PROFESSIONAL SUPPORT STAFF PERFORMANCE MANAGEMENT POLICY

Date Last Reviewed: February 2020

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Performance Management Policy & Procedure for Professional Support Staff

1. Introduction

With effect from 1st September 2018, the procedures outlined in this document supersedes previous performance management model policy and guidance.

Performance management is a process to assist all staff in the development of their professional skills; it provides a scheme to feedback on a person's performance, aids with career aspirations, including training and development opportunities. These procedures are a mechanism to support the person and should be used as a positive and helpful process. The Special Partnership Trust (SPT) expects all staff to be professionally proactive within all stages of the Performance Management process.

The Performance Management process as outlined is also designed to facilitate the Trust's achievement of its strategic and operational aims and objectives as set out in its Trust Development Plan. It enshrines the principles of monitoring, assessment and continuous improvement in educational provision and standards delivered by the Trust.

2. Policy for Managing Capability

Our Performance Management & Capability Policies are in two distinct and separate policies.

Our Capability Procedure sets out our formal capability procedure and reflects the ACAS Code of Practice on disciplinary and grievance procedures. Moving a person into the Capability process should happen only after the Performance Management process has been exhausted, including having explored the supportive measures agreed with the employee during the course of the Performance Management process, and where performance concerns remain after this process.

3. Purpose

3.1 The following document sets out the framework for a clear and consistent assessment of the overall Performance Management of all members of staff within Trust.

3.2 Performance Management aims to support staff development within the context of the Trust for improving educational provision and performance, and the standards expected of all staff.

4. Application

4.1 All Professional Support staff should be encouraged to read through this procedure to allow time to prepare and collate the necessary documentation to support the *Performance Management process*.

4.2 Performance Management applies to all Professional Support staff employed by the Trust, except those on contracts of less than one term

4.3 This Policy and Procedure contains:
- Guidance notes on the Performance Management process
- Appraisal Form which includes a self-assessment

5. Appraisal Objectives

5.1 Performance Management for the Trust will be a supportive and developmental process designed to ensure staff know what is expected of them, how they are performing, what can be done to strengthen their performance. It will help to ensure that staff are able to continue to improve their professional practice, develop in their respective roles and help them reach their full potential.

6. Performance-Related Reward

6.1 The Trust Board will ensure its pay processes are open, transparent and fair. All decisions relating to pay will be objectively justified and minutes of any decisions, and the reasons for them, will be recorded. Adjustments will be made to take account of special circumstances, e.g. an absence on family friendly or disability-related sick leave. The exact adjustments will be made on a case-by-case basis.

7. The Performance Management Cycle

7.1 The appraisal period will normally run for twelve months from 1 September to 31 August.

7.2 There are three phases to the performance management period:
- Planning – sept / October
- Midyear progress review – February / March
- Annual review – sept / October

7.3 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 this policy. The length of the period will be determined by the duration of the employee's contract.

8. Appointing Appraisers

8.1 Appraisers are appointed by the Headteacher. All Appraisers will undergo regular performance management training. In most cases, this will be carried out by the member of staff's immediate line manager. Where this is not possible, the Headteacher will nominate a suitably experienced member of staff.

8.2 Individuals have the right to appeal against the appointment of the appraiser if they feel they will be disadvantaged or if the person has a conflicting interest. The appeal should be in writing to the Headteacher or Chair of Trustees if the Headteacher is the designated appraiser and their decision is final.

8.3 The Headteacher will oversee and maintain responsibility for the whole process to ensure consistency of approach and that targets & objectives reflect the Trust's overall Improvement and strategic Plans.

9.   Objective Setting

9.1 Appraisers and appraisees will work together to understand how the objectives for the Trust relate on an individual level. Objectives will be set for each person and will support each individual's performance expectations. They will be recorded on the Trust Performance Management document **(Appendix 1)**

9.2 The objectives set for each person will, if achieved, help to support their continued professional development by reviewing their performance, highlighting strengths and identifying opportunities for future development.

9.3 The objectives will also contribute to the Trust's plans for improving the educational provision and the strategic aims of the Trust. This will be ensured through a process of linking objectives to the Trust's Improvement Plan and the strategic plan. Objectives may be linked to student achievements or team aims.

9.4 The appraiser and member of staff will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change.

10.   Specific Objectives

10.1 Professional Support staff will be assessed against an agreed set of objectives identified by each department **(TRUSTWIDE BEHAVIOURS AND EXPECTATIONS TO BE DEVELOPED IN CONSULTATION)** and assessment standards will be reviewed against Performance Expectations in **(Appendix 3)**

10.2 Members of Professional Support staff who are classroom-based, such as HLTAs and Cover Supervisors, can expect to be observed as part of the Performance Management process. Please see point 11. Assessment for further details.

10.3 Alongside the core standards, an individual's objectives will be linked to the Trust's Improvement and strategic plans, the individual's level of experience and any professional development needs. The objectives set for each person, will be Specific, Measurable, Achievable, Realistic and Time-bound (SMART).

10.4 It should be noted that both the Appraiser and Appraisee can request a review of the objectives if circumstances within the Trust significantly change.

11.   Assessment

11.1 The Trust believes that observation of classroom practice and other responsibilities is important both as a way of assessing relevant Professional Support staff e.g., HLTAs or Cover Supervisors performance. Observations, allow The Trust to identify any particular strengths and areas for development a staff member may have and of gaining useful information which can inform the Trust's improvement more generally.

11.2 All observation will be carried out in a supportive process. It is recommended that each member of staff should be observed at least once a year, with notification provided to the member of staff in advance of the observation. However, depending upon individual circumstances additional observations may be arranged and in such cases the member of staff again should be told in advance.

11.3 Classroom observation will be carried out by those with suitable experience. In addition to formal observation, Headteachers or other leaders with responsibility for teaching standards may "drop in" in order to evaluate the classroom standards and to check that high standards of professional performance are established and maintained. The length and frequency of "drop in" observations will vary depending on specific circumstances.

12.   Development and Support

12.1 Performance Management is a supportive process which will be used to inform continuing professional development by encouraging all staff to identify training and/or development opportunities.

12.2 The Trust wishes to engender a culture in which all staff take responsibility for improving their skills through appropriate professional development. Professional development will be linked to The Trust's improvement priorities and to the ongoing professional development needs and priorities of individuals.

12.3 The appraiser and appraisee will identify training and development activities that meet the needs of the Trust whilst supporting each individual continued professional development and career aspirations. It is important to note that training and development does not always need to take place in a formal setting – workplace learning can happen informally through activities such as work shadowing across different academies, project work, discussions with colleagues and coaching and mentoring.

13.   Feedback

13.1 Staff will receive constructive feedback on their performance. This will be carried out regularly and throughout the year whereby the appraiser will identify and celebrate achievements whilst also identify areas for further development.

13.2 In the case of lesson observations (HLTAs and cover supervisors), feedback will be provided as soon as practicable after an observation has taken place (24/48hrs) or other evidence has come to light. Feedback will highlight particular areas of strength as well as any areas that need further development.

13.3 When further development needs are identified, the responsible appraiser will meet the member of staff as part of the Performance Management process to discuss the development needs with a view to arranging a period of support for the member of staff to facilitate the required improvements.

13.4 The appraiser responsible for the member of staff's Performance Management will undertake the following actions in such circumstances:

- give clear feedback to the member of staff about their development requirements

- give the member of staff the opportunity to comment and discuss the development needs

- agree support/development plan (e.g., coaching, mentoring, structured observations), that will be provided to help address those specific concerns;

- make clear how, and by when, the appraiser will review progress;

Serious concerns regarding a member of staff's performance will be dealt with through The Trust's capability policy.

14.   Performance Management Review

14.1 Each member of staff's performance will be formally reviewed in accordance with timescales outlined in this policy.

14.2 During mid-year meetings the appraiser and appraisee will review existing objectives, support and development/training needs and identify any changes that need to be made. Consideration will also be given to any feedback the appraisee has received and whether additional support is necessary.

14.3 It is key that the appraiser is clear about the expectations and performance required to meet the standards and what constitute exceeds, met and not met (**Appendix 3**)

14.4 At the end of the Performance Management cycle, an annual performance assessment review will take place in the autumn term, which marks the end point to the annual Performance Management process.

14.5 At the end of the Performance Management cycle, the member of staff will receive, a copy of their draft appraisal form. The appraisee will have the opportunity to comment on the content of the form prior to its finalisation as the performance record. The report will as a minimum include:

- details of the objectives for the period in question;

- an assessment of the employee's performance in their role and responsibilities against their objectives and the relevant standards, where they exist;

- an assessment of the employee's training and development needs and identification of any action that should be taken to address them;

- Any recommendations made to the Headteacher/CEO where appropriate

15.   Transition to capability

15.1 If an appraiser, responsible for the Performance Management of an individual teacher, is not satisfied with progress despite their having been a reasonable degree of additional support and guidance provided to the employee throughout the Performance Management process, or if separate concerns have been identified outside of the Performance Management cycle, the member of staff will be notified verbally and in writing that the Performance Management process will no longer apply and that their performance will be managed under the Capability Procedure.

15.2 It is important that the appraiser responsible for that Professional Support staff's Performance Management has taken all appropriate steps and measures to assist the person to address their performance. These measures should have been discussed with the member of staff and should be recorded in the Performance Management records or on Support Plan **(Appendix 2)** as being offered and undertaken.

15.3 Moving to the formal Capability Procedure is a serious step and both parties should be aware of the potential consequences.

16.   Performance Management Flow Chart

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1.   Preparation for Appraisal Meeting

- Appraiser confirms date of appraisal with appraisee
- Appraiser sends Appraisee self-assessment appraisal form, appraisal form, Performance Management policy and pay policy (minimum of 5 working days prior to appraisal meeting)
- Appraiser requests appraise to complete self-assessment ahead of the appraisal meeting

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2.   Phase 1 – planning/objective setting

- Appraiser to provide an overview of the Trust's Performance Management policy and Pay policy
- Self-assessment form should be discussed
- Objectives identified & agreed and appraisal form completed
- Mid-Year Review date confirmed

Appraisal is a two way dialogue, not a form filling exercise. The focus should be the conversation. Notes should be taken and forms should be completed following the meeting.

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3.   Phase 2 - Mid-Year Progress Review

- Review existing objectives – Appraisee comments on progress to date
- Appraiser to provide feedback on performance to date
- Review support and training taken place/underway/due to commence
- Identify any changes that need to be made – reflect any changes to job role
- Agree date for final end of year review

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4. Phase 3 - End year annual review

- Appraisee to provide an overview of year's performance
- Appraiser to provide an overview on year's performance and complete appraisal form
- Specific objectives discussed and graded [did not meet/met/exceeds]
- Outline recommendations in line with pay policy and merit based payment

11. PERFORMANCE MANAGEMENT APPENDICES	
Appendix 1	Performance Management template
Appendix 2	Model Support Plan
Appendix 3	Performance Expectations

PERFORMANCE MANAGEMENT APPENDIX 1 – SUPPORT STAFF

Self-Assessment Appraisal Form – (Support Staff Only)
The Self-Assessment Appraisal Form should be used by Support staff to self-appraise their performance at each stage of the performance management cycle. This exercise should be carried out in advance of the appraisal meeting to identify standards already meet and areas for development. Where there are development needs this should form part of the discussion at appraisal and incorporated into the objectives on the Appraisal form.

Members of staff are not expected to present portfolios of evidence to support their self-appraisal but reference can be made to key documentation or data. Where there are identified development needs, it is important to ensure that specific training and support is agreed at the appraisal meeting.

Name (Appraisee)			Job Title	
Name (Appraiser)			Job Title	
Date of Review		Annual/ Mid Year Review	Date of previous meeting	

Review against support standards as set out by Academy
* Key
    1 – exceeds
    2 – met/partially met
    3 – not met
Please see appendix 1 for descriptors

Standards (Exemplification)	Employee rating	Employee Comments	Manager rating	Appraiser Comments	Agreed rating	General Comments

Summary of performance over the past period			
Please provide			
Appraisee/ Employee Comments		**Appraiser/ Employer Comments**	
What has gone well?	**What could have been improved?**	**What has gone well?**	**What could have been improved?**

Review of role and job description
Have any parts of your job changed over the past year or compared to your job description?

Self-Assessment Appraisal Form – Personal and Professional Conduct (All Staff)

A member of staff is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes, which set the required standard for conduct for staff employed at the Trust. This exercise should be carried out in advance of the appraisal meeting to identify standards already met and areas for development. Where there are development needs this should form part of the discussion at appraisal and incorporated into the objectives on the Appraisal form.

Review Against Personal and Professional Conduct and Previous Objectives (All Staff)

* Key
    1 – exceeds
    2 – met
    3 – not meet						

Personal and Professional Conduct	Employee rating	Employee Comments	Manager rating	Appraiser Comments	Agreed rating	General Comments
Behaviours and expectations to be determined by School. **(CONSULTATION)**						

Objective setting for the forthcoming performance period

Targets to be set for forthcoming performance period that are linked to the Trust Development/ Academy improvement plan. Any development needs will be identified.

Objective Setting - EMPLOYER Targets/Goals for the employee – linked to the Trust Development Plan		
Employer Objectives	Target Achievement Date	Measurement – How will we know it has been achieved?
1(Trust)		
2(School)		
3(Individual)		

Objective Setting – EMPLOYEE's own Targets/Goals		
Employee Objectives	Target Achievement Date	Measurement – How will we know it has been achieved?
1		
2		
3		

Observations

Observation (If applicable)

Date of Observation	Feedback	Actions
1		
2		
3		

Support and Development

Health, wellbeing and development
Is there anything further that the Academy can do to support your health and wellbeing? i.e. adjustments, support, flexible working

Training and career development
Review current CPD received or offered over the past period
Discuss your career aspirations and future plans – what are your short/medium/long term career plans?
Identification of training, development and CPD required to meet the above and the Academy's ambitions and goals

Adjustments		
Do you have a disability under the DDA Act?	☐ Yes	☐ No

Have your personal circumstances changed requiring further adjustments to be provided by Academy for you?	☐ Yes	☐ No
Do you require any further adjustments? Details:	☐ Yes	☐ No

Appraisee feedback

Please provide feedback for the Academy in terms of areas of strengths and areas for improvements

Next Review

Planned date for next review:	

Mid year Review	**Date**
Employer Targets	**Update / Progress Toward Target**
1. 2. 3.	
Employee Targets	**Update / Progress Toward Target**
1. 2. 3.	

Signatures

Appraisee:	Date:

Appraiser/ Line Manager:	Date:
Appraiser Recommendations to Headteacher/CEO	

Date Submitted

Support Plan – Appendix 2

	Areas for improvement or development	Actions	Action Date	Targets/Measures of success	Progress
1		•			
2		•			
3		•			
4		•			

Review Date:		Signed by Employee	Signed by Manager
1st			
2nd			
3rd			
Completed Date			

Appendix 3

Performance Expectations: Assessment Standards

Performance rating	'What'	How'
Exceeds • **Exceeded outcomes, exceeded behaviour standards**	• Exceeded a challenging set of objectives and has consistently gone beyond expectations for delivering targets. They have also delivered other targets that were not expected. • The individual has achieved all their objectives and has consistently delivers innovative and higher volumes of work than expected at the required standards and/or achieves a quality / innovation that is higher than normally expected for the band. • Overcomes difficult obstacles in meeting their objectives through innovative ideas that become shared practice. • Anticipates problems and takes action to solve them without prompting. • Consistently meets and exceeds expected volume of outcomes and outputs for the job role and regularly seeks additional work. • Sets high personal standards and strives for high quality in every element of the job role, acting as a role model for others. • Meets and beats set deadlines and takes a leading role in ensuring that team/individual deadlines are met. • The individual is considered a role model by other people	• Strongly demonstrated and role modelled the competencies, behaviours and values expected from someone in own or higher pay band. • Shows a passion for excelling in everything they do. • Consistently adopts a can-do attitude and delivers on promises. • Takes accountability and responsibility for corporate decisions. • Demonstrates pride in the aims and achievements of the department, their team and themselves. • Shows significant personal commitment to the job. • Demonstrates a high degree of competence in all areas, across the range and reaching up to the level above. • Works actively with members of the team to enable them to demonstrate increased levels of competence within their own role and reaching to the next level. • Has stakeholder needs as a focus for all they do • Influences and rewards a positive outlook in others • Coaches & mentors staff/colleagues to achieve stretching job objectives • Demonstrates high levels of support to others to help improve performance
Met • **Exceeded outcomes, behaviour just met;**	• Exceeded a challenging set of objectives	• Shows personal commitment to the job

--------------------------------------- **OR** • **Exceeded outcomes, behaviour of satisfactory standard** **OR** • **Satisfactory outcomes, behaviour of satisfactory standard** **OR** • **Satisfactory outcomes, exceed behaviour standards** --------------------------------------- **OR** **Outcomes just met, exceeded behaviour**	• Generally meets the expected volume of outcomes and outputs for the job role, clearly strives to meet them and offers to do more when the circumstances allow. • Regularly produces work of the expected quality, welcomes feedback and makes real and successful efforts to improve. • Makes the personal effort to meet deadlines and, where there is a risk of missing a deadline flags this up in advance and offers potential solutions. • Committed to their role • Supports other team members/staff to achieve their objectives with appropriate development plan in place. • Consistently demonstrates flexibility & teamwork. • Provides & promotes best practice and lean ways of working • Behaviours & attitude meets the Trust values and behaviours • Consistently demonstrates flexibility and teamwork.	• Displays or expresses a genuine interest in stakeholders and a desire to help. • Meets and endeavours to exceed stakeholder expectations. • Demonstrates respect for stakeholders and colleagues alike. • Considers the impact of own actions and behaviours on others to minimise negative impact. • Strives to do the very best job. • Influences and rewards a positive outlook in others. • Adopts a can-do attitude and delivers on promises • Tackles/responds constructively to difficult obstacles, attitudes and behaviours • Sees opportunities-welcomes and implements new ideas • Coaches others towards success in new skill areas or take on new responsibilities
Not Met • **Outcomes must improve, behaviour of satisfactory standard;** **OR** • **Satisfactory outcomes, behaviour must improve** **OR** • **Outcomes and behaviours below required standards**	• May need more support than their peers to produce work of an acceptable standard. • Sometimes fails to meet the expected volume of outcomes and outputs for the job role. • Occasionally seeks additional work. • May need more support than their peers to produce work of an acceptable standard. • Generally meets set deadlines but occasionally team/individual deadlines are not met. • Rarely meets set deadlines. • Does not deliver enough work/ some work below the required standard.	• Has not yet demonstrated the full range of competencies, behaviours and values expected • Shows little interest in stakeholders and desire to help and/or can be offhand or impersonal. • No consideration of stakeholder expectations. • May avoid responsibility or ownership of challenges/ issues. • Some respect for stakeholders and colleagues but can appear disinterested. • Only occasionally considers the impact of own actions and behaviours on others to minimise negative impact.

3	• Fails to meet their job objectives/local performance targets. • Ongoing training and development required/ taking place to address performance issues • Can be inflexible and does not always work for the good of the team. • Resists and fails to understand or accept the need for change. • Fails to demonstrate organisational skills and ability to work in line with set principles. • Requires regular intervention by management. • Does not act on advice about behaviour where change is required • Plays no part in the coaching/training of individuals learning new skills. •	• Creates conflict amongst the team and can isolates team/ staff with behaviour • Strives to do a good job but may fall below standards expected occasionally. • Voicing or demonstrating a lack of commitment to role/ team • Does not demonstrate the competencies needed to meet their job role • Consistently fails to exhibit the desired behaviours. • Does not act on advice about behaviour where change is required • Encourages others to focus on failure rather than success. • [For non-line managers] Does not comply fully with staff obligations (e.g. managing attendance policy; performance management policy; H&S policy etc) • [For line managers] Does not display appropriate leadership/management behaviours and/or comply with leadership/management obligations (e.g. managing attendance policy; performance management policy; H&S policy etc)

Special Partnership Trust

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