

## **XXXXXX School Performance Management Policy (Non-Teaching Staff) 2008**

XXXXXX School is committed to performance management as a means to develop all staff and thereby raise standards of achievement for all children. This policy builds upon effective practice in the school as recognised by our status as an Investor in People. There are currently no national performance management regulations which apply to support staff and there is no national agreement on performance management with support staff unions.

At XXXXXX School, we believe the performance management strategy sets a framework within which all staff can be supported in the management of their own development within the context of their current job, the school's development plan and their own professional aspirations. The key elements of this framework are reviewing performance, agreeing priorities and objectives, undertaking developmental activities and monitoring progress towards objectives.

### **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 – Currently the Headteacher will be the reviewer for all non-teaching staff. The Governing Body is committed to ensuring that the performance management process is fair and non-discriminatory on the grounds of Race, Sex, Sexual orientation, Disability, Religion and belief, Age, Part-time contracts and Trade union membership.

## **Objective setting**

The objectives set will be rigorous, challenging, achievable, time-bound, fair and equitable in relation to staff with similar roles/responsibilities and experience. They will have regard to what can reasonably be expected of anyone in that position given the desirability of the reviewee being able to achieve a satisfactory balance between the time required to discharge his professional duties and the time required to pursue his personal interests outside work, consistent with the school's strategy for bringing downward pressure on working hours. They shall also take account of any professional aspirations of the reviewee. They should be such that, if they are achieved, they will contribute to improving the progress of pupils at 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.

Though performance management is an assessment of overall performance of staff, objectives cannot cover the full range of roles/responsibilities undertaken. Objectives will, therefore, focus on the priorities for an individual for the cycle. At the review stage it will be assumed that those aspects of the roles/responsibilities not covered by the objectives or any amendment to the statement which may have been necessary in accordance with the provisions of the regulations have been carried out satisfactorily.

## **Reviewing Progress**

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.

## **Confidentiality**

The whole performance management process and the statements generated under it, will be treated with strict confidentiality at all times. The Headteacher and the reviewee will each keep one copy of the documentation.

## **Training and support**

The school's CPD programme will be informed by the training and development needs identified in 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 will form a part of the head teacher'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.

## **The Performance Management Cycle**

The performance of support staff will, like teachers, be reviewed on an annual basis. The planning meetings being held in term 1 and interim reviews and final reviews taking place in terms 4 and 6.

## **Retention of statements**

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

## **Monitoring and evaluation**

The governing body will monitor the operation and outcomes of performance management arrangements. The head teacher will provide the governing body with a written report on the operation of the school's performance management policy annually. The report will not

contain any information which 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 will review the performance management policy every school year.

The Governing Body is committed to ensuring that classroom observation is developmental and supportive and that those involved in the process will:

- carry out the role with professionalism, integrity and courtesy;
- evaluate objectively;
- report accurately and fairly; and
- respect the confidentiality of the information gained.

The amount of observation for each member of staff should reflect and be proportionate to the needs of the individual. The arrangements for classroom observation will be included in the planning and review statement and will include the amount of observation, specify its primary purpose, any particular aspects of the member of staff's performance which will be assessed, the duration of the observation, when during the performance management cycle the observation will take place and who will conduct the observation.

Information gathered during the observation will be used, as appropriate, for a variety of purposes including to inform school self-evaluation and school improvement strategies in accordance with the school's commitment to streamlining data collection and minimising bureaucracy and workload burdens on staff.

In keeping with the commitment to supportive and developmental classroom observation those being observed will be notified in advance.

Oral feedback will be given as soon as possible after the observation and no later than the end of the following working day. Ideally it will be given during directed time in a suitable, private environment. Written feedback will be provided within five working days of the

observation taking place. If issues emerged from an observation that were not part of the focus of the observation as recorded in the planning and review statement these should also be covered in the written feedback and the appropriate action taken in accordance with the regulations and guidance. The written record of feedback also includes the date on which the observation took place, the lesson observed and the length of the observation. The staff member has the right to append written comments on the feedback document. No written notes in addition to the written feedback will be kept.

A head teacher has a duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained. The Head have will retain the right to carry out informal observation to support their monitoring of the quality of learning.

Written \_\_\_\_\_

Ratified by Governors: \_\_\_\_\_

Reviewed: \_\_\_\_\_