The Auriga Academy Trust
PERFORMANCE MANAGEMENT POLICY FOR SUPPORT STAFF

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1. Scope

This performance management policy applies to all support staff within the Trust.

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

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

2. Purpose and Aims

This policy will assist Headteachers and the School Leadership Team 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.

Aims:

To support each individual member of support staff to improve job satisfaction and performance with a view to possible career development within the Trust or elsewhere.

- To enable staff to use and develop their skills as effectively as possible in their role.
- To enable all staff to make their full contribution to the achievement of the Trust's goals.

For the purpose of this policy support staff are:

- Higher Level Teaching Assistants (Teaching and Learning)
- Lead Teaching Assistants (Occupational Therapy)
- Teaching Assistants
- Administrative staff
- Therapy staff
- Family Support Workers
- Teaching Assistant/ Play Leaders
- School Meals Supervisory Assistants
- Site Staff

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 employee's 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 development/ Improvement plan. However it is acknowledged that it may be more difficult to establish a direct link between these plans for administrative and 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 any issues the reviewer/ manager should not wait for the formal review process to address concerns. They should address these at the earliest opportunity seeking advice from the School Leadership Team or the Trust HR Manager. There should be no surprises in the review process.

4. The 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 31st October.

A mid-year review meeting should be held in the Summer term to discuss progress towards agreed targets and review of support if necessary.

Meeting 1:
Performance Review meeting
(held by 31st October)

Annual review
Overall assessment of performance. Feedback on development needs

Regular supervision meetings and on-going feedback and support

Meeting 2:
Mid- Year review meeting
(held in the Summer term)
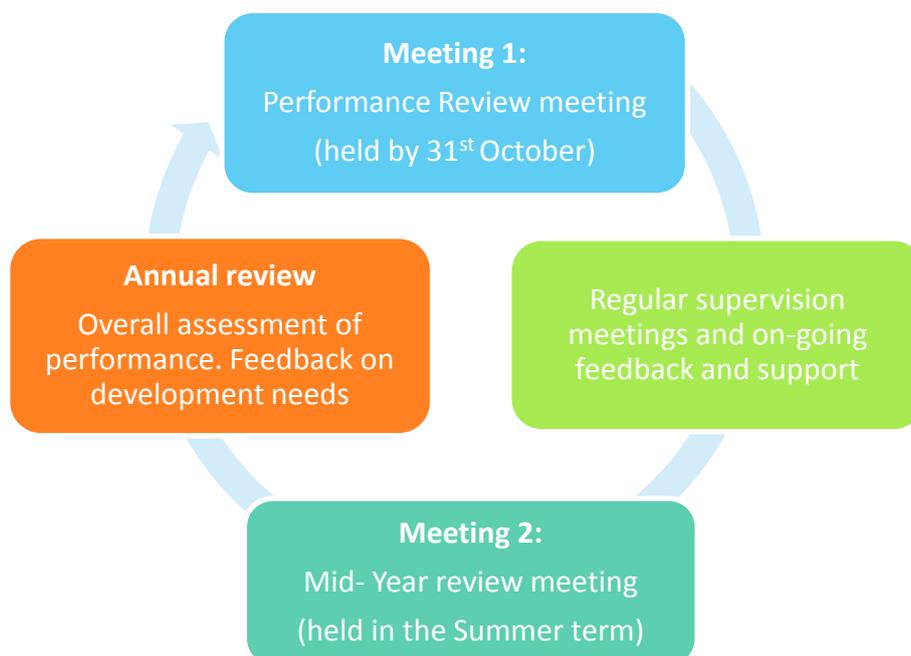
Where an employee commences employment part way through a cycle, the first review period should be for the period that will allow them to be placed on the same cycle as the other support staff in the following year.

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 local Governing Bodies in conjunction with the Finance Director will ensure that appropriate resources are included in the budget planning for any training and support agreed for reviewees, in liaison with the Schools CPD / Outreach coordinator.

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.

Where these cannot be resolved with the reviewer they may raise concerns with the Headteacher.

If they continue to remain aggrieved they should invoke the Trust's Grievance Procedure.

7.   Monitoring and Review Process

Each employee will have a formal annual meeting with their line manager (or other designated member of the School Leadership Team).

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-year review will take place 6 months (Summer term) 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.

The appraisal process does not replace normal supervisory/ one to one meetings.

8.   Equality and Diversity

The Trustees will ensure all staff are treated equally and fairly in the implementation of this policy.

No employee will be disadvantaged on the basis of:

- Race
- Culture
- Religion
- Disability
- Gender
- Sexual orientation
- Transgender
- Pregnant females, new mothers or fathers
- Undergoing gender re-assignment

Additional assistance in the review process should be provided if there are limitations due to language difficulties or physical or mental impairment.

9.   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 Headteacher 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 Headteacher indicating the reasons why they consider the reviewer should be replaced.

10.   Performance Review and Planning Meeting

10.1   Planning and Preparations

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 the Trust HR Manager. 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.

10.2   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.

10.3   Objectives
Objectives should be challenging, achievable, time bound, fair and equitable in relation to staff members with similar roles, responsibilities and experience. Objectives should also be related to job descriptions and linked to the school development 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:

- Effective communication and engagement with pupils and their families and carers
- Pupil's development
- Safeguarding and promoting the welfare of pupils
- Supporting transitions
- Multi-agency working
- 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.

10.4   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
- Who will conduct the observation

10.5   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 Leadership Team 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 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.

10.6   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 Trust's formal Capability Procedure.

10.7   Reverting to the Performance Management Process from Capability

The Capability Procedure will end if the Headteacher 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 2 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 2.5) 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.

10.8   Record Keeping

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

10.9   Confidentiality

The Headteacher, the reviewer, reviewee, the Trust HR Manager and the School Leadership Team should be the only staff who have access to paperwork or electronic 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 2 electronic copies should be kept, 1 to be held by the reviewer and the other to be stored in the reviewee's personnel file. The reviewee will be sent their own copy via email.

11.   Checklist for Reviewer and Reviewee

11.1   Before the Meeting
Reviewer:

- Send meeting invite (via email) to the reviewee.
- Book venue (private, enabling confidentiality and free discussion).

- Gather evidence e.g. notes of previous meetings/ supervisions, job description, previously agreed objectives.
- Ask the reviewee to complete the self-evaluation form electronically 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 using copies of the forms in order to evaluate performance against 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:

- Complete the Self-Evaluation form electronically.
- Prepare evidence for review meeting for example;
  – Notes from previous meetings/ supervisions.
  – Evidence relating to achievement against objectives.
  – Areas of success/ failure.
  – Areas for continued development.
  – 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
  – The School Development/ Improvement Plan
  – Key policies
  – Their own personal aspirations

11.2 During the Meeting
Reviewer:

- Consider the reviewee's self-evaluation form.
- 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.
- Identify no more than 4 key objectives for the reviewee and agree how a successful outcome would be measured.
- Agree priorities for development and who will take initial action.
- Schedule the next supervision meeting and or the mid-year review meeting.

11.3 Post Meeting
Reviewer:

- Complete the Performance Management Planning and Review Form electronically within 1 week and pass to reviewee for additional written comments if needed.
- Ensure reviewee and reviewer sign form.
- Forward the form and any additions to Headteacher.
- Email the final form to the reviewee in a confidential manner.

Reviewee:

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

11. Forms

1. **Meeting invite (via email): Support Staff Performance Management Review**

The reviewer should send the meeting invite out to the reviewee within 5 working days of the performance management review meeting.

2. Performance Management Review Self-Evaluation Form

The reviewee should complete this prior to their Performance Management Review Meeting.

3. Performance Management Planning and Review Form

The form is divided into 2 parts.

- *Assessment summary of performance*

This should be completed by the reviewer based on the discussion between the reviewer and reviewee during the meeting. The form should be completed either at the performance management meeting or from notes taken at the meeting and agreed by the reviewee. Any disagreements should be brought to the attention of the Headteacher by the reviewer.

- *Objective setting for the next cycle*

This should also be completed by the reviewer either at the performance management meeting or from notes taken at the meeting. Where observation is appropriate the terms of that observation should be identified, any disagreements should be brought to the attention of the Headteacher by the reviewer. It should be signed by the reviewee and the reviewer within **10 working days** of the meeting.

4. Performance Management Planned Classroom Observation Form (if relevant)

To be completed by the reviewer with agreement from the reviewee. It is advised that this is done in the review meeting to ensure that adequate notice is given.

Observations will not be carried out on non-classroom based staff.

5. Performance Management Mid-year Review Form

This form is to be completed in the same way as the Planning and Review Form (see point 3).

Support Staff Performance Management Review Meeting Invite

(To be sent via email 5 working days before the performance management meeting)

Dear X,

Your Performance Management review/ Mid-year review *(delete as appropriate)* is scheduled to take place on DATE at TIME on LOCATION. Please note the meeting may last up to an hour.

Your reviewer (performance manager) is X, JOB TITLE.

Please ensure you bring last year's Performance Management Planning and Review Form and your completed Self-Evaluation Sheet, as these will be used as the basis of the meeting discussion.

Please consider 3 targets for the next performance management cycle based on your assessment of your previous targets.

Your targets should:

- Be linked to the school development / improvement plan
- Be specific to your work-related duties.
- Enable you to explore your own aspirations and professional development

A copy of the Performance Management policy for Support Staff can be found LOCATION.

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Performance Management Review Self-Evaluation Form

Your appraisal meeting provides you with a valuable opportunity to discuss your role and aspirations with your line manager.

The Self Review Form is an important part of the appraisal process enabling you to share your thoughts about yourself, your role and the school community.

Please complete the form electronically and return it to via email your reviewer (performance manager) at least **2 working days** ahead of your meeting.

Name:	Job Title:
School:	Campus:

1. What were your agreed objectives for the past year and describe your actions to achieve each objective?
(If you haven't met an objective consider why this may be the case. If you have met an objective consider where you think you have achieved particularly well)

- **Objective 1:**

- **Objective 2:**

- **Objective 3:**

2. Please describe any barriers to achieving each objective.
- **Objective 1:**

- **Objective 2:**

- **Objective 3:**

3. Are there any particular contributions that you would like to be recorded in your appraisal?

4. Do you feel you are able to organise your job e.g. workload, time management and communication with others?

5. What training or development have you had this year and how effective do you think this has been?

6. What aspects of your job satisfy you the most and what the least?
List your successes and things that you are still concerned about
- **Most:**

- **Least:**

7. What areas of your present work would you like to improve upon?

8. Are there other areas you would like to extend your work into that you cannot be involved in at present?

9. Are there any new skills or competencies you would like to develop in the coming year?
10. If lesson observations are part of your appraisal (Teaching Assistants/ HLTAs) is there a specific area you would like to be included in the next lesson observation?
11. Is there any training or development you have identified that you might require going forward?
12. Additional Comments:

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Performance Management Planning and Review Form

Please complete this form electronically; 1 copy of the completed form to be sent to the reviewee and a signed copy to the Headteacher within **10 days** of the planning meeting.

Reviewee Name:	Job Title:
Reviewer Name:	Date:
School:	

Assessment summary of performance in the <mark>20XX/XX</mark> cycle:	
Objective 1:	
Objective 2:	
Objective 3:	
Feedback from Classroom Observation Feedback in <mark>20XX/XX</mark> cycle *(if appropriate)***:**	

Objectives for <mark>20XX/XX</mark> cycle:		
Objective 1:		
Links to School Development Plan Objective:	Success Criteria: *(How will these be achieved? What success will look like & evidence)*	Support/ learning and development required:
Objective 2:		
Links to School Development Plan Objective:	Success Criteria: *(How will these be achieved? What success will look like & evidence)*	Support/ learning and development required:
Objective 3:		
Links to School Development Plan Objective:	Success Criteria: *(How will these be achieved? What success will look like & evidence)*	Support/ learning and development required:
Additional Comments		
Reviewee Signature:	Date:	
Reviewer Signature:	Date:	

Performance Management Planned Classroom Observation Form

Reviewee Name:	**Job Title:**
Reviewer Name:	**Date:**
School:	

Planned Classroom Observation for Cycle 20XX/XX	
Primary Purpose of Observation:	
Duration:	**Date:**
Aspects of Performance to be Assessed:	
Observation to be Conducted By:	
Feedback Date:	
Reviewee Signature:	**Date:**
Reviewer Signature:	**Date:**

Performance Management Mid-Year Review Form

Please complete this form electronically; 1 copy of the completed form to be sent to the reviewee.

Reviewee Name:	Job Title:
Reviewer Name:	Date:
School:	

Mid Cycle Review Statement for Cycle 20XX/XX
Please summarise the progress made towards achieving the agreed objectives: • Objective 1: • Objective 2: • Objective 3:
Please outline any barriers/ amendments required to objectives in order for them to be achieved: • Objective 1: • Objective 2: • Objective 3:
Are there any further support/ development required? If so, please record here:
Additional Comments:

Reviewee Signature:	Date:
Reviewer Signature:	Date: