



**BUXTON INFANT SCHOOL**

Headteacher: Jude Boyd



# **SCHOOL SUPPORT STAFF REVIEW & DEVELOPMENT POLICY**

## **BUXTON INFANT SCHOOL**

**This policy was reviewed by the Governing Body on 10<sup>th</sup> July 2019**

**It will be reviewed July 2021**

**Signed:**

**Date:**

## **School Support Staff Review and Development Policy**

The Governing Body of Buxton Infant School adopted this policy on the date shown on the cover page. It will be reviewed bi-annually.

### **Application of the Policy**

The policy applies to all support staff employed by the school on permanent contracts of more than two Derbyshire terms, except for those undergoing induction/probationary period or capability procedures.

### **Purpose**

The policy sets out the framework for a clear and consistent review of the overall performance of support staff in order to support the development of staff within the context of the School Improvement Plan and their own professional needs. The primary focus of the Review and Development Policy is to support continuous improvement at all levels, from the individual through to whole school issues, with the aim of ensuring the potential of staff is maximised and the achievement of school's priorities is supported.

Establishing and communicating clear links between personal and school performance effectiveness is essential to the policy to ensure that the school's priorities and targets are translated into personal objectives for all staff. It allows managers to ensure that staff are sufficiently supported and developed to help them meet the demands of their job and any future skills requirements of the school and/or their role.

The Policy gives the staff member and their line manager a process through which they can review performance, agree personal objectives, and identify learning and development opportunities which should help the staff member achieve their agreed objectives. In addition to the aim of maximising employee effectiveness and efficiency, the policy provides for the development of the individual, so that they might respond more quickly and flexibly to change, which should reduce the potential for stress or related health issues.

The School Improvement Plan and School Self Evaluation Form are key documents to underpin the support staff development and review process. The individual objectives are personal, however, in some circumstances, it may be appropriate for a team of staff to have shared or related objectives, arising from the school's priorities. It is expected that the annual round of staff review and development interviews will be scheduled in the Autumn term before the end of October, where possible.

The review meeting will give the staff member the opportunity to discuss:

- Their performance against agreed actions and their role within the last year.
- Their strengths which could be further built upon and may improve opportunities for career development.
- Aspects of their performance where there is room for development and agreed methods to support improvement.
- Contribution to teaching and learning; how does the support staff member's role contribute to, and impact upon, children's learning and wider development, as defined within "Every Child Matters" or equivalent statement of school aims.

In summary the meeting will provide opportunities to identify and agree:

- Actions for the forthcoming year
- Training and development needs
- Opportunities for career progression
- Changes in organisational operation which would help to improve effectiveness of individuals and the organisation as a whole

The overall aim will be to improve efficiency, effectiveness and job satisfaction.

### **The Appointment of Reviewers**

The Headteacher may be the reviewer for all support staff or he/she may delegate these duties to another suitable member of staff which would usually be the reviewee's line manager.

In this school the Headteacher has decided that the role of reviewer for each member of support staff will be assigned to an appropriate member of staff who is paid at a higher grade/has a higher status in the staffing structure than the reviewee and who knows the work of the reviewee well.

- a) All reviewers will receive effective training, in-house or externally, on staff review and development and have been briefed on the school's scheme.
- b) No reviewer will normally be expected to appraise more than 6 staff over a one year cycle, (although it is recognised that in some departments this issue may need to be reviewed and could be revised where a time budget is provided).
- c) All reviewers must be familiar with the work of the member of staff to be assessed and, consequently, the reviewer will normally be their immediate line manager. Where a staff member has more than one line manager, the Headteacher will determine whether their review should be combined into a single process or managed separately, for each potentially where two posts are held. The headteacher will determine which line manager will be the best placed to review the member of staff's performance.

Where the staff member is of the opinion that the person, to whom the Headteacher has delegated the reviewer's duties, is unsuitable for professional reasons, she/he may submit a written request to the Headteacher for that reviewer to be replaced, stating those reasons. Consideration will be given to the request for an alternative reviewer, and the Headteacher will provide a written response.

Where the employee remains dissatisfied with the outcome, the matter may be discussed formally with the Headteacher supported by a representative of HR and the reviewee's trade union, in order to seek a resolution. The aim is to reach agreement with all parties concerned, but the Headteacher will have the final determination.

Where it becomes apparent that the reviewer will be absent for the majority of the cycle, or becomes unsuitable for professional reasons, the Headteacher may delegate the duties to another relevant senior member of the staff or perform the duties themselves.

Where the new reviewer is not the staff member's line manager, the reviewer will have equivalent or higher status in staffing structure to the line manager. The cycle does not begin again, in the event of the reviewer being changed.

Where a member of staff starts employment at the school part way through a cycle, the Headteacher shall determine the length of the first cycle, with a view to bringing the subsequent cycle into line with that for all other support staff members.

Where a staff member transfers to a new post within the school part way through the cycle, the Headteacher will determine whether the cycle shall begin again and whether to change the reviewer, depending on how different the responsibilities of the new post are.

### **Retention of Statements**

Review and development statements are confidential and will be retained accordingly for a minimum period of 6 years.

### **Monitoring and Evaluation**

The Governing Body will monitor the outcomes of the Support Staff Review and Development Policy. The Headteacher will provide the Governing Body with a written report on the operation of the 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 Support Staff Review and Development Policy.
- The effectiveness of the school's Support Staff Review and Development Policy.
- The support staff training and development needs and, in particular, where it has not been possible to meet these.

The Governing Body is committed to ensuring that the Support Staff Development and Review Policy is fair and non-discriminatory.

On appointment, staff are invited to provide personal data in the following areas:

- Race
- Sex
- Sexual orientation
- Disability
- Religion and beliefs
- Age
- Part-time contracts
- Trade union membership

In a confidential section of the annual Report to Governing Body, the Headteacher will give details, where relevant, of:

- a) Any appeals or representations, on an individual or collective basis, on the grounds of discrimination, under any of the categories above, in relation to this policy.
- b) Any instances where training and development set out in the Employee and Development Review plans for individuals, have not been provided.

The Governing Body will review the Quality Assurance processes when the policy is reviewed.

### **Review of the Policy**

The Governing Body will review the Support Staff Development and Review policy bi-annually, usually in the Summer Term. The Governing Body will take account of the latest Headteacher's report in its review of the policy. The policy will be revised as

required, to include any changes in regulations which are relevant and any changes to DCC policies.

The Governing Body will seek to agree any revisions to the policy with the recognised trade unions at LA level, having regard to the result of the consultation with all staff members.

### **Access to Relevant Documentation**

Copies of the School Improvement Plan and SEF (or equivalent) can be obtained from the school's office. To ensure all staff are fully conversant with the policy and arrangements procedures, all new members of staff who have joined the school will be briefed on them as part of their induction.

### **Procedure**

The cycle will start with a planning meeting and will end with a review meeting. These two meetings will be combined to form a single meeting to mark the end of one cycle and the start of the next cycle.

The personal Review and Development Plan will be formulated at the support staff member's annual review meeting with their Reviewer. At this meeting they will discuss and agree the staff member's work objectives and development needs for the forthcoming year. Staff who are employed on a fixed term contract of two Derbyshire terms or more, will have their performance managed within the principles underpinning this policy and the cycle determined by the duration of their contract.

Key points are:

- Undertaking review and development interviews is a key management responsibility.
- Undertaking review and development interviews underpins the manager's role in supporting the aims of the school.
- Individual 'one to one' meetings will be held as required, but the annual interview will consider performance and development over the previous cycle and set objectives for the new cycle.
- It is a continuous process, based on an annual cycle or biannual cycle dependent upon the job category.

The staff member's Review and Development process is designed to:

- Be a positive and equitable process
- Raise the quality of school's effectiveness through developing a highly skilled, flexible and motivated workforce
- Support the achievement of the School Improvement Plan priorities by linking individual development and objectives to the school's priorities
- Increase job satisfaction
- Identify and prioritise learning and development needs and opportunities
- Be an annual cycle that enables continuous improvement
- Provide a one to one process for giving of feedback and agreeing of direction for the next year.

At the meeting there will be an opportunity to:

- Agree the staff member's objectives in support of the priorities appropriate to their section of the school

- Review progress against previous objectives
- Identify the employees development needs to enable them to do their job
- Evaluate the effectiveness of previously completed development opportunities.

## **Responsibilities**

### **Staff Members:**

- To actively participate in the review and development process
- Undertake any appropriate learning and development activities to support the achievement of the agreed objectives
- Report any difficulties in undertaking key responsibilities, fulfilling objectives or accessing relevant CPD to the Reviewer without delay

### **Managers and Supervisors:**

- All managers and supervisors will share a common set of responsibilities
- Holding a review and development interview each year or every other year dependent on job category, and ensuring, at least a progress meeting at a six monthly interval, with each of the staff members for whom they are responsible, as reviewer, within the appropriate timescale
- Maintaining a professional dialogue throughout the year to ensure the plan is implemented.
- Treating each employee in a fair and objective manner when assessing performance identifying development needs and agreeing objectives
- Following up any agreed actions arising from the meetings
- Assuring that a written record of the discussion is completed on the school's agreed format
- Providing opportunities and support so that staff members can develop any skills/knowledge necessary to achieve their agreed objectives
- Providing the training and development annexe to the CPD Co-ordinator so that may take an overview of the provision of appropriate training to individuals and groups of staff

### **Senior Managers:**

In addition to the common set of responsibilities involved, senior managers are also expected to:-

- Ensure the implementation of review and development interviews for managers for whom they are responsible
- Secure commitment to the scheme of those within their teams
- Set and sustain high standards for school leaders carrying out reviews to ensure a collective, consistent approach to management

## **Quality Assurance**

Where the Headteacher is not the Reviewer for all Support Staff, the Headteacher (senior staff member, to be detailed) will:-

Ensure that all planning and review statements:

- are consistent between those who have similar experience, roles and levels of responsibility.
- comply with the policy and any relevant equality legislation.

## **Preparing for Review and Development Meetings**

Prior to a meeting, both reviewers and team members should access the school's aims, objectives and current School Improvement Plan in order that they are fully briefed and able to take an active part in the objective setting process. Prior to the review and development discussion, both reviewer and employee will need to prepare themselves thoroughly, for example, by reviewing relevant background information, the previous year's review record and objectives, the job description and any department, as well as school priorities. In addition:

- The reviewer will need to consider future projects or work plans that are likely to affect the staff member during the year.
- To assist the process the staff member may wish to write a self-assessment of his/her performance over the review period, on the form provided. This is a voluntary activity designed to support staff members in preparing for the review. They may wish to discuss this with other members of their team, to help clarify their needs over the next twelve months. The employee should ensure they are prepared to discuss their own performance and any areas in which they would like to progress/improve. They should reflect on their aspirations and assess any learning and development undertaken. (The Self-Assessment form could be modified appropriately for different categories of staff).
- The reviewer should contact the staff member to agree an appropriate time and venue for the discussion and an outline agenda. The venue would usually be a quiet, interview room-type setting, with minimum likelihood of interruptions. The timetable to complete the process should be agreed by both parties so that each has adequate time for preparation. When deciding a time for the discussion, the reviewer should schedule enough time for meaningful discussion to take place within the staff members' working time, as a guideline one hour minimum, should be allocated.

## **The Review and Development Discussion**

This is an opportunity for the reviewer and employee to engage, in confidence, in a joint review of recent current and anticipated achievements and responsibilities and to discuss future development and ways of achieving this. It is vital that a review discussion is properly conducted for the outcome to be beneficial to both parties. The reviewer should encourage the reviewee to feel at ease. The staff member should pay a full and active part. The reviewer should ask open questions and actively listen, summarising back to confirm they have understood accurately. It is important to provide positive feedback and not avoid identifying any areas where improvements are needed. Reviewers should be specific concerning what good performance looks like and any areas where effectiveness could be improved. There should be no surprises. Performance issues should not be saved for the review meeting but raised in a timely and appropriate manner.

The employee should likewise use the review meeting to raise any issues about which they need clarification or are of concern. The review discussion should reflect the entire review period and it is important to guard against letting one or two minor or recent matters influence the overall assessment of the performance. It is recommended that both participants prepare and agree the written review statement, or the outline of this, during the course of the meeting or shortly after, the review discussion.

After the discussion, the reviewer will prepare a draft and completed form within a period of 10 working days. The staff member will then have 10 working days to review the form. Providing that both parties are in agreement, the final draft is written on the form. Both parties sign the form and make any comments if they wish. This provides an opportunity for either to record any area where there was not complete agreement. The form is then passed to the Head teacher or Assistant Head teacher to assess and co-ordinate any action arising. The review form is a highly confidential document. Both the reviewee and the reviewer are responsible for ensuring confidentiality is guaranteed. A copy should be retained by the reviewee and a copy by the reviewer and any other line manager of the staff member. A copy will also be held by the Headteacher.

### **Objective Setting**

The objectives set will be SMART; that is, specific, measurable, attainable, relevant and time-bound. The school intends that objectives will be equitable in relation to staff with similar roles, responsibilities and experience within the establishment of the school. The reviewer and the staff member will seek to agree the objectives but where a joint determination cannot be made, the reviewer will make the determination.

Objectives will vary depending on the specific role and responsibilities of the employee, their working hours and days, their previous level of experience and the scope of the objectives and would not normally exceed three. However, it is recognised that three objectives related to projects or long-term strategies could be equivalent to six or more smaller, more specific objectives, with a tighter timeframe for completion. It is possible that all the staff members will have an objective linked to the priorities for their team, or one linked to a whole school initiative.

To support consistency, the National Occupational Standards relevant to the category of employee, will provide a backdrop to the formulation of the objectives that are selected, wherever possible. They will include at least one objective that contributes to one or more of the statements in “Every Child Matters” (or equivalent from the school’s aims), in support of children’s learning. The objectives will also relate to the individual and the feedback/evidence already considered in the review of their work over the previous year, identifying potential development needs or areas that could be extended.

Occasionally, it may be appropriate to set an objective that will extend for more than one annual cycle. This will be relevant where a long-term project or development strategy is envisaged. In such cases it will be important to set/agree milestones and benchmarks, to be assessed at the end of the first cycle.

The demands of the objectives will be informed by consideration of the National Occupational Standards relevant to the particular employee’s role and any particular training or qualification requirements for their career stage. For staff with supervisory and leadership responsibilities, the Derbyshire County Council Management Development Framework Competencies will be used to identify and develop leadership and management skills, at the appropriate level for the employee’s role. There will also be consideration given to the HSE management competencies, which promote good management to support employee wellbeing and reduce the potential for workplace stress.

Development objectives that “stretch” the staff member beyond the usual scope of their role may be included but only when:

- They are mutually agreed by staff member and reviewer.
- They are purely for personal/career development purposes.
- It is clearly understood that there is no financial reward and cannot be used to justify a re-grading claim
- They are strictly time limited.
- They will not interfere with the staff members' capacity to deliver their core responsibilities.

Staff with responsibilities for supervising or managing other staff, volunteers or trainees, will have at least one of their objectives relevant to this part of their role. Those who work directly with students/pupils on their learning will clearly have objectives relating to the effectiveness of this work but the success criteria will not be dependent on the pupils' progress, though evidence of this could be submitted by the staff member, as a piece of information to demonstrate the effectiveness of their work. (It is recognised that students are the responsibility of the teacher and though support staff will make an important contribution to this, they cannot be held accountable).

For each objective, any necessary training and development, in order for the employee to achieve the objective, will be recorded. There is also opportunity for the employee to identify training and development needs in relation to their career aspirations. The training and development information is recorded as a separate annexe and provided to the CPD Co-ordinator.

Training and development that is necessary for the achievement of objectives will take precedence over that which has been identified as contributing to their personal development needs.

The framework makes provision for all continuous professional development to be recorded and the nature and length of the activity to be listed as well as the learning gained, where the development has been applied and what impact it has had, if any.

### **Appeals**

If a staff member is not happy with the content of the objectives, the level of demand, or the number of objectives, they should first raise this matter with their reviewer. If this is not successful, they should then raise the matter with (depending on the size of the school, insert here Headteacher, senior support staff member or specific line manager). If they are still unhappy after raising the matter with the relevant senior leader, the staff member may raise an appeal through the Pay and Performance Committee of the Governing Body. This will have the same status as a grievance procedure and follow the attached procedure. Likewise, if a staff member has a complaint about the contents of their review statement, the same process may be followed.

### **Implementation**

The reviewer is responsible for maintaining professional dialogue with the staff member throughout the cycle, using the six month progress review meeting and regular "supervision" sessions to check the progress of the objectives and the meeting of development needs. The reviewer should use the normal routines of team meetings, briefings, school quality assurance activities etc to check the progress of objectives, avoiding additional meetings where possible.

The staff member is responsible for bringing to the attention of the reviewer any difficulties in progressing the objectives and for the collection of any agreed evidence. There should be regular two way feedback.

Adopted by the governing board of Buxton Infant School on **10<sup>th</sup> July 2019**

## School Support Staff Review and Development

### Key Information

(to be retained at front of review documents and updated when appropriate).

Name \_\_\_\_\_

Job Title \_\_\_\_\_

Start date in post \_\_\_\_\_ at school \_\_\_\_\_

Previous posts held in school

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Qualifications

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## **Optional Self-Assessment**

(Managers should complete a self-assessment against the appropriate level of the Management Development framework).

### **Review of objectives**

(Any addition to evidence collected, or personal commentary).

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**Other Achievements in past year**

**Any challenges currently affecting job performance**

**What could the school do to help address these?**

**What skills/knowledge do you need to improve within your role?**

**What development do you seek for the future?**

**Have you any ideas how school procedures/organisation/policy could be improved to**

**a) enable you to do your job better**

**b) better support children's learning**

**Personal CPD Record**

<b>Date</b>	<b>Description of development activity</b>	<b>How did you benefit/what learnt?</b>	<b>Where has the learning been applied?</b>	<b>Any outcome/impact</b>	<b>Where has/could the learning be shared?</b>

Reviewee Name:  
Job Title:

Reviewer Name:  
Date of Meeting:

**RECORD OF PLANNING MEETING – CYCLE 20 \_\_/20\_\_**

School/Dept/Team Objectives – Taken from SIP (Dept Plan)					
No	Objective (SMART)	Performance Criteria (what success looks like)	Evidence Base (include all material to be utilised in assessing outcomes)	Time Scales	CPD/Support (In brief – to be expanded in T & D Annexe) including any skills, knowledge and experience required)

Reviewee Name:  
Job Title:

Reviewer Name:  
Date of Meeting:

**RECORD OF REVIEW FOR CYCLE 20\_\_/20\_\_**

**Objectives**

<b>No</b>	<b>Met (Y/N in part)</b>	<b>Reviewer's summary of outcomes against performance criteria</b>	<b>Evidence Available</b>	<b>Reviewee's comments</b>

General Comments – Reviewer (inc any achievements of the employee that the manager wishes to be formally acknowledged)

Signed:

Date:

General Comments - Reviewee (including any suggestions relevant to the process or improvements to current ways of working)

Signed:

Date:

Headteacher/Moderator Comments (if applicable)

Signed:

Date:

## Training and Development Annex

Objective No	Knowledge, Skills and Experience Required	Suggested Method of Learning/Development	Responsibility to Action (Headteacher, Staff Member, CPD Cord etc)	Timescale by	Provision Made and Date
Signed (Reviewer)  (Reviewee)  Headteacher			Date:  Date:  Date:		