



# **Performance Management Policy – Support Staff**

The following policy applies to all Support Staff, including those in the following Schools:

<b>Alverton Primary School</b>	<b>Nancledra School</b>
<b>Berrycoombe Primary School</b>	<b>Newlyn School</b>
<b>Blackwater C.P. School</b>	<b>Pendeen School</b>
<b>Bodriggy Academy</b>	<b>Pensans C.P. School</b>
<b>Cape Cornwall School</b>	<b>Perranporth C.P. School</b>
<b>Cardinham School</b>	<b>Roche C.P. School</b>
<b>Chacewater Primary School</b>	<b>Sennen Primary School</b>
<b>Gulval School</b>	<b>St Dennis Primary Academy</b>
<b>Hayle Academy</b>	<b>St Erth School</b>
<b>Kehelland Village School</b>	<b>St Ives School</b>
<b>Kennall Vale School</b>	<b>St Just Primary School</b>
<b>Lanivet Community Primary School</b>	<b>Threemilestone School</b>
<b>Liskeard Hillfort School</b>	<b>Trewirgie Infant School</b>
<b>Mithian School</b>	<b>Tywardreath School</b>
<b>Mousehole Primary School</b>	

**DATE APPROVED BY TPAT BOARD OF TRUSTEES: June 2016**  
**DATE REVIEWED BY TPAT BOARD OF TRUSTEES: October 2021**

## **Performance Management Policy & Procedure for Support Staff**

### **1. Purpose**

- 1.1 This policy applies to all support staff employees (with the exception of new support staff employees with less than six months service whose performance will be considered in accordance with the Trust Probationary Policy). It details the appraisal system for support staff employed across the Trust. The support staff appraisal scheme is for all employees in schools that are not covered by school teachers' pay and conditions.
- 1.2 Performance management and appraisal supports everyone in understanding and achieving school goals and individual outcomes, including ongoing personal development.
- 1.3 It is important that all employees make a commitment to making the appraisal process a success and to making sure it is a two-way process that benefits both managers and the people they manage. All support staff should be encouraged to read through this procedure to allow time to prepare and collate the necessary documentation to support the *performance management process*.
- 1.4 Performance management applies to all staff employed by the Trust, except those on contracts of less than one term.
- 1.5 Having a performance appraisal scheme ensures employees are clear about their role, outcomes and priorities in their work. It is a chance to agree a set of coherent, motivating objectives/goals, which align with the school improvement and development plan, the staff development plan and the most recent Ofsted report, along with other relevant reports and plans. Appraisals give employees a clear idea of how their job performance is viewed, based on feedback and evidence not only from their Headteacher/ Head of School or manager but also pupils and parents and partner organisations (e.g. suppliers) where applicable.
- 1.6 The person responsible for overseeing and ensuring correct implementation of the appraisal scheme will be the Headteacher/Head of School for school-based staff and the CEO for central Trust staff. Where a member of staff works both centrally and in a school the CEO and Headteacher/Head of School will agree who has lead responsibility. Performance Management for the Trust will be a supportive and developmental process designed to ensure staff know what is expected of them, how they are performing, what can be done to strengthen their performance and how performance that exceeds objectives may be rewarded. It will help to ensure that staff are able to continue to improve their professional practice, develop in their respective roles and help them reach their full potential.

### **2. The Performance Management Cycle**

- 2.1 The appraisal period will normally run for twelve months from 1 September to 31 August.
- 2.2 There will be an appraisal meeting which should be completed normally during the Autumn Term where performance over the last year will be reviewed and objectives will be agreed for the next twelve months. The development needs of the employee will also be considered.
- 2.3 It may be appropriate to organise mid-year reviews to assess progress against the agreed objectives, and to review any development or training provided.
- 2.4 Staff who are employed on a fixed-term contract of less than one year and staff with six months service or less will have their performance managed in accordance with the Trust Probationary Policy.

### **3. Appointing Appraisers**

- 3.1 Appraisers are appointed by the Head Teacher or Trust CEO. All Appraisers will undergo regular performance management training. In most cases, this will be carried out by the member of staff's immediate line manager. Where this is not possible, the Head Teacher/Trust CEO will nominate a suitably experienced member of staff.
- 3.2 Individuals have the right to appeal against the appointment of the appraiser if they feel they will be disadvantaged or if the person has a conflicting interest. The appeal should be in writing to the Chair of the Local Governing Board (LGB) (or Chair of the Board of Trustees for Central office staff), whose decision is final.
- 3.3 The Head Teacher/ Trust CEO will oversee and maintain responsibility for the whole process to ensure consistency of approach and that targets & objectives reflect the school and Trust's overall Improvement and strategic Plans.

#### **4. Objective setting**

- 4.1 Appraisers and appraisees will work together to understand how the objectives for the Trust/School relate on an individual level. Objectives will be set for each person and will support each individual's performance expectations.
- 4.2 The objectives set for each person will **NOT EXCEED THREE**, and if achieved, help to support their continued professional development by reviewing their performance, highlighting strengths and identifying opportunities for future development.
- 4.3 The objectives will also contribute to the School's plans for improving the educational provision and the strategic aims of the Trust. This will be ensured through a process of linking objectives to the School's Development plan. Objectives may be linked to student achievements or team aims.
- 4.4 The appraiser and member of staff will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change.
- 4.5 Members of support staff who are classroom-based such as HLTAs and Cover Supervisors, can expect to be observed as part of the performance management process. The protocols for this are the same as for teachers.
- 4.6 It should be noted that both the Appraiser and Appraisee can request a review of the objectives if circumstances within the School/Trust significantly change.

#### **5. Development and Support**

- 5.1 Performance management is a supportive process which will be used to inform continuing professional development by encouraging all staff to identify training and/or development opportunities.
- 5.2 The Trust wishes to engender a culture in which all members of staff take responsibility for improving their skills through appropriate professional development.
- 5.3 The appraiser and appraisee will identify training and development activities that meet the needs of the Trust/school whilst supporting each individual's continued professional development and career aspirations. It is important to note that training and development does not always need to take place in a formal setting – workplace learning can happen informally through activities such as work shadowing across different academies, project work, discussions with colleagues and coaching and mentoring.

## **6. Feedback**

- 6.1 Staff will receive constructive feedback on their performance. This will be carried out regularly and throughout the year whereby the appraiser will identify and celebrate achievements whilst also identify areas for further development.
- 6.2 In the case of lesson observations (e.g. HLTA and cover supervisors), feedback will be provided as soon as practicable after an observation has taken place (24/48hrs) or other evidence has come to light. Feedback will highlight particular areas of strength as well as any areas that need further development.
- 6.3 When further development needs are identified, the responsible appraiser (or manager if appropriate) will meet the member of staff as part of the performance management process to discuss the development needs with a view to arranging a period of support for the member of staff to facilitate the required improvements.
- 6.4 The appraiser responsible for the member of staff's performance management will undertake the following actions in such circumstances:
- give clear feedback to the member of staff about their development requirements
  - give the member of staff the opportunity to comment and discuss the development needs
  - agree support/development plan (e.g. coaching, mentoring, structured observations), that will be provided to help address those specific concerns;
  - make clear how, and by when, the appraiser will review progress;
- Serious concerns regarding a member of staff's performance will be dealt with through The Trust's capability policy.

## **7. Performance Management Review**

- 7.1 Each member of staff's performance will be formally reviewed in accordance with section 4 of this policy and procedure.
- 7.2 At the start of every performance review, the appraiser will ask after the wellbeing of the employee (see Appendix B)
- 7.3 During meetings the appraiser and appraisee will review existing objectives, support and development/training needs and identify any changes that need to be made. Consideration will also be given to any feedback the appraisee has received and whether additional support is necessary.
- 7.3 It is key that the appraiser is clear about the expectations and performance required to meet the standards and what constitute exceeds, met and not met.
- 7.4 At the end of the performance management cycle, an annual performance assessment review will take place in the autumn term, which marks the end point to the annual performance management process.
- 7.5 At the end of the performance management cycle, the member of staff will receive, a draft Appraisal Form. The appraisee will have the opportunity to comment on the content of the form prior to its finalisation as the performance record. The report will include:
- details of the objectives for the period in question;
  - an assessment of the employee's performance in their role and responsibilities against their objectives and the relevant standards, where they exist;
  - an assessment of the employee's training and development needs and identification of any action that should be taken to address them;

- a recommendation on a reward where that is relevant and as defined and agreed in line with Truro and Penwith Academy Trust's pay policy.

## **8. Reviewing Performance of Observation of Classroom Practice**

- 8.1 The Trust believes that observation of classroom practice and other responsibilities is important as a way of assessing relevant support staff performance (e.g. HLTAs or Cover Supervisors). Observations, allow the Trust to identify any particular strengths and areas for development a staff member may have and of gaining useful information which can inform the Trust's improvement more generally.
- 8.2 All observation will be carried out in a supportive process. It is recommended that each member of staff should be observed at least once a year, with notification provided to the member of staff in advance of the observation. However, depending upon individual circumstances additional observations may be arranged and in such cases the member of staff again should be told in advance.
- 8.3 Classroom observation will be carried out by those with suitable experience. In addition to formal observation, Head teachers or other leaders with responsibility for teaching standards may "drop in" in order to evaluate the classroom standards and to check that high standards of professional performance are established and maintained. The length and frequency of "drop in" observations will vary depending on specific circumstances.
- 8.4 All employees (including the Head Teacher) who have duties and responsibilities outside the classroom should also expect to have their performance in respect of those duties and responsibilities observed and assessed.

## 9. Performance Management Flow Chart

### 1. Preparation for Appraisal Meeting

- Appraiser confirms date of appraisal with appraisee
- Appraiser sends appraisee self-assessment appraisal form, appraisal form, performance management policy and pay policy (minimum of 5 working days prior to appraisal meeting)
- Appraiser requests appraisee to complete self-assessment ahead of the appraisal meeting

### 2. The Annual Appraisal meeting

- Appraiser to provide an overview of the Trust's performance management policy and pay policy
- Self-assessment form should be discussed
- Objectives identified & agreed and appraisal form completed

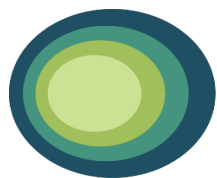
*Appraisal is a two-way dialogue, not a form filling exercise. The focus should be the conversation. Notes should be taken and forms should be completed following the meeting.*

### 3. Mid-Year Progress Review (optional)

- Review existing objectives – Appraisee comments on progress to date
- Appraiser to provide feedback on performance to date
- Review support and training taken place/underway/due to commence
- Identify any changes that need to be made – reflect any changes to job role
- Agree date for final end of year review

### 4. End year annual review (to take place at next annual appraisal meeting)

- Appraisee to provide an overview of year's performance
- Appraiser to provide an overview on year's performance and complete appraisal form
- Specific objectives discussed and graded [did not meet/met/exceeds]
- Outline recommendations in line with pay policy



**PERFORMANCE MANAGEMENT FORM (SUPPORT STAFF)**

The Self-Assessment Appraisal Form should be used by Support staff to self-appraise their performance at each stage of the performance management cycle. This exercise should be carried out in advance of the appraisal meeting to identify standards already meet and areas for development. Where there are development needs this should form part of the discussion at appraisal and incorporated into the objectives on the Appraisal form (appendix 3).

Members of staff are not expected to present portfolios of evidence to support their self-appraisal but reference can be made to key documentation or data. Where there are identified development needs, it is important to ensure that specific training and support is agreed at the appraisal meeting.

Name (Appraisee)		Job Title	
Name (Appraiser)		Job Title	
Date of Review		Annual/ Mid-Year Review	Date of previous meeting

**Review of last years objectives**

\* Key  
 1 – exceeds  
 2 – met  
 3 – not met

Objective	Employee rating	Employee Comments	Manager rating	Appraiser Comments	Agreed rating	General Comments


Summary of performance over the past period			
Please provide			
Appraisee/ Employee Comments		Appraiser/ Employer Comments	
What has gone well?	What could have been improved?	What has gone well?	What could have been improved?

Review of role and job description
Have any parts of your job changed over the past year or compared to your job description?

**Appendix 2: Self-Assessment Appraisal Form – Personal and Professional Conduct (All Staff)**

A member of staff is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes, which set the required standard for conduct for staff employed at the Trust. This exercise should be carried out in advance of the appraisal meeting to identify standards already met and areas for development. Where there are development needs this should form part of the discussion at appraisal and incorporated into the objectives on the Appraisal form (Appendix 3).

Review Against Personal and Professional Conduct (All Staff)						
* Key 1 – exceeds 2 – met 3 – not met						
Personal and Professional Conduct	Employee rating	Employee Comments	Manager rating	Appraiser Comments	Agreed rating	General Comments



<p>Staff uphold public trust in their profession and maintain high standards of ethics and behaviour, within and outside school, by:</p> <p><b>Treating</b> pupils/staff with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to staff's professional position.</p> <p><b>Having</b> regard for the need to safeguard pupils' well-being, in accordance with statutory provisions.</p> <p><b>Showing</b> tolerance of and respect for the rights of others not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.</p> <p><b>Ensuring</b> that personal beliefs are not expressed in ways, which may exploit an individual's vulnerability or might lead them to break the law.</p>						
<p>Staff must have <b>proper</b> and <b>professional regard</b> for the ethos, policies and practices of the school in which they teach and or support the school, and maintain high standards in their own attendance and punctuality</p>						
<p>Staff must have an <b>understanding</b> of, and always act within, the statutory frameworks, which set out their professional duties and responsibilities</p>						

**Appendix 3: – Objective setting for the forthcoming performance period – to be discussed at the meeting between the staff member and line manager**

Name (Appraisee)		Job Title	
Name (Appraiser)		Job Title	
Date of Review		Annual/ Mid-Year Review	Date of previous meeting

Targets to be set for forthcoming performance period that are linked to Trust Development Plan and any development needs identified in appendix 1/2.

<b>Objective Setting - EMPLOYER Targets/Goals for the employee – linked to the Trust Development/Improvement Plan</b>		
Employer Objectives	Target Achievement Date	Measurement – How will we know it has been achieved?
1		
2		
3		

<b>Objective Setting – EMPLOYEE’s own Targets/Goals</b>		
Employee Objectives	Target Achievement Date	Measurement – How will we know it has been achieved?
1		
2		
3		

**Appendix 4: – Support and Development**

<b>Health, wellbeing and development</b>
Is there anything further that the Trust/School can do to support your health and wellbeing? i.e. adjustments, counselling, support, flexible working

<b>Training and career development</b>
Review current CPD received or offered over the past period

Discuss your career aspirations and future plans – what are your short/medium/long term career plans?
Identification of training, development and CPD required to meet the above and the Trust/ School's ambitions and goals

Adjustments		
Do you require any reasonable adjustments under the Equality Act?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Have your personal circumstances changed requiring further adjustments to be provided by Trust for you?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Do you require any further adjustments?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Details:		

Appraisee feedback
Please provide feedback for the Trust/ School in terms of areas of strengths and areas for improvements

Next Review
Planned date for next review:

Signatures	
Appraisee:	Date:
Appraiser/ Line Manager:	Date:



**INCORPORATING STAFF WELLBEING INTO PERFORMANCE MANAGEMENT/APPRaisal DISCUSSIONS**

This is an addendum that should be read by all Headteachers and Line Managers and incorporated into ALL performance management (PM)/appraisal discussions for all TPAT staff.

**1.0 INTRODUCTION**

TPAT recognises that good performance helps everyone in the organisation and that staff well-being is essential for that to happen. Formalising the importance of well-being at work helps managers and employees focus on healthier ways of working.

Wellbeing is all about holistic health, including the physical and emotional. When staff have good levels of wellbeing they feel that life is in balance and generally cope well. They feel motivated and engaged, they're resilient and able to deal effectively with daily troubles, as well as 'bounce back' from life's challenges.

One of the most poignant starting points for well-being at work is enabling employees to reach out when they are feeling overwhelmed. TPAT want to provide an opportunity to all employees to be able to ask for support when they need it.

Whilst staff can approach their Headteacher or Line Manager at any time, by asking Managers to discuss staff wellbeing as part of the PM process, there is an immediate focus and formal dialogue about that employee's wellbeing.

**2.0 Wellbeing in the PM Process**

Schools are social environments where employees interact, so the wellbeing of one member of staff can impact on others. This means that not only does wellbeing affect an individual's performance, it can also affect the performance of colleagues around them. Good staff wellbeing is essential for cultivating a mentally healthy school, for retaining and motivating staff and for promoting pupil wellbeing and attainment.

In the school, being able to effectively manage performance also has huge potential to improve employee wellbeing. If employees feel comfortable, are able to be open and honest, and know they have access to the right support, they are much more likely to achieve great things.

Regular catch ups between Headteachers/ managers and employees are important. They give staff a voice and help to make conversations about work-life balance, stress and mental health easier.

**3.0 Wellbeing questions**

At the start of every PM discussion (planning and review meeting), Headteachers /managers should begin the dialogue by asking about their employee's health and wellbeing.

The questions to be asked may include;

- How are you feeling – do you have a good work/life balance?
- Are you feeling positive about your day to day work at the moment?
- Do you think the school is a positive work environment at the moment?
- Do you feel that there is a strong sense of belonging amongst the team at this school? Do you feel part of that team?
- Does the school communication style help engage staff and build good staff relationships? Is there a better way we could consider?
- Do you know where to find support for your own wellbeing if you need it?

- You are a valued member of the team. Can the school do any more to support your wellbeing (training, CPD, OH support, counselling etc.)?

#### 4.0 Recording

A written record of the wellbeing discussion (see appendix 1) should be retained and reviewed regularly, including at each PM discussion. If a Headteacher or Line Manager is concerned about an employee's wellbeing, they should contact TPAT HR for advice.

Appendix 1

Wellbeing Record Sheet	
Name of employee	Name of Line Manager
Summary of wellbeing discussion	
Follow-up action required	
Additional Support to be provided to employee	
To be reviewed (Date)	
Comments	

Signed:

(Employee)

Signed:

(Appraiser)