



# Chiltern Way Academy

Turning Futures Around

## **Performance Management (PM) Policy (Support Staff)**

**Responsibility for this policy (job title): Vice-Principal**

**Governors' Committee with responsibility for its review: FPGP**

**Approved: 14.05.2018 (FGB)**

**Next Review Date: Summer 2019**

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## **1. Introduction**

In this Academy we are committed to PM to develop all staff, improve support staff (Teaching Assistants / Admin / Care / Behaviour / Domestic) and to raise standards of achievement for all children. This policy covers all support staff with the exception of staff on contracts of less than one year and those in their induction period.

This policy sets a framework for all staff to agree and review priorities and objectives within the context of the Academy's development plan and their own professional needs / development.

## **2. Rationale**

PM means a shared commitment to high performance. It helps to focus attention on more effective support, care and monitoring to raise the quality of support and care to benefit students, teachers and the Academy. It means providing appropriate and effective personal training and development to ensure job satisfaction, a high level of expertise and progression of staff in their chosen profession.

We want to improve Academy performance by developing the effectiveness of our staff, both as individuals and as a team. The evidence is that standards rise when schools and individuals are clear about what they expect students to achieve. That is why PM is important.

We will implement our PM arrangements on the basis of:

i. Fairness. We all need to be aware of the potential for unconscious discrimination and to avoid assumptions about individuals based on stereotypes; and

ii. Equal Opportunity. All staff should be encouraged and supported to achieve their potential through agreeing objectives, undertaking development and having their performance assessed.

## **3. Roles**

PM is a shared responsibility. The Governing Body has a strategic role in PM ensuring that performance of all staff at each campus is regularly reviewed and for monitoring the PM process.

The Principal is responsible for implementing the Academy's PM policy and ensuring that PM reviews take place.

PM involves both the Line Manager or authorised colleagues and the member of the support team working together to ensure that objectives are discussed and agreed; regular and objective feedback is given; adequate training and development is provided and that the performance review takes place.

#### **4. Responsibility for Reviews**

We will carefully consider the practical arrangements for PM to take place in each campus.

The Head of Campus will decide who shall act as team leader for each staff member on the basis of responsibilities for learning within the campus, a judgement about who has the best overview of the staff member's work and the ability to provide support to staff. In doing this, the Head of Campus will delegate responsibility to an appropriate senior colleague or initiate and oversee the process him/herself to ensure that each reviewer is responsible for a limited number of reviews (no more than 6).

#### **5. Timing of Reviews**

The one year PM cycle links with our planning for school development and target-setting. The designated person responsible for implementing the PM will ensure that objectives have been agreed and set for the member of staff by June 30<sup>th</sup> each year.

Our proposed timetable is shown below:

##### **(a) Objectives set in the Summer Term**

These will inform and support our school management policies and be linked to school development priorities. We will take account of professional development objectives referencing the school development plan before agreement of training for staff development.

Examples of objectives which maybe set:

- Look for an area around you and try to improve it
- Improve working practice in team / academy
- Establish a structured team meeting
- Further develop ICT skills / enhance record keeping

##### **(b) Monitoring and Feedback**

This section explains the academy's arrangements for review. Staff maybe observed completing their current job role; this observation will be included with the PM process.

##### **(c) Formal Reviews Summer Term**

New objectives will be set as above and future professional development activities discussed. A new individual plan will be completed for each member of staff each year. The review process will inform our Academy management policies, self-evaluation form and the School Development Plan each year (the costs of the development/training will be discussed where applicable in all reviews).

#### **6. PM Cycle**

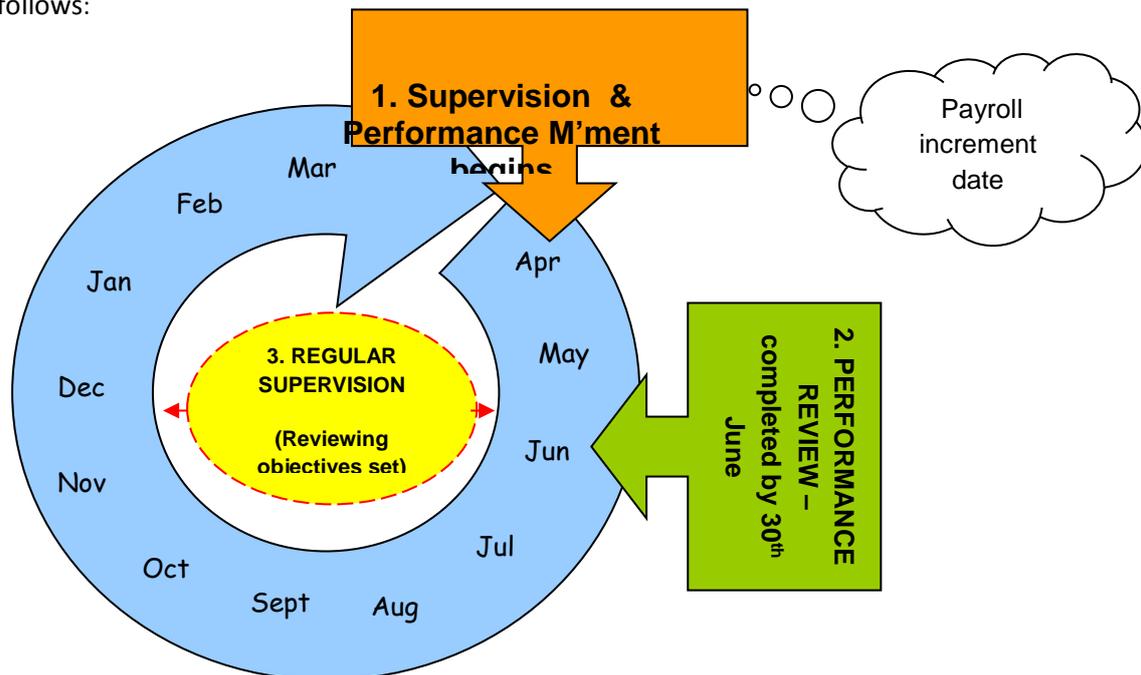
##### **Guidance on PM Reviews**

This guide outlines what is meant by a Performance Review and guidance on when they should occur throughout the year for an employee.

PERFORMANCE REVIEW	
<i>Aim</i>	Manager and employee meet to discuss areas around <b>performance, competencies and development</b>
<i>Content of meeting</i>	<ul style="list-style-type: none"> <li>○ Discuss and set individual objectives for the year.</li> <li>○ Discuss performance against the objectives.</li> <li>○ Set targets/ actions to develop performance where necessary.</li> <li>○ Discuss PM looking at any areas where the individual may need further development to achieve the required level for the post.</li> <li>○ Create/ review Targets based on the areas that require further development. This should have clear timelines and actions.</li> </ul>
<i>When</i>	Because individual objectives should be aligned to Academy, individual campuses and Team objectives, it is good practice to hold Performance review meetings with staff as aligning these to the Academy / Team objectives which have been highlighted through School Development Plans. This is an annual meeting.

REGULAR SUPERVISIONS	
<i>Aim</i>	Regular supervision should underpin PM providing an opportunity for two-way communication and for ongoing discussions about performance, competencies and development. See Appendix A
<i>Content of meeting</i>	<ul style="list-style-type: none"> <li>○ Opportunity for feedback on performance.</li> <li>○ Ensure understanding of the key objectives related to their particular department and to the Academy's objectives.</li> <li>○ Provide an opportunity to build on previous success and plan and identify goals for the future, whilst ensuring that there is adequate planned guidance and support.</li> <li>○ Create a safe forum for problem solving and for developing ideas and working practise for the future.</li> <li>○ A forum for reviewing the supervisee's performance in the context of their job description, their work activity, style, attitudes, and support of students.</li> <li>○ An opportunity to discuss current professional or training based issues, and development needs and agree ways of fulfilling them.</li> </ul>
<i>When</i>	It is recommended that supervisions are held every ½ term, but this may vary for different individuals.

An employee, (with an incremental date of April) the cycle would be as follows:



PM is set in the context of our Academy's plans for development, against the background of the local education development plan (EDP), national and local initiatives on improving schools and any recent Ofsted report for the school.

PM is an ongoing cycle, not an event, involving 3 stages of planning, monitoring performance and reviewing performance. The end of year review and Stage 1 may happen at the same time if this best suits our needs.

### Stage 1

#### Planning:

Agree objectives and complete an individual plan

### Stage 2

#### Monitoring:

Development / significant progress during year

Any issues / problems within current role

### Stage 3

**Review:** End of year

Review of progress

Support staff

Team Leader

**Stage 1: Planning** - Each member of staff will discuss and agree objectives with their Line Manager and record these in a PM Record (Annex D). Objectives should be challenging but realistic and take account the support staff's job description and their existing skill and knowledge base.

There will be no hard and fast rule about how many objectives there should be for each member of staff, but following guidance, it is expected that up to three objectives will be agreed. Agreeing objectives does not mean itemising every activity but picking out key expectations and yardsticks. The range of objectives should match the nature of the job, including leadership or management areas as appropriate. Where a support member has a wide range of managerial duties, objectives may well focus on specific areas of this work.

***Support staff objectives may cover improving generic statistics within school as well as ways of developing and improving their own professional practice.***

We will follow the following principles in discussing objectives:

- The Line Manager should ensure that the member of staff understands what his or her 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 written clearly and concisely, are time bound and measurable;
- Objectives focus on issues/matters over which the member of staff has direct influence/control and take into account fully the wider socio-economic, cultural and other external influences on students
- Objectives for each support staff member should relate to the objectives in the school development plan and any departmental or team plans as well as to his/her own professional needs.

***The Line Manager 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 support staff may add comments to the written record of objectives.***

Professional development opportunities are needed to support agreed objectives, to develop strengths and address areas for development or professional growth. The development page of the individual plan will be used to record action.

**Stage 2: Monitoring Progress** - The support member and Line Manager will keep progress under active review / supervision throughout the year using observation, formal / informal supervisions and any other relevant information. They will discuss any supportive action needed and keep development plans up-to-date.

***The Line Manager should consult the member of staff before seeking to obtain information, written or oral, relevant to the staff's performance from other people.***

**Stage 3: Reviewing Performance:** ***The annual review of staff 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 PM cycle (section 6).

The focus of the review is on how to raise performance and improve effectiveness. It will involve:

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

The Line Manager should evaluate the staff member's overall performance, including an assessment of the extent to which objectives have been met, and the staff member's contribution to the life of the school during the review period. It should take account of the stage the employee is at in his or her career.

***Within 10 days of the review meeting, the team leader 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 in a separate annex (but forming part of) the review statement. Once written, the Line Manager will give the staff member a copy of the statement. The staff member may within 10 days of first having access to the statement, add to it comments in writing signing and dating it is correct, one copy should be returned to the Line Manager the other kept for reference purposes.***

Good practice shows that the review statement should be written as soon as possible after the review, whilst the facts are still fresh in the Line Manager's memory.

## **7. Links between pay, career stages and performance management.**

***Induction - the final review meeting of the induction period can be used to agree objectives and professional development opportunities as the first stage of the staff member's subsequent PM cycle***

*Information from the performance review statement can be used to inform aspects of progression of pay (if this is applicable)*

## **8. Managing Weak Performance**

Good management, with clear expectations and appropriate support, will go a long way towards identifying and handling weaknesses in performance.

The review meeting and review statement do not form 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 recommendations about performance, pay, promotion, dismissal or disciplinary matters.***

## **9. Confidentiality**

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

## **10. Access to outcomes**

***There will only be two copies of the review statement - one held by the Member of staff and another held by the Line Manager on a central file, to which the Principal / Head of Campus or Governors responsible for making decisions regarding pay could request access. Information about performance reviews should be made available as listed below:***

- The Principal / Head of Campus should ensure that individual training and development needs are reflected in the staff development section of the school development plan and the programme for professional development;***
- The Head of Campus should ensure that training and development needs from the review statement are given to the person responsible for training and development at the school;***
- The Head of Campus should report annually to the governing body on PM in the school, including the effectiveness of the PM procedures in the school, and the training and development needs of all staff; and The Principal / Head of Campus should keep review statements for at least three years for all staff.***

## **11. Complaints**

### ***The Review***

***Within 10 days of receiving the review statement: Staff can record their dissatisfaction with aspects of the review on the review statement. Where these cannot be resolved with the Line Manager, they can raise their concerns with the Principal.***

## **12. Evaluation of the policy**

***The Principal shall provide an annual report to the Governing Body on how effective the PM procedures have been.***

As a Academy committed to ensuring that individual support staff, teams and the campuses continue to improve, the Governing Body and the Principal will check that effective and challenging objectives are set, that all reviews are completed on time and the assessment of performance is consistently applied in the school. We will evaluate the effectiveness of the policy in helping to improve standards across the school.

**13. Copies of all Standard Documents, which we will use - the individual plan, which includes the review statement and the supervision template, can be found attached in the annexes.**

## **Annex A – Supervision Template**

**Annex B - Appraisal Form** - Employee completes prior to review

**Annex C – Appraisal Form** - Appraiser completes with employee during review, referencing Annex B form completed and taking into account any supervisions during the year which have taken place as a result of probationary periods / induction or the date the employee commenced employment within the Academy. The number of objectives (up to three) set under these circumstances may be dependent on the time PM is initiated. New objectives will be set in line with the timescale as set in Section 6 for all employees joining outside of the in place PM cycle

**Annex D – Objectives Form** – Appraiser completes with employee during review. Employee needs to think about how the Objectives can be achieved and what help they may require to do so.

### **The Line Manager must:**

- Meet with each of the support staff for whom they will be the reviewer before or at the start of the performance review cycle to plan and prepare for performance review and discuss setting objectives
- Record objectives in writing and allow the job holder to add written comments if they wish. Staff objectives must include those relating to developing and improving staff's professional practice and Academy improvement.
- Monitor performance against these objectives throughout the year, and observe (if necessary) the staff member in their current role
- Consult the staff member before obtaining oral or written information from others relating to the person's performance
- Meet with the staff member at the end of the performance review cycle to review performance and identify achievements, including assessment of achievement against objectives, and to discuss and identify professional development needs/activities
- Write a performance review statement and give a copy to the staff member within 10 days of the final performance review meeting, and allow 10 days for the job holder to add written comments, sign and return.
- Pass the completed performance review statement to the Principal.

### **The Job Holder must:**

- Meet with their Line Manager before or at the start of the performance review cycle to discuss setting objectives
- Either agree objectives with the Line Manager or add written comments to the objectives recorded by the team leader
- Meet with their Line Manager at the end of the performance review cycle to review performance and identify achievements, including assessment of achievement against objectives, and to discuss and identify professional development needs/activities

- May add comments to the performance review statement or complain about their performance review statement within 10 days of receipt from the Line Manager's feedback

# CWA - Staff Supervision

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Supervisor:** \_\_\_\_\_

*Topics Discussed*

1	2
3	4
5	6
7	8

<b>DISCUSSION</b>	<b>ACTION</b>
1	
2	
3	
4	
5	
6	

Signed - Supervisor ..... Supervisee.....

as correct Date .....

Annex A - CWA



**Chiltern Way Academy**

**Professional Development and Review for Support Staff**

Section Two: Review & Planning Meeting:

Name..... Job Title.....

1. Has the past year been good / bad / satisfactory for you and why?

-

-

2. What do you like and dislike about working at the school?

3. Have there been any particular issues, concerns or achievements?

CWA					

Annex C - CWA

## **Chiltern Way Academy**

### **Professional Development and Review for Support Staff**

4. How do you see your role or skills develop in the future?
  
5. Are there any training needs which would enhance your role in school?
  
6. Comment(s) in response to Section 1 – Self Assessment (up to 3points)
  - a.
  - b.
  - c.
  
7. Objective for the next year (complete Appendix D)
  - a.
  - b.
  - c.
  
8. Any other items for discussion?
  - 
  - 
  -

Appraisers should note the following:

- personal development / full offered to all employees, not just those seeking promotion
- Training includes external / internal training, coaching , mentoring, shared learning, shadowing, distance-learning, reading books, video, meetings, workshops, manuals / guides, researching, presentations – anything that is relevant and helpful in enabling the person to meet their professional needs and personal growth
- Avoid committing to training expenditure before suitable approval, permission or availability has been confirmed – if necessary discuss training requirements with relevant authority

Annex C – CWA

**Employee Name:**

**Manager:**

**Job Title:**

**Date:**

<b><i>PM Review</i></b>	
<u>Manager:</u>	<u>Appraisee:</u>

	<u>M</u> easurables: What are your 3 key objectives?	<u>A</u> ctions: How will you achieve them?	<u>P</u> ersonal support – what help is needed?
<b>1</b>			
<b>2</b>			
<b>3</b>			

Signed:            Manager .....

Appraisee .....

Annex D - CWA