

# **NINE ACRES PRIMARY SCHOOL**

## **PERFORMANCE MANAGEMENT POLICY — SUPPORT STAFF**

<b>Approved By:</b>	<b>Mr C Douglass</b>
<b>Approval Date:</b>	<b>10<sup>th</sup> November 2016</b>
<b>Review Frequency:</b>	<b>Two Years</b>
<b>Next Review Due:</b>	<b>November 2018</b>

# **Performance Management Policy**

## **Introduction**

Nine Acres Primary School is committed to develop all staff through a performance management process which contributes to the overall performance of the school and the improvement of educational standards for pupils. This policy covers all support staff employed at Nine Acres.

## **Rationale**

Performance Management means shared commitment to high performance. It helps focus attention on raising standards within the school for the benefit of our pupils. It means providing appropriate and effective training and development to ensure job satisfaction, expertise and where appropriate and agreed progression of staff in their chosen profession.

We want to improve performance by developing staff as individuals and teams. We will implement our performance management process on the basis of:

- Fairness – have an awareness of the potential for unconscious discrimination and to avoid assumptions about individuals based on stereotypes; and
- Equal Opportunity – All staff should be encouraged and supported to achieve their potential through agreeing objectives, undertaking development and having their performance assessed.

## **Roles**

Performance management involves both the manager and the individual working together to ensure that objectives are discussed and agreed; regular and objective feedback is given; adequate coaching, training and development is provided and that the performance review takes place.

## **Responsibility for Reviews**

The individual's Line Manager/Headteacher being the person who has the best overview of the individual's work and the ability to provide support to the individual will carry out reviews.

## **Timing of Reviews**

For all support staff objectives must be set and agreed by the end of March each year:

- Objectives set in the Spring Term;
- Monitoring and Feedback - Occurs throughout the year by informal discussions and coaching; training where appropriate and informal 1:1 meetings in the Autumn term;
- Performance reviewed and new objectives set the following Spring Term (to be set by end of March).

## **Performance Management Cycle**

Performance Management is an ongoing cycle, not an event, involving three stages of planning, monitoring performance and reviewing performance. The end of year review and stage one may occur at the same time.

### **Stage 1 - Planning**

Each member of staff will discuss and agree objectives with their Line Manager/Headteacher and record these in an individual plan. Objectives should be challenging but realistic and take account of the School Development Plan, Departmental Objectives and Job Description. Existing skills and knowledge must also be taken into account.

Normally between 3 and 4 objectives will be set. Agreeing objectives does not mean itemising every activity but picking out key expectations and milestones. The range of objectives should match the nature of the job, including leadership or management areas as appropriate. Where someone has a wide range of managerial duties or special needs responsibilities, objectives might focus on specific areas of this work.

Objectives may be revised at any time during the performance management cycle if there is agreement between the Line Manager/Headteacher and individual. Where this takes place all reference to objectives in this policy shall be read as reference to the revised objectives.

The following principles will be followed when discussing objectives:

The Line Manager/Headteacher will ensure that the individual understands what their objectives involve, is in a position to achieve them, knows what they need to do to achieve them and understands when and how they will be reviewed;

Objectives are clear, concise and measurable;

Objectives focus on matters over which the individual has direct influence or control and take fully into account the wider socio-economic, cultural and other external influence on pupils;

Objectives where appropriate should relate to the objectives in the school development plan;

The individuals own development needs.

The Line Manager/Headteacher should record the objectives which will apply for the review period. These should be jointly agreed if possible. If there are any differences of opinion about the objectives the individual may add comments to the written record of objectives. Where objectives are revised the written record shall be amended to show the revision and all reference to objectives shall be read as references to the revised objectives.

Development opportunities are needed to support agreed objectives to develop strengths and address areas for development or professional growth.

### **Stage 2 - Monitoring Progress**

The individual and their Line Manager/Headteacher will keep progress under active review throughout the year using observation and/or other relevant information. They will discuss any supportive action needed and keep development plans up to date. Provision has been made to enable a person, other than the Line Manager/Headteacher to undertake observation where appropriate.

### **Stage 3 - Reviewing Performance**

The annual review of performance will use the recorded objectives as a focus to discuss his/her achievements and identify any development needs. It will be combined with agreeing objectives for the following performance management cycle.

The focus of the review is on how to improve their working practises and raise effectiveness.

It will involve:

- Reviewing, discussing and confirming the individual's essential tasks and objectives;
- Recognising strengths and achievements and taking account of factors outside the individual's control;
- Confirming actions agreed at other reviews;
- Identifying areas for development and how these will be met;
- Recognising development needs; and
- Agreeing clear objectives and completing an individual plan for the year ahead.

The Line Manager/Headteacher should evaluate the individual's overall performance, including an assessment of the extent to which objectives have been met. It should take into account how long the individual has been carrying out their role.

Within 10 days of the review meeting the Line Manager/Headteacher will prepare a written review statement recording the main points made at the review and the conclusions reached, including any identified development needs and activities, recorded appropriately and attached to the review statement. Once written the Line Manager/Headteacher will give the individual a copy of the statement. They may within 10 days of receiving the statement add comments to it in writing.

### **Managing Weak Performance**

Good management with clear expectations and appropriate support can help the Line Manager/Headteacher identify and handle weakness in performance.

The review meeting and review statement do not form any part of any formal disciplinary or capability procedures. However relevant information from review statements may be taken into account by those who have access to them in making decisions and in advising those responsible for taking decisions or making recommendation about performance, pay, promotion, dismissal or disciplinary matters.

### **Confidentiality**

The individual plan and review statement are personal and confidential documents and should be kept in a secure place. The principles and provisions of the Data Protection Act 1998 should be followed at all times by those who have access to the documents.

Copies of these documents will be placed on the individual's personal file.

## **Review**

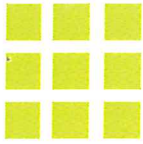
Individuals can record their dissatisfaction with aspects of the review on the review statement. Where these cannot be resolved with the Line Manager/Headteacher they can raise their concerns with the Headteacher or Chair or Vice-Chair of Governors if the review was carried out by the Headteacher.

The complaint will be investigated fully and will take account of the jobholder's comments. The Review Officer should conduct a review within 10 working days of referral. S/he may decide that the review statement should remain unchanged or may add their own observations. The Review Officer may decide with the agreement of the person responsible for carrying out the initial review to amend the review statement; or declare the review statement is void and order a new review or part of the review to be repeated. Any new review or part review ordered should be conducted within a further 15 working days.

## **Evaluation of the Policy**

The Headteacher will provide an annual report to Governors on how effective the performance management procedures have been in supporting the school development plan.

This process will be evaluated and updated from time to time by the Headteacher and Governors to meet the needs of the school.



## Nine Acres Primary School

### Appraisal Self-Review Form: Support Staff

#### Information for Appraisee

The purpose of the appraisal meeting is to enable you to discuss with your manager your job performance, any issues or concerns relating to your job, and your future plans and aspirations.

The discussion should aim at a clear understanding of:

- (a) The main scope and purpose of your job
- (b) Agreement on your objectives and key tasks
- (c) Standards or targets for measuring your performance
- (d) Your training and future prospects.

You can prepare for the meeting and discussion by completing this self-review form. You do not have to hand this form in to your manager; you may decide to use it for your own guidance only. If you choose to show it to your manager prior to your appraisal, this may allow him/her to consider your thoughts and suggestions in advance.

After the appraisal meeting, your manager will use the discussion as the basis of a completed appraisal form. You will have the chance to see this and to add your own comments to it before the form is finalised and signed by both parties.

If you have a job description it may be useful to bring a copy of it with you to the appraisal meeting.

#### Self-Review: Areas to Consider

1. Are you clear about what is required of you in your job? If there is a job description for your post is it still appropriate?

2. Do you feel that you have the appropriate resources available to you in order to do your job?

3. How do you feel about your current level of workload?

4. Do you feel you get the support you feel you need to fulfil the role effectively?

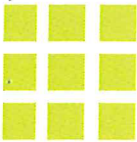
5. What do you enjoy most and least about your job?

6. Are there areas where you feel you would like to extend your work into or feel you could make a greater contribution than at present?

7. Are there skills which you would ideally like to develop in the coming year?

8. Are there any other points that you would like to raise?





**Nine Acres Primary School**

**Appraisal Form: Support Staff**

To be completed by the appraiser following the appraisal meeting

Name of Appraisee		Job Title	
Name of Appraiser		Date of Meeting	
Period Covered By Appraisal			

**1. Summary of Current Performance**

Record discussion on key areas of the job. Include, where relevant, an assessment of performance against objectives or other targets set.

## 2. Development Summary

Record any CPD activities undertaken in the appraisal period. Record any areas of the appraisee's work where further support or development has been identified as a need, or where the appraisee's performance is strong and could be developed further.

CPD activities undertaken during the appraisal period:

**Identified areas for future support/development:**

Area of Focus	Identified Support	By When

### 3. Future Objectives

Outline what objectives have been agreed for the next appraisal period, as relevant to the individual's role. As far as possible, they should be 'SMART' (i.e. specific, measurable, achievable, realistic and time-bound).

1.

2.

3.

4.

### 4. Future Plans and Aspirations

Outline any discussion about the appraisee's future work plans including any particular career or development aspirations.

### 5. Concluding Comments (Appraiser)

Please provide any final comments you would like to make on the appraisee's overall performance or any other work-related issues discussed during the appraisal. Please then sign the form below.

Appraiser's  
Signature

Date

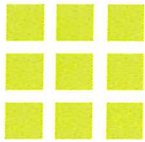
**6. Concluding Comments (Appraisee)**

The appraisee may add here any additional comments he/she wishes to make. He/she should then sign the form below.

Appraisee's  
Signature

Date





## Guide to Performance Management

### What is the purpose of Performance Management?

Performance Management sets out the framework for a clear and consistent assessment of the overall performance of support staff at the school and for supporting their development within the context of the school's plan for improving educational provision and performance and the role expectations of support staff.

The appraisal system is intended to be a supportive and developmental process designed to ensure that all members of staff:

- have the skills and support they need to carry out their role effectively;
- can continue to improve their professional practice and to develop further in their role

### The Performance Management Framework

Managers are expected to engage in a whole range of interrelated processes which underpin successful performance; neglect is likely to lead to performance and management difficulties later on.

**Recruitment** – recruiting the right people is essential and relies on having a well thought out job description and thorough person specification taking into account behaviours such as: ability to work in a team. This means knowing exactly what you want at the outset to ensure you attract the right person through appropriate advertising and selection processes. The organisational impact of poor recruitment is significant in relation to cost, time and reputation.

**Induction** – the first few weeks of employment are vital to the success of any appointment and it is during this time that a new employee will form an overall impression of the school. Crucially, the induction process will identify the future development needs for that member of staff. Employees who do not receive appropriate induction take longer to become fully effective in their role, may not achieve their full potential and are more likely to leave in the early stages of their employment.

**Probation** – an offer of employment is based on the mutual expectation that the individual is capable of and understands the requirements of the post. The probationary period is there to support the employer and employee in this period of development and assessment. During this time it is particularly important that support, feedback and training are provided and records are kept by the manager to enable an informed and timely decision to be made regarding confirmation of appointment. If it becomes clear at an early stage that despite the necessary support and guidance having been provided the probationer is not going to attain the necessary standards, prompt action should be taken in conjunction with HR to address the situation (which can include dismissal). When probation is not managed properly it can result in costly difficulties for all those involved at a later stage.

**Performance Review (Appraisal)** – reviewing an individual's performance with them must be carried out on a regular and consistent basis and will complement the more formal appraisal meeting. In addition, the individual's development needs should be reviewed and planned.

The appraisal meeting is a key record of performance objectives and expectations and can be used to inform the reward and capability processes.

**Personal Development** – contributes towards a motivated and high performing work force. Development needs should be discussed and addressed during probation, at the performance review meeting and also when an individual takes on new duties as part of their role. For development to be successful it should be included in all process change and always discussed openly. To be effective, it has to respond to genuine needs and contribute to organisational success. Although self-managed development is very much encouraged, there is an onus on all managers to ensure that staff are provided with opportunities for growth and development where possible.

**Capability Procedures** – formal warnings and dismissal are the final sanctions in managing underperformance. They are implemented when informal support mechanisms have failed to raise performance to the expected level for the role.

### **Holding an effective appraisal meeting**

An appraisal meeting is likely to take place between an employee and their direct Line Manager or Headteacher, via a one-to-one meeting on an annual basis.

Below are some good practice tips for ensuring an effective meeting.

- encourage the individual to prepare for their review and if necessary talk to them in advance about what they would like to discuss in the meeting
- enable the individual to contribute to the discussion about their own performance; self-review is a critical part of performance management
- keep the meeting conversational and ensure that the individual is comfortable enough to be open and honest with you
- consider the individual's achievement against the requirements and standards of the job
- prepare constructive honest and focused feedback. In other words, don't use the meeting as a dumping ground for everything you want to say,
- consider and discuss any development needs that have become apparent
- take ownership for any factors beyond the employee's control
- listen to the employee, but stay focussed on the purpose of the meeting
- encourage the individual to propose actions to overcome any problems and review at next meeting
- ensure clear objectives are set for the following review period

### **Effective Objective Setting**

Objectives describe something which is to be achieved. They can come in the form of targets where you are looking for a quantifiable result or tasks related to a specific piece of work or project.

**SMART** is an acronym to describe a process for writing objectives. It stands for Specific, Measurable, Achievable, Realistic and Timely.

You will know if your objective is **Specific** enough if:

- everyone who is involved knows that it includes them specifically
- everyone involved can understand it
- your objective is free from jargon
- you have defined all your terms
- you have used only appropriate language

**Measurable** is probably the most important consideration. You will know that the objective has been achieved because you have the evidence and/or measure of success. It has often been said that 'you can't manage what you can't measure'.

**Achievable** is linked to measurable. There is no point in setting an objective that is unlikely to be achieved, or one that you cannot tell is completed.

How can you determine if it's achievable?

- you know it's measurable
- others have done it successfully before
- it is theoretically possible
- you have access to the necessary resources

If it is achievable, it may not be Realistic. If it isn't realistic, it's not achievable.

**Realistic** is about resources, money and opportunity.

You need to know:

- who is going to do it
- do they have (or can they get) the skills to do a good job?
- where the necessary resources are coming from

The main reason it is achievable but not realistic is that it's not a high priority. Often something else needs to be done first, before success can be achieved. If this is the case, set up two (or more) objectives in priority order.

**Timely** means setting deadlines. These must be included otherwise the objective isn't measurable. But deadlines must be realistic, or the task isn't achievable.

## **Managing Under-Performance**

When a manager considers that an individual is underperforming, this should be dealt with as quickly as possible. Early intervention will avoid the issue escalating and enable the manager with the employee to take full early control of the situation. Managers should advise the employee at an appropriate stage of the problem and seek together a plan to achieve the standards required. Clearly, if this fails advice can follow that if they fail to improve it will result in the applicable capability procedures being followed.

Initially, however, this should be carried out informally to highlight your concerns to the individual.

### **Clarify expectations**

- be clear about what you expect of the individual
- use the job description to confirm the expectations on the role
- state clearly how this under performance is having an impact on the expectations

### **Clarify action to be taken**

- be clear about what you expect to be done
- give clear time periods for actions
- set clear qualitative/quantitative standards
- arrange dates for review meetings

- keep written records of all meetings and conversations
- put all action points and timescales in writing to the individual
- arrange counselling or occupational health intervention if appropriate

### **How Can I Give Meaningful and Constructive Feedback?**

The purpose of feedback is to help employees understand how well they are meeting performance expectations and achieving results.

It is helpful to address:

- behaviours and attitudes in respect of both performance and relationships with colleagues, parents and children
- progress and achievements in meeting goals and undertaking tasks
- development needs and capability standards critical to work success
- any other matter that is linked to expectations and performance of the job

Feedback is a regular process that acknowledges and informs continued good performance or improves the current situation of performance.

### **Giving Feedback**

- Feedback is most effective when it is given as soon as possible after the situation occurs
- Don't forget to give positive as well as negative feedback
- When you discuss performance and goals on an ongoing basis, people know where they stand at all times, so they are more likely to raise issues themselves
- Be clear about the issues you are discussing; the behaviour and effects of this. Providing feedback in terms of previously outlined goals and expectations is better understood and accepted
- Offer comments as perceptions, to be checked for clarity and understanding, rather than the truth. Be alert to issues over which the person has little or no control
- Don't overload. Choose one or two critical issues to concentrate on
- Focus on specific behaviours that the person can change. Describe the impact of their action on individuals or the group. Keep your comments objective, don't get personal, deal with the facts of the current situation, and describe the effect the performance has had on you
- Be specific in giving feedback. Describe exactly what happened so that facts, not impressions, form the basis of the feedback
- Check the feedback to make sure your understanding is accurate and fair. Check with others to avoid misjudging the situation
- Include observations on constructive behaviour as well as negative ones. People need to know what success looks like. You may want to refer to others in the team to illustrate success and meeting your expectations
- Offer specific suggestions for improvement
- Offer encouragement and end on an optimistic, but realistic note
- It is best to end a feedback discussion with clear action steps, including follow up dates.

Keep a written record of the issues discussed during the feedback sessions