



MARISH

Academy Trust



Support Staff

Version 4.0

Section	Contents	Page
1.	Scope	3
2.	Purpose	3
3.	Role of the Reviewer	3
4.	Process	4
	4.1 Planning/Review Meeting	4
	4.2 Objectives	4
	4.3 Classroom Observation	5
	4.4 Performance Management Cycle	6
	4.5 Learning & Development	6
	4.6 Feedback & Concerns during the Performance Management Cycle	6
	4.7 Monitoring and Review Process	7
	4.8 Appeals	7
5.	Transition to Formal Capability Procedure	7
	5.1 Commencing the Formal Capability Procedure	7
	5.2 Reverting to the Performance Management Process	8
6.	Checklist for Reviewer and Reviewee	8
	6.1 Before the Meeting	8
	6.2 During the Meeting	9
	6.3 Post Meeting	9
7.	Record Keeping	9
8.	Policy Monitoring and Evaluation	9
9.	Forms	10

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.

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.

3 The role of the reviewer

In this policy, the term “**reviewer**” refers to the person carrying out the performance management review and the term “**reviewee**” refers to the member of staff being reviewed.

The process will be conducted by the reviewer with the reviewee. The reviewer should ideally be the person with line management responsibility for the employee whose performance is being reviewed. Where line management is unclear, the Headteacher should appoint an appropriate 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.

The reviewer will be responsible for:

- 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.

4 Process

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.

4.1 Target setting meeting

The meeting should be planned in advance with both parties being aware of the date, time and location and enough time allocated for both sides to prepare. (The exception to this should be where staff are employed for short periods or have group targets where a short group session may be sufficient).

The meeting should be conducted privately in a venue where the meeting will not be disturbed. It must take place during the contracted working hours of the reviewee.

The discussion should be two-way with both sides having an opportunity to fully contribute.

The outcome should be a performance appraisal targets and a plan of action to achieve them, 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 reviewee, as well as school and other development plans. Development could also encompass succession planning and providing the skills for promotional opportunities.

4.2 Setting 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 in our electronic system and both parties should agree and confirm the targets.

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 consider 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, consider the 'Common Core of Skills and Knowledge for the Children's 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.

4.3 Classroom Observation

The Governing Board is committed to ensuring that, where classroom observation has been identified as appropriate, it will be developmental and supportive. Observations should:

- Be undertaken with professionalism, integrity and courtesy
- Involve objective evaluation
- Be reported honestly and fairly
- Be carried out consistently for all staff
- Involve accurate communication about its purpose and outcome
- Respect the confidentiality of the information gained
- Be conducted in the best interests of the pupils at school.

The feedback from the observation should:

- Identify the positive points arising from the lesson
- Provide constructive advice on any areas for improvement.

Verbal feedback by the observer should be given **no later than the end of the next school day**. The observer should complete a written record of the observation, feedback and any subsequent follow up work. The record of the observation should be made available to the reviewee **within 10 working days of the observation** and the reviewee can provide any comments on the written record.

The arrangements for classroom observation will be included in the objective setting and will:

- Include the amount of observation
- Specify its primary purpose
- Specify the aspects of performance to be assessed
- Specify the duration of the observation
- Specify when, during the performance appraisal cycle, the observation will take place and
- Specify who will conduct the observation.

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.

4.4 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 31st 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.

This will be followed by a mid-year review in the spring term and an end of year review (see below).

4.5 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.

4.6 Feedback and concerns

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 formal annual review, mid-year review, any regular supervision meetings and informal discussions. Nothing discussed in the performance review meeting should come as a surprise to the reviewee.

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

- Give clear feedback 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.

When the progress is reviewed, if the reviewer is satisfied that the reviewee 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. If the reviewer is not satisfied with progress, consideration can be given whether to commence the Capability Procedure (see Section 5 below).

4.7 Monitoring and Review Process

Annual meeting

Each employee will have a formal annual meeting with their line manager (or other designated senior staff member). Objectives set should be specific, measurable, achievable, realistic and time bound (SMART) 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.

4.8 Appeals

If the reviewee 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 school's [Grievance Policy & Procedure](#).

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.

5. Transition between this performance management and formal capability procedure

5.1 Commencing the Formal Capability Procedure

If the reviewer is not satisfied with the progress, they will notify the reviewee 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](#).

Prior to the initiation of the Formal Capability Procedure, an employee will be provided with up to a half term of intensive mentoring to help them to address any performance issues, under a specially designed bespoke 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.

5.2 Reverting to the Performance Management Process from Capability

The Capability Procedure will end if the Headteacher is satisfied that the reviewee is at the desired standard of performance and the performance management process will recommence.

Warnings within the Capability Procedure are time limited, for example:

- 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 4.6 above) must be followed before reverting to the Capability Procedure again. If it becomes necessary to revert to the Capability Procedure, it is expected that the next stage of the Capability Procedure will apply.

6 Checklist for Reviewer and Reviewee

6.1 Before the Meeting

Reviewer:

- Send memo (Appendix 1) to reviewee highlighting meeting with the reviewer
- Book venue (private, enabling confidentiality and free discussion)
- Gather evidence e.g. notes of previous meetings/supervisions, job description, previously agreed objectives
- Ask the reviewee to complete the Self-Evaluation Form (Appendix 2) and consider areas for new objectives
- Recognise and encourage the sharing of good practice
- Ensure that the reviewee's achievements have been considered in light of any known disabilities and any reasonable adjustments have made to support them in work
- Undertake the review using copies of the forms in order to evaluate performance against objectives, behaviours, strengths and weaknesses and any underlying issues
- Consider what objectives would be appropriate for the next cycle and what success criteria for them would look like
- Ensure that disability has been considered when identifying potential objectives
- Consider development needs and how they may best be met.

Reviewee:

- Complete the Self-Evaluation Form

- 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, school priorities, including the School Development/Improvement Plan and key policies e.g. on equality and diversity, health and safety and their own personal aspirations.

6.2 During the Meeting

Reviewer:

- Consider the reviewee's Self-Evaluation Form
- Identify areas of clear agreement, focusing initially on positive outcomes
- Discuss other areas and clearly identify the basis on which the assessment has been made, giving the reviewee an opportunity to respond to the issues being raised
- Identify no more than 4 key objectives for the reviewee and agree how a successful outcome would be measured
- Agree priorities for development and who will take initial action
- Schedule the next meeting.

6.3 Post Meeting

The reviewer needs to complete the Performance Management records

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

7. Recordkeeping

It is considered appropriate to make draft notes during the appraisal meeting process as an aide memoir and to translate this onto a formal typed document. The formal copy should be signed and retained by both parties.

The Headteacher, the reviewer and the reviewee should be the only staff who have access to paperwork or computerised records. Care should therefore be taken to ensure that paperwork is stored or disposed of securely (any shared storage, whether electronic or physical should not be used). Copies can be accessed by the reviewer and reviewee in the system, so there is no need to print hard copies.

The Governing Body and the Headteacher will ensure that all electronic performance management records are retained and stored in line with their Retention & Disposal Policy and Data Protection requirements.

8. Policy monitoring and evaluation

The Governing Body should review this Performance Management Policy annually, taking into account the Headteacher's report in the review.

The Headteacher should provide the Governing Body with a written report every year on the operation of the school's Performance Management Policy, the effectiveness of the school's performance management procedures and training and development needs for support staff. As part of this annual

monitoring and reporting process, the Governing Body should examine the equal opportunities implications at each stage of the process. The Governing Body will ensure that 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.

9. Forms

Forms are not attached because performance of all staff at Marish Academy Trust is completed within the Performance Management Online Programme.