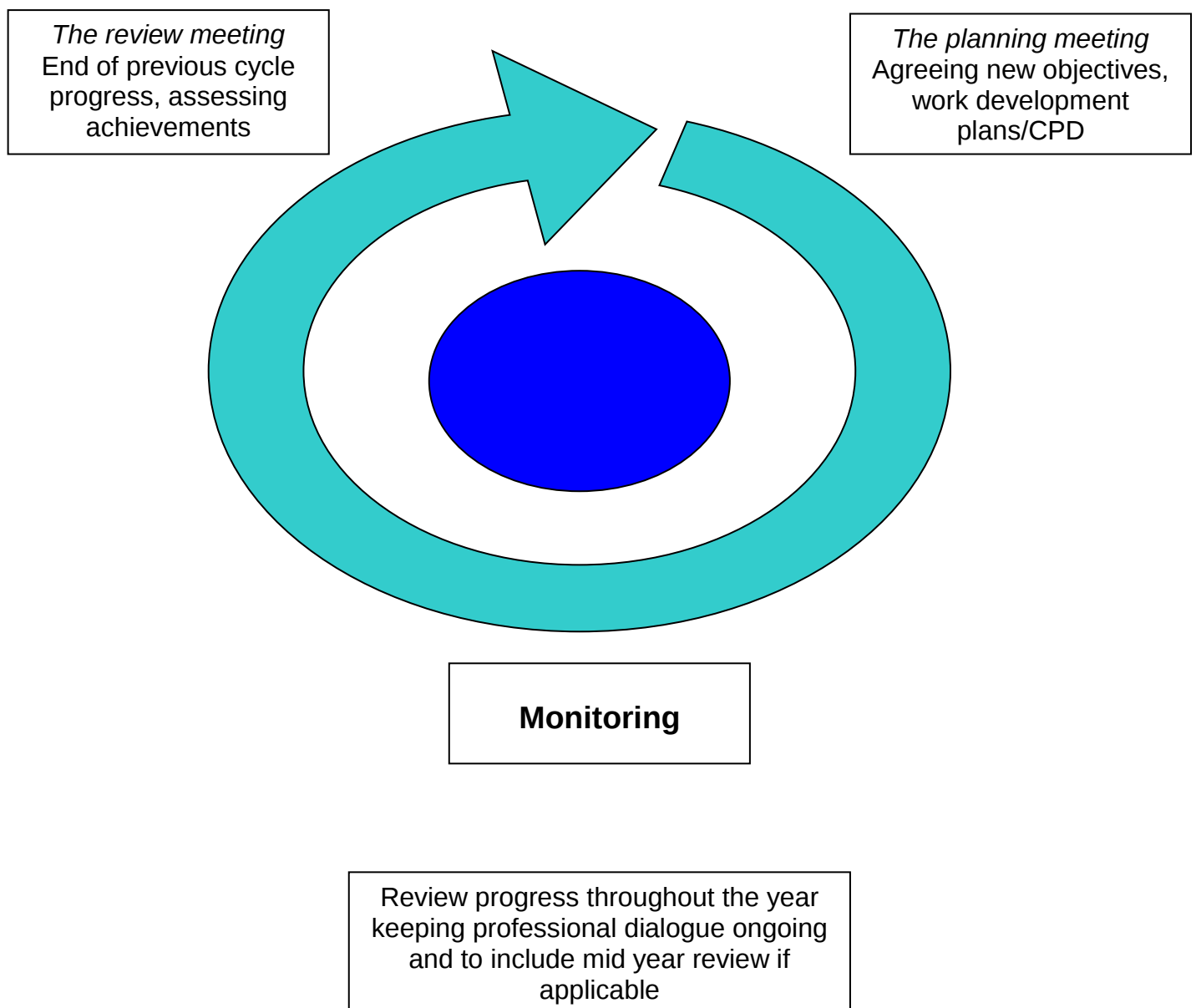


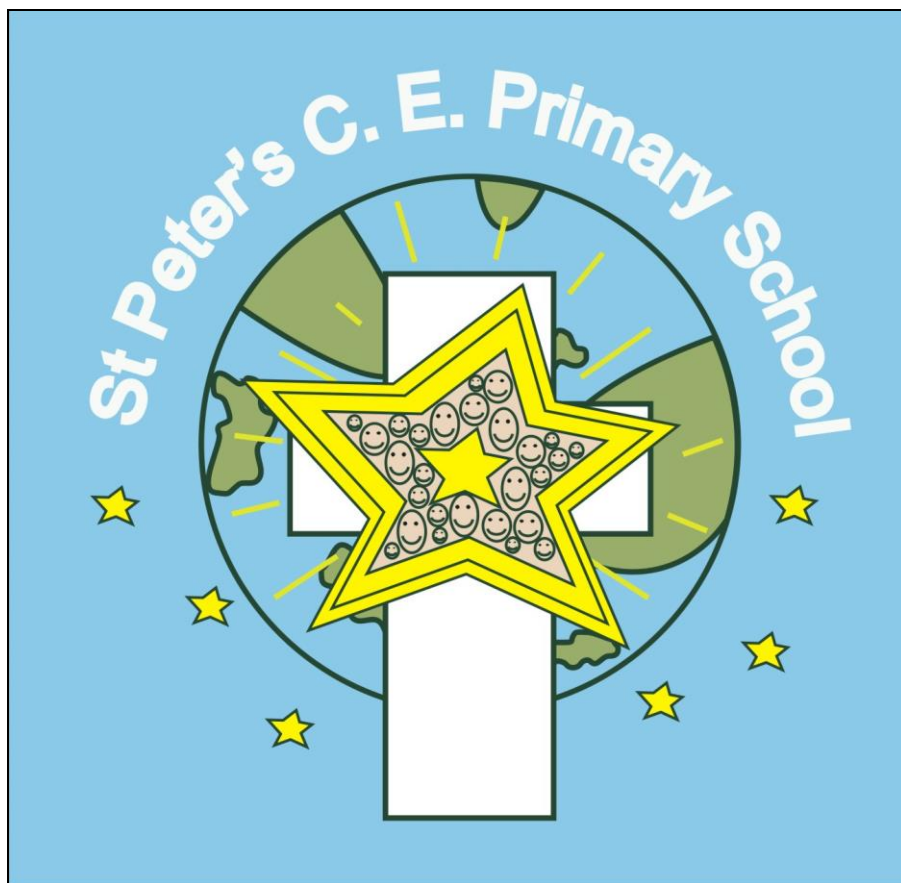
St. Peter's CE Primary, Farnworth
PERFORMANCE MANAGEMENT REVIEW
for
SUPPORT STAFF in SCHOOLS

GUIDANCE DOCUMENT

Performance Management Review Cycle

Performance Management Review, Planning and Monitoring





Background to Performance Management

This guidance document sets out a model process for the review of performance management of support staff in schools. For the purpose of this document the term support staff applies to all school employees who **are not** employed on teachers' pay and conditions, or who are employed by an agency, those undergoing their probationary period or those subject to capability/disciplinary procedures. If you already have a performance management process in school that you feel is satisfactory or exceeds this one then you could continue to use it.

Any person carrying out a performance management review is known as a **'reviewer'** and the member of staff being reviewed is the **'reviewee'**.

Aim/Purpose

It is recommended that the performance management review takes place once a year and ties in with the academic year. It is therefore appropriate that the review, planning and objective setting processes are conducted in either July or September. This will allow for time to submit CPD/training requirements to the school CPD leader who will have an opportunity to feed this information into the training audit in October which informs future external training programmes. It is important to be committed to ongoing professional dialogue throughout the year and you may wish to have a formal mid year review session so that you can review progress and address any issues.

The purpose of performance management is to develop all staff and to raise standards of achievement for all children and to ensure job satisfaction, a high level of expertise and progression of staff in their chosen career plan. Performance management provides an opportunity for all staff to focus on the detail of their feedback on their performance and to develop and extend their skills, knowledge and understanding.

Support staff are a valuable asset within our schools and it is important that in order for them to perform their roles effectively they have clear job description, set objectives, regular review of their performance and training needs identified. Performance management should be an ongoing, continual process, not just an annual event and there should be no surprises. Successful performance management leads to improvement and development of the workforce in order to deliver effective services within our schools.

All staff should have a copy of their current job description so that they can make reference to any areas within it and also highlight any that have changed. It is good practice to review job descriptions annually and this can be discussed at the review, a job description should be specific and personalised. If it is agreed that a job description is

inaccurate then it should be revised and submitted to job evaluation for re-evaluation. In most cases this will not change the grading of the role but it will provide a more accurate job description reflecting the current needs of the reviewees role in the school. It may be useful to look at the generic job descriptions on the EGFL to assist with this process.

All staff should have access to and look at the Ealing year long training programme (on the EGFL website or hard copy in school) so that they can consider any future training that they may need and discuss it at the review meeting.

The process

A balanced approach to a performance management review includes: -

- formal evaluation of performance which both reviews achievement against objectives and sets new objectives and identifies learning and development needs / CPD and a plan for meeting them
- ongoing structured reviews of progress against performance/success criteria linked to School Improvement Plan/SEF/school development plan and relevant occupational standards
- continuous feedback which acknowledges success and addresses any problems – no surprises
- objectives relating to the school improvement/school development plan or/and any other relevant targets and the school self-evaluation. It may be more difficult to establish these links for some posts and it may be useful to use group targets and link to job roles for e.g. SMSAs and cleaners. (see objectives exemplar document)

All staff expected to conduct performance management reviews should be given training and support to carry out this role.

Performance Management Review Flowchart

Arrangements

- Reviewer sets date for review meeting for individual or group
- Reviewer sends reviewee/s pre-review meeting form for completion
- Reviewee and the reviewer should have copy of current job description
- Reviewee and the reviewer should have access to copy of the school improvement plan



The Meeting

- Meet for review/planning meeting
- Consider classroom observations (for TA's only) and/or any other evidence
- Review job description and roles and responsibilities
- Set new SMART objectives for the following year. Complete new objectives on form
- Identify training needs/CPD
- Agree and sign all paperwork



After the Meeting

- Reviewer notifies CPD Leader of any training needs
- Appeals process (if applicable)
- File documentation appropriately (to be kept for a minimum of 6 years)
- Commit to ongoing dialogue throughout the year/review and mid-year review (if applicable)

The Performance Review Management Steps

Step 1: The Arrangements

Performance management should be conducted in a setting that ensures privacy and allows sufficient time for a thorough discussion.

Step 2: Completing the review/planning meeting

1. **Review of objectives and performance** – Note key accomplishments and factors that have hindered or helped achievements
2. **Employee development** – Discuss the developmental progress since the last review and the training development opportunities that have occurred and future needs
3. **Objective setting** – as part of the formal review the reviewer and the reviewee will agree new/continuing objectives for the next review period. These are completed on the performance management planning and review statement (copy attached)
4. **Additional notes/ comments** - should include any other actions arising, including, where appropriate actions by the manager to support performance management
5. **CPD/training and development needs** – should be jointly identified and noted on the separate Training and Development Needs/CPD form (copy attached)

Should there be a disagreement between the **reviewee** and the **reviewer** about the performance outcomes, the **reviewee** may appeal to the headteacher (when the headteacher is not the reviewer). The headteacher will confirm the reviewers assessment and/or objectives or agree to change them. If the headteacher is the reviewer then the appeal will be referred to the governing body. HR will provide further support for headteacher on appeals for those who request it.

Step 3: After the review/planning meeting - completion of the documentation

The reviewer and the reviewee must agree new objectives and assessment based on the performance management review cycle that has just ended including factors that have helped and hindered achievements, training requirements, comments on job description and career goals.

The reviewer will have five days to complete form and submit to the reviewee for them to sign/comment, the reviewee has five days in which to do this and return to the reviewer.

The reviewer and the reviewee should each retain a signed copy of the completed performance planning and review statement form and the CPD form. All documentation will be confidential and kept for a minimum of 6 years in the school.

Supplementary Information for Reviewers

Setting Performance Objectives

Objectives should be brief and easily understood. They should be agreed as part of the objective setting review meeting between the reviewer and the reviewee. If priorities or circumstances change during a performance period then, with the agreement of both parties, the objectives should be changed. Where a joint determination cannot be made on objectives and outcomes the reviewer will make the determination however there will be a right of appeal. (see Appeals section).

All objectives must be measurable and should and be linked to improving the wellbeing and progress of pupils at the schools.

An objective should :-

- link to the school improvement /development plan, the relevant professional occupational standards and/or any other relevant targets
- link to the relevant school SEF
- be 'SMART'

Specific - objectives should be directly related to specific plans, projects, etc. Use very active words such as deliver, implement, produce etc.

Measurable - measurements should be a balance between quantitative (objective) and qualitative (subjective). As a check, ask yourself - what outcome will I see, hear and feel?

Achievable - objectives should be achievable but at the same time challenging. The individual should also be able to control the objective, i.e. have necessary resources and authority.

Related to the job - each objective must be relevant to the individual's role - and a sub-set of the manager's objectives. Challenging and broadening experiences can also be highly relevant to service and / or personal development.

Time Bound - the objective must include a "by when" statement.

Feedback

Feedback is a two way process and the reviewee should be feeding back on areas that have gone well in addition to challenges that have been faced. It is useful for both the reviewer and the reviewee to consider this before the meeting and make a note on the pre-review meeting form so that this can be discussed at the meeting. Constructive feedback forms an essential element of Ealing's approach to performance management. It should be ongoing and not just confined to formal review

Feedback can be defined as:

- motivational feedback - identifies what is working well and has a positive impact in order to encourage continued high performance and positive behaviour
- developmental feedback - highlights performance and behaviours, which have a negative impact, and encourages change.

Focus should be on facts and not the person ensuring that feedback is specific and that examples are given and that feedback is understood and clarification provided if necessary. This enables the reviewer and the reviewee to communicate in a positive and open way and develops trust. Combined with other management skills, it supports the resolution of performance problems in a timely and effective manner.

Learning & Development / CPD

Enabling staff to develop to their full potential is a core responsibility for reviewers and embraces a wide range of approaches from coaching/mentoring to discrete training events/ interventions. Training will often be conducted on site and a variety of 'expert knowledge' can be sourced in school as well as participation in courses run externally in the year long training programme.

Prior to requesting training it will be useful for all staff to look at the Ealing Year Long Training Programme, which is published every April. The year long training programme will have supplements throughout the year and the current deadline for the CPD Leaders to submit requirements for training is in October each year.

Addressing Poor Performance

When a reviewees performance is unsatisfactory, it is the responsibility of the reviewer to meet with the reviewee and discuss the situation, outlining areas for improvement and setting objectives for the employee to achieve. The purpose is to create a course of action that will assist the employee in correcting the performance problem(s).

A written document should be produced that outlines the performance problem(s), identifies next steps, states a reasonable timeframe for demonstrating improvement, and describes the consequences for successful or unsuccessful completion of the plan.

Confidentiality

The whole performance management process and the statements/evidence generated under it should be treated with strict confidentiality between the reviewer and the reviewee. Information relating to CPD will be shared with the CPD Leader and in the event of an appeal information will be shared appropriately (HR can advise further)

Performance Management planning and review statements should be retained for a minimum period of 6 years by the school.

Appeals

Reviewees have the rights to appeal against any of the entries in their planning and review statements. Where the headteacher is not the reviewer they will hear an appeal, if the headteacher is the reviewer the appeal will be heard by the Governing Body.

General Diversity Guidance

Reviewers must ensure that in the conduct of the performance review process e.g. objective setting, performance review and development planning that the following are considered:

- Fairness: Need to be aware of the potential for unconscious discrimination and to avoid assumptions about individuals based on stereotypes
- Consistency: All staff will receive the same entitlements. This will be continuously monitored through regular and routine quality assurance

- Equal Opportunity: All staff should be encouraged and supported to achieve their potential through agreeing objectives, undertaking development and having their performance assessed
- Compliance with all the requirements of discrimination legislation.
- A clear timetable for the performance management progress

Performance management review - checklist for the reviewer and the reviewee

Before the meeting

Reviewer:

- ☐ schedule the review meeting, allowing appropriate time
- ☐ book meeting (private, enabling confidentiality and free discussion)
- ☐ gather evidence: notes of previous meetings/supervisions, Job Description, previously agreed objectives, previous feedback and any other information.
- ☐ give copy of pre-review form to reviewee to use in own self-assessment and ensure the reviewee is clear about its use and the key areas to include on it
- ☐ ask reviewee to consider areas for new objectives
- ☐ ensure that you consider the reviewee's achievements in light of any known disabilities and any reasonable adjustments you have made to support the reviewee in their work.
- ☐ consider potential objectives related to school improvement plans and key policies/strategies
- ☐ ensure that you have considered disability, gender and race implications in identifying potential objectives
- ☐ consider development needs and how they may best be met

Reviewee:

- ☐ prepare evidence for review meeting: notes from previous meetings/supervision, evidence relating to achievement against objectives, areas of success/failure, areas for continued development, thoughts on career development
- ☐ complete the pre-review meeting form
- ☐ consider what new objectives may be appropriate in the context of school priorities

Checklist – during the meeting

Reviewer:

- ☐ start with the reviewee's self-assessment/audit
- ☐ identify and agree areas of clear agreement. Focusing initially on positive outcomes
- ☐ discuss other areas and identify clearly the basis on which you have made your assessment
- ☐ where possible, agree rating scores. If differences remain the reviewee can provide additional information for consideration by the reviewer

- ☐ identify new objectives for the reviewee and agree relevant success measures. A maximum of 3 objectives is recommended
- ☐ agree priorities for development and who will take action
- ☐ discuss whether the employee has a disability as defined under the Disability Discrimination Act, agree and record any reasonable adjustments
- ☐ schedule any future review sessions i.e. observation sessions for TA's or mid year reviews

Both:

- ☐ share feedback

Checklist - after the meeting

Reviewer:

- ☐ complete the planning and review form and the training and development needs form and pass to reviewee for additional comments if needed within 5 days of the meeting
- ☐ reviewee has 5 days to make amendments to the planning and review form and return it to reviewer
- ☐ the agreed planning and review form is sent to headteacher within 10 days of the planning meeting taking place
- ☐ if the reviewee is not happy with outcomes of the review the reviewee may appeal to the headteacher who will make a determination (If headteacher is reviewer appeal will be to GB)
- ☐ ensure the forms are signed by the reviewee and the reviewer
- ☐ provide copies of the form to the reviewee
- ☐ ensure that copy is kept in a confidential pla

Frequently raised questions (FAQ's)

I have done my job for years and no one has ever complained. Why do I need professional development?

There are constant changes and developments in education and everyone has to adapt to them. Performance management will mean that the adjustments you make and the way you learn and develop in your role will be planned and recorded and your efforts recognised.

What if my performance management review is critical of my work, I don't like being judged?

Performance management is not a judgement exercise. Any criticism will be constructive, it will focus on how things can be done better not whether you are doing it wrong. As performance management is meant to be an ongoing dialogue there should be no surprises at the actual review meeting.

I can't think of any objectives?

The reviewee and the reviewer will decide on objectives together based on the previous year and current strategies identified by the School. The section showing examples of objectives may help you with some initial ideas however it is a two way process.

I am a TA and I am very worried about being observed. What if things go wrong on that day?

If you are a TA and are being observed as part of your role, consider observing one of your colleagues and vice versa beforehand. If things don't go well on the day this will be taken into account and discuss it with you. Usually it will be your class teacher observing you as part of the process.