

John Ruskin Primary School and Language Classes

Support Staff Performance Management Policy

Coordinator: Linda Dickinson

Last review: 2014

Next review: 2017



"Be responsible, be fair, stay positive and care"

Support Staff Performance Management – John Ruskin School.

1. SCOPE

This policy covers the performance management of all staff who are not teachers who work at the school and are paid by the school through its payroll. It includes teaching assistants, nursery nurses, administrative officers and premises staff. For the purpose of this policy staff in these categories are referred to as support staff.

2. INTRODUCTION

All support staff are entitled to feel that they can develop in their jobs and get better at what they are doing. All staff have developmental needs that the good employer will wish to address in a climate of mutual recognition of the need for continuous improvement. It is also clearly in the interests of the school if its support staff are able to increase their expertise and their job satisfaction.

This development will only come about if the school regularly reviews the performance of support staff and is prepared to commit to necessary training. Although different members of staff are varying levels of experience, and there will inevitably be different levels of competence at the start of employment, the school has a responsibility to develop staff and provide them with opportunities to extend their skills.

National Occupational Standards for TAs and a Training Qualifications Framework was issued in 2001 to assist schools managers in assessing the development of TAs and identifying their training needs. Copies of these standards are available on the internet and will be used by the school to assist in the target setting process.

3. TIMESCALES FOR IMPLEMENTATION

It is intended that performance management for support staff will be introduced partially in Autumn 2004. This sample will allow us to evaluate the scheme before bringing all staff into the scheme during 2004 - 5.

4. THE PERFORMANCE MANAGEMENT CYCLE

Performance Management is an ongoing cycle, not an event. It involves three stages:

- **Planning:** Line managers meet staff for an appraisal or professional review to discuss and record priorities and objectives. They discuss how progress will be monitored.
- **Monitoring:** Line managers keep progress under review throughout the cycle, taking any supportive action needed.
- **Review:** The member of support staff and the line manager reviews achievements over the year and evaluates overall performance taking account of progress against objectives. This review may take place at the same time as the planning meeting.

5. PERFORMANCE REVIEW

A performance review is a formal opportunity for staff to discuss their performance and professional needs with their line manager. Performance management is a dialogue, with the person appraised and the appraiser both contributing freely. The review should clearly acknowledge what the member of staff does well, and provide an opportunity for the person reviewed to raise any problems or concerns that they may have about the way their job is developing or what they are expected to do. The process may include any of the following exercises:

1. Revisiting the job description

The job description is a key document in defining the work of all staff. As staff develop professionally, so their job will change, their role will need reassessing and the job description will need to be reframed. Performance review is the logical time for this.

2. Assessing the training needs of staff

Training requirements vary according to levels of experience of staff and the requirements of the job. Training needs of individual members of staff vary due to four factors (1) their experience and expertise (for example, nursery nurses have had considerable job-specific training before they start), (2) the nature of the work and the skills required to do this work effectively, (3) the need to consider immediate versus longer term requirements, and (4) the priorities of the School Improvement Plan. The assessment of training needs should involve the member of staff and there should be special reference to ascertaining what they want to gain from training.

3. Examining different forms of training

Some of the most effective training is rooted strongly in what happens in the school, or the classroom, with colleagues learning from each other during their work. Such benefits stem from good working relationships. Other members of staff can effectively teach some skills in school. However, it is not always feasible to teach skills, especially those to do with specific special needs, in schools. In addition, achieving advanced qualifications, like the City and Guilds, BTEC, NVQ's or the Specialist Teaching Assistant Course (STA), involve attendance at external sessions. Attending carefully chosen external courses can have a strongly positive impact on staff by both conferring status and enabling them to share good practice with others.

4. Encouraging sharing of what is learned

It is not always necessary to send several members of staff on one course on specialised training and the results can be shared when the attendee returns.

5. A professional development portfolio

A portfolio of attainments, needs and training undertaken provides a basis for assessing what further training is needed. It also provides a concrete record of the progress made by staff, and can enhance their self-esteem. A starter for such a portfolio for Teaching Assistants is provided in the Teaching Assistant File sent

to schools with TAs attending the new induction programme prepared by the DfEE. Staff are responsible for setting up and maintaining their own portfolio where appropriate.

6. Finding Finance

At John Ruskin School we regard Standards Fund training money as being available for the benefit of all staff.

7. Evaluating training

Getting the views of staff on the training they have undertaken, whether on-site or external, can lead to the improvement of that training. It is also a part of the assessment of whether the training was appropriate to the member of staff and of their future training needs.

6. EVIDENCE/INFORMATION GATHERING

The performance review will be recorded using the form attached to this policy (Appendix 1). All staff will be encouraged to complete a brief self assessment to bring to the meeting (Appendix 2).

The work of the teaching assistants will be assessed by one of the teachers they work alongside using the Information Gathering Form attached (Appendix 3). We suggest that this form be filled in jointly by the teacher and the member of staff being appraised and that the self review form is completed before this meeting. Where the teacher is newly qualified it may be more appropriate for the Induction Tutor to complete the form with the TA. All this information will be used by the line manager, in conjunction with his/her knowledge of the work of the TA.

The line manager may choose to observe a member of staff whilst they are carrying out their duties if he/she feels that this would be useful or where this relates to a particular target set at the performance review.

The work of nursery nurses and learning mentors will be assessed by a senior manager using the form attached (Appendix 2) which should be filled in jointly with the member of staff and/or by observation.

This information will be used by the line manager in conjunction with his/her knowledge of the work of the staff member. Again it is recommended that the nursery nurse or learning mentor completes a self assessment prior to the performance review.

The work of premises staff and administrative staff will be assessed by the head teacher, deputy head or line manager. A self assessment and assessment form will be used as above.

7. INCREMENTAL PROGRESSION

The schools pay policy determines the factors that the governing body and head teacher will take account of when considering whether a member of staff should be awarded an additional increment. Performance management is one factor considered in this process.

Appendix 1

**JOHN RUSKIN PRIMARY SCHOOL
PERFORMANCE MANAGEMENT MEETING**

NAME:

DATE OF MEETING:

LINE MANAGER:

SUPPORT STAFF MEMBER:

KEY AREAS OF RESPONSIBILITIES:

Review of Targets Set (date)_____

Targets for 200_ to 200_

Training Needs

Next review date_____

Signed:_____Line Manager

Signed: _____Support Staff Member

Appendix 2

**JOHN RUSKIN PRIMARY SCHOOL
SELF APPRAISAL FORM**

Name of Support Staff:

Key Responsibilities

Date:

What has gone well with your work at the school over the last year?

What has not gone quite so well?

Suggested areas for development

To do my job better I need:

Appendix 3

**JOHN RUSKIN PRIMARY SCHOOL
INFORMATION GATHERING FORM**

Name of Support Staff Member _____

Key Responsibilities _____

Form Completed by: _____

Date _____

Strengths (it may be helpful to look at the staff member's job description)

Areas for development