



# MARISH

## Academy Trust



# Performance Management Policy for Support Staff Version 2.0

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## Section 1: Overview

### 1.1 Scope

This performance management policy applies to all support staff in schools and academies.

This procedure does not apply to support staff in their probationary period.

This procedure does not apply to teachers as separate procedures exist for performance appraisal of teachers.

The recognised trade unions have been consulted.

## 1.2 Purpose

This policy will assist governors, headteachers and Academy Trust management teams to develop their support staff. It sets out a framework for clear and consistent assessment of the overall performance of support staff and for supporting their development needs, within the context of the school development plan and their own occupational standards and job description.

## 1.3 Process

The process will be conducted by the reviewer with the reviewee (employee). The reviewer should ideally be the person with line management responsibility for the employee whose performance is being reviewed (the reviewee).

- Providing feedback on employees' job performance and behaviour
- Clearly identifying work objectives
- Agreeing required standards for both work and behavioural performance
- Agreeing a development plan linked to objectives

Ideally all objectives set should relate back to the school development/Improvement plan. However, it is acknowledged that it may be more difficult to establish a direct link between these plans for lower level posts.

Objectives discussed at the annual performance review should be recorded within our online Performance management system in consultation with both parties.

The performance management process should be a positive process. If there are issues of weakness the reviewer/manager should not wait for the formal review process to address concerns but should address these at the earliest opportunity seeking advice from the Academy Trust Leadership team and Schools HR, where appropriate. There should be no surprises in the review process.

## 1.4 Performance Management Cycle

The performance management process is on an annual cycle. The cycle ties in with the academic year, with the target-setting and planning meetings having taken place by 31<sup>st</sup> October. Where an employee commences employment part way through a cycle, the first review period should be for the period that will allow them to be placed on the same cycle as the other support staff in the following year.

## 1.5 Learning and Development

After the initial target setting meeting, in the first half term of the academic year, each employee (or group of employees) should have targets specific to their own Continuing Professional Development (CPD) and a plan highlighting the development required by staff to achieve the targets set.

It is important to remember this development can happen through a variety of means, for example:

- Team development events
  - Management or peer coaching
  - Mentoring
  - Shadowing
  - Use of ICT learning packages
  - Short-term secondments/placements
  - Specific CPD to maintain professional standing and knowledge
  - Participation in internally or externally provided training activities.

The Governing Body will ensure in the budget planning that appropriate resources are made available in the school budget for any training and support agreed for reviewees, in liaison with the Academy Leadership Team and the Schools CPD Leader/Coordinator.

## **1.6 Appeals**

If an employee is unhappy with any of the entries in the planning and review statement or the outcome of any review, they should first seek to address the situation with the reviewer. If they continue to remain aggrieved they should invoke the Trust's Grievance Procedure.

## **1.7 Monitoring and Review Process**

Each employee will have an annual target-setting meeting with their line manager (or other designated senior staff member). Objectives set should be SMART (specific, measurable, achievable, realistic and time bound) and they should relate to:

- The whole school or trust
- The employee's work related duties
- The employee's own continual professional development

The monitoring and review process should include regular supervision meetings to be set at a timescale appropriate to the school.

A mid-cycle review can take place 6 months after the target-setting meeting has taken place. Any notes, evidence or other paperwork from this meeting can be uploaded to our online performance management system too. The mid-cycle review meeting should be one of several meetings to touch base, during the year. However, it is recognised that for some groups of staff, regular supervisory meetings may not be practical.

A final review meeting will be held in the last half of the academic year for all staff. Occasionally if this proves impossible, the target setting meeting and the final review for the previous year will be combined and held in the first half term of the academic year.

## **1.8 Equality and Diversity**

The Governing Body will ensure all staff are treated equally and fairly in the implementation of this policy. Additional assistance in the review process should be provided if there are limitations due to language difficulties or physical or mental impairment.

## **1.9 Review of this Policy**

The Governing Body should review the performance management policy biannually taking into account the Headteacher's report of its efficiency in the review.

### **Section 2: Guidelines for use**

## **2.1 Identifying the reviewer**

Those closest to the line management of the reviewee should carry out the review. The section on line management clarifies which member of staff fulfils these roles. Where line management is unclear the Headteacher should appoint the reviewer. At the start of the process, if the reviewee is of the opinion that the reviewer is not suitable they should submit a written request to the Headteacher indicating the reasons why they consider the reviewer should be replaced.

## **2.2 Performance Management Target Setting Meeting**

### **2.2.1 Planning and preparation**

The reviewer should take the opportunity during the annual review of the employee to consider the employee's job description and whether it requires updating. If significant changes are made it should be submitted to Schools HR for evaluation. As well as using the job description as the basis for discussion, copies of previously set targets and objectives, notes from supervision sessions and any other key evidence of achievement from the previous year should be considered alongside.

The meeting should be planned in advance with both parties being aware of the date, time and location and enough time given for both sides to prepare. (The exception to this should be where you have staff employed for short periods or have group targets where a short group session may be sufficient). It must take place during the contracted working hours of the employee. The discussion should be two way with both sides having an opportunity to fully contribute.

### **2.2.2 Outcome**

The outcome should be agreed performance targets and an action plan, which:

- addresses any outstanding issues from the previous year
- considers performance against previously agreed objectives
- sets new objectives for the forthcoming year

The reviewer should also consider the aspirations of the employee, as well as school and other development plans. Development could also encompass succession planning and providing the skills for promotional opportunities.

### **2.2.3 Objectives**

Objectives should be challenging, achievable, time bound, fair and equitable in relation to staff members with similar roles, responsibilities and experience, and should be related to job descriptions and linked to the school development plan. They should take into account the professional aspirations of the staff member and contribute to the progression and performance of the school. For some posts it may be more appropriate to set group objectives.

The objectives should where possible should take into account the 'Common Core of Skills and Knowledge for the Childrens workforce':

1. Effective communication and engagement with children, young people, their families and carers
2. Child and young person development
3. Safeguarding and promoting the welfare of the child
4. Supporting transitions
5. Multi-agency working
6. Sharing information

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

At times it may be appropriate to set objectives that will cover a period of more than one cycle. If this is the case, it will be appropriate to identify milestones towards progress during the initial review.

### **2.2.4 Classroom Observation**

The governing body is committed to ensuring that where classroom observation has been identified as appropriate it will be developmental and supportive and 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 process of any classroom observation at Marish Academy Trust is outlined in the Impact Strategy. The primary purpose of classroom observation is to triangulate evidence about teaching and learning and curriculum delivery. However, it may be included in the evidence for

Performance Management targets for support staff too. The Impact Strategy document outlines which staff will be observed each term.

### 2.2.5 Feedback and Concerns during the Performance Management Cycle

Feedback should be constructive and approached in a sensitive manner. Feedback should be both:

- **Motivational** – identifies what is working well and has a positive impact in order to encourage.
- **Developmental** – highlights performance and behaviours that have a negative impact and encourage change.

Feedback should be ongoing throughout the target-setting meeting, mid-year review, any regular supervision meetings and final review meeting each year. Nothing discussed in the performance review meeting should be a surprise to the reviewee.

Where there are concerns about any aspect of the employee's performance, the reviewer should meet with them formally to:

- give clear feedback to the employee about the nature and seriousness of the concerns;
- give the employee the opportunity to comment and discuss the concerns;
- agree any support (e.g., coaching, mentoring, structured observations), that will be provided to address those specific concerns;
- make clear how, and by when, the reviewer will review progress (it may be appropriate to revise objectives and modify support, and it will be necessary to allow sufficient time for improvement. The amount of time is up to the school but should reflect the seriousness of the concerns and should be no more than 30 working days);
- explain the implications and process if no or insufficient improvement is made.

Usually at Marish Academy Trust, such support is provided under a personalised support plan.

When the progress is reviewed, if the reviewer is satisfied that the employee has made, or is making, sufficient improvement, the performance management process will continue as normal, with any remaining issues continuing to be addressed through that process.

### 2.2.6 Transition to Formal Capability Procedures

If the reviewer is not satisfied with the progress the employee will be notified in writing that the performance management process will no longer apply and that their performance will be managed under the school's formal Capability Procedure.

### 2.2.7 Reverting to the Performance Management Process from Capability



The Capability Procedure will end if the Headteacher is satisfied that the employee is at the desired standard of performance and the performance management process will recommence. Warnings within the Capability Procedure are time limited e.g., 12 months for a written warning and two years for a final written warning. Where a warning has been issued and there are further concerns around the employee's performance within the period of warning, the Feedback and Concerns during the Performance Management Cycle (section 2.5) of the Performance Management Procedure (this procedure) must be followed before reverting to the Capability Procedure. Where this is the case, it is expected that the next stage of the Capability Procedure will apply.

### 2.2.8 Record keeping

Our online Performance Management system is accessed by both the reviewer and reviewee. It retains records confidentially and ensures complete transparency between the two parties. The Headteacher, the reviewer and the reviewee are the **only** staff who have access to these records.

### 2.2.9 Checklist for Reviewer and Reviewee

#### 2.2.9(1) Before the meeting:

Reviewer:

- Send memo to employee highlighting meeting with the reviewer
- Agree a time and venue
- Consider evidence from previous PM cycle.
- Ask the reviewee to complete the self-evaluation tool online and consider areas for continuing or new objectives
- Recognise and encourage the sharing of good practice
- Ensure that you consider the employee's achievements in the light of any known disabilities and any reasonable adjustments you have made to support the employee in work
- Undertake the target setting and /or review meetings using evidence online to evaluate performance against objectives, behaviours, strengths and weaknesses and any underlying issues
- Ensure that you have considered any disability, in identifying potential objectives
- Consider what objectives would be appropriate for next cycle and what success criteria for them would look like
- Consider development needs and how they may best be met

Reviewee:

- Complete the online Self-Evaluation form and upload evidence
- Prepare evidence for review meeting e.g. notes from previous meetings/supervisions, evidence relating to achievement against objectives, areas of success/failure, areas for continued development, and their thoughts on future career

- Record any thoughts relating to possible objectives that may be appropriate for next year in context of service requirements, Academy Trust priorities, including the Aspire Improvement Plan and key policies e.g. on equality and diversity, health and safety and their own personal aspirations.

### **2.2.9(2) During the meeting:**

Reviewer:

- Consider reviewee's self-evaluation reflections
- Identify areas of clear agreement, focusing initially on positive outcomes
- Discuss other areas and identify clearly the basis on which you have made your assessment
- Identify no more than 4 key objectives for the reviewee and agree how a successful outcome would be measured. Record these within the online system.
- Agree priorities for development and who will take initial action and record this too
- Agree when mid-term review cycle will be scheduled

### **2.2.9(3) Post meeting**

Reviewer:

- Complete the approval of the targets within the system within 1 week

Reviewee:

- Read through final Performance Management targets and/or Review Outcomes carefully and ensure that you are in agreement with these before confirming in the system. If unsure seek clarification

### **2.2.9(4) Confidentiality**

The Headteacher, the reviewer and the reviewee are the only staff who should have access to paperwork or computerised records. Care should therefore be taken to ensure that paperwork is stored or disposed of securely. From 2019 we are using a secure online system which stores the targets, evidence and reviews securely.

## **3. Revision History**

<b>Version</b>	<b>Date</b>	<b>Author(s)</b>	<b>Comments</b>
1.0	October 2019	HT	
2-0	September 2021	Ex HT	

### 3.1 Approval History

Version	Approved	Comments
1.0	Oct 2019	Strategic Board
2.0	September 2021	Strategic Board