



MIDDLESEX  
LEARNING  
PARTNERSHIP

# SUPPORT STAFF PERFORMANCE MANAGEMENT POLICY

<b>APPROVED BY:</b>	HR & Pay Committee
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**Contents**

- 1. Overview ..... 3
  - 1.1 Scope ..... 3
  - 1.2 Purpose ..... 3
  - 1.3 Process ..... 3
  - 1.4 Performance Management Cycle ..... 3
  - 1.5 Learning and Development ..... 3
  - 1.6 Appeals ..... 4
  - 1.7 Monitoring and Review Process ..... 4
  - 1.8 Equality and Diversity ..... 4
  - 1.9 Review of this Policy ..... 4
- 2. Section 2: Guidelines for use ..... 5
  - 2.1 Identifying the reviewer ..... 5
  - 2.2 Performance Review and Planning Meeting ..... 5
    - 2.2.1 Planning and Preparation ..... 5
    - 2.2.2 Outcome ..... 5
    - 2.2.3 Objectives ..... 5
    - 2.2.4 Classroom Observation ..... 7
    - 2.2.5 Feedback and Concerns during the Performance Management Cycle ..... 7
    - 2.2.6 Transition to Formal Capability Procedures ..... 8
    - 2.2.7 Reverting to the Performance Management Process from Capability ..... 8
    - 2.2.8 Record keeping ..... 8
    - 2.2.9 Checklist for Reviewer and Reviewee ..... 8

## **1. Overview**

### **1.1 Scope**

This performance management policy applies to all support staff in the Middlesex Learning Partnership.

This procedure does not apply to support staff in their probationary period.

This procedure does not apply to teachers as separate procedures exist for performance appraisal of teachers.

The recognised trade unions have been consulted.

### **1.2 Purpose**

This policy will assist Trustees, Governors, Heads of School and school management teams to develop their support staff. It sets out a framework for clear and consistent assessment of the overall performance of support staff and for supporting their development needs, within the context of the school development plan and their own occupational standards and job description.

### **1.3 Process**

The process will be conducted by the reviewer with the reviewee (employee). The reviewer should ideally be the person with line management responsibility for the employee whose performance is being reviewed (the reviewee).

- Providing feedback on employees' job performance and behaviour
- Clearly identifying work objectives
- Agreeing required standards for both work and behavioural performance
- Agreeing a development plan linked to objectives

Ideally all objectives set should relate back to the school Improvement plan. However, it is acknowledged that it may be more difficult to establish a direct link between these plans for lower level posts.

Objectives discussed at the annual performance review should be written down and both parties should sign and retain a confidential copy.

The performance management process should be a positive process. If there are issues of weakness the reviewer/manager should not wait for the formal review process to address concerns but should address these at the earliest opportunity seeking advice from the school senior management team and HR, where appropriate. There should be no surprises in the review process.

### **1.4 Performance Management Cycle**

The performance management process is on an annual cycle. The cycle ties in with the academic year, with the performance review and planning meetings having taken place by 31 October. Where an employee commences employment part way through a cycle, the first review period should be for the period that will allow them to be placed on the same cycle as the other support staff in the following year.

### **1.5 Learning and Development**

After the review, each employee (or group of employees) should have a target specific to their own Continuing Professional Development (CPD) and a plan highlighting the development required by staff to achieve the targets set.

It is important to remember this development can happen through a variety of means, for example:

- Team development events
- Management or peer coaching
- Mentoring
- Shadowing
- Use of ICT learning packages
- Short-term secondments/placements
- Specific CPD to maintain professional standing and knowledge
- Participation in internally or externally provided training activities.

The Trust will ensure in the budget planning that appropriate resources are made available in the school budget for any training and support agreed for reviewees, in liaison with the Schools CPD Leader/Coordinator.

### **1.6 Appeals**

If an employee is unhappy with any of the entries in the planning and review statement or the outcome of any review, they should first seek to address the situation with the reviewer. If they continue to remain aggrieved they should invoke the school's Grievance Procedure.

### **1.7 Monitoring and Review Process**

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

- The whole school
- The employee's work related duties
- The employee's own continual professional development

The monitoring and review process should include regular supervision meetings to be set at a timescale appropriate to the school.

A mid-cycle review can take place 6 months after the main review has taken place. Any notes or other paperwork from this meeting should be maintained by the reviewer (confidentially) and used as ongoing work in progress. However, it is recognised that for some groups of staff, regular supervisory meetings may not be practical.

### **1.8 Equality and Diversity**

The Trust will ensure all staff are treated equally and fairly in the implementation of this policy. Additional assistance in the review process should be provided if there are limitations due to language difficulties or physical or mental impairment.

### **1.9 Review of this Policy**

The Trust should regularly review this performance management policy.

## **2. Section 2: Guidelines for use**

### **2.1 Identifying the reviewer**

Those closest to the line management of the reviewee should carry out the review. The section on line management clarifies which member of staff fulfils these roles. Where line management is unclear the Head of School should appoint the reviewer. At the start of the process if the reviewee is of the opinion that the reviewer is not suitable they should submit a written request to the Head of School indicating the reasons why they consider the reviewer should be replaced.

### **2.2 Performance Review and Planning Meeting**

#### **2.2.1 Planning and Preparation**

The reviewer should take the opportunity during the annual review of the employee to consider the employee's job description and whether it requires updating. If significant changes are made it should be submitted to HR for evaluation. As well as using the job description as the basis for discussion, copies of previously set targets and objectives, notes from supervision sessions and any other key evidence of achievement from the previous year should be considered alongside.

The meeting should be planned in advance with both parties being aware of the date, time and location and enough time given for both sides to prepare. (The exception to this should be where you have staff employed for short periods or have group targets where a short group session may be sufficient). The review meeting should be conducted privately in a venue where the meeting will not be disturbed. It must take place during the contracted working hours of the employee. The discussion should be two-way with both sides having an opportunity to fully contribute.

#### **2.2.2 Outcome**

The outcome should be a performance agreement/action plan, which:

- addresses any outstanding issues from the previous year
- considers performance against previously agreed objectives
- sets new objectives for the forthcoming year

The reviewer should also consider the aspirations of the employee, as well as school and other development plans. Development could also encompass succession planning and providing the skills for promotional opportunities.

#### **2.2.3 Objectives**

Objectives should be challenging, achievable, time bound, fair and equitable in relation to staff members with similar roles, responsibilities and experience, and should be related to job descriptions and linked to the school improvement plan. They should take into account the professional aspirations of the staff member and contribute to the progression and performance of the school. For some posts it may be more appropriate to set group objectives.

The objectives should where possible should take into account the 'Common Core of Skills and Knowledge for the Children's workforce':

1. Effective communication and engagement with children, young people, their families and carers
2. Child and young person development
3. Safeguarding and promoting the welfare of the child

4. Supporting transitions
5. Multi-agency working
6. Sharing information

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

At times it may be appropriate to set objectives that will cover a period of more than one cycle. If this is the case, it will be appropriate to identify milestones towards progress during the initial review.

### **Team Targets and Objectives**

According to the group being reviewed it may be appropriate and time efficient to set team or group targets. This approach is pragmatic for groups of staff who are performing to an identical job description with very set and specific duties; who work a short number of hours for a particular purpose, for example SMSAs.

It will still be necessary to review performance separately as there may be some good and bad performers within a team performing the same task. Each member of staff in a group is seen on an individual basis for the review of past targets and achievements and all post holders then meet with the appraiser as a group.

### **Work Standards**

Standards should be set to establish the level of quality expected as well as output. Standards could be according to the level of the post and whether the post has responsibility for staff supervision and/or management in the following categories:

- Challenge, change and improve
- Setting direction
- Working in teams
- Managing people
- Managing self
- Project and work management
- Mastering technology and information

### **Suggested targets/objectives**

Targets should be considered according to the requirements of the post; the job description for the post and school improvement plans. The following are examples of ideas to consider for particular groups of staff.

### **Learning Support Staff**

- Support for students (including enabling independence, setting positive example, building self-esteem)
- Support for teacher
- Support for curriculum
- Support for Academy
- Effectiveness of record keeping
- SEN codes of practice
- Application of Academy behaviour policy

### **Administrative Staff**

- Effectiveness on use of ICT
- Dealing with parents / visitors
- Application of Academy behaviour policy
- Time management / prioritisation

- Support for team / superiors

#### **Technical Support Staff**

- Safety from hazard of allocated area
- Security of allocated area
- Cleanliness of lab area
- Use and maintenance of equipment

#### **School Meal Supervisors**

- Application of Academy behaviour policy
- Lunch discipline of students
- Child protection

#### **Site Staff**

- Health and Safety
- Managing People
- Managing Self

#### **2.2.4 Classroom Observation**

The Trust is committed to ensuring that where classroom observation has been identified as appropriate it will be developmental and supportive and those involved in the process will:

- Carry out the role with professionalism, integrity and courtesy
- Evaluate objectively
- Report accurately and fairly
- Respect the confidentiality of the information gained

The arrangements for classroom observation will be included in the objective setting and will include the amount of observation, its primary purpose, the aspects to be assessed, the duration of the observation, when during the cycle it will take place and who will conduct the observation.

#### **2.2.5 Feedback and Concerns during the Performance Management Cycle**

Feedback should be constructive and approached in a sensitive manner. Feedback should be both:

- **Motivational** – identifies what is working well and has a positive impact in order to encourage.
- **Developmental** – highlights performance and behaviours that have a negative impact and encourage change.

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

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

- give clear feedback to the employee about the nature and seriousness of the concerns;
- give the employee the opportunity to comment and discuss the concerns;
- agree any support (e.g., coaching, mentoring, structured observations), that will be provided to address those specific concerns;

- make clear how, and by when, the reviewer will review progress (it may be appropriate to revise objectives and modify support, and it will be necessary to allow sufficient time for improvement. The amount of time is up to the school but should reflect the seriousness of the concerns and should be no more than 30 working days);
- explain the implications and process if no or insufficient improvement is made.

When the progress is reviewed, if the reviewer is satisfied that the employee has made, or is making, sufficient improvement, the performance management process will continue as normal, with any remaining issues continuing to be addressed through that process.

### **2.2.6 Transition to Formal Capability Procedures**

If the reviewer is not satisfied with the progress the employee will be notified in writing that the performance management process will no longer apply and that their performance will be managed under the school's formal Capability Procedure.

### **2.2.7 Reverting to the Performance Management Process from Capability**

The Capability Procedure will end if the Head of School is satisfied that the employee is at the desired standard of performance and the performance management process will recommence. Warnings within the Capability Procedure are time limited e.g., 12 months for a written warning and two years for a final written warning. Where a warning has been issued and there are further concerns around the employee's performance within the period of warning, the Feedback and Concerns during the Performance Management Cycle (section 2.2.5) of the Performance Management Procedure (this procedure) must be followed before reverting to the Capability Procedure. Where this is the case, it is expected that the next stage of the Capability Procedure will apply.

### **2.2.8 Record keeping**

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

The Head of School, the reviewer and the reviewee should be the **only** staff who have access to paperwork.

### **2.2.9 Checklist for Reviewer and Reviewee**

#### **2.2.9(1) Before the meeting:**

Reviewer:

- Arrange an agreed date, time and venue with the reviewee
- Gather evidence e.g. notes of previous meetings/supervisions, job description, previously agreed objectives
- Ask the reviewee to complete a self-evaluation and consider areas for new objectives
- Recognise and encourage the sharing of good practice
- Ensure that you consider the employee's achievements in the light of any known disabilities and any reasonable adjustments you have made to support the employee in work
- Undertake the review evaluating performance against current objectives, behaviours, strengths and weaknesses and any underlying issues
- Ensure that you have considered disability, in identifying potential objectives
- Consider what objectives would be appropriate for next cycle and what success criteria for them would look like
- Consider development needs and how they may best be met



Reviewee or Group if appropriate:

- Complete a Self-Evaluation
- Prepare evidence for review meeting e.g. notes from previous meetings/supervisions, evidence relating to achievement against objectives, areas of success/failure, areas for continued development, and their thoughts on future career
- Record any thoughts relating to possible objectives that may be appropriate for next year in context of service requirements, school priorities, including the School Improvement Plan and
- key policies e.g. on equality and diversity, health and safety and their own personal aspirations.

### **2.2.9(2) During the meeting:**

Reviewer:

- Consider reviewee's/Group self-evaluation
- Identify areas of clear agreement, focusing initially on positive outcomes
- Discuss other areas and identify clearly the basis on which you have made your assessment
- Agree key objectives for the reviewee/group and agree how a successful outcome would be measured. There should be a minimum of two, maximum three objectives
- Agree priorities for development and who will take initial action
- Schedule the next meeting

### **2.2.9(3) Post meeting**

**After the meeting, if using paper system: Reviewer**

- Complete the Performance Management Planning and Review Form within 1 week and pass to reviewee for additional written comments if needed
- Ensure reviewee and reviewer sign form
- Provide copies of the form to reviewee in a confidential environment
- Pass form and any additions to the Head of School

**Reviewee**

- Read through final Performance Management Planning and Review Form carefully and ensure that you are clear about its contents and your objectives. If unsure seek clarification

**After the meeting, if using computerised system**

**Reviewer**

- Complete overview statements, marking objectives as Achieved, Partially Achieved or Not Achieved.
- Add overview statement
- Mark overview statement as complete and save
- If required download record
- Once new agreed objectives uploaded by reviewee add any notes and approve.

**Reviewee**

- Upload agreed SMART objectives for next academic year
- During course of academic year when working towards objectives upload evidence to support achievement of objectives.

### **2.2.9(4) Confidentiality**

The Head of School, the reviewer and the reviewee are the only staff who should have access to paperwork or computerised records. Care should therefore be taken to ensure that paperwork is stored or disposed of securely, any shared storage whether electronic or physical should not be used. Only two paper copies should be kept. One to be held by the reviewer and the other to be stored in the reviewee's personnel file at the school. The reviewee will be given their own copy.

#### **Guidance for the Reviewer**

##### ***In the case of Individual Performance Management:***

Develop job descriptions that clarify roles

Discuss strengths and areas for development, career hopes and particular areas of work related interest

Identify objectives which should have the following key elements:

Overall objective – what is the employee aiming to achieve?

Success criteria – how will you know whether the objective has been achieved?

Action required – the specific steps needed to work towards the objective by whom and when

Development/training needs – what development/training is needed to support the employee to meet the objective?

Monitoring – the likely personnel, format and frequency of monitoring required

##### ***In the case of Group Performance Management:***

Consider the implications of the School Improvement Plan for the team.

Agree success criteria for the team's performance

Draw up team targets

Discuss when, how and what performance data will be collected

Use the team targets as the starting point for individual objectives

Identify individual objectives that will help the team reach its targets

Set dates for observations and further meetings

Record main points of discussion

Give copy of the objectives to the Head of School

#### ***Guidance for the Reviewee***

##### ***What should you do to prepare?***

Understand the performance management process

Know your job description

Consider the school's improvement plan and how it is relevant to your role and responsibilities

If you have had a previous performance management identify where last year's areas for development went well and think about why this was

If this is your first performance management reflect on your work during the past year, consider the following:

What went well?

Why it went well?

What professional development opportunities have you had this year?

You now need to identify areas which may need improving, consider:

Identify jobs which did not go well and think about why this happened

Why improvement is necessary? What can you do to improve?

What can your manager do to help?

Have some ideas about how you would like to develop.

Complete any review sheets/ forms/computerised processes required before your meeting

**Self-Reflection Form\***

Name:	PM Cycle: 20 ____
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<b>Objectives</b>	<b>Commentary on how well you have met the objective</b>	<b>Evidence to show progress you made towards meeting the objective</b>
Objective 1:		
Objective 2:		
Other notes/issues related to performance of the key duties in your job description:		

\*This form is only to help you prepare for your Performance Management review and a copy will not be taken in by your reviewer

**Performance Management Review Form**

Reviewee Name:	Date:
Reviewer Name:	Review cycle:

Summary Review of objectives

<b>Objective 1:</b>					
Review/comments:					
Met		Partially Met		Not Met	

<b>Objective 2:</b>					
Review/comments:					
Met		Partially Met		Not Met	

**Signed (Reviewer):** .....

**Signed (Reviewee):** .....

**Performance Management Planning Statement**

Reviewee Name:	Date:
Reviewer Name:	Review cycle:

<b>Objective 1:</b>
Actions you will take to help you meet the objective:
Support/development needs

<b>Objective 2:</b>
Actions you will take to help you meet the objective:
Support/development needs

Signed (Reviewer): .....

Signed (Reviewee): .....