



Bungay High School...

Performance Management of Support Staff



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Opportunity and Excellence for All





Performance Management of Support Staff

Introduction

In this school we are committed to performance management to develop all staff and improve teaching and to raise standards of achievement for all children. Our support staff play a crucial role in realising this aim. This policy covers all support staff except those on a temporary contract employed for less than one year. In such a case however, the member of staff will still need to agree objectives for the duration of the contract as well as appropriate development needs. This policy sets a framework for all support staff to have performance development reviews within the context of the school's improvement plan and their own professional needs.

Rationale

We recognise that effective personal training, combined with performance development review, will help with our school's goals by promoting job satisfaction, a high level of expertise and progression for support staff.

We will implement our performance and development arrangements on the basis of:

- Fairness: We all need to be aware of the potential for unconscious discrimination and to avoid assumptions about individuals based on stereotypes; and
- Equality of Opportunity: All support staff should be encouraged and supported to achieve their potential through agreeing objectives, undertaking development and having their performance and their development needs assessed.

Roles

Performance management for support staff is a shared responsibility. The Governing Body has a strategic role in agreeing the school's policy, ensuring that performance of support staff at the school is regularly reviewed and for monitoring the performance development review process. The Headteacher is responsible for implementing the school's performance management policy for support staff and ensuring that performance development reviews take place.

Performance management involves both the reviewer and the individual (reviewee) working together to ensure that objectives are discussed, agreed and recorded. Reviewers must ensure that regular and objective feedback is given. We provide coaching, training and development for our reviewers.

See Annex A for a more detailed breakdown of roles and responsibilities.

Responsibility for Reviews

We have carefully considered the practical arrangements for performance development reviews for support staff in the school. The Head will decide who shall act as reviewer for each reviewee on the basis of responsibilities in the school, a judgment about who has the best overview of the reviewee's work and the ability to provide support to staff. In doing this, the Head has delegated responsibility to ensure reviewers carry out a fair and reasonable number of reviews. We have decided that we will limit the number of reviewees to 9.



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Timing of Reviews

The one year performance management cycle for support staff links with our planning for school management and target-setting.

Performance Development Review Cycle

Performance Development Review is an ongoing cycle, involving 3 stages of planning, monitoring performance and reviewing performance.

Stage 1: Planning: Each reviewee will discuss and agree objectives with their reviewer and record these in an individual plan. Objectives/targets should be challenging but realistic and take account of the reviewee's job description and their existing skill and knowledge base.

In April, objectives should be agreed. Agreeing objectives does not mean itemising every activity but picking out key expectations. 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, objectives might focus on specific areas of this work.

We will follow the following principles in discussing objectives:

- the reviewer should ensure that the reviewee 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 and are measurable;
- objectives focus on issues/matters over which a reviewee has direct influence/control and take into account fully any external influences;
- objectives for each reviewee should relate to the objectives in the school, faculty or team improvement plan and/or his/her own professional needs.

The reviewer 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 reviewee may add comments to the written record of objectives. Where appropriate, professional development opportunities needed to support agreed objectives should be recorded. A copy of the individual plan showing the objectives should be given to the Headteacher (or delegated representative) within 20 days of the review meeting.

Stage 2: Monitoring Progress - The reviewee and reviewer will keep progress under active review throughout the year. There will be a mid-term review. The reviewer should consult the reviewee before seeking to obtain information, written or oral, relevant to the reviewee's performance from other people.

Stage 3: Reviewing Performance - The annual review of the reviewee's performance will use the recorded targets/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.



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The review will involve:

- Reviewing, discussing and confirming the reviewee's essential work as identified by the targets and the review competencies;
- Recognising strengths and achievements and taking account of factors outside the reviewee's control;
- Confirming action agreed with the reviewee at other reviews;
- Identifying areas for development and how these will be met;
- Recognising personal development needs;
- Agreeing new clear objectives and completing an individual plan for the year aHead.

The reviewer should evaluate the reviewee's overall performance, including an assessment of the extent to which objectives have been met and the reviewee's meeting of competencies. It should take account of the stage the reviewee is at in his or her career.

Within 10 days of the review meeting, the reviewer will prepare a written review statement recording the main points made at the review and the conclusions reached, including any identified development needs. Once written, the reviewer will give the reviewee a copy of the statement. The reviewee may within 10 days of first having access to the statement, add to it comments in writing. 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 reviewer's memory.

Links between pay, career stages and performance management

All support staff have to complete the performance management cycle in order to progress through their grade scales.

At the end of the review period, the reviewer will make a recommendation that they are able to recommend a pay progression of one increment or they are unable to recommend pay progression. This will be passed on to the Headteacher for his agreement/disagreement with the reviewer's recommendations. In the case of disagreement the procedures outlined below must be followed. It is the responsibility of the Headteacher to pass a final confirmation of salary to the LEA.

In exceptional circumstances, the governors may recommend a pay progression of two increments. The governors will identify the criteria for exceptional circumstances.

Managing Weak Performance

Good management, with clear expectations and appropriate support, will go a long way towards identifying and handling weaknesses in performance. Where concerns arise about serious deficiencies in performance, performance management under this policy will cease and the School Capability procedure will be used.

The review meeting and individual plan do not form part of any formal disciplinary or capability procedures. However, relevant information from an individual plan 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.



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Confidentiality

The Performance Development Review document is personal and confidential 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.

Access to outcomes

There will only be three copies of the Performance Development Review documents. One will be held by the reviewee, one by the reviewer and another held by the Headteacher on a central file, to which the reviewer or Governors responsible for making decisions regarding pay could request access. Information about performance development reviews should be made available as listed below:

- the Head (or a delegated member of staff) should ensure that individual training and development needs are reflected in the school's staff development plan and the programme for professional development;
- the reviewee should ensure that training and development needs from the individual plan are given to the person responsible for training and development at the school;
- the Head should report annually to the governing body on performance management of support staff in the school, including the effectiveness of the performance management procedures in the school, the training and development needs of support staff and recommendations for individual people's pay progression.

The Head should keep individual plans for at least three years.

Complaints

The Review - Within 10 days of receiving the individual plan:

Reviewees can record their dissatisfaction with aspects of the review on the individual plan. Where these cannot be resolved with the reviewer, they can raise their concerns with the Head. Where the Head is the reviewer, the reviewee can raise the issue with the Chair of Governors.

The review officer (who could be the Head, the Chair of Governors or the named governors appointed by the governing body) will investigate the complaint and take account of comments made by the job holder. The review officer should conduct a review of the complaint within 20 working days of referral. S/he may decide that the individual plan should remain unchanged or may add any observations of his/her own. The review officer may decide, with the agreement of the person responsible for carrying out the initial review, to amend the individual plan, or declare that it is void and order a new review or part of the review to be repeated. Where a new review is ordered, the Headteacher will appoint a new reviewer. Any new review or part review ordered should be conducted within a further 20 days.



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Evaluation of the policy

The Head will provide an annual report to the Governing Body on how effective the performance management procedures for support staff have been. The Governing Body and the Head will update and amend the documentation and the process as required, after consultation with all support staff, to incorporate any major changes introduced either by the DfES or the school to ensure that the policy is up-to-date and effective in our school.

Annex A

A summary of roles and responsibilities

The Governing Body (or delegated to the appropriate sub-Committee):

- must determine the procedures for the performance management of support staff;
- is responsible for ensuring that the performance of support staff is reviewed in accordance with this policy and will approve the recommendations before payment.

The Chair of Governors or a named governor:

- is the review officer for support staff where the Headteacher is the reviewer.

The Headteacher:

- as proposed, will be responsible for overseeing the implementation of the school's performance management policy for support staff and may be asked by the governing body to draft the policy for consultation with staff and agreement by the governing body.

Is responsible for:

- appointing an appropriate reviewer for each applicable member of the support staff, to carry out their performance development review;
- deciding on the exact timing of the performance management cycle for support staff;
- providing a copy of a reviewee's individual plan to any review officer, including the objectives relevant to that statement;
- ensuring that current objectives are made available to a reviewee's new reviewer, if there is a change of reviewer;
- providing an annual report (without mentioning any individuals by name) on support staff performance management in the school to the governing body. It should contain a report on the operation of performance management for support staff in the school, the effectiveness of the school's performance management procedures and the training and development needs of the support staff;
- providing whoever is responsible for planning and co-ordinating staff training and development in the school with a copy of the part of the performance review statement that relates to training and development;
- keeping support staff's individual plans secured on file until at least three years after the next individual plan has been finalised;



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- reviewing complaints by support staff about their individual plan, where s/he is not the reviewer;
- passing a copy of the individual plan to those reviewees for whom they are reviewer;
- on request, providing a copy of the individual plan to those governors who are responsible for taking decisions in relation to promotion and pay, who should take account of this when making such decisions.
- on request, passing a copy of the individual plan to a reviewee's reviewer.

The Reviewer

Must:

- meet with each of the reviewees for whom they will be the reviewer before or at the start of the performance management cycle to plan and prepare for review and discuss setting objectives;
- record objectives in writing and allow the reviewee to add written comments if they wish;
- monitor performance against these objectives throughout the year, and meet for mid-year review meeting;
- consult the reviewee before obtaining oral or written information from others relating to their performance;
- meet with the reviewee at the end of the performance management cycle to review performance and identify achievements, including assessment of achievement against objectives, and to discuss and identify professional development needs/activities;
- ensure an individual plan is written and both they and the reviewee have a copy within 10 days of the final performance development review meeting, and allow 10 days for the reviewee to add written comments;
- pass the completed performance development review statement to the Headteacher.

The Job Holder (Reviewee)

Must:

- meet with their reviewer before or at the start of the performance management cycle to discuss setting objectives;
- meet for a mid-year review;
- either agree objectives with the reviewer or add written comments to the objectives recorded by the reviewer;
- meet with their reviewer at the end of the performance management 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 team reviewer;
- complete the relevant aspects of the individual plan before the end of year review meeting.

September 2010