



The Priory School

Physical, Emotional & Academic Progress for All

Performance Management Support staff

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Policy for reviewing support staff performance

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Accronyms:

PRI - Performance Related Increments

1 Purpose

This policy sets out the framework for a clear and consistent assessment of the overall performance of all members of the school's support staff and for supporting their development within the context of the school's plan for improving educational provision and performance. It also sets out the arrangements that will apply when staff fall below the levels of competence that are expected of them.

2 Application of the policy

The policy applies to all members of support staff employed by the school or local authority, except those on contracts of less than one term, and those who are subject to the school's capability policy.

3. Support Staff Performance Management Review

3.1 Review of Support Staff

The review in this school will be a supportive and developmental process designed to ensure that all support staff have the skills and support they need to carry out their role effectively. It will help to ensure that staff are able to continue to improve their professional practice and to develop.

3.2 The Review period

The review period will run for eleven months from 1 September to the last day of the summer term less 10 working days.

The annual audit/assessment for support staff will be completed no later than 1st September in each review period to allow time for PRI (Performance Related Increments) ratings to be completed and entered on the LA Payroll system.

Support staff employed on a fixed term contract of less than one year will have their performance managed in accordance with the principles underpinning this policy. The length of the period will be determined by the duration of their contract.

3.3 Appointment of Reviewers

The head teacher will decide who will review members of support staff. In this school, this will normally be the direct line manager.

3.4 Setting Objectives

Objectives for each member of support staff will be set before, or as soon as practicable after, the start of each Review period. The objectives set for each individual will take account of the following

- relevant occupational standards;
- the individual's job description;
- the person specification relating to the individual's role;

- the school's definition of PRI ratings where appropriate.

The objectives set will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the individual's role and level of experience. The reviewer and reviewee will seek to agree the objectives but, if that is not possible, the reviewer will determine the objectives, and the reviewee may record their comments in writing as an appendix to the Review statement. Objectives may be revised if circumstances change.

The objectives set for each member of staff, will, if achieved, contribute to the school's plans for improving the school's educational provision and performance and improving the education of pupils at this school.

Under normal circumstances staff will have a maximum of 3 objectives. However, staff who are found not to be meeting standards at an acceptable or appropriate level for their career as indicated by the annual ratings audit may be given as many additional objectives as are required to ensure that the most appropriate support can be provided. This may include more frequent reviews as appropriate for each case.

3.4.1 The annual audit/assessment process

In July, time will be provided for staff to conduct a self-audit with reference to relevant occupational standards, job descriptions, person specifications and the school's definitions of PRI ratings.

Each member of staff's reviewer will complete the audit in exactly the same way. Where the reviewer indicates that performance is unsatisfactory, they will need to be in a position to back up their judgment by reference to written evidence previously shared with the member of staff.

The Reviewee and Reviewer audits will then be exchanged before the summer recess.

Reviewee and reviewer will then attend a Professional Dialogue meeting of 30-45 minutes. The aim of the meeting will be to determine PRI ratings where appropriate, to set objectives for the coming year and to determine any professional development requirements.

Where reviewee and reviewer cannot reach agreement as to PRI ratings, the matter will be referred to the head teacher (or to the member of senior staff with delegated responsibility for the process) who will meet with the reviewee, consider all available evidence, and inform the reviewee of their decision

Disputes concerning PRI ratings will be dealt with through the school's pay policy.

The objectives decided at or following the Professional Dialogue Meeting will form the basis of the annual Review report which will be issued to all members of support staff by the appropriate line manager.

3.5 Reviewing Performance

3.5.1. Observation

This school believes that observation of work practice is important both as a way of assessing staff performance in order to identify any particular strengths and areas for development they may have and of gaining useful information which can inform school improvement more generally. All observation will be carried out in a supportive fashion by those with knowledge of the reviewee's work and appropriate and timely oral and/or written feedback will be given.

3.5.2 Development and support

Review is a supportive process which will be used to inform continuing professional development. The school wishes to encourage a culture in which all staff take responsibility for improving their skills through appropriate professional development. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual staff.

3.5.3 Feedback

Staff will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has come to light. Feedback will include discussion with the member of staff, will highlight particular areas of strength as well as any areas that need attention and will determine any appropriate action required.

When progress is reviewed, if the reviewer is satisfied that the reviewee has made, or is making, sufficient improvement, the Review process will continue as normal, with any remaining issues continuing to be addressed through that process.

3.6 Transition to capability

If the reviewer is not satisfied with progress, the reviewee will be notified in writing that the Review system will no longer apply and that their performance will be managed under the school's capability procedure. This will trigger the commencement of the formal capability procedure.

3.7. Annual Assessment / Audit

Each individual's performance will be formally assessed in respect of each Review period.

This assessment is the end point of the annual Review process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year by means of:

- Task observations;
- Termly meeting with reviewer;
- Mid-cycle review meeting with reviewer if requested by either the reviewee or the reviewer
- Observation / scrutiny of leadership and management activities where appropriate;
- Other feedback obtained during the cycle relevant to the reviewee's overall performance.

As soon as practicable following the end of each Review period, the reviewee will receive, and have the opportunity to comment in writing on, a written Review report. In this school, members of support staff, will receive their written Review reports no later than 21st July. The Review report will include:

- Details of the reviewee's objectives for the Review period in question;
- An assessment of the reviewee's performance of their role and responsibilities against their objectives, relevant standards, job description and person specification;
- An assessment of the reviewee's training and development needs and identification of any action that should be taken to address them;
- A recommendation on pay progression where that is relevant and in keeping with Hertfordshire's Terms and Conditions of Employment for school support staff and PRI requirements (see Appendix 1).

The assessment of performance and of training and development needs will inform the planning process for the following Review period.

Any recommendations on pay will be referred to the head teacher before being referred on to the Governing Body.

3.8 Confidentiality

Access to the written Review report will normally be limited to the reviewee, the reviewer, the head teacher and / or nominated member of the senior management team.

3.9. Equality and consistency

3.9.1 Responsibility

The head teacher will have overall responsibility for the quality assurance of the Review process for support staff across the school and may delegate this responsibility to a member of the senior leadership team or other senior/middle manager.

3.9.2 PMR Reporting

The head teacher will be responsible for reporting annually to the governing body on any relevant issues, including those of underperformance, arising from the annual review cycle and on any action required to address those issues. The report will enable governors to receive an overall general report of the process but will not include specific details relating to individual members of staff.

3.9.3 Fairness

The Governing Body is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.

3.9.4 Retention of statements

The Governing Body and head teacher will ensure that all written Review records are retained in a secure place for six years and then destroyed.

APPENDIX 1: Performance Related Increments

Linking Overall Ratings to Increments

Overall Rating	Increment Award
No Overall Outcome	No increment. Too early to assess – less than 6 months in post at time of Review
Not Met	No increment
Partly Met	No increment
Met	1 increment – subject to maximum scale point of the grade
Exceed	1 increment subject to maximum scale point of the grade plus non-consolidated one off payment of 1%
Exceed – already at top of grade	2% non-consolidated one off payment

Suggested Definitions for determining Ratings

Rating	PM Objectives	Behaviours – as indicated in person spec/job desc
Exceed	All objectives are achieved. Performance is exceptional in all respects and always in excess of the standards required by the job: and	Behaviour regularly exceeds expectations
Met	All objectives are achieved (<i>unless there is good reason why not</i>). Performance in key tasks meets standards required : and	Behaviour consistently meets required standards
Partly Met	Some objectives were achieved. A number of key tasks may not have been achieved to the standards required: and/or	Behaviour falls short of required standards on some occasions
Not Met	The majority of objectives or requirements of the job were not achieved: and/or	Behaviours are unacceptable

Websites to support specific roles:

www.coversupervisors.co.uk

www.thecaretakers.net

www.data.org.uk D & T Technicians

www.examofficers.org.uk

www.napta.org.uk TAs & HLTAs

www.ncsl.org.uk info re CSBM, DSBM and competency framework for Business Managers and administrators.

http://www.thegrid.org.uk/schoolworkforce/cpd/documents/pri_faqs_nov11.doc

APPENDIX 2: Planning and Review Statement and Annual PMR Report: Support Staff

Reviewee's Name _____ Reviewer's Name _____

Reviewers Signature:

Reviewer's Signature:

Meeting Date:

Review Date:

Individual Objectives	Actions	Support/Training and Development needs	Impact measures/success criteria
1.			
2.			
3.			

Task Observation Details	
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Annual Assessment of performance and PRI Rating

Individual Objectives	Assessment of performance
1.	
2.	
3.	

PRI Rating:	Exceed	Met	Partly Met	Not Met	No Overall Outcome
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PRI Rating Definitions

PRI Rating	Individual Objective	Behavioural Attributes
Exceed	All objectives are achieved. Performance is exceptional in all respects <i>and always in excess</i> of the standards required by the job; <i>and</i>	Your behaviour consistently exceeds expectations
Met	All objectives are achieved. Performance in key tasks meet the standards required; <i>and</i>	Your behaviour consistently meets the required standard
Partly Met	Some objectives were achieved. A number of key tasks may not have been achieved to the required standard; <i>and/ or</i>	Your behaviour falls short of the required standard on some occasions
Not Met	The majority of objectives or requirements of the job were not achieved; <i>and/ or</i>	Your behaviours are unacceptable