

# Performance Management for Support Staff in Schools

## Abbreviated Performance Management Process

### Who is it for?

The abbreviated performance Management process can be used to support directly employed Cleaning, Catering and Lunchtime Supervisory staff who would benefit from, a job chat rather than the full formal PM process.

Where individuals have specific career aspirations they should be given the opportunity to participate in the full performance management process

### What is the abbreviated performance management process?

It's a chance an individual to have a discussion with their supervisor about their job. The discussion should be about:

- what an individual likes about their job
- what they don't like about their job
- what they need to do their job properly
- what they need to do to provide a good service
- review and improve performance so that what individuals achieve contributes to the school delivering its priorities;
- identify and address any development needs so that they can do their job more effectively
- what they and their team (if they have one) can do in the future to improve

### How does it work?

The individual and the Supervisor complete a form which will ask you questions about the role, what would improve the job, job performance and if any training is needed to help the individual.

PM should form part of an ongoing communication process, undertaken between the individual (the Reviewee), and their manager (the Reviewer). It's a one-to-one process where both are involved in thinking about what needs to be achieved in the coming year.

Following the job chat the reviewer will arrange any training that has been identified and consider any suggestions for improving things. An individual may have some really good ideas that can be put into practice!

### How does the PM process help individuals?

PM involves an agreement between an individual and their line manager: about what they do, how they do it and how they can develop within their career. It provides information to the school to improve ways of working. It also allows the school to identify areas of training for individuals and give everyone a chance to develop themselves through training. It will contribute to providing a better service. It is also hoped that the information from the discussion will help to continually improve standards.

### Objectives (supervisors only)

PM establishes clear expectations and understanding about what is expected of supervisors and how they contribute to the success of the school. The Objectives section agrees the most important things the supervisor needs to achieve over the coming year. There's space for 5 objectives; there shouldn't be more and there may be less!

## What are Behavioural Attributes & Operating Levels?

Performing well is not just about whether tasks are completed but the way in which they are done. These “ways of doing things” are known as behavioural attributes.

Staffordshire County Council has developed behavioural attributes to help individuals understand what they need to do to be effective in achieving priorities. The benefit of having behavioural attributes is that they help individuals understand their role better.

It enables the school to develop clear and consistent personal development plans.

### Overall Assessment

All PM reviews should be completed with the line manager.

Towards the end of the meeting, the Reviewer will summarise the level of success made in achieving tasks and objectives, and demonstrating behavioural attributes.

They will then rate the overall performance as one of four assessment levels; Exceeded, Achieved, Progressing or Underachieved.

### What do these assessment levels mean?

|                       | <b>Objectives</b>  |            | <b>Behaviours</b>   |   |
|-----------------------|--|------------|---|---|
| <b>Exceeded</b>       | All objectives are achieved. Performance is exceptional in all respects and always in excess of the standards required by the job. | and        | Behaviour exceeds expectations                                    | You are eligible to receive the CBP point   |
| <b>Achieved</b>       | All objectives are achieved. Performance in key tasks meets the standards required.  | and        | Behaviour meets the required standards.                           | You are eligible to receive the CBP point   |
| <b>Progressing</b>    | Some objectives were achieved. A number of key tasks may not have been achieved to the required standard.                          | and/<br>or | Behaviour falls short of the required standard on some occasions. | You are not eligible to receive the CBP point at this time, however, with support, it is expected that your performance will improve and further reviews may be necessary. It is expected that you will achieve the necessary improvement within a relatively short period of time. |
| <b>Underperformed</b> | The majority of your objectives were not achieved and you have not met the requirements of the job.                                | and/<br>or | Behaviours are unacceptable                                       | You are not eligible to receive the CBP point at this time, however you are aware that your performance is unacceptable and you are under formal procedures to support you to reach acceptable standards.   |

## **Career Development Review (CDR)**

This is an opportunity for an individual to discuss their career with their line manager.

The review form looks at 4 steps:

- Describe where they are now (their work, position, etc);
- Describe where they want to be – say in 5 or 10 years time;
- Establish what the options are for them to achieve what they want to;
- The actions they are going to take, with the agreement of the school, to get there.

## **Personal Development Plan (PDP)**

The PDP process is based on agreeing the development activities that helps individuals improve the way that they do things or handle new opportunities.

Development activities include projects in which they could get involved, work assignments, working with others as well as training courses. Describing and recording the development activity discussed and agreed is important.

The reviewer will need to make sure any agreed development takes place – that includes asking for help where they need to set up training or projects. Training needs should be recorded on the School Training Plan.

**The form asks the individual to make comments and to sign it.**