

## PERFORMANCE MANAGEMENT POLICY FOR SUPPORT STAFF

### **Vision Statement**

***We, the staff and governors, aspire  
to ensure that all our students,  
irrespective of ability  
and regardless of anyone's doubts,  
achieve their potential in full;  
and we aspire in this way to make Thomas Mills High School  
the best in the country.***

### **1. Introduction**

- 1.1 The Governing Body has adopted this policy in recognition of the valued and crucial roles played by support staff in ensuring the efficient administration of the school and in supporting teaching and learning. Governors are committed to ensuring that *all* school staff have the means and the opportunity for professional development.
- 1.2 This policy is based upon the same principles as those that underlie the Performance Management Policy for Teaching Staff and sets out the framework for a clear and consistent assessment of the overall performance of all non-teaching staff and for supporting their development needs within the context of the school's improvement plan and their own professional needs.
- 1.3 The policy applies to all support staff employed by the school except those on contracts of less than one term and those undergoing induction. It is recognised that the term 'Support Staff' covers a very wide range of roles and functions and the principles and practices described in this document will need to be interpreted to suit the different demands in each reviewee's job description.
- 1.4 Where staff are eligible for pay progression, the assessment of performance throughout the cycle against the performance criteria specified in the statement will be the basis on which the recommendation is made by the reviewer.
- 1.5 The objectives agreed with each reviewee will link to the school's plans for school improvement.

- 1.6 Although the Standards for Teachers do not apply to support staff some of the values and principles defined by them are to be expected of all employees, namely:
  - 1.6.1 acting with honesty and integrity;
  - 1.6.2 forging positive professional relationships;
  - 1.6.3 working with parents in the best interests of pupils;
  - 1.6.4 treating pupils with dignity and observing proper boundaries appropriate to the member of staff's professional position;
  - 1.6.5 having regard to the need to safeguard pupils' well-being;
  - 1.6.6 showing tolerance of and respect for the rights of others;
  - 1.6.7 not undermining fundamental values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs;
  - 1.6.8 having proper regard for the ethos, policies and practices of the school;
  - 1.6.9 maintaining high standards in their own attendance and punctuality;
  - 1.6.10 acting within any statutory frameworks relevant to their respective roles.
- 1.7 Support staff will be assessed against the ten standards listed as 1.6.1 – 1.6.10 as well as any competences specific to their job description.
- 1.8 All reviewers are expected to explore the alignment of reviewees' objectives with the school's priorities and plans and their fulfilment of the ten standards. The objectives should also reflect reviewees' own professional aspirations.
- 1.9 If at any stage in the performance management cycle evidence were to emerge that gave rise to significant concern about aspects of a member of staff's performance or conduct the relevant provisions in the Discipline, Capability and Grievance Policy would apply.
- 1.10 The headteacher will:
  - delegate the reviewer role for some or all members of staff for whom he is not the line manager. In these circumstances the head teacher will moderate all the planning statements to check that the plans recorded in the statements of members 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, the regulations and the requirements of equality legislation.

## **2. Objectives**

- 2.1 The objectives set will be rigorous, challenging, achievable, time-bound, fair and equitable in relation to staff with similar roles/responsibilities and experience, and will have regard to what can reasonably be expected of any postholder 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 postholder's professional aspirations and any relevant pay progression criteria. They should be such that, if they are achieved, they will contribute to the overall process of school improvement.
- 2.2 The reviewer and reviewee will seek to agree the objectives but where a joint determination cannot be made the reviewer will make the determination.
- 2.3 In this school all staff will have no more than three objectives.
- 2.4 Though performance management is an assessment of overall performance of the postholder, objectives cannot cover the full range of that person's roles/responsibilities. Objectives will, therefore, focus on some of the priorities for an individual for the cycle. At the review stage it will be assumed that those aspects of a postholder's roles/responsibilities not covered by the objectives or any amendment to the statement which may have been necessary in accordance with the provisions of the regulations, have been carried out satisfactorily.
- 2.5 At the end of the cycle assessment of performance against an objective will be on the basis of the performance criteria set at the beginning of the cycle. Good progress towards the achievement of a challenging objective, even if the performance criteria have not been met in full, will be assessed favourably.

## **3. Appeals**

- 3.1 At specified points in the performance management process postholders have a right of appeal to the Headteacher against any of the entries in their planning and review statements.

## **4. Confidentiality**

- 4.1 The whole performance management process and the statements generated under it, in particular, will be treated with strict confidentiality at all times, in accordance with the principles and practice of the Data Protection Act 1998.

## **5. Continuing Professional Development (CPD)**

- 5.1 The school's CPD programme will be informed by the training and development needs identified on the reviewees' planning statements. These needs will be communicated to the Business Manager who, in conjunction with the Line Manager, will specify the way in which these training needs will be met by the School after discussion with the reviewee.
- 5.2 Postholders should not be held accountable for failing to make good progress towards meeting relevant performance criteria where the support recorded in the planning statement has not been provided.

## **6. Appointment of Reviewers for Support Staff**

- 6.1 In the case where the headteacher is not the postholder's line manager, the headteacher may delegate the duties imposed upon the reviewer, in their entirety, to the postholder's line manager or other appropriate member of staff.
- 6.2 The maximum number of reviews that a reviewer other than members of the Senior Management Team will be expected to undertake per cycle is four.
- 6.3 Where a postholder has more than one line manager the headteacher will determine which line manager or appropriate member of staff will be best placed to manage and review the postholder's performance.
- 6.4 Where a postholder is of the opinion that the person to whom the head teacher has delegated the reviewer's duties is unsuitable for professional reasons, s/he may submit a written request to the head teacher for that reviewer to be replaced, stating those reasons.
- 6.5 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 or delegate them in their entirety to another member of staff. Where this person is not the reviewee's line manager the person will have an equivalent or higher status in the staffing structure as the postholder's line manager.
- 6.6 A performance management cycle will not begin again in the event of the reviewer being changed.

## **7. The Performance Management Cycle**

- 7.1 At the end of each annual cycle each reviewee's performance will be formally assessed at a review meeting.

- 7.2 The performance management cycle in this school will run on an annual basis from September to September.
- 7.3 Where a member of staff starts his/her employment at the school part-way through a cycle, the headteacher shall determine the length of the first cycle, with a view to bringing his/her cycle into line with the cycle for other support staff at the school as soon as possible.
- 7.4 Where a member of staff 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.

## **8. Production and Retention of Summary Statements**

- 8.1 The reviewee will receive – and have the opportunity to comment on – a written summary statement of the review meeting which will include:
- 8.1.1 details of the reviewee’s new objectives (see Section 2 and Annex 3);
  - 8.1.2 an assessment of the reviewee’s performance against their objectives and the relevant standards expected of members of staff, having regard to their job description and role (see Annex 4);
  - 8.1.3 a determination of the reviewee’s training and development needs (see Section 5 and Annexes 3 and 5);
  - 8.1.4 a recommendation on pay progression, where relevant (see Annex 4).
- 8.2 Performance management planning and review statements will be retained for a minimum period of 6 years.

## **9. Monitoring and Evaluation**

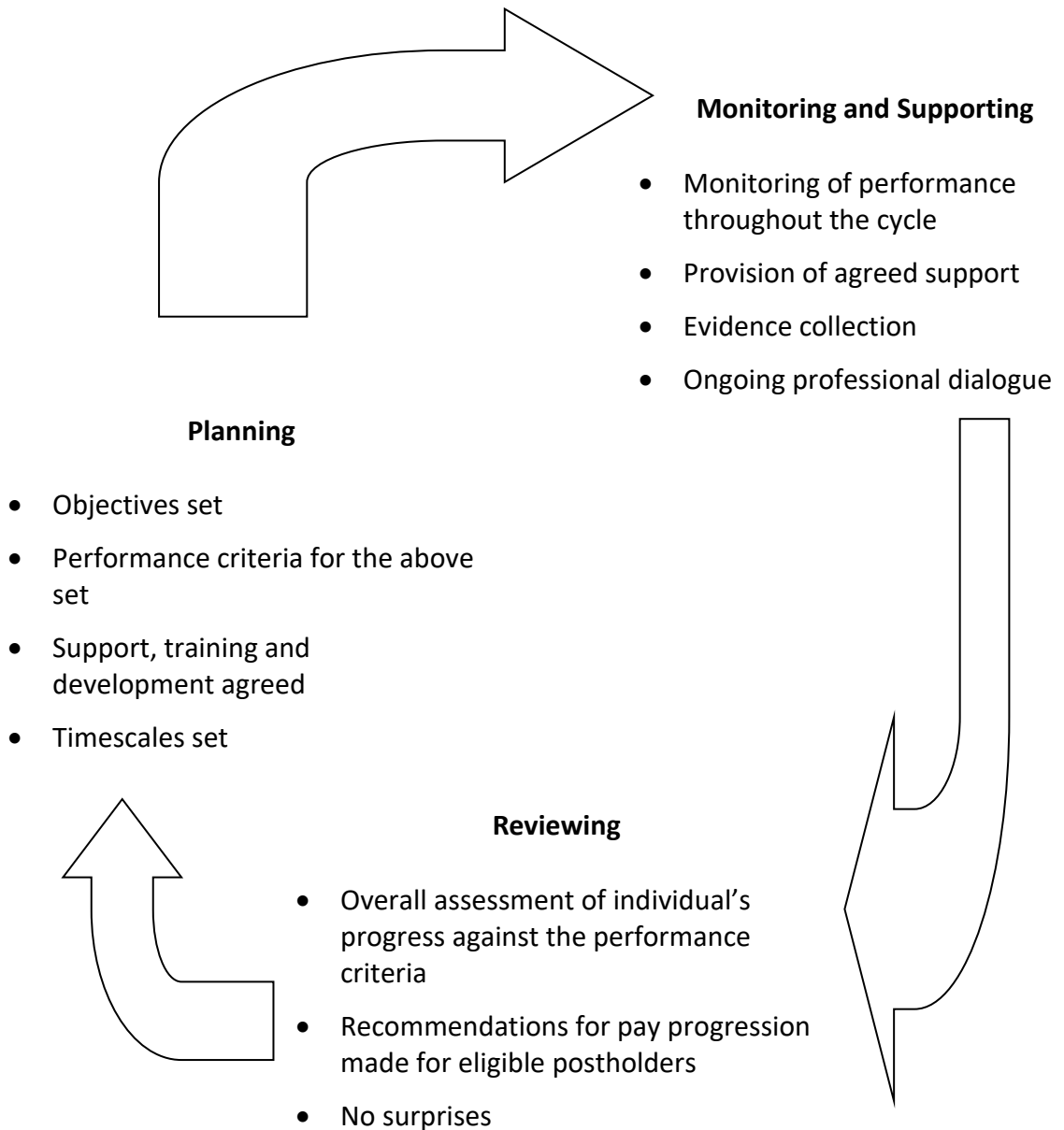
- 9.1 The headteacher will provide the governing body with a report on the operation of the school’s performance management policy annually. The report will not contain any information which would enable any individual to be identified. The report will include:
- the operation of the performance management policy;
  - the effectiveness of the school’s performance management procedures;
  - teachers' training and development needs.

## **10. Review of the Policy**

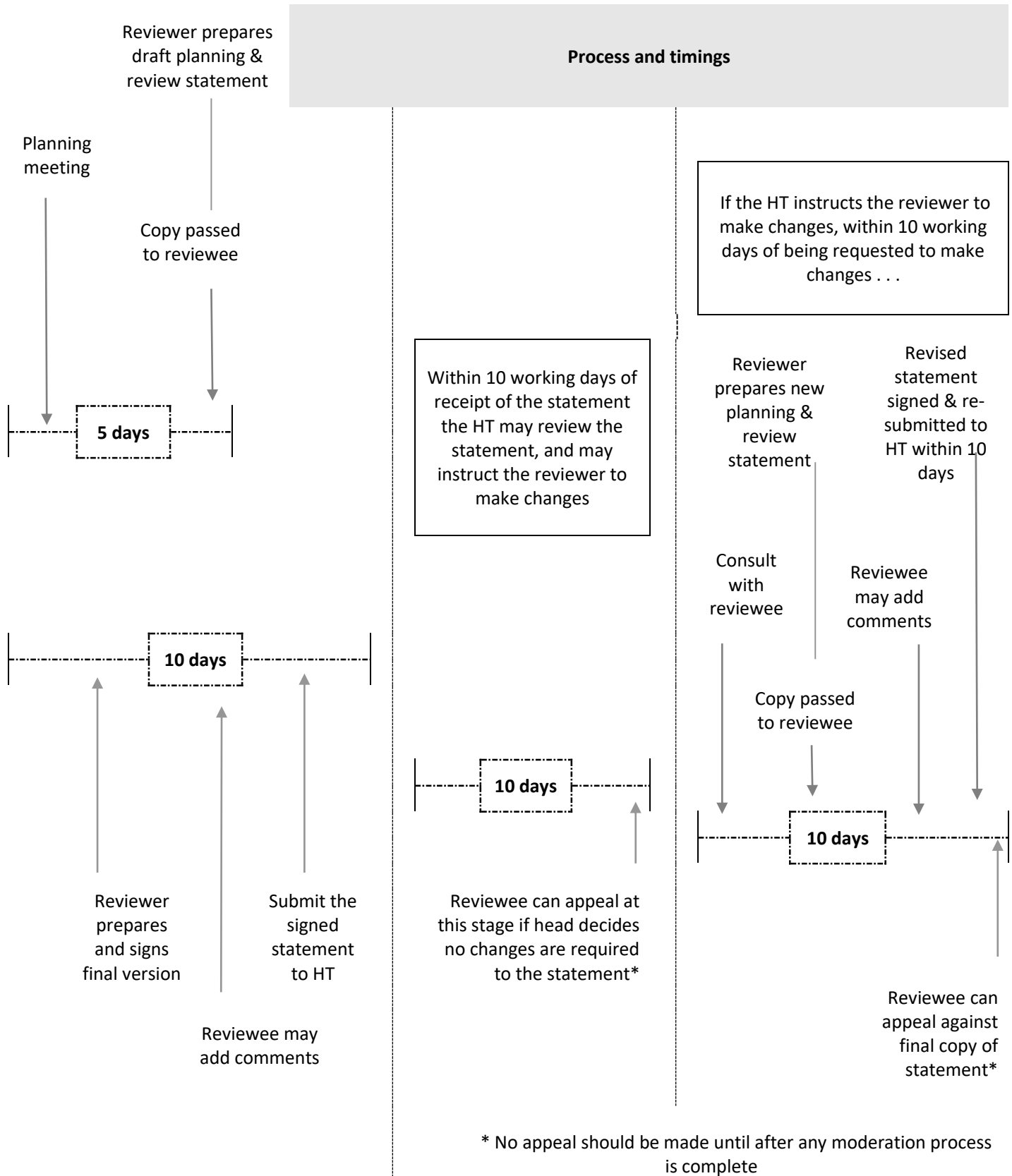
- 10.1 The Governing Body will review this policy every year in accordance with the *Handbook of Governance*.
- 10.2 The Governing Body will agree any revisions to the policy having regard to the results of a consultation with all members of the support staff.

## ANNEX 1 – The Performance Management Cycle, Process and Timings

### 1. The Performance Management Cycle



## 2. Process and Timings – timeline for agreeing the planning meeting statement





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**ANNEX 2**  
**THOMAS MILLS HIGH SCHOOL**  
**PERFORMANCE REVIEW PLANNING RECORD**

Staff \_\_\_\_\_ Reviewer \_\_\_\_\_

Date of Meeting \_\_\_\_\_

After discussion, which included consideration of the staff member's job description and rôle in the school as well as his/her self-review, the following objectives were agreed :

	<u>OBJECTIVES</u>	<u>STRATEGIES</u>
1.		
2.		
3.		

Staff comments :

Staff \_\_\_\_\_  
(Signed)

Reviewer \_\_\_\_\_  
(Signed)

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**ANNEX 3**  
**THOMAS MILLS HIGH SCHOOL**  
**ANNUAL REVIEW STATEMENT**

**Date of Review Meeting :** \_\_\_\_\_

**Staff** \_\_\_\_\_ **Reviewer** \_\_\_\_\_

Objectives and comment on progress towards achieving them :

1.

2.

3.

Additional Comments by Reviewer , including an assessment in relation to the Standards :

Staff Comments :

Staff \_\_\_\_\_  
(Signed)

Reviewer \_\_\_\_\_  
(Signed)

Date \_\_\_\_\_

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**ANNEX 4**

**THOMAS MILLS HIGH SCHOOL**

**PERFORMANCE MANAGEMENT REVIEW**

**RECORD OF CONTINUING PROFESSIONAL DEVELOPMENT (CPD) NEED**

*Please use this form to provide details of any specific CPD need which is identified within the Performance Review process. Completed forms should be handed to the Academy Business Manager who will then discuss the training need with the member of staff concerned in order to determine how it can best be met.*

NAME	REVIEWER	CPD NEED IDENTIFIED

**Signed** \_\_\_\_\_ **(Reviewer)**

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