



## **PERFORMANCE MANAGEMENT POLICY**

### **Professional Support Staff**

**Lead Person:** Business Manager

**Governors' Committee :** Full Governors

#### **APPLICATION OF THE POLICY**

The policy applies to all support staff employed by the school except those who are the subject of capability procedures.

#### **PURPOSE**

This policy sets out the framework for a clear and consistent assessment of the overall performance of support staff and for supporting their development needs within the context of the school's improvement plan and their own professional needs.

#### **LINKS TO SCHOOL IMPROVEMENT, SCHOOL SELF EVALUATION AND SCHOOL DEVELOPMENT PLANNING**

To comply with the requirement to show how the arrangements for performance management link with those for school improvement, school self-evaluation and school development planning and to minimise workload and bureaucracy the performance management process will be a source of information as appropriate for school self-evaluation and the wider school improvement process.

The school improvement and development plan and the school's self evaluation form are key documents for the performance management process.

All reviewers are expected to explore the alignment of reviewees' objectives with the school's priorities and plans. The objectives should also reflect reviewees' professional aspirations.

#### **CONSISTENCY OF TREATMENT AND FAIRNESS**

**The Governing Body is committed to ensuring consistency of treatment and fairness in the operation of performance management.**

To ensure this the following provisions are made in relation to moderation, quality assurance and objective setting.

**Quality assurance**

The Headteacher has determined that he will delegate the reviewer role for some or all support staff for whom he is not the line manager.

In these circumstances the headteacher, where he has delegated the reviewer's duties to another colleague, may review the contents of the plan recorded in the statement.

The Headteacher will moderate all the planning statements to check that the plans recorded in the statements of support staff at the school:

- Are consistent between those who have similar experience and similar levels of responsibility;
- Comply with the school's performance management policy, the regulations and the requirements of equality legislation.

The Governing Body will review the quality assurance when the performance policy is reviewed.

**Objective setting**

The objectives set will be rigorous, challenging, achievable, time-bound, fair and equitable in relation to support staff with similar roles/responsibilities and experience and will have regard to what can reasonably be expected of any member of support staff in that position given the desirability of the reviewee being able to achieve a satisfactory balance between the time required to discharge his professional duties and the time required to pursue his personal interests outside work, consistent with the school's strategy for bringing downward pressure on working hours. They shall also take account of the member of staff's professional aspirations. They should be such that, if they are achieved, they will contribute to improving the progress of students at the school.

The reviewer and reviewee will seek to agree the objectives but where a joint determination cannot be made the reviewer will make the determination.

In this school support staff will have no more than 5 objectives per cycle of which 2 may reflect a whole school/team objective.

Though performance management is an assessment of overall performance of support staff, objectives cannot cover the full range of a member of staff's roles/responsibilities. Objectives will, therefore, focus on the priorities for an individual for the cycle. At the review stage it will be assumed that those aspects of a member of staff's roles/responsibilities not covered by the objectives or any amendment to the statement which may have been necessary in accordance with this policy have been carried out satisfactorily.

## **REVIEWING PROGRESS**

At the end of the cycle assessment of performance against an objective will be on the basis of the performance criteria set at the beginning of the cycle.

Good progress towards the achievement of a challenging objective, even if the performance criteria have not been met in full, will be assessed favourably.

The performance management cycle is annual, but on occasions it may be appropriate to set objectives over more than one cycle. In such cases, the basis on which the progress being made towards meeting the performance criteria for the objective will be assessed at the end of the first cycle and will be recorded in the planning and review statement at the beginning of the next cycle.

## **APPEALS**

At specified points in the performance management process support staff have a right of appeal against any of the entries in their planning and review statements. Where a reviewee wishes to appeal on the basis of more than one entry, this would constitute one appeal hearing.

## **CONFIDENTIALITY**

The whole performance management process and the statements generated under it, in particular, will be treated with strict confidentiality at all times. Only the reviewee's line manager or, where s/he has more than one, each of her/his line managers and the Headteacher will be provided with access to the reviewee's plan recorded in her/his statement, upon request, where this is necessary to enable the line manager to discharge her/his line management responsibilities. Reviewees will be told who has requested and who has been granted access.

## **TRAINING AND SUPPORT**

The school's CPD programme will be informed by the training and development needs identified in the training annex of the reviewees' planning and review statements.

The governing body will ensure in the budget planning that, as far as possible, appropriate resources are made available in the school budget for any training and support agreed for reviewees.

An account of the training and development needs of support staff, in general, including the instances where it did not prove possible to provide any agreed CPD, will form a part of the head teacher's annual report to the governing body about the operation of the performance management in the school.

With regard to the provision of CPD in the case of competing demands on the school budget, a decision on relative priority will be taken with regard to the extent to which: (a) the CPD identified is essential for a reviewee to meet their objectives; and (b) the extent to which the training and support will help the school to achieve its priorities. The school's priorities will have precedence. Support staff should not be held accountable for failing to make good progress

towards meeting their performance criteria where the support recorded in the planning statement has not been provided.

### **Appointment of Reviewers for Support Staff**

In the case where the headteacher is not the member of support staff's line manager, the head may delegate the duties imposed upon the reviewer in their entirety, to the member of staff's line manager. The headteacher will be the reviewer for those support staff s/he directly line manages and will delegate the role of the reviewer in its entirety to the relevant line managers for some or all other support staff.

In this school, the maximum number of support staff reviews that any line manager will be expected to undertake per cycle is 6.

Where a member of support staff has more than one line manager the headteacher will determine which line manager will be best placed to manage and review the member of staff's performance.

Where a member of support staff is of the opinion that the person to whom the headteacher has delegated the reviewer's duties is unsuitable for professional reasons, s/he may submit a written request to the headteacher for that reviewer to be replaced, stating those reasons.

Where it becomes apparent that the reviewer will be absent for the majority of the cycle or is unsuitable for professional reasons the headteacher may perform the duties himself/herself or delegate them in their entirety to another colleague. Where this colleague is not the reviewee's line manager the colleague will have an equivalent or higher status in the staffing structure as the member of support staff's line manager.

A performance management cycle will not begin again in the event of the reviewer being changed.

All line managers to whom the headteacher has delegated the role of reviewer will receive appropriate preparation for that role.

### **THE PERFORMANCE MANAGEMENT CYCLE**

The performance for support staff will be reviewed on an annual basis. Performance planning and reviews should be completed for all support staff by 28<sup>th</sup> February, with a mid-term review in July.

The performance management cycle in this school, therefore, will run from 1<sup>st</sup> March to 28<sup>th</sup> February for support staff.

Professional Support staff, who is employed on a fixed term contract of less than one year, will have their performance managed in accordance with the principles underpinning the provisions of this policy. The length of the cycle will be determined by the duration of their contract.

Where a member of support staff starts her/his employment part-way through a cycle, the headteacher, shall determine the length of the first cycle for that member of staff, with a view

to bringing the cycle into line with the cycle for other members of staff at the school as soon as possible.

### **RETENTION OF STATEMENTS**

Performance management planning and review statements will be retained for a minimum period of 6 years.

### **MONITORING AND EVALUATION**

The Governing Body will monitor the operation and outcomes of performance management arrangements.

The headteacher will provide the governing body with a written report on the operation of the school's performance management policy annually. The report will not contain any information which would enable any individual to be identified.

The report will include:

- The operation of the performance management policy;
- The effectiveness of the school's performance management procedures;
- Support staff training and development needs

The Governing Body is committed to ensuring that the Performance Management Process is fair and non-discriminatory.

The headteacher will also report whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination in relation to equal opportunities. (See Equal Opportunities Policy)

### **REVIEW OF THE POLICY**

The Governing Body will review the performance management policy every school year at its January meeting.

The Governing Body will take account of the headteacher's report in its review of the performance management policy.

The policy will be revised as required to introduce any changes in regulation and statutory guidance to ensure that it is always up to date.

The Governing Body will seek to agree any revisions to the policy with the recognised trade unions having regard to the results of the consultation with all support staff.

To ensure support staff are fully conversant with the performance management arrangements, all new support staff who join the school will be briefed on them as part of the school's induction process.

## **ACCESS TO DOCUMENTATION**

Copies of the school improvement plan are published on the school's intranet or can be obtained from the school office.

## **CLASSROOM OBSERVATION PROTOCOL**

All classroom observation will be undertaken in accordance with the performance management regulations, the associated guidance published by the Rewards and Incentives Group and the classroom observation protocol that is appended to this policy in Annex 1.

Classroom observation is only relevant in relation to

- Cover Supervisors
- Learning Support Assistants

### **ANNEX 1 CLASSROOM OBSERVATION PROTOCOL**

The governing body is committed to ensuring that classroom observation is developmental and supportive and that those involved in the process will:

- Carry out the role with professionalism, integrity and courtesy;
- Evaluate objectively;
- Report accurately and fairly;
- Respect the confidentiality of the information gained.

The total period for classroom observation arranged for any member of support staff will not exceed three hours per cycle having regard to the individual circumstances of the colleague.

The arrangements for classroom observation will be included in the planning and review statement and will include the amount of observation, specify its primary purpose, any particular aspects of the member of staff's performance which will be assessed, the duration of the observation, and who will conduct the observation.

Information gathered during the observation will be used, as appropriate, for a variety of purposes including to inform school self-evaluation and school improvement strategies in accordance with the school's commitment to streamlining data collection and minimising bureaucracy and workload burdens on staff.

In keeping with the commitment to supportive and developmental classroom observation those being observed will be notified in advance.

Classroom observations will only be undertaken by persons with QTS.

In addition in this school classroom observation will only be undertaken by those who have had adequate preparation and the appropriate professional skills to undertake observation and to provide constructive oral & written feedback and support in the context of professional dialogue between colleagues.

Oral feedback will be given as soon as possible after the observation and no later than the end of the following working day. It will be given, wherever possible, during directed time in a suitable, private environment.

Written feedback will be provided within five working days of the observation taking place. If issues emerged from an observation that were not part of the focus of the observation as recorded in the planning and review statement these should also be covered in the written feedback and the appropriate action taken in accordance with the regulations and guidance.

The written record of feedback also includes the date on which the observation took place, the lesson observed and the length of the observation. The member of staff has the right to append written comments on the feedback document. No written notes in addition to the written feedback will be kept.

A headteacher has a duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained.

Headteachers have a right to drop-in to inform their monitoring of the quality of learning.

As this school is a large school, drop-ins will be undertaken by the headteacher or members of the leadership team. Middle leaders may also perform drop-ins on their own team to monitor the quality of teaching and learning in their department.

Drop-ins will only inform the performance management process where evidence arises which merits the revision of the performance management planning statement in accordance with the provisions of the regulations.



Chair of Governors

Approved by Governors April 2011