

# **JOHN TAYLOR MULTI ACADEMY TRUST**



## **Support Staff Performance Management Policy**

**JTMAT has adopted the attached SCC policy**

**Policy owner:** **Barbara Mahoney, JTMAT COO**

Implementation date: September 2016

Reviewed on: July 2020

Next review date: September 2022

**This policy should be read in conjunction with the Whole School Pay Policy which provides details of the arrangements relating to pay for all staff.**

### **Introduction**

This Model Performance Management Policy has been prepared on behalf of the Local WAMG and is recommended for schools to use in the implementation of revised performance management arrangements which support the development of the whole school workforce and the implementation of Contribution Based Pay for all "Green Book" employees of the County Council. Contribution Based Pay allows for an individual to progress to the top increment within their pay grade subject to satisfactory assessment of knowledge, skills and behaviours applicable to their post and was introduced as part of the Collective Agreement on the revised pay and grading structure which came into effect from 1 April 2008.

This Model Policy is intended to compliment the existing Model Performance Management Policy for schools prepared by the Rewards and Incentive Group (RIG) which was recommended to schools to use to support the implementation of revised performance management arrangements set out in The Education (School Teachers Performance Management) (England) Regulations 2006.

It is recommended that each Governing Body shall establish a written policy that shall:

- (a) state the results this policy is intended to achieve and how these will be measured;
- (b) show how the school's arrangements for performance management link with those for school improvement, school self-evaluation and school development planning;
- (c) show how the school will seek to achieve consistency of treatment and fairness between those staff with similar experience or levels of responsibility;
- (d) set out the timing of the cycle or cycles;
- (e) include a classroom observation protocol;
- (f) provide performance management training to be made available as the need arises;
- (g) state the arrangements for monitoring and evaluating the policy; and
- (h) specify any ancillary or supplementary procedures necessary for the operation of performance management at the school.

It may also set out the procedures for moderation.

Before establishing or revising the school's Performance Management policy the Governing Body shall seek to agree the policy with the recognised Trade Unions, having regard to the results of the consultation with all staff.

As the school is required to demonstrate the link between performance management, school improvement and its development plan it is good practice to consult all staff on the school improvement plan and self-evaluation process.

## **Model Performance Management Policy for Support Staff**

### **Application of the Policy**

The policy applies to all support staff employed by the school except support staff on contracts of less than one term, those undergoing a probationary period and those who are the subject of capability procedures.

This Policy does not apply to staff who work at the school under a contract of services, e.g. County Catering services.

### **Purpose**

This policy sets out the framework for a clear and consistent assessment of the overall performance of support staff and for supporting their development needs within the context of the school's improvement plan and their own professional needs. Where support staff are eligible for a Contribution Based Pay point, the assessment of performance throughout the cycle against the Job Description and Person Specification will be the basis on which the recommendation is made by the reviewer.

**Links to School Improvement, School Self-Evaluation and School Development Planning** It is good practice to show how the arrangements for performance management link with those for school improvement, school self-evaluation and school development planning and to minimise workload and bureaucracy the performance management process will be the main source of information as appropriate for school self-evaluation and the wider school improvement process.

Similarly, the school improvement and development plan and the school's self-evaluation form are key documents for the performance management process.

All reviewers are expected to explore the alignment of reviewees' objectives with the school's priorities and plans. The objectives should also reflect reviewees' professional aspirations.

### **Consistency of Treatment and Fairness**

The Governing Body is committed to ensuring consistency of treatment and fairness in the operation of performance management. In order to monitor this, the Governing Body will:

- (a) adopt the Model Performance Management Policy for Support Staff in Schools;
- (b) review the Policy at the same time as the annual review of the Teachers Performance Management Policy;
- (c) quality assure the processes when the performance management policy is reviewed.

### **Monitoring and Evaluation**

The Governing Body will monitor the operation and outcomes of performance management arrangements.

The Headteacher will provide the Governing Body with a written report on the operation of the school's Performance Management Policy and the Support Staff Performance Management Policy annually. The report will not contain any information which would enable any individual to be identified. The report will include:

- the operation of the Performance Management Policy;
- the effectiveness of the school's performance management procedures;
- training and development needs.

The Governing Body is committed to ensuring that the performance management process is fair and non-discriminatory and monitoring data should be included in the Headteacher's report. E.g. Race, Sex, Disability (DDA declared), Age, Part-time contracts.

The Headteacher will also report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination under any of the categories above.

**The Abbreviated Performance Management Process**

An abbreviated performance management process has been developed which can be used to support directly employed catering or cleaning staff where the nature of the work is task based.

Staff employed by the County Council via a contract of services to the school will be following this abbreviated process through their own Service managers.

It may also be appropriate to use an abbreviated scheme for other task based staff e.g.  
 Lunchtime Supervisors  
 Janitors

Details are attached as Appendix 1.

**The Performance Management Planning and Review Process**

**Contribution Based Pay**

The pay structure developed for Staffordshire County Council has grades with incremental points within it. New employees start at the bottom of the grade and each year are automatically moved to the next incremental point plus any standard of living increase.

When the reviewee is due to move to the final incremental point within their current grade it will not be an automatic progression, but will be dependant upon their satisfactory performance as identified within their Performance Management Review. Headteachers must therefore ensure that an employee who is due to be awarded the final incremental point for their grade, has received and completed a satisfactory PMR before the end of March in that review year. Failure to do so will mean that the employee will move through to the final increment automatically

**The reviewer will be required to undertake an overall Performance Assessment for the review period. This must include:**

**(a) assessment of achievement of objectives for the review period**

An assessment must be completed by the reviewer after the discussion of each objective. Each objective should be coded 'E' (exceeded), 'A' (achieved), 'P' (progressing), or 'U' (underperformed).  
 And

**(b) overall assessment of behavioural attributes for the post as outlined in the Person Specification.**

The key behavioural attributes outlined in the Person Specification should be assessed and coded 'E' (exceeded), 'A' (achieved), 'P' (progressing), or 'U' (underperformed).

At the conclusion of the assessment the reviewer should consider all assessments and make an overall recommendation for contribution based pay as follows:

	<b>Objectives</b>		<b>Behavioural Attributes</b>	
<b>Exceeded</b>	All objectives are achieved. Performance is exceptional in all respects and always in excess of the standards required by the job.	and	Your behaviour exceeds expectations	You are eligible to receive the CBP point

<b>Achieved</b>	All objectives are achieved. Performance in key tasks meets the standards required.	and	Your behaviour meets the required standards.	You are eligible to receive the CBP point
<b>Progressing</b>	Some objectives were achieved. A number of key tasks may not have been achieved to the required standard.	And/or	Your behaviour falls short of the required standard on some occasions.	You are not eligible to receive the CBP point at this time however; With support it is expected that your performance will improve and further reviews may be necessary. It is expected that you will achieve the necessary improvement within a relatively short period of time.
<b>Underperformed</b>	The majority of your objectives were not achieved and you have not met the requirements of the job.	And/or	Your behaviours are unacceptable	You are not eligible to receive the CBP point at this time however; You are aware that your performance is unacceptable and you are under the capability procedures to support you to reach acceptable standards.

### **The Performance Management Cycle**

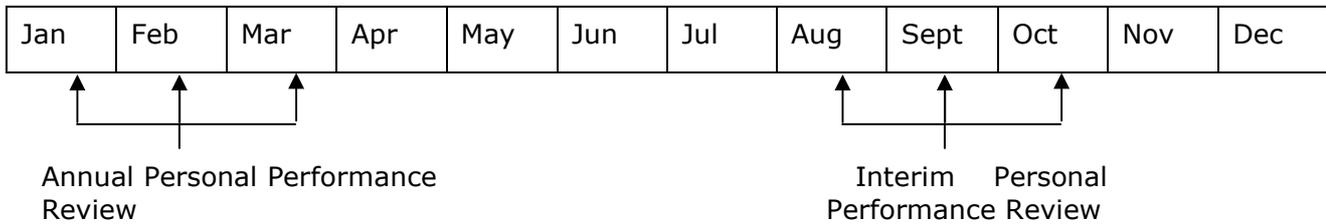
The objective setting, performance management planning and review processes run on an annual cycle.

The performance management cycle consists of:

An annual meeting to review the reviewee's overall contribution and performance against the previous year's agreed level of competency, behaviour and objectives, and where available, examine evidence collected by the reviewee throughout the year. To clarify the job role where any changes or revisions to the Job Description are identified, so that appropriate priorities and performance objectives for the following year can be identified. To formulate a Performance Development Plan by agreeing development requirements and future development objectives for the coming year. This provides an opportunity to discuss and plan future career aspirations within the organisation.

An interim meeting to formally review progress of performance against objectives and where appropriate set new (or revise existing) targets.

**Headteachers must ensure that an employee who is due to be awarded the final incremental point for their grade has received and completed a satisfactory Performance Management Review before the end of March in that review year. Failure to do so will mean that the employee will move through to the final increment automatically.**



In order to meet the timeframe necessary for pay consideration, the performance management cycle in this school, will run from \_\_\_\_\_ (insert date) to \_\_\_\_\_ (insert date) for support staff, and from \_\_\_\_\_ (insert date) to \_\_\_\_\_ (insert date) for teachers. (The performance of teachers must be reviewed on an annual basis and must be completed for all teachers by 31 October.)

All staff who are employed on a fixed term contract of less than one year, will have their performance managed in accordance with the principles underpinning the provisions of this policy. The length of the cycle will be determined by the duration of their contract.

Where an individual starts their employment at the school part-way through a cycle, the Headteacher shall determine the length of the first cycle for that, with a view to bringing his/her cycle into line with the cycle for other support staff at the school as soon as possible.

Where an individual transfers to a new post within the school part-way through a cycle, the Headteacher shall determine whether the cycle shall begin again and whether to change the reviewer.

**Levels of Authority**

The reviewer will be the reviewee’s immediate line-manager.

Where a member of staff reports to more than one line-manager there will need to be an agreement between the parties as to which manager undertakes the process (both managers should input). Note: In these cases needlessly subjecting the employee to separate reviews with each of their linemenagers should be avoided except where the area of service delivery is substantially different.

Where an individual is of the opinion that the reviewer is unsuitable for professional reasons, s/he may submit a written request to the Headteacher for that reviewer to be replaced, stating those reasons.

Where it becomes apparent that the reviewer will be absent for the majority of the cycle or is unsuitable for professional reasons the Headteacher may perform the duties himself/herself or delegate them in their entirety to another member of staff. Where this member of staff is not the reviewee’s line-manager the employee will have an equivalent or higher status in the staffing structure as the individual’s line-manager.

A performance management cycle will not begin again in the event of the reviewer being changed.

All line-managers to whom the Headteacher has delegated the role of reviewer will receive appropriate preparation for that role.

It is good practice for the Headteacher to delegate the reviewer role for some or all staff for whom s/he is not the line-manager. In these circumstances it is recommended that the Headteacher will either:

(a) moderate all the planning statements to check that the plans recorded in the statements of support staff at the school:

- are consistent between those who have similar experience and similar levels of responsibility
- comply with the school’s Performance Management Policy and the requirements of equality legislation

**OR**  
 (b) moderate a sample of planning statements to check that the plans recorded in the statements of staff at the school:

- are consistent between those who have similar experience and similar levels of responsibility; • comply with the school’s Performance Management Policy and the requirements of equality legislation

**OR**  
 (c) choose not to moderate any planning statements.

## **Objective Setting**

The objectives set will be rigorous, challenging, achievable, time-bound, fair and equitable in relation to support staff with similar roles/responsibilities and experience, and will have regard to what can reasonably be expected of any member of staff in that position given the desirability of the reviewee being able to achieve a satisfactory balance between the time required to discharge his/her professional duties and the time required to pursue his/her personal interests outside work. They shall also take account of the individual's professional aspirations and any relevant Contribution Based Pay progression criteria including the behavioural attributes outlined in their Person Specification. They should be such that, if they are achieved, they will contribute to improving the progress of pupils at the school.

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

In this school (choose as applicable):

- all support staff will have no more than 5 objectives (taking into account the nature and complexity of the objectives set and the number of contracted hours worked);

### **OR**

- support staff have up to 3 team objectives (as appropriate).

Though performance management is an assessment of overall performance of support staff, objectives cannot cover the full range of an individual's roles/responsibilities. Objectives will therefore, focus on the priorities for an individual for the cycle.

At the review stage it will be assumed that those aspects of the Job Description and Person Specification not covered by the objectives or any amendment to the statement which may have been necessary (including the behavioural attributes) have been carried out satisfactorily.

## **Evidence**

The evidence considered for the assessment of achievement of goals may include data, written documentation or evidence from others with professional knowledge. The evidence used for assessment purposes will be clear/appropriate and fit for purpose. Classroom observations may be appropriate for those staff working in the classroom with pupils but is not a requirement and will be undertaken in accordance with the schools agreed classroom observation policy.

## **Classroom Observation Protocol (where appropriate)**

All classroom observation, where deemed appropriate to the post, will be undertaken in accordance with the teacher's performance management regulations, the associated guidance published by the Rewards and Incentives Group and the classroom observation protocol that is appended to this policy in Annex 1.

## **Appeals**

Every effort should be made by the reviewee and reviewer to reach agreement on the completed performance review. However, in those circumstances where despite all efforts agreement has still not been reached; either party may refer the case to a more senior manager in order to find resolution. If a resolution cannot be reached the employee is entitled to appeal utilising the school's Grievance Procedure. Where the Headteacher is the reviewer the appeal will be made to a panel of 3 governors set up for the purpose of hearing the grievance

## **Access to Documentation**

Copies of the school improvement and development plan and SEF are published on the school's intranet and/or can be obtained from the school office.

## **Confidentiality & Data Protection**

The organisation will comply with the provisions of the Data Protection Act 2018. Employee data will be processed by the organisation in accordance with the principles of that legislation, as necessary for the performance of the employee's contract of employment and/or the conduct of the organisation's business. The organisation will ensure that personal information about an employee, including information in personnel files, is securely retained.

Performance reviews are strictly confidential and will be stored according to the requirements of the Data Protection Act. This will include all paper copies kept in a locked cupboard or drawer and electronic copies kept in a secure file accessible only to the reviewing manager and others with appropriate access.

In addition to the reviewing manager, performance reviews may be reviewed by the Headteacher for the purposes of moderation.

Outputs from the performance review such as development needs, will need to be identified by the school for budgetary and workforce planning purposes.

### **Training and Support**

The school's CPD programme will be informed by the training and development needs identified in the training annex of the reviewees' planning and review statements.

The Governing Body will ensure in the budget planning that as far as possible, appropriate resources are made available in the school budget for any training and support agreed for reviewees.

An account of the training and development needs of support staff in general, including the instances where it did not prove possible to provide any agreed CPD, will form a part of the Headteacher's annual report to the Governing Body about the operation of the performance management in the school including pay decisions.

With regard to the provision of CPD in the case of competing demands on the school budget, a decision on relative priority will be taken with regard to the extent to which: (a) the CPD identified is essential for a reviewee to meet their objectives; and (b) the extent to which the training and support will help the school to achieve its priorities. The school's priorities will have precedence. Individuals should not be held accountable for failing to make good progress towards meeting their CBP criteria where the support recorded in the planning statement has not been provided.

Schools should consider creative approaches to CPD for their support staff including:

- Work shadowing
- Peer mentoring
- Peer observations
- Coaching
- Project work
- Best practice observations at another school or provision

### **Disability**

The manager must take account of the duty to consider and where appropriate make 'reasonable adjustments' to the work or system of work in order to potentially scale down or modify what constitutes full contribution for the person concerned (refer to [www.disability.gov.uk](http://www.disability.gov.uk) for further information).

### **Long-Term Absence (including work break)**

The assessment to determine full contribution must be based on the current review period. Therefore, it follows that if the employee is missing for a significant part of the review year, it may be advisable to defer full assessment to the following year including where pay progression (CBP) is a feature.

### **Extraneous Duties/maternity leave/trade union representatives**

Extraneous duties could include many permutations, but unless it is long term in total (in which case see long term absence) the pay progression (CBP) assessment should not be deferred or depressed. The pay progression (CBP) assessment should not be deferred or depressed where maternity leave or time off for trade union duties is a factor of the employment.

### **Underperformance**

If a person is underperforming the manager would not wait until the formal review takes place. Managers are expected to address underperformance at the time it comes to light, this will include supporting the individual to help them achieve satisfactory performance.

**Induction**

To ensure Support Staff are fully conversant with the performance management arrangements, all new support staff who join the school will be briefed on them as part of their introduction to the school.

## **Annex 1**

### **Classroom Observation Protocol**

The Governing Body is committed to ensuring that classroom observation is developmental and supportive and that those involved in the process will ensure that the classroom observation of support staff is undertaken at the same time as the observation of the staff member who guides and directs their work:

Those involved in the process will:

- carry out the role with professionalism, integrity and courtesy;
- evaluate objectively;
- report accurately and fairly; and
- respect the confidentiality of the information gained.

The total period for classroom observation arranged for any member of staff will not exceed three hours per cycle having regard to the individual circumstances of the member of staff. There is no requirement to use all of the three hours. The amount of observation for each member of staff should reflect and be proportionate to the needs of the individual.

In this school 'proportionate to need' will be determined by: \_\_\_\_\_.

The arrangements for classroom observation will be included in the planning and review statement. It will include the amount of observation, specify its primary purpose, any particular aspects of the performance which will be assessed, the duration of the observation, when during the performance management cycle the observation will take place and who will conduct the observation.

Where evidence emerges about the reviewee's performance which gives rise to concern during the cycle of performance management, it may be necessary to suspend the performance management cycle whilst support and assistance under the schools Competency Procedure is pursued.

Information gathered during the observation will be used, as appropriate, for a variety of purposes including informing school self-evaluation and school improvement strategies in accordance with the school's commitment to streamlining data collection and minimising bureaucracy and workload burdens on staff.

In keeping with the commitment to supportive and developmental classroom observation those being observed will be notified in advance.

Classroom observation will normally be undertaken by the individual's line-manager but in any case will only be undertaken by those who have had adequate preparation and the appropriate professional skills to undertake observation and to provide constructive oral and written feedback and support, in the context of professional dialogue between colleagues.

Oral feedback will be given as soon as possible after the observation and no later than the end of the following working day. It will be given during directed time in a suitable, private environment.

Written feedback will be provided within five working days of the observation taking place. If issues emerged from an observation that were not part of the focus of the observation as recorded in the planning and review statement these should also be covered in the written feedback and the appropriate action taken in accordance with the regulations and guidance.

The written record of feedback also includes the date on which the observation took place, the lesson observed and the length of the observation. The individual has the right to append written comments on the feedback document. No written notes in addition to the written feedback will be kept.

A Headteacher has a duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained. Headteachers have a right to drop in to perform their monitoring of the quality of learning. Clearly the performance management arrangements are integral to fulfilling this duty and Headteachers may consider the classroom

observations they have agreed for performance management are sufficient and that drop in will not be needed.

## **Frequently Asked Questions (Reviewee)**

### **Why do we need a performance management process?**

In order to help employees understand and recognise the part they play in achieving the school's aims through them raising their own performance and attaining their full potential.

Reviewees are encouraged to feedback any comments regarding their performance management, job or career that they wish to express. It is also an opportunity for reviewees to add any other information that will assist their reviewers in their development.

### **Whose responsibility is it to communicate school priorities?**

All managers are responsible for ensuring that all employees receive relevant information about what performance the school collectively needs to achieve.

### **How do I effectively reflect the school's priorities into my own objectives?**

Firstly, you need to make sure that you fully understand your schools priorities in order to understand what will impact upon success, what opportunities they provide, and how you can participate in their delivery.

### **What is the Planning and Review Statement?**

The planning and review statement is a written record of the Performance Management Review meeting. It will focus on the priorities for the individual for the coming year. It will identify objectives which are time-bound, challenging and achievable.

### **Will I be able to have my Performance Management Review with the person responsible for organising my day-to-day activities?**

No. For the purposes of performance management the reviewer will be the reviewee's immediate line-manager, who has the appropriate authority to make decisions regards pay and/or remedial action.

### **Do my career aspirations get formally reviewed?**

All employees should discuss career aspirations and match them against their current performance and career position as part of the performance management process.

### **How do I evidence my achievements during the last review period?**

Many people record day-to-day work activity in a diary and this can be helpful in providing a record of meetings and events that have been attended during the last review period, prompting discussion at your performance review around achievements and successes. It may also be helpful to keep copies of correspondence or paperwork that clearly shows your involvement/success in projects or programmes of work against which objectives were set. Your reviewer may seek additional information from other individuals with professional knowledge of your work.

### **What happens if I don't agree with my review outcome?**

You and your reviewer should make every effort to reach agreement on your performance management objectives/review outcome. Having exhausted this procedure, if you are unable to reach agreement then you may wish to refer to the Grievance Policy (a copy is available from the school).

**What will happen to information gathered during the Performance Management Reviews?** The information will be used by individuals, managers and support functions to improve individual and school performance. At a school level the performance management information will be used to ensure that everyone has the right objectives to help us achieve school goals and to identify common areas of strength and areas for development.

Individuals and managers will be able to use specific data to improve individual and team performance based on delivery against objectives, by identifying and delivering development activities, and where possible, by supporting the individual career aspirations.

### **What is the Contribution Based Pay point and how does it relate to the performance management process?**

When you are due to move to the final incremental point within your current grade it will not be an automatic progression, but will be dependant upon your satisfactory performance as identified within your Personal Management Review. Your performance will be assessed against the identified objectives over the last 12 months and the necessary behaviours required to effectively undertake your role. Progression to the final incremental point will be subject to a minimum of "achieved" performance in all areas.

**How do National Occupational Standards fit into the performance management process?** The National Occupational Standards for the role will provide a framework which can be used throughout your career to develop your performance in your role.

## **Frequently Asked Questions (Reviewer)**

### **What support resources will the individual need?**

In practical terms an individual will need your time and confidentiality to carry out an effective review. Effective career development action may require financing and/or authorisation to proceed. Whilst the need for development may be established, authorising the finance for the activity may not be immediately available and in some cases may need to be financed by the employee. Effective development can be arranged in a variety of ways many of which do not incur a financial cost.

### **What will be included in the review of the past year?**

The review of the past year will be based on progress towards the achievement of objectives and will take into account the reviewee's job description, relevant professional standards and what can be reasonably expected of the employee taking into account the hours worked. The review will consider the evidence available.

In the review of the past year you should:

- record what has gone well - some key successes
- record what went less well and what suggestions there are for improvement (may feed into objectives and personal development plan)
- if relevant, raise problems, difficulties and discuss solutions
- review contribution to school requirements in the last year, including overall job performance (use the job description in doing this and update if necessary)
- review objectives set last year and actual performance
- review overall effectiveness
- review of learning and development activity undertaken
- establish an overall performance rating

### **Who is responsible for completing the PM forms?**

This is something to be agreed between the reviewer and reviewee to suit your individual circumstances. The ultimate responsibility however, rests with the reviewer.

### **What should I consider when giving feedback?**

We all need feedback - otherwise how do we know for sure how we are doing? You are after all giving the employee your assessment of their performance and listening to their assessment of their own performance. During the review the employee will give you feedback by their response to what you say.

Feedback is important because people are probably their own worst critics. The comments of other people, particularly those we respect, help us to be more objective. When we combine other people's assessment with our own it allows us to make relevant decisions about a change of behaviour.

When giving feedback there are three important points to remember:

- be specific;
- be descriptive;
- spell out exactly what happened and the result, impact or effect.

When giving feedback, a particularly effective model is to think in terms of WWW (What went well) and EBI (Even better if). When used effectively this structure avoids the common situation of the "feedback sandwich" where the recipient is waiting for the "bad news" in the middle of receiving the "good news". WWW/EBI also avoids the damaging words 'but' and 'however' that undermine the positive feedback we have just given.

Useful guidelines for giving feedback:

Focus on what you observe  
Focus on behaviour  
Keep it neutral/factual  
Use it to inform  
Make it supportive  
Keep it simple

Not on what you perceive  
Not on personality  
Don't make judgments  
Not to advise  
Rather than threatening  
Don't over do it!

**What happens if a reviewee doesn't agree with my ratings?**

Ideally, you and your reviewee should agree their performance management objectives and/or assessment. Where this is not the case, a reviewee can appeal to you, as the reviewer in the first instance, and then pass this to a more senior manager if they can't resolve it with you. If a resolution cannot be reached, the reviewee is entitled to appeal utilising the school's Grievance Procedure.

**What will happen to information gathered in the Performance Management Reviews?** Individuals and reviewers will be able to use specific data to improve individual and team performance based on delivery against objectives.

The Planning and Review Statement may be passed to the Headteacher for moderation purposes.

The Personal Development Plan will be passed to the CPD leader for their consideration when identifying and delivering training and development activities across the school, and where possible, to identify any support that can be agreed to individual career aspirations.

**How much detail should I write?**

You should aim to write just enough to summarise the main parts of the discussion, giving examples where it makes the point clearer to understand. Reviewers often find that it helps to summarise their notes, writing one sentence for a whole topic discussed.

**What happens to the performance management forms after they have been completed?** Once completed, the manager should keep a copy of the performance management forms for safekeeping in a secure place. Sample copies of the forms may be collected to ensure consistency across the school.

**How will the overall assessments relate to Contribution Based Pay?**

It is proposed that the last increment point in each grade depends on a performance assessment as part of the performance management process. Reviewers will be required to make this assessment before 1 April to allow this payment in this year.

To move to the final increment, the member of staff must be rated as 'Achieved' or 'Exceeded' in both performance against their annual objectives and in the behavioural attributes necessary for the job as outlined in the person specification. People who are rated below this will be offered support to help them improve their performance.

**Will team rather than individual Performance Management Reviews be acceptable?**

The new performance management scheme primarily supports Personal Performance Reviews on an individual basis. An abbreviated scheme has been developed for some groups of staff to allow the consideration of specific skill sets and team objectives where it is agreed that full reviews are impractical.

**What is the performance management appeals process?**

You and your reviewee should make every effort to reach agreement on their performance management objectives/review outcome. Having exhausted this procedure, if you are unable to reach agreement then they may wish to refer to the school Grievance Policy (a copy is available from the school or on the SLN).

**Job Evaluation has resulted in very prescriptive job levels and descriptions for every role - what development opportunities can we now offer to individuals?**

The organisation offers a range of training and development resources to help people learn the new skills, knowledge and attitudes required to do their jobs. When choosing staff development activities the most cost-effective methods should be considered, utilising existing mechanisms, resources and expertise wherever possible.

**What is the school doing to ensure that middle and senior managers are performing and consistently applying performance management?**

Performance management requires that the line-managers of reviewers also have their performance reviewed by their manager against their objectives and job description.

**What further training & development is available to help me with performance management and the performance management process?**

Performance management training will be provided for reviewers. The training will contain guidance, examples and exercises to help develop the necessary skills for a successful review.

**If someone hasn't achieved an objective because of circumstances outside of their control, will they be able to attain achieved as their assessment category?**

Yes. Reviewers should take extenuating circumstances into account when reviewing performance. 'Extenuating circumstances' would be instances where the reviewee, despite reasonable efforts, has not been able to achieve the objectives set. It is worth noting that these circumstances should have already been discussed on a one-to-one basis prior to the interim or end of year review.

**How do National Occupational Standards fit into the PM process?**

The National Occupational Standards for the role will help to identify the standards within a role that an individual should be working towards in their career.

## **Glossary of Terms**

Contribution Based Pay (CBP)

The last increment point in each grade depends on a minimum level of performance assessment being achieved. This assessment forms part of the performance management process.

Behavioural Attributes

Performing well is not just about whether individuals complete tasks, but the way in which they do them. The ways of doing things are called behavioural attributes.

Performance Management

Performance management is the process for assessing the overall performance in the context of the individual's job description and occupational standards.

Performance and Review statement

The planning and review statement is a written record of the Performance Management Review meeting. It will focus on the priorities for the individual for the coming year. It will identify objectives which are time bound, challenging and achievable.

Appeal

An appeal is when an individual can ask for a review of the outcomes.

Grievance

A grievance is an expression of dissatisfaction with some aspect of your contract of employment, or job, or the operational environment in which the job exists.

Line-manager

The individual who has formal line-management authority to make decisions including decisions with regards to remedial action.

Supervisor

The person who works with an individual on a day-to-day basis and co-ordinates their day-to-day activities.

Reviewee

Reviewees are the members of staff who have their performance reviewed. This group includes reviewers who are in turn, reviewed by their manager.

Reviewer

Reviewers are those members of staff who are responsible for reviewing others' performance, for example the reviewer, supervisor or the person designated to carry out a review of a person's performance. If you are unsure who reviews your performance talk to the person who passes work to you or contact your district's HR representative.

## **Appendix 1 - Abbreviated Performance Management Process**

### **Related Information**

Grievance Procedure  
Managing Attendance at Work Policy  
Secondment Policy  
Grading Policy

### **Performance Management for Support Staff in Schools**

#### **Abbreviated Performance Management Process**

##### **Who is it for?**

The abbreviated performance Management process can be used to support directly employed Cleaning, Catering and Lunchtime Supervisory staff who would benefit from, a job chat rather than the full formal PM process.

Where individuals have specific career aspirations they should be given the opportunity to participate in the full performance management process

##### **What is the abbreviated performance management process?**

It's a chance an individual to have a discussion with their supervisor about their job. The discussion should be about:

- what an individual likes about their job
- what they don't like about their job
- what they need to do their job properly
- what they need to do to provide a good service
- review and improve performance so that what individuals achieve contributes to the school delivering its priorities
- identify and address any development needs so that they can do their job more effectively
- what they and their team (if they have one) can do in the future to improve

##### **How does it work?**

The individual and the Supervisor complete a form which will ask you questions about the role, what would improve the job, job performance and if any training is needed to help the individual.

PM should form part of an ongoing communication process, undertaken between the individual (the Reviewee), and their manager (the Reviewer). It's a one-to-one process where both are involved in thinking about what needs to be achieved in the coming year.

Following the job chat the reviewer will arrange any training that has been identified and consider any suggestions for improving things. An individual may have some really good ideas that can be put into practice!

##### **How does the PM process help individuals?**

PM involves an agreement between an individual and their line manager: about what they do, how they do it and how they can develop within their career. It provides information to the school to improve ways of working. It also allows the school to identify areas of training for individuals and give everyone a chance to develop themselves through training. It will contribute to providing a better service. It is also hoped that the information from the discussion will help to continually improve standards.

##### **Objectives (supervisors only)**

PM establishes clear expectations and understanding about what is expected of supervisors and how they contribute to the success of the school. The Objectives section agrees the most important things **the supervisor needs to achieve** over the coming year. There is space for 5 objectives; there shouldn't be more and there may be less!

### **Behavioural Attributes**

#### **What are Behavioural Attributes & Operating Levels?**

Performing well is not just about whether tasks are completed but the way in which they are done. These “ways of doing things” are known as behavioural attributes.

Staffordshire County Council has developed behavioural attributes to help individuals understand what they need to do to be effective in achieving priorities. The benefit of having behavioural attributes is that they help individuals understand their role better.

It enables the school I to develop clear and consistent personal development plans.

**Overall Assessment**

All PM reviews should be completed with the line-manager. Towards the end of the meeting, the Reviewer will summarise the level of success made in achieving tasks and objectives, and demonstrating behavioural attributes. They will then rate the overall performance as one of four assessment levels; Exceeded, Achieved, Progressing or underachieved.

**What do these assessment levels mean?**

	<b>Objectives</b>		<b>Behaviours</b>	
<b>Exceeded</b>	All objectives are achieved. Performance is exceptional in all respects and always in excess of the standards required by the job.	and	Behaviour exceeds expectations	You are eligible to receive the CBP point
<b>Achieved</b>	All objectives are achieved. Performance in key tasks meets the standards required.	and	Behaviour meets the required standards.	You are eligible to receive the CBP point

<b>Progressing</b>	Some objectives were achieved. A number of key tasks may not have been achieved to the required standard.	and/or	Behaviour falls short of the required standard on some occasions.	You are not eligible to receive the CBP point at this time however; With support it is expected that your performance will improve and further reviews may be necessary. It is expected that you will achieve the necessary improvement within a relatively short period of time.
<b>Underperformed</b>	The majority of your objectives were not achieved and you have not met the requirements of the job.	and/or	Behaviours are unacceptable	You are not eligible to receive the CBP point at this time however; You are aware that your performance is unacceptable and you are under formal procedures to support you to reach acceptable standards.

### **Career Development Review (CDR)**

This is an opportunity for an individual to discuss their career with their line manager.

The review form looks at 4 steps:

- Describe where they are now (their work, position, etc);
- Describe where they want to be – say in 5 or 10 years time;
- Establish what the options are for them to achieve what they want to; and the actions they are going to take, with the agreement of the school, to get there.

### **Personal Development Plan (PDP)**

The PDP process is based on agreeing the development activities that helps individuals improve the way that they do things or handle new opportunities.

Development activities include projects in which they could get involved, work assignments, working with others as well as training courses. Describing and recording the development activity discussed and agreed is important.

The reviewer will need to make sure any agreed development takes place – that includes asking for help where they need to set up training or projects. Training needs should be recorded on the School Training Plan.

**The form asks the individual to make comments and to sign it.**

