

Title	Support Staff Performance Management
Associated Policies	<ul style="list-style-type: none"> • Staff Training and Development (TPO/STA/18) • Capability Policy – Support Staff (TPO/STA/34) • Pay Policy (Support Staff) (TPO/STA/08) • Pay Standardisation Agreement • Probationary Policy (TPO/STA/32)

REVIEWED: SEPTEMBER 2018

NEXT REVIEW: SEPTEMBER 2021

1. Policy Statement

- 1.1 This policy sets out the framework for a clear and consistent assessment of the overall performance of support staff, and for supporting their development within the context of the Academy Development Plan, and the standards expected of them. It also sets out the arrangements that will apply when support staff fall below the levels of competence or conduct that are expected of them.
- 1.2 This Policy does not form part of any employee’s contract of employment and is entirely non-contractual. It may be amended, withdrawn, suspended or departed from at the discretion of the Trust. The Academy may also vary any parts of this procedure, including any time limits as appropriate in any case.

2. Who does this policy apply to?

- 2.1 This policy applies to all Academy support staff, except those on probation where performance will be reviewed under the Probationary Policy (TPO/STA/32).

3. Who is responsible for carrying out this policy?

- 3.1 The implementation of this policy will be monitored by the Brooke Weston Trust and the governors of the Academy and remain under constant review by a designated member of the senior leadership team.

4. What are the principles behind this policy?

- 4.1 The Academy is committed to ensuring that performance management 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 employees are able to continue to improve their professional practices.
- 4.2 The Academy aims to deal with performance matters sensitively and with due respect for the privacy of any individuals involved. All employees must treat as confidential any information communicated to them in connection with a matter which is subject to the capability procedure.
- 4.3 The employee and anyone accompanying the employee, including witnesses, must not make electronic recordings of any meetings or hearings conducted under this procedure.
- 4.4 Failure to observe the confidentiality outlined in paragraphs 4.3 and 4.4 could result in disciplinary action under the Brooke Weston Trust’s Disciplinary Procedure.
- 4.5 Employees who are employed on a fixed term contract of less than one year will have their performance managed in accordance with the principles of this policy. The length of the period will be determined by the length of the contract.
- 4.6 As outlined in the Pay Policy, all support staff will automatically progress through the pay band (one increment as a time) annually until they reach the top of the pay band. However, the Trust reserves the right to suspend their annual incremental pay award if on a formal capability plan (see Capability Policy).

5. Procedures

The Performance Management Period

- 5.1 The performance of each employee covered by this policy will be formally assessed in respect of each performance management period. **The performance management period will run annually, beginning at the start of each academic year.** Performance Management meetings should be completed by the end of October, with a subsequent mid-year review within the academic year.
- 5.2 A meeting will be scheduled at the beginning of the year between a member of staff and their line manager (appraiser). The meeting will be to reflect on performance from the previous year and to set targets or aspirations for the year ahead. Discussions will focus on:
- feedback from last year (whether objectives have been exceeded, met or missed);
 - setting objectives for the forthcoming year;
 - aspirations, training requirements and development opportunities.

5.3 Setting Objectives

Objectives for each member of staff will be set before or as soon as practicable after the start of each appraisal period. The objectives will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the employee's role and level of experience. The appraiser and appraisee will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives may be revised during the appraisal period if circumstances change. See [appendix 1](#) for the template performance management record.

- 5.4 Before, or as soon as practicable after the start of each performance management period, employees will be provided with a copy of the confirmed objectives, as agreed at the objective-setting meeting, against which their performance will be assessed.
- 5.5 The appraiser and member of staff will meet and review performance against these objectives throughout the year with constructive feedback on their performance. The below indicators will be used to judge performance:
- **Exceptional performance** – committed to upholding BWT core values and acts as a role model to others; exceeds expectations and often works beyond job responsibilities to support the bigger mission; supports others in their roles, through coaching, mentoring and advising.
 - **Great impact every day** – demonstrates positive behaviours aligning to BWT core values; delivers in their role, consistently meeting all objectives to a good standard; understands their role within the organisation and their personal contribution.
 - **Developing** – aware of BWT core values and occasionally demonstrates associated behaviours; works to improve their practice in some areas with regular support from their manager; delivers an acceptable level of performance generally.
 - **Unsustainable** – does not engage with BWT core values or is unable to evidence associated behaviours; has received regular feedback about improvements required in their work or behaviours; unable and unwilling to achieve an acceptable level of performance or subject to formal capability proceedings.

5.6 Reviewing Performance

Performance Management is a supportive and developmental process which will be used to inform continuing professional development of all staff. The Academy wishes to encourage a culture in which all support staff take responsibility for improving their practice and contribute to the wider Trust's mission and values ([see appendix 2](#)) through appropriate and high quality professional development.

- 5.7 Throughout the appraisal period the employees will be supported as appropriate and progress will be monitored in order to identify any particular areas of strength and areas for development they may have and gauge the progress made towards achieving the agreed targets, using the indicators described in 5.5.
- 5.8 Support staff will receive constructive feedback on their performance throughout the year. Feedback will highlight areas of strength and areas for development. These conversations will be recorded and may be retained on an employee's personnel record for future reference.
- 5.9 Where there are concerns about any aspects of an employee's performance the appraiser will meet the

appraisee formally to:

- Give clear feedback about the nature and seriousness of the concerns
- Give the opportunity to comment and discuss the concerns
- Clarify the required standards of professional conduct expected by the individual academy and as yet still to be met
- Clarify how and by when the appraiser will review progress
- If appropriate revise objectives (in this circumstance it will be necessary to allow sufficient time for improvement to occur)
- Explain the implications if no or insufficient progress or improvement is made

5.10 Equally, appraisers will also take the opportunity to meet with the appraisee to commend them for progress against their objectives and to explore opportunities for further development within the academy or Trust.

5.11 Annual Assessment

The assessment is the end point to the annual performance management process to assess if objectives for the year have been met but performance and development priorities will be reviewed and addressed throughout the year.

5.12 The employee will receive a written report as soon as is practicable following the end of each performance management period which they will have the opportunity to comment on in writing.

The report will include:

- Details of the employee's objectives for the performance management period in question
- An assessment of the employee's performance of their role and the responsibilities against their objectives and the professional conduct expected by the individual academy

An assessment of the employee's training and development needs and the identification of action that should be taken to address them. This assessment will inform the planning process for the forthcoming appraisal period.

5.13 If the appraiser is not satisfied with progress, the employee will be notified in writing that the performance management system will no longer apply and that his/her performance will be managed under the capability procedure (TPO/STA/34).

5.14 Appointing Appraisers

It is expected that line managers will assume the role of appraiser, unless otherwise stated by the Principal. Appraisers will receive guidance in the Performance Management and Capability Policy and Procedures and conducting effective performance management interviews.

5.15 If a member of staff has concerns about their allocated appraiser, they should approach their Principal directly and, if appropriate, an alternative appraiser will be identified.

5.16 Role of companion at meetings

All employees have the right to be supported by a workplace colleague or trade union representative during a meeting to provide them with support, guidance and advice.

5.17 The statutory right is to be accompanied by a fellow work colleague, a trade union representative, or an official employed by a trade union. A trade union representative who is not an employed official must have been certified by their union as being competent to accompany an employee.

5.18 Where a member of staff wishes to bring a companion to the meeting, they should notify the line manager conducting the appraisal in advance of the meeting.

5.19 The Trust will support all employees in securing the availability of trade union representation where

possible. If the chosen companion is unavailable at the time a meeting is scheduled, the member of staff may propose an alternative time for the meeting to take place. As long as the alternative time is reasonable and within five working days after the original scheduled date, the meeting will be postponed. If the chosen companion will not be available for more than five working days afterwards, the Academy/Trust may ask the member of staff to choose someone else.

- 5.20 Should the employee choose to bring a companion to the hearing they will be responsible for making these arrangements and for providing their companion with any paperwork that they require for the hearing.
- 5.21 A companion may make representations, ask questions, and sum up the employee's position, but will not be allowed to answer questions on the employee's behalf. The employee may confer privately with their companion at any time during a meeting.

6. Policy Review

- 6.1 This policy will be monitored annually as part of the Academy's internal review process and reviewed on a three year cycle.

Appendix 1 – Performance Management record template

Support Staff Performance Management Form

Reviewee's Name	<input type="text"/>	Post Title	<input type="text"/>
Reviewer's Name	<input type="text"/>	Academy	<input type="text"/>

Section 1: Performance review for previous academic year

Objective 1: How well am I demonstrating the BWT core values?

	BWT core values	What's working well/areas for improvement		
	Ambition for All		<input type="checkbox"/>	Strength
			<input type="checkbox"/>	Develop
	High Expectations		<input type="checkbox"/>	Strength
			<input type="checkbox"/>	Develop
	Excellent Teaching & Support		<input type="checkbox"/>	Strength
			<input type="checkbox"/>	Develop
	Working Together		<input type="checkbox"/>	Strength
			<input type="checkbox"/>	Develop
	Contribute to Society		<input type="checkbox"/>	Strength
			<input type="checkbox"/>	Develop

What have I achieved?

	Objective	What went well/suggestions for improvement		Overall Outcome
2			<input type="checkbox"/>	Exceeded
			<input type="checkbox"/>	Met
			<input type="checkbox"/>	Missed
3			<input type="checkbox"/>	Exceeded
			<input type="checkbox"/>	Met
			<input type="checkbox"/>	Missed

4			<input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Missed
---	--	--	--

Overview of how I am doing:	
<input type="checkbox"/>	Exceptional performance
<input type="checkbox"/>	Great everyday impact
<input type="checkbox"/>	Developing
<input type="checkbox"/>	Unsustainable

Section 2 : Planning for the forthcoming year

These are the objectives which we have set and agreed for the forthcoming year.

Proposed individual objectives			
BWT Objective			
1	For all colleagues: I will live and breathe the BWT core values. <i>Ambition for all</i> <i>High Expectations</i> <i>Excellent Teaching and Support</i> <i>Working Together</i> <i>Contributing to Society</i>		
	Personal Objective	How will I do it?	How can I demonstrate it?
2			
3			
4			

Professional development

My Comments

If you have comments regarding this review, please record these in this box

I agree with the targets set

Reviewer's Comments

Support I need to achieve or progress

Training requirements, coaching or mentoring

My aspirations

Signed (Reviewee)	<input type="text"/>	Date	<input type="text"/>
Signed (Reviewer)	<input type="text"/>	Date	<input type="text"/>

Appendix 2 – Brooke Weston Trust Vision and Values

AMBITION FOR ALL

- A resolute determination to succeed and to help students succeed, whatever the obstacles.
- Bringing passion, energy and positivity to any task.
- Celebrating personal success and being proud of the achievements of colleagues and students.
- Supporting colleagues and, especially, close team members
- Seeking out new opportunities and approaches to challenges and turning them into effective actions.
- Always using initiative to help make improvements in how things are done

HIGH EXPECTATIONS

- Absolute professionalism and commitment to go the extra mile
- Living up to the faith and trust of others (colleagues and students)
- Delivering on targets set and helping others to do the same (colleagues and students)
- Accepting accountability for decisions
- Creating solutions and encouraging innovation
- Embracing change and contribute to making it work
- Willingness and courage to challenge others where standards or practice are not good enough for our own children

EXCELLENT TEACHING & SUPPORT

- Ensuring everything we do is good enough for our own children.
- Share good practice – in classrooms, in the office, in catering, in cleaning...
- Commitment to be the best we can and to continue to improve the standards in our area of work, whatever our role.
- Be a source of inspiration and encouragement for students at all times.
- Remind colleagues that we all choose to work in schools because we want to have a positive impact on young people’s life chances. This is why we are here.

WORKING TOGETHER

- Supporting colleagues in our own school and in cross-trust working at all times.
- Offer and accept help; listen to and learn from other colleagues.
- Share information, knowledge and resources with colleagues because working together we can do more, better.
- Participate in and encourage teamwork.
- Join in with trust opportunities as well as school-based events.
- Really understand the needs of colleagues, students and the communities where we work.
- Always treat others with fairness and respect.

CONTRIBUTE TO SOCIETY

- Understand and celebrate the ways in which we are making a difference in the local community.
- Be role models for our students and each other; use our power to give continuous positive examples in everything we do.
- Champion and support diversity, inclusion and tolerance. Challenge behaviours that undermine these values.
- Engage in extracurricular activity and assist at special events for your school, cluster or the Trust.