



Maximising Potential

Performance
Management Policy –
Support Staff

Date approved by the Board: 27/09/2017

Next review date: 27/09/2020

Contents

1	Introduction	3
2	Roles.....	3
3	Assessment of Performance	3
4	Cycle for Performance Management.....	3
5	Commitment to Professional Development and Training	4
6	The Purpose and Benefits of Performance Management	4
7	Performance Management Cycle and Meetings	5
8	Preparing for the Performance Management Review Meeting	6
9	The Performance Management Discussion	7
10	Setting Objectives	7
11	Recording the Outcome of the Performance Management Discussion	8
12	Ongoing Monitoring and Review (and Mid-Year Review Meeting)	8
13	Development and Training.....	9
14	Performance Management Training and Briefing Staff	9
15	Confidentiality.....	9
16	Monitoring and Evaluation	10
17	Retention of Records	10
18	Equal Opportunities	10
19	Appeals.....	10
	Appendix A - Support Staff Performance Management Staff Preparation Sheet	12
	Appendix B - Performance Management Report	14

This procedure has been adopted by the Rowan Trust Board of Trustees following consultation with staff and their trade union / professional association representatives. This procedure supersedes any procedure previously in place in this School either formally or through custom or practice.

1 Introduction

In order to achieve its vision and aims, the Rowan Learning Trust recognises the importance that each individual member of staff plays in the provision of excellent quality education for our students. The Trust is committed to making available to all staff high quality Performance Management which will provide an opportunity for review, reflection, the celebration of success and through professional development and training opportunities assist staff in working to a high standard and achieving their full potential.

2 Roles

The Line Manager who is responsible for the Performance Management of their staff is referred to as the “Reviewer” and the member of staff is referred to as the “Reviewee”.

3 Assessment of Performance

This procedure sets out the framework for a clear and consistent Performance Management of employee performance, designed to contribute to the overall effectiveness of the School and the quality of teaching and learning for students. It is intended that the Performance Management discussion provides an opportunity for reflection, review, and the celebration of success and an assessment of performance. It is a forum for the identification of training and development needs and it provide a means of linking these into the School training and development plan.

4 Cycle for Performance Management

The process for review and objective setting will link to the academic cycle of the School. The Performance Management meetings will take place in the autumn term and there should be a planned mid-year review.

5 Commitment to Professional Development and Training

Professional development and training requires the commitment of the School and the employee. The Rowan Learning Trust is committed to providing appropriate and reasonable resources and opportunities to enable the professional development and training of all staff working within the Trust. It is expected that staff will engage seriously with the development and training opportunities provided. This may be delivered through coaching, mentoring, team meetings, network meetings, training events, professional studies and e-learning. Wherever possible these activities will be within normal contracted working hours and where staff are requested to attend training during non-contracted time, such hours may be paid with the agreement of the Headteacher. As much notice as possible will be given for these activities outside of normal contracted working hours. The Trust will ensure that employees personal circumstances are taken into consideration.

6 The Purpose and Benefits of Performance Management

The purpose of the Performance Management system is to improve the performance of staff within the School. This involves:

- Reviewing past performance against principal areas of accountability and previous objectives.
- Identifying obstacles that may be affecting performance.
- Setting future objectives, both personal and operational.
- Identifying, agreeing and planning training and development needs
- Agreeing a plan of action for the future.

The school may decide that it is more practical for some groups of staff to use a paper system for recording the Performance Management discussion and an example Performance Management Report Form is shown on pages 9 and 10.

Performance Management discussion enables the Reviewee to:

- Gain a clear picture of what is expected of them.
- Discuss priorities and be given clear direction.
- Discuss their strengths and weaknesses and to receive feedback on their performance.
- Be heard and respected.
- Be offered constructive guidance on attaining agreed objectives.
- Discuss their future professional development and training needs.

- Identify any areas of difficulty and learn from past experiences.

The Reviewer will:

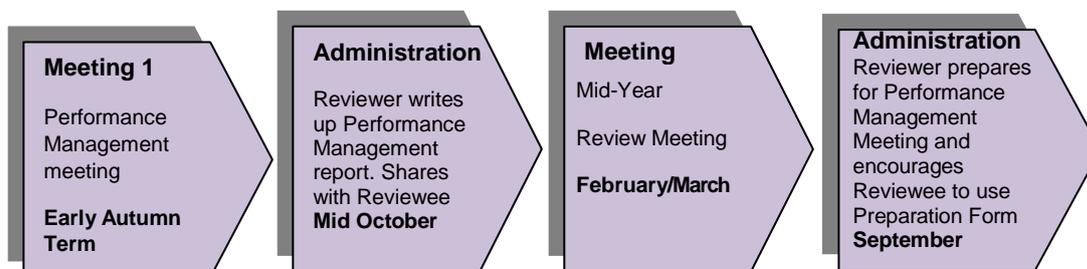
- Gain greater insight into the way the Reviewee works and performs.
- Gain greater understanding of the job-holder’s potential, needs, strengths and weaknesses.
- Have an opportunity to celebrate success and motivate them for the future.
- Use the opportunity to develop staff by agreeing future objectives.
- Identify training and development needs, particularly for those in new or changing circumstances.
- Develop a consistent approach to guidance and encouragement.

The School will:

- Benefit from improved communication with staff and improved efficiency.
- Have an increased ability to assess staffing needs and enhance the development of staff.
- Be able to plan and co-ordinate staff training needs.
- Have a more accurate assessment of individual potential.
- Benefit from an increasingly professional and competent workforce.

7 Performance Management Cycle and Meetings

Each school will determine locally the exact timing of the Performance Management period in order to fit with the local calendar of activity. However, it is intended that the Performance Management cycle will run from September to the end of August for each academic year and will include the following stages:



Note: The time scale is indicative and there will be some variation between schools.

8 Preparing for the Performance Management Review Meeting

8.1 Identification of the Reviewer

Employees will be reviewed annually by their Line Manager, taking into account the need for the Reviewer to have an understanding of the Reviewee's duties and responsibilities.

8.2 Preparing for the meeting

Reviewer Preparation:

The Reviewer should prepare by ensuring that they have a copy of the following documents:

- School Development/Departmental Improvement Plan
- Job description
- Previous Performance Management document.
- Reviewee's Self Reflection Preparation document (page 9)

The Reviewer should prepare for the Performance Management meeting, by reviewing the objectives set during the previous Performance Management cycle and considering what evidence is available to demonstrate progress.

Reviewee Preparation:

It is important for Reviewees to undertake their personal preparation for the Performance Management Review meeting. This should include reflection on performance over the past Performance Management period, - what has gone well and what not so well? How has training and development undertaken assisted the individual in their role?

Reviewees are encouraged to use the Performance Management Preparation Sheet shown on page 9 to assist them in their personal reflection. On completion, the Reviewee should provide the Reviewer with a copy of the Preparation Sheet in advance of the meeting and given reasonable paid time in the working day to complete this exercise. Where the meeting is not within normal working time consideration must be given to the employees personal circumstances e.g. childcare.

8.3 Date, time and location for meeting

The Performance Management meeting should be planned in advance. Reviewers will give at least 10 days' notice of a review meeting to enable their Reviewee to prepare. The meeting should take place in a confidential and quiet location, which is free from interruptions and disturbance. Sufficient time, at least 1 hour, should be set aside for the meeting. Wherever possible this meeting will be within normal contracted working hours and will in all circumstances be paid.

9 The Performance Management Discussion

The first part of the Performance Management Review discussion will include a reflection on the previous year; What has gone well and could be even better? There will be a review of progress with respect to the objectives set and a discussion about the evidence provided to demonstrate success. Where the Reviewee has engaged in development and training activities in the past Performance Management period, there should be a discussion about what development has taken place and how this has assisted the individual with their role.

The second part of the Performance Management discussion should focus on the future. This will include; setting appropriate objectives (see Section 10), identifying any areas for development or improvement and discussing what support, training and development may be required to support the appraise in their role.

10 Setting Objectives

Objectives should be relevant to the Reviewee's job and link to the School Improvement Plan. The scope of the objectives set should be relevant to the level and type of role undertaken.

It is good practice for the number of objectives not to exceed 3. The number should be proportionate to the role. For example, a lunch time supervisor working 2 hours a day might have one objective. Objectives should also be mutually agreed where possible.

For some roles, it may be possible to link objectives to parts of the relevant professional or occupational standards where they are in line with the existing Job Description, e.g. HLTA standards or National College competencies for School Business Managers.

Reviewers should discuss future objectives with the Reviewee, ensuring that they are relevant to the role and context. Objectives should be SMART (Specific,

Measureable, Achievable, Realistic and Time bound). Employees are not expected to be set objectives that are not within their normal job descriptions.

It is important to discuss and determine what will be used as evidence of success. This will assist in providing clarity at the next review stage as to whether or not the objective has been achieved and how it has been achieved. The system of setting SMART objectives will assist with this.

Where it is not possible to achieve agreement on the objectives, the decision of the Reviewer (Line Manger) is final. Objectives should be mutually agreed where possible.

11 Recording the Outcome of the Performance Management Discussion

11.1 Outcome of the Performance Management

The outcome of the Performance Management review and planning discussion should be recorded. This will be a confidential record of what was discussed and proposed. This will include a record of the objectives agreed and the success criteria aimed for. The record should also refer to the training and development needs identified and how these might be addressed. The Reviewee must be given an opportunity to comment on the review and the review document must be signed by both parties.

11.2 Method of recording the Outcomes

Where a paper based recording system is used, it is important that the Reviewer and appraise have a written copy of the objectives and the Reviewer have a copy of the signed document. It is important that the Reviewer and Reviewee have a written copy of the objectives.

12 Ongoing Monitoring and Review (and Mid-Year Review Meeting)

An effective Reviewer/Line Manager should monitor and review staff performance on an ongoing basis, providing regular feedback and encouragement including allowing time for informal discussions.

It is also good practice to include a planned Mid-Year Review meeting. This will provide an opportunity for a confidential discussion regarding progress with the

objectives, discuss the role and appraise performance and provide an opportunity to address any issues or areas of concern which may have arisen. In some cases, it may be necessary to adjust an objective, discuss and seek to resolve issues and challenges and identify additional support or training. These should be open and honest discussions with the aim of ensuring that there are no surprises at the time of the Performance Management review meeting.

13 Development and Training

The Performance Management discussion should include the identification of development and training needs and how the identified needs might be most effectively met.

All staff have a shared responsibility for their own professional development and training and as part of this should engage fully with training and development opportunities provided through the School. Development and training can be delivered through a variety of means. For example; coaching, mentoring, team meetings, networking, working on projects, individual reading and research, attending in-house or external training events, studying for professional qualifications.

14 Performance Management Training and Briefing Staff

It is important that all staff with Reviewer responsibilities undertake relevant training in order to understand the Performance Management policy and procedure and to develop the skills, knowledge and understanding to effectively undertake the Performance Management planning and review meetings with their Reviewee.

Schools should also ensure that staff are made aware of the Performance Management process and timeline, the purpose of Performance Management and the expectations placed on staff to engage with and participate in relevant development and training opportunities. Staff should be made aware about how they will be supported if their performance is a cause for concern.

15 Confidentiality

The Performance Management process will be treated with confidentiality and the review statements are confidential to the Reviewer, the Reviewee and Headteacher / Human Resources Manager.

16 Monitoring and Evaluation

The Headteacher and the Trust will monitor the operation and effectiveness of the School's Performance Management arrangements.

This will include the sampling of objectives to ensure that they link to School priorities, are SMART and are appropriate for the role and level of the member of staff.

The provision of an annual report to the Trust on the Performance Management process and its impact on School performance. The report should also identify the overall development and training priorities that have been identified.

17 Retention of Records

Paper and electronic Performance Management records will be retained securely for up to 6 years in accordance with the principles set out within the Data Protection Act.

18 Equal Opportunities

The Trust is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation. This policy will operate in accordance with the Trust's commitment to equality of opportunity and diversity.

19 Appeals

Where an Reviewee is dissatisfied with the Performance Management process or the Performance Management Report the Reviewee may wish to discuss and get advice from their trade union representative. The expectation is that they should first seek to resolve their concerns with the reviewing manager directly within 10 days of receiving their Performance Management Report.

Should it prove impossible to resolve matters through this route, the Reviewee may Appeal in writing to the Headteacher.

Appeals will be heard by a more senior manager. If the member of staff reports directly to the Headteacher, the Appeal will be considered by a panel drawn from the Local Governing Body. The Reviewee has the right to be accompanied at an Appeal Hearing by a trade union representative or work colleague.

The Appeal Hearing will be arranged as quickly as possible and within 15 working days of receipt of the employee's written appeal and will take into account the flexibility required for all parties to attend.

Appendix A - Support Staff Performance Management Staff Preparation Sheet

Name:	Date:
-------	-------

These questions are pointers to help you think about your performance – past, present and future in advance of your Performance Management meeting with your Line Manager. They may assist you to structure your thoughts about past performance and future activities and enable you to be clear about the things you would like to discuss. You may choose to share this form with your Line Manager in advance of your Performance Management meeting if you would like to. Alternatively, bring it with you as an aid to your discussion.

The past 12 months

What have been my achievements over the last year?

Where do I feel I have been most successful?

Where do I feel I have been least successful?

What development and training have you engaged with in the last year and how has this helped you?

The next 12 months

What do I think are the most important tasks and priorities to be achieved in the coming year?

What constraints or obstacles might prevent their achievement and in what way might they be overcome?

Appendix B - Performance Management Report

Name:

Job title:

Reviewer:

Date of meeting:

Note the employee's comments on what has gone well in the past year and any aspect that has been difficult.

--

Review of Objectives set in the past period.

Objective:	Progress:	Objective met/partially met/not met

Note your discussion about challenges or area of improvement for the coming year.

--

--

Objectives for the coming year:		
Objective:	Evidence of success:	Note of any Training and Development needed to support the achievement of the objective:

Comments from the reviewee:

--

Reviewee signature:	Date:
Reviewer signature:	Date: