



Lanesend Primary School

Support Staff Performance Management Policy

Staff Policy

Signed: **Date:**
(Headteacher)

Signed: **Date:**
(Chair of Governors)

Review Date: December 2018 (Yearly)
Reviewed By: Money Group and Headteacher

Support Staff Performance Management Policy

Lanesend Primary is committed to developing all support staff effectively to ensure professional satisfaction, high levels of expertise and career development progression. Performance Management is integral to the schools intention of continuously improving the quality of all aspects of the education delivered to children. It is expected that support staff are able to contribute to the raising of standards by meeting the needs of children and teachers to the benefit of all.

The process is tailored to:

- Meet the needs of the school
- Assist the school in meeting its aims as identified in the school improvement plan
- To support the development of support staff in gaining access and support to develop their career

All colleagues at Lanesend Primary should have a clear vision of the role they play in providing a high quality environment and experience for each other and for the children.

Performance Management is important and is a shared responsibility.

Aims and Purpose

The school policy is intended to ensure that each member of staff's performance is reviewed and targets set on an annual basis and that a discussion will take place between the job holder and the reviewer (usually their line manager).

The benefits of performance management in terms of improved communication and enhanced performance, both for the individual and the school, can only be achieved by the continuous commitment of all those involved in the process.

The performance management policy has been designed to meet the following specific objectives:

- To assist all support staff in performing their roles to the best of their ability and maximising their contribution to the schools overall objectives
- To identify individual/job holder training needs
- To highlight the potential that each individual/job holder has to develop within his/her current position
- To provide a framework where managers can support their team

Performance review is much more than simply filling in forms. It provides an important record to review performance and set future targets, and it is essential that it is completed accurately. Above all, however, development and performance improvement is viewed as a continuous process contributing to meeting the aims of the school.

Roles

The individual/job holder is the member of support staff whose performance is being reviewed, their responsibilities are:

- To understand the performance management process
- To understand fully the requirements of their job
- To discuss and agree their objectives with their reviewer
- To receive feedback in a constructive way

The reviewer is a member of staff who leads the performance management review process including meetings and report writing. A reviewer will normally be the individual's line manager. Reviewers must have adequate contact with the individuals for whom they are responsible so that meaningful objectives can be set.

The reviewer's responsibilities are:

- To ensure he/she understand the performance management review process
- To ensure the process starts at the appropriate time and to complete all the necessary stages throughout the reporting period
- To discuss and agree objectives and training needs with the individual/job holder.
- To support the individual/job holder with their development
- To monitor the individual/job holders performance and provide feedback and coaching as necessary
- To prepare adequately for performance management reviews.

Practices and Procedures

A formal system of performance management makes sure that performance review happens regularly to a set standard and to agreed deadlines. It means that a performance review is backed up by sound evidence and based on firm objectives.

The performance management process will follow these key principles:

- Fairness - Established by the avoidance of unconscious discrimination and unsupported assumptions about individual's performance.
- Equal Opportunity - All support staff should be encouraged and supported to understand their potential through a cycle of agreeing objectives, undertaking development and the review and assessment of their performance.

Planning

The cycle commences with the individual/job holder being given a copy of 'Support Staff introduction to Performance Management' (Appendix A). This informs the individual/job holder of how the process works, an example agenda, and support

staff-review form (Appendix B). At the same time a meeting time and place will be arranged.

Review

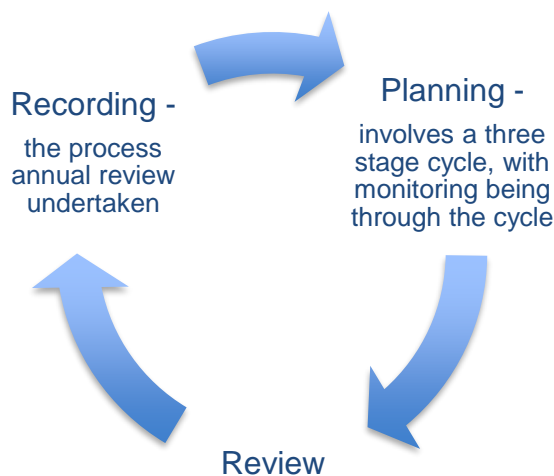
The review will take place in a suitable environment and allow sufficient time to discuss all areas of performance management. At the interview the individual/job holder and reviewer will discuss and agree;

- Previous objectives
- Future objectives
- Training and development needs

Objectives should be challenging but realistic and take account of the job description and existing skills and knowledge base. Agreeing objectives does not mean itemising every activity but picking out key expectations and yardsticks. The range of objectives should match the nature of the job, including leadership or management areas as appropriate. When someone has a wide range or managerial duties, objectives might focus on specific areas of this work. The success criteria must be clearly defined at this point to make future measurement transparent.

Recording

The agreed objectives will be recorded, by the individual/job holder on the Performance Management paperwork. Once written, the individual/job holder will sign the Performance Management paperwork which will then be sent to the Headteacher for checking and signing. A complete copy will be held by the individual/job holder and a second copy will be placed in their personal PM file. Individuals are encouraged to keep a record of their own personal development, agreed objectives, courses and training undertaken.



Confidentiality

The principles of the Data Protection Act 1998 will be followed at all times by those who have access to the documents. The whole performance management process and the statements generated under it, in particular, will be treated with strictest confidentiality at all times. Only the reviewee's line manager or, where s/he has more than one, each of her/his line managers will be provided with access to the reviewee's plan recorded in her/his line management responsibilities. Reviewees will be told who has requested and has been granted access.

Support Staff Introduction to Performance Management

Introduction to performance management for support staff

Performance management is an ongoing cycle involving three stages – planning, review and recording.

The process

Your reviewer (usually your line manager) will ask you to attend a meeting. They will give you this pack which includes a self-review form and, where available, a copy of your job description. If you do not have a job description this is the ideal time to draw one up for discussion and agreement.

1. Planning

Both you as the individual/job holder and the reviewer need time to prepare for the review. It is important that you take the time to complete the self-review form as this will help inform the reviewer and they too can be properly prepared. You should complete the self-review form and hand this to your reviewer seven days prior to the review meeting.

2. Review

The reviewer will set the scene by explaining the purpose of the review and what will happen. The review meeting agenda will include:

- A two way open and constructive discussion covering all aspects of the job so that the purpose of the work is clear
- A shared desire for quality performance and a commitment to recognize and tackle obstacles
- Opportunities to plan for improvement in a supportive environment
- Identification of the skills or knowledge necessary to carry out tasks
- Addressing development needs so that job effectiveness is enhanced and staff are helped to progress

As a guide, when considering which objectives to set for next year you should make a minimum of three based on:

- One related to the school
- One related to personal development
- One on any other area

3. Recording

After the review meeting you, the individual/job holder will prepare a written record of the discussed and agreed objectives on the Performance Management Personal Objectives Record Sheet. Once you have completed the form, sign it and give it to your reviewer. They will check the detail and

countersign the form. A completed document will be given to you for your records and a second copy will be held in your personal file.

- What are your main skills?
- How do you work most effectively? (ie deadlines, in a team etc)
- What changes, if any, do you see happening in your job over the next twelve months?
- What do you see as your major challenges in the past year?
- What do you see as your major disappointments in the last year?

