

Reading Girls' School



PERFORMANCE MANAGEMENT FOR SUPPORT STAFF



**Business &
Enterprise**

FEBRUARY 2014

Ratified by FP&R Committee 21 May 2014

Review: Annually

PERFORMANCE MANAGEMENT POLICY

The Governing Body of Reading Girls' School adopted this performance management policy in February 2014.

APPLICATION OF THE POLICY

The policy applies to all support staff employed by the School, except individuals on contracts of less than one term or those who are the subject of capability procedures.

The Performance Management process will not be used as a substitute for the informal stage of the capability procedure. Capability is subject to a separate policy and procedure.

PURPOSE

This policy sets out the framework for a clear and consistent assessment of the overall performance of support staff and for supporting their development needs within the context of the school's improvement plan and their own professional needs.

Where staff are eligible for pay progression, the assessment of performance throughout the cycle, against the performance criteria specified in the statement, will be the basis on which the recommendation is made by the reviewer.

The school's performance management policy is designed to improve the school by;

- Clearly setting out the roles and responsibilities of all participants
- Improving staff morale and motivation
- Providing an entitlement for staff to engage in the planning meeting
- Enabling Staff to do their work well
- Encouraging the development of confident and professional judgements amongst staff
- Increasing staff participation in decision making and developing a sense of pride in their own work

LINKS TO SCHOOL IMPROVEMENT, SCHOOL SELF-EVALUATION AND SCHOOL DEVELOPMENT

The performance management process will be the main source of information for school self-evaluation and the wider school-improvement process.

Reviewees' objectives will be aligned with the school's priorities and plans, as well as reflecting reviewees' professional aspirations.

CONSISTENCY OF TREATMENT AND FAIRNESS

The Governing Body is committed to ensuring consistency of treatment and fairness in the operation of performance management.

To ensure this, the following provisions are made in relation to moderation, quality assurance and objective setting.

Quality assurance

The headteacher has determined that she will:

delegate the reviewer role for some or all support staff for whom she is not the line manager. In these circumstances the headteacher will:

moderate all the planning statements on Blue Sky to check that the plans recorded in the statements of support staff at the school:

- are consistent between those who have similar experience and similar levels of responsibility;
- comply with the school's performance management policy, the regulations and the requirements of equality legislation;

The FP&R Committee will:

nominate three governors who will not be involved in the performance management process to hear any appeal regarding the individuals' performance management. The FP&R Committee will review the quality assurance processes when the performance policy is reviewed.

OBJECTIVE SETTING

The objectives set will be rigorous, challenging, achievable, time-bound, fair and equitable in relation to support staff with similar roles/responsibilities and experience. They will have regard to what can reasonably be expected of any support staff in that position given the desirability of the reviewee being able to achieve a satisfactory balance between the time required to discharge their professional duties and the time required to pursue their personal interests outside work, consistent with the school's strategy for bringing downward pressure on working hours.

The objectives will also take account of the support staff's professional aspirations and any relevant pay progression criteria. They should be such that, if they are achieved, they will contribute to improving the school.

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

At Reading Girls' School all support staff will have 3 objectives set. A reviewee's objectives should reflect any relevant team, year or whole school objectives.

REVIEWING PROGRESS

Though performance management is an assessment of overall performance, objectives will focus on the priorities for an individual for the cycle.

At the end of the cycle, assessment of performance against an objective will be on the basis of the performance criteria set at the beginning of the cycle. Good progress towards the achievement of a challenging objective, even if the performance criteria have not been met in full, will be assessed favourably.

APPEALS

At specified points in the performance management process, all support staff have a right of appeal against any of the entries in their planning and review statements. Where a reviewee wishes to appeal on the basis of more than one entry, this would constitute one appeal hearing. Details of the appeals process are covered in the school's pay policy.

TRAINING AND SUPPORT

The schools' CPD programme will be informed by the training and development needs identified in the planning and review statements of all staff. The governing body will ensure in the budget planning that, as far as possible, appropriate resources are made available in the school budget for training and support agreed for reviewees.

An account of the training and development needs of support staff will form part of the Headteacher's annual report to the governing body about the operation of the performance management in the school.

With regards to the provision of CPD in the case of the demands on the school budget, a decision on the relative priority will be taken with regard to the extent to which (a) the CPD identified is essential for a reviewee to meet their objectives and (b) the extent to which the training and support will help the school to achieve its priorities. The school's priorities will have precedence. Support staff should not held accountable for failing to make good progress towards meeting their performance criteria where the support recorded in the planning statement has not been provided.

TRANSITION TO CAPABILITY

If the reviewer is not satisfied with progress, the support staff member will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the capability procedure, and will be invited to a formal capability meeting. The capability procedures will be conducted as outlined in the capability policy.

CONFIDENTIALITY

The whole performance management process and the statements generated under it, in particular, will be treated with strict confidentiality at all times. Only the reviewee's line manager or, where they have more than one, each of their line managers, will be provided with access to the reviewee's plan, upon request,

where this is necessary to enable the line manager to discharge their line management responsibilities. Reviewees will be told who has requested and who has been granted access to their plan. The headteacher will determine which line manager will be best placed to manage and review performance.

APPOINTMENT OF REVIEWERS FOR SUPPORT STAFF

The headteacher will:

be the reviewer for those support staff she directly line manages and will delegate the role of reviewer, in its entirety, to the relevant line managers for some or all other support staff.

Line managers will be the reviewers for all those support staff they line manage.

Where a support staff individual has more than one line manager, the headteacher will determine which line manager will be best placed to manage and review the support staff's performance.

Where a member of the support staff is of the opinion that the person to whom the headteacher has delegated the reviewer's duties is unsuitable for professional reasons, s/he may submit a written request to the headteacher for that reviewer to be replaced, stating those reasons.

Where it becomes apparent that the reviewer will be absent for the majority of the cycle or is unsuitable for professional reasons, the headteacher may perform the duties herself or delegate them in their entirety to another staff member. Where this staff member is not the reviewee's line manager, the staff member will have an equivalent or higher status in the staffing structure as the support staff's line manager.

A performance management cycle will not begin again in the event of the reviewer being changed.

All line managers to whom the headteacher has delegated the role of reviewer will receive appropriate preparation and training for that role.

THE PERFORMANCE MANAGEMENT CYCLE

The performance of support staff will be reviewed on an annual basis. Performance planning and reviews will be completed for all support staff by 31 January. The written statements of the planning and review meeting should be approved by the reviewee on Blue Sky within 10 days of the meeting.

Support 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 the provisions of this policy. The length of the cycle will be determined by the duration of their contract.

Where a support staff member starts their employment at the school partway through a cycle, the headteacher will determine the length of the first cycle for that support staff member, with a view to bringing the cycle into line with that for other support staff members at the school as soon as possible.

RETENTION OF STATEMENTS

Performance management planning and review statements will be retained for a minimum period of six years before being shredded for data protection.

MONITORING AND EVALUATION

The FP&R Committee will monitor the operation and outcomes of performance management arrangements.

The headteacher will provide the FP&R Committee with a written report on the operation of the school's performance management policy annually. The report will not contain any information that would enable any individual to be identified.

The report will include:

- the operation of the performance management policy;
- the effectiveness of the school's performance management procedures;
- support staffs' training and development needs.

The Governing Body is committed to ensuring that the performance management process is fair and non-discriminatory. Sufficient data to validate that discrimination does not occur in terms of race, sex, sexual orientation, disability, religion and belief, age, part-time contracts and trade union memberships will be in place.

The headteacher will also report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination under any of the categories above.

REVIEW OF THE POLICY

The FP&R Committee will review the performance management policy every school year.

The FP&R Committee will take account of the headteacher's report in its review of the performance management policy. The policy will be revised as required to ensure that it is always up to date.

The FP&R Committee will seek to agree any revisions to the policy with the recognised trade unions. To ensure support staff are fully conversant with the performance management arrangements, all new support staff who join the school will be briefed on them as part of their introduction to the school.

ACCESS TO DOCUMENTATION

All staff will have access to documentation relating to school improvement and development and any other documents and procedures to which this policy relates. These will be published on the school's intranet, Bluesky education and/or can be obtained from the school office.

Ros de Oliveira

Chair – Finance, Personnel and Resources Committee