">OK / Issue</td></tr> <tr><td style="border: none;">Exposition</td><td style="border: none;">OK / Issue</td></tr> <tr><td style="border: none;">Question and answer</td><td style="border: none;">OK / Issue</td></tr> <tr><td style="border: none;">Reinforcement</td><td style="border: none;">OK / Issue</td></tr> <tr><td style="border: none;">Praise</td><td style="border: none;">OK / Issue</td></tr> <tr><td style="border: none;">Activities</td><td style="border: none;">OK / Issue</td></tr> <tr><td style="border: none;">Pace</td><td style="border: none;">OK / Issue</td></tr> <tr><td style="border: none;">Pupils on-task</td><td style="border: none;">OK / Issue</td></tr> <tr><td style="border: none;">Teacher–pupil interaction</td><td style="border: none;">OK / Issue</td></tr> <tr><td style="border: none;">Groupings</td><td style="border: none;">OK / Issue</td></tr> <tr><td style="border: none;">Teacher mobility</td><td style="border: none;">OK / Issue</td></tr> <tr><td style="border: none;">Timings</td><td style="border: none;">OK / Issue</td></tr> <tr><td style="border: none;">Overall structure of the lesson</td><td style="border: none;">OK / Issue</td></tr> <tr><td style="border: none;">Marking</td><td style="border: none;">OK / Issue</td></tr> <tr><td style="border: none;">Health and safety</td><td style="border: none;">OK / Issue</td></tr> </table>	Delivery	OK / Issue	Exposition	OK / Issue	Question and answer	OK / Issue	Reinforcement	OK / Issue	Praise	OK / Issue	Activities	OK / Issue	Pace	OK / Issue	Pupils on-task	OK / Issue	Teacher–pupil interaction	OK / Issue	Groupings	OK / Issue	Teacher mobility	OK / Issue	Timings	OK / Issue	Overall structure of the lesson	OK / Issue	Marking	OK / Issue	Health and safety	OK / Issue	<p>Comments</p>
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<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• Order and class control                      Good / Poor</li> <li>• Attitude of pupils                              Good / Poor</li> <li>• Adaptability                                      Good / Poor</li> </ul>	<p>Comments</p>																														
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## Classroom lesson observation

### Teaching

<p><b>Teaching input</b> What is the teacher doing?</p>	<p><b>Impact on pupils</b> What do pupils do as a result?</p>
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### Learning

What evidence is there of pupils learning and making progress?

Three agreed positive points about the lesson:

Two agreed areas for future development: