

Worlingham CEVC Primary School

SUPPORT STAFF PERFORMANCE MANAGEMENT POLICY

Like a tree firmly planted by streams of living water we will grow in knowledge, love, faith and wisdom. Based on Psalm 1:3



1. Introduction

At Worlingham CEVC Primary School we are committed to performance management to develop all staff and improve teaching and to raise standards of achievement for all children. Our support staff play a crucial role in realising this aim. This policy covers all support staff except those on a temporary contract employed for less than one year. In such a case however, the member of staff will still need to agree objectives for the duration of the contract as well as appropriate development needs. This policy sets a framework for all support staff to have performance development reviews within the context of the school's improvement plan and their own professional needs.

2. Rationale

We recognise that effective personal training, combined with performance development review, will help with our school's goals by promoting job satisfaction, a high level of expertise and progression for support staff.

We will implement our performance and development arrangements on the basis of:

- a) Fairness: We all need to be aware of the potential for unconscious discrimination and to avoid assumptions about individuals based on stereotypes; and
- b) Equality of Opportunity: All support staff should be encouraged and supported to achieve their potential through agreeing objectives, undertaking development and having their performance and their development needs assessed.

3. Roles

Performance management for support staff is a shared responsibility. The Governing Body has a strategic role in agreeing the school's policy, ensuring that performance of support staff at the school is regularly reviewed and for monitoring the performance development review process. The Headteacher is responsible for implementing the school's performance management policy for support staff and ensuring that performance development reviews take place.

Performance management involves both the reviewer and the individual (reviewee) working together to ensure that objectives are discussed, agreed and recorded.

Reviewers must ensure that regular and objective feedback is given. We provide coaching, training and development for our reviewers.

4. Responsibility for Reviews

We have carefully considered the practical arrangements for performance development reviews for support staff in the school. The Headteacher will decide who shall act as reviewer for each reviewee on the basis of responsibilities in the school, a judgement about who has the best overview of the reviewee's work and the ability to provide support to staff. In doing this, the Headteacher will delegate responsibility to ensure reviewers carry out a fair and reasonable number of reviews.

5. Timing of Reviews

The one year performance management cycle for support staff links with our planning for school management and target-setting.

Our timetable is shown below:

- a) Objectives set in the first half of the Autumn term
- b) Meetings will take place during the first half of the Autumn term. Where applicable the previous year's targets/objectives will be reviewed. New targets/objectives will be set for the following academic year and training and development needs will be assessed.
- c) Interim reviews will take place for the Teaching Assistants in April/May
- d) Training will only be considered on the following criteria:
 - Benefit to pupil learning and development
 - Benefit to the Team
 - Benefit to the School

Where training is agreed, the post holder will be expected to disseminate the knowledge and skills identified through their training programme to their team colleagues within the term the training has been undertaken if practical.

- d) Monitoring and Feedback will take place on a termly basis to assess and discuss progress.
- e) Formal Reviews in the Summer term.

At the end of the academic year the reviewee and reviewer will meet to review the current targets/objectives and to determine whether all targets and objectives have been met.

There will no longer be an automatic progression for staff who have met their targets and objectives. Progress will only be considered where there is evidence that work

undertaken has had a substantial and sustained improvement on pupils learning and development.

Where staff have reached the top of their grade or the mid-point bar, progression will only be considered where there is a school need for the post holder to progress above the bar, or to the next grade.

6. Appeal Mechanism

Where staff are dissatisfied with the outcome of their annual appraisal, they may consider using the Schools Appeal process. All appeals will be addressed initially through the informal stage of the procedure.

Performance Development Review Cycle

Performance Development Review is an ongoing cycle, involving 3 stages of planning, monitoring performance and reviewing performance.

This policy should be read in conjunction with the School's Pay Policy

(V2) MAY 2019