

# **William Gilpin CE VA Primary School**

## **Support Staff Performance Management and Pay Policy**

### **Application of the Policy**

The policy applies to all support staff employed in the school except those on contracts of less than one term, and those who are the subject of formal or informal capability procedures.

### **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 Development Plan. 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.

This policy should be read in conjunction with the school's pay policy which provides details of the arrangements relating to pay flexibilities in accordance with local agreements for support staff.

### **Principles of Performance Management at William Gilpin School**

We believe that an effective performance management process is:

- The means by which we value and celebrate the contribution individuals make to the education of children.
- An opportunity to identify those developmental learning opportunities that will be key to achieving the objectives agreed.
- A key part of our school self-evaluation process.
- A vehicle for realizing the vision of the school and the professional and personal aspirations of those who work here.
- A sustained professional and developmental dialogue between the reviewer and the reviewee throughout the school year.

The school will manage the performance of members of staff in accordance with the goals of the School Development Plan.

Individual staff will have a responsibility for their own development in accordance with these goals and with their own work/life balance.

### **Links to school development, to school improvement, school self evaluation and school development planning.**

The arrangements for performance management link with those for school improvement, school self-evaluation and school development planning. The performance management process will be a main source of information as appropriate for school self-evaluation and the wider school improvement process.

Similarly, the School Development Plan and the school's Self Evaluation Form are key documents for the performance management process.

All reviewers are expected to explore the alignment of reviewees' objectives with the school's priorities and plans. The objectives should also reflect reviewees' professional and developmental 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 s/he will:

- Delegate the reviewer role for some or all support staff as per the attached structure.

### **In these circumstances the Headteacher will:**

(a) Moderate all the planning statements to check that the plans recorded in the statements of all staff:

- Are consistent between those who have similar experience and similar levels of responsibility.
- Comply with the school's Performance Management Policy, and the requirements of equality and fairness.

In the case of support staff assessments and IPP ratings, the Headteacher has the right to comment on these and make Governors aware of any inconsistencies and the financial implications of those assessments.

The Governing Body will review the quality assurance processes when the Performance Policy is reviewed.

### **Objective Setting**

The objectives set will be rigorous, challenging, achievable, time-related, fair and equitable in relation to staff with similar roles/responsibilities and experience, and will have regard to what can reasonably be expected of any member of staff in that position given the desirability of the reviewee being able to achieve a satisfactory work/life balance. They shall also take account of the individual's aspirations and any relevant pay progression criteria.

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

In this school support staff will not necessarily all have the same number of objectives.

Though performance management is an assessment of overall performance, objectives cannot cover the full range of an individual's roles/responsibilities. Objectives will, therefore, focus on the priorities for an individual for the cycle. At the review stage, those aspects of an individual's roles/responsibilities not covered by the objectives will be considered in summary only as part of the overall assessment of performance.

### **Setting Objectives (Planning stage of the cycle)**

The Governing Body recognizes the importance of clarity in the setting of objectives. Objectives should be set on the basis of being challenging to the individual but at the same time, accepted as achievable by both the reviewer and reviewee. Therefore, objectives set for all individual members of staff (or groups, in the case of certain support staff) in the school will include the following aspects:

- A 'headline' statement that sets out the desired outcome of the objective.
- Details of specific tasks and processes required to be completed to meet the objective.
- Timescales applying to the process or parts of the process.

- Details of what information will be used to monitor progress and measure success (including, for learning support roles, the nature of classroom observations).
- Details of how such monitoring information will be obtained. This will normally be based on information that is already collected routinely in the school or which arises naturally from the relevant activity.
- Details of support, guidance, training and development agreed to meet the objective.

### **Reviewing Progress**

Objectives should be reviewed part-way through the performance management cycle. If circumstances change significantly, it will be appropriate for objectives to be revised to recognize those changes and to ensure that they remain both challenging and achievable.

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.

The performance management cycle is annual, but on occasions it may be appropriate to set objectives that will cover a period over more than one cycle. In such cases, the basis on which the progress being made towards meeting the performance criteria for the objective will be assessed at the end of the first cycle will be recorded in the planning and review statement at the beginning of the cycle.

Review statements will be provided to the member of staff within ten working days of the date of the review meeting. This time scale also applies to interim reviews where changes are made to the objectives part-way through the annual cycle.

### **IPP Reviews**

The IPP process requires the reviewer/line manager to make an assessment of performance against three criteria:

**Improvement Required** – the employee has failed to meet a number of targets and performance and/or behaviour has not met expectations.

**Meeting Expectations** – the employee meets the job standards, targets/objectives. Performance is in line with that of most other employees.

**Exceeding Expectations** – the employee exceeds achievement against targets, and provides significant support to others. Performance demonstrably exceeds that of most employees and the requirements of the job.

### **Pay Recommendations**

Pay consequences are determined by the IPP ratings above, (with effect from April 2008) as follows: (in addition to normal pay awards)

Improvement required – no step payable on the relevant scale.

Meeting expectations – one step payable on the relevant scale until the top of the normal scale is reached. This will be the outcome in most assessments.

Exceeding expectations – two steps payable on the normal scale until the maximum of that scale is reached. Progression to the higher salary steps of the salary range is subject to this rating being achieved.

## **Appeals**

Support staff are entitled to appeal against the outcome of their review process where any concerns cannot be resolved informally.

The appeals process will be conducted in accordance with the process defined in the school's pay policy. The main steps in that process would be:

- If not satisfied with the content of the planning or review statement, a member of staff should seek to resolve this through discussion, informally with the reviewer within ten working days of receiving the written confirmation.
- If still not satisfied, the individual should set out the grounds of appeal in writing and send it to the reviewer within ten working days. The reviewer should meet with the reviewee to discuss the grievance and seek to resolve it. The reviewer must confirm the outcome of this meeting in writing within five working days.
- Where the reviewer is not the Headteacher, the Headteacher should meet with the individual to hear the grievance and seek a resolution of the concerns. The outcome of this meeting should be communicated in writing to the individual within ten working days of the meeting, setting out the right of appeal.
- Any appeal against this decision should be submitted in writing within ten working days to the Clerk to the Governing Body. Appeals will be heard by the Governing Body's grievance/appeal panel within twenty working days of receipt of the appeal. The decision of the appeal panel will be final and confirmed in writing, normally within two working days of the hearing.

## **Confidentiality**

The whole performance management process and the review statements generated under it, in particular, will be treated with appropriate 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 automatically provided with access to the reviewee's plan recorded in her/his statement. Relevant aspects of the statements may also be shared in confidence with other senior managers. Objectives may be shared more widely with staff agreement where this contributes to team development and school improvement processes. Reviewees will be told who has been granted access. Information from statements may be shared in these circumstances but this does not necessarily mean that copies of the statements will be provided, for example, information could be shared about areas of objective setting without providing copies of the actual objectives/planning statement.

## **Training and Support**

The school's Continuous Professional Development (CPD) programme will be informed by the training and development needs identified in the training annex of the reviewees' planning and review statements.

The Governing Body will ensure in the budget planning that, as far as possible, appropriate resources are made available in the school budget for any training and support agreed for reviewees.

An account of the training and development needs of staff in general, including the instances where it did not prove possible to provide any agreed CPD, will form a part of the Headteacher's annual report to the Governing Body about the operation of the performance management in the school.

With regard to the provision of CPD in the case of competing demands on the school budget, a decision on 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. Staff should not be 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.

### **Appointment of Reviewers**

The Headteacher will delegate the role of reviewer to relevant managers. Where a member of staff is of the opinion that the person to whom the Headteacher has delegated the reviewer's duties is unsuitable for professional or other reasons, s/he may submit a written request to the Headteacher for that reviewer to be replaced, stating those reasons. There is no automatic right to have the reviewer replaced.

Where it becomes apparent that the reviewer will be absent for the majority of the cycle or is unsuitable for professional or other reasons the Headteacher may perform the duties himself/herself or delegate them to another manager. Where this manager is not the reviewee's line manager they will have an equivalent or higher status in the staffing structure as the 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 for that role.

### **The Performance Management Cycle**

The performance of all staff must be reviewed on an annual basis. The performance management cycle in this school will be based on the educational year for all support staff.

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. Staff with contracts for less than one term are excluded from this scheme.

### **New Appointments**

Where an employee starts their employment at the school part-way through a cycle, the Headteacher shall determine the length of the first cycle for that individual, with a view to bringing his/her cycle into line with the cycle for other staff at the school as soon as possible.

Where a member of staff transfers to a new post within the school part-way through a cycle, the Headteacher shall determine whether the cycle shall begin again and whether to change the reviewer.

### **Retention Statements**

Performance management planning and review statements will be retained for a minimum period of 6 years.

## **Monitoring and Evaluation**

Where a member of staff transfers to a new post within the school part-way through a cycle, the Headteacher shall determine whether the cycle shall begin again and whether to change the reviewer.

The Governing Body will monitor the operation and outcomes of performance management arrangements.

The Governing Body will receive information on the operation of the school's performance management policy within the Headteacher's termly reports. The reports will not contain any information which would enable any individual to be identified. The reports will include:

- The operation of the performance management policy.
- The effectiveness of the school's performance management procedures.
- Staff training and development needs.

The Governing Body is committed to ensuring that the performance management process is fair and non-discriminatory and the Headteacher's report should take account of the following criteria to show that the process has been applied equitably and fairly:

- Race/Ethnic origin
- Sex
- Sexual orientation
- Disability
- Religion and belief
- Age
- Part-time contracts
- Trade union membership.

The Headteacher will also report on whether there have been any appeals or representations on an individual or collective basis on these grounds.

The Governing Body will take account of the Headteacher's report in its review of the Performance Management Policy. The policy will be revised as required to introduce any changes in regulation, local agreements and statutory guidance to ensure that it is always up to date.

The Governing Body will seek to agree any revisions to the policy with the recognised trade unions having regard to the results of consultation with all staff.

To ensure staff are fully conversant with the performance management arrangements, all new staff who join the school will be briefed on them as part of their introduction to the school.

## **Annual Review**

This Performance Management and Pay policy will be reviewed annually by the Governing Body in consultation with staff.

**Signed:**

**Date: November 2009**

### Line Management Structure

<b>Headteacher</b>	Admin Officer	
	4 Lunchtime Supervisors	
<b>Assistant Headteacher</b>	5 Teaching Assistants	
<b>Admin officer</b>	2 Admin Officer Assistants	
	Caretaker	
	Cleaner	