



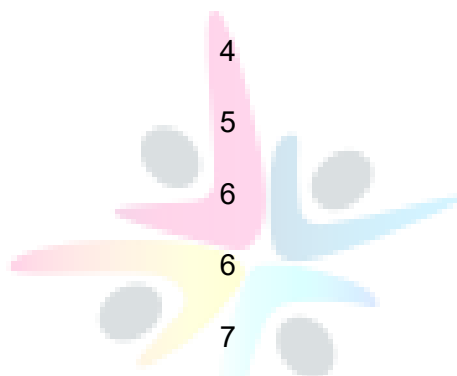
Associate Staff Appraisal Policy and Procedure

Version 2.0

<p>Important: This document can only be considered valid when viewed on the Trust website. If this document has been printed or saved to another location, you must check that the version number on your copy matches that of the document online.</p> <p>Name and Title of Author:</p>	<p>CEO, with support from HR</p>
<p>Target Audience:</p>	<p>Associate staff</p>
<p>Name of Responsible Committee/Individual:</p>	<p>Trust Board</p>
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Brighter
Futures
Learning Partnership Trust

POLICY STATEMENT

The Brighter Futures Learning Partnership is committed to continually enhancing employee capability, ensuring employees are supported to be the best they can be. The Trust invests in learning and professional development, providing employees with a range of learning experiences aligned to the needs of the organisation and the needs of teams and individuals in a fair, transparent, sustainable way.

Learning and development sits within a framework of performance management, ensuring employees have clear roles and responsibilities alongside clarity of expectations, required knowledge, skills and competencies. The performance management process results in employees and managers regularly meeting to reflect on individual and team performance in line with organisational, team and individual objectives and expectations. Through performance management reviews each member of staff is encouraged to reflect on their performance whilst also considering current and future needs, plans, objectives and development needs. Analysing their recent performance against objectives and expectations, each employee is able to consider their level of knowledge, skills, expertise and competencies alongside those required for the role and the organisation. Employees can assess with their line manager their learning and development needs. The line-manager should help prioritise those needs in line with the School Development Plan. Managers are also encouraged to consider team development needs and opportunities, encouraging shared learning and development.

The Trust's vision is seeking excellence through inspirational leadership, teamwork, innovation and 'deep' collaboration. We expect our staff to invest in themselves, actively seek feedback about their performance and make a significant contribution to the success of the Trust.

We want our staff to:

- Express their views about their roles and responsibilities in an open but professional manner
- Recognise good performance and identify required support when performance needs addressing
- Bring forward ideas to develop the performance of each school/UTC in the Trust
- Be given opportunities to learn new skills and develop new knowledge
- Work with line-managers to develop new ways of working and improve efficiencies
- Understand the wider role they can play to support school improvement and secure strong pupil/student outcomes
- Be proactive and prepared to support others in their roles

The Trust acknowledges that the success of the organisation relies on outstanding workforce performance, delivered through a shared passion for teaching and learning, high aspirations for student/pupil learning, with each individual continually developing and growing professionally in an ever-changing environment.

The Trust's vision is to develop a culture of respect, honesty and high aspiration, encouraging staff and students to inspire each other. This policy supports this vision in

providing employees with regular opportunities to review their performance against objectives and expectations and to access learning and development opportunities that align not only with current requirements, but also with strategic objectives and the ethos of the organisation.

1. SCOPE

This policy applies to all Associate staff employed by the Brighter Futures Learning Partnership Trust

2. ROLES AND RESPONSIBILITIES

The **Trust Board and the CEO** are responsible for monitoring the effectiveness of this policy, ensuring that a consistent approach to performance management for non-teaching staff is applied across the Trust.

The **Headteachers/Principal** are responsible for ensuring that staff and managers adhere to this policy and procedure, with each member of staff accessing a minimum of two performance management discussions every year, ensuring performance across the Trust is of a high standard and that where performance is consistently unsatisfactory, it is managed in a discreet, supportive, professional way.

The **Central Trust Human Resources Department and Business/Finance Managers** are responsible for ensuring that all employees are aware of this policy and procedure and that managers apply it fairly and consistently with confidence and skill.

Managers and staff with supervisory or leadership responsibilities must ensure they implement this policy fairly and equitably, seeking guidance, clarification and support as and when required.

All **employees** must actively engage in the review of their performance. They must seek clarification, advice, learning and development support as and when required.

3. EQUALITY AND DIVERSITY

The Brighter Futures Learning Partnership Trust is committed to:

- Eliminating discrimination and promoting equality and diversity in its policies, procedures and guidelines
- Delivering high quality teaching and services that meet the diverse needs of its student population and its workforce, ensuring that no individual or group is disadvantaged

4. PRINCIPLES OF PERFORMANCE MANAGEMENT

Most staff perform to a consistently high standard and students/pupils attain excellent results year on year in an environment where continual professional development is encouraged and expected. Employees are encouraged to share best practice, learning from each other and working collaboratively. Working in an ever-changing landscape,

it is crucial that each member of staff regularly reviews their performance against the below:-

- agreed objectives
- professional standards (where they exist)
- organisational expectations
- Job Descriptions

This procedure provides employees and managers with a clear structure for performance management where employees and their managers discuss their recent performance against expectations, their learning and development needs and their future aspirations at least twice a year. Managers and employees are encouraged to discuss changes in requirements, performance or objectives as they arise. The performance management process encourages regular review and discussion, enabling employees and managers to regularly reflect, plan and seek clarity, advice and support. It also provides managers with regular opportunities to celebrate employee success, acknowledge achievements and ensure objectives and activities continue to align with organisational, team and individual requirements. Where employees are failing to achieve the required standard, regular review also enables managers to address any performance issues at an early stage. Early intervention enables managers and employees to consider together a plan of action to address any performance issues as they arise, seeking further help and advice as required.

Line managers will normally undertake performance management reviews with the employees they directly manage. Managers must ensure they have read and understand this policy and procedure and that they are confident, skilled and able to undertake effective performance management reviews with their staff. They should seek advice, clarification and appropriate training in line with their own levels of knowledge, skill and expertise in relation to the application of this policy and procedure.

5. PERFORMANCE MANAGEMENT CYCLE

The performance management cycle for associate staff commences at the start of the academic year on 1 September and ends on 31 August. A minimum of two performance management discussions are required for each employee: the first being within the first half of the academic year, ensuring objectives are established, previous objectives are reviewed and standards and expectations are agreed for the year ahead, alongside learning and development needs and possible opportunities. The mid-year review should take place after the Christmas break and prior to the Easter break. The purpose of the mid-year review is to check that any changes either externally or internally do not have an effect on the employee's objectives, role expectations or learning and development requirements and to also ensure the employee is on target to achieve their objectives.

Staff employed on a fixed term basis of less than one year will have their performance managed in accordance with the principles underpinning the provisions of this policy and the length of the cycle will be determined by the duration of their contract.

Where an employee commences mid-way through a performance cycle, they must complete their probationary period prior to accessing this policy and procedure.

Where an employee moves into a new post within the Trust part-way through a performance management cycle, the previous manager should conduct a 'mini' performance management review focusing on the employee's performance in their previous role, achievement of objectives and achievement against their development plan. The employee should share this documentation with their new manager and the new manager must conduct a mini-performance review, ensuring the employee is clear about their new role, their duties and responsibilities, associated expectations and standards. The new manager should discuss any development needs (some may have been raised within the recruitment and selection process) and formulate a **personal development plan**.

6. ESTABLISHING OBJECTIVES

Objectives should be agreed in the appraisal meeting and they must align to the organisational objectives, team objectives and the role the employee undertakes. Objectives must be specific, measurable, achievable, time-bound, fair and equitable in relation to the employee's responsibilities and expertise. Objectives should be stretching enough to support the employee to continue to learn and develop, whilst also being realistic.

If the employee and their appraiser are unable to reach agreement regarding objectives the appraiser will make the determination and they will notify the Headteacher/Principal, who will oversee the performance management process for associate staff within their school.

7. REVIEWING PERFORMANCE

The performance management meeting that takes place in September completes the previous year's performance cycle and establishes a plan for the following year. Employees should encourage and expect regular feedback throughout the year, reviewing their own performance against the appropriate standards, expectations and their agreed objectives. Feedback should highlight particular strengths, areas for development and associated opportunities alongside the impact the individual has had on their area of responsibility and possibly beyond (e.g. where they have exceeded expectations).

If a manager has concerns regarding any aspect of an employee's performance they should address those concerns as they arise in order to:

- Provide the employee with clear feedback about the nature of their concerns
- Provide the employee with the opportunity to respond and discuss the concerns and any mitigation
- Clarify expectations and determine when the manager will review progress against objectives, agreeing any specific support interventions the manager can provide or facilitate to assist the employee in achieving their goals/required standards
- Consider any temporary adjustments depending on the circumstances, seeking advice from **the Central HR Department** before agreement is reached
- Explain the implications and process if satisfactory improvements are not achieved within the agreed timescale

Where satisfactory progress is achieved before the end of the performance cycle, the performance management process will continue in the usual way. However, if the employee does not progress satisfactorily their line manager should seek further advice from the **Central HR Department** regarding utilisation of the Capability Policy and Procedure. The employee must be notified verbally and in writing and they will be provided with a copy of the Capability Policy and Procedure.

8. APPEALS AND GRIEVANCES

If an employee feels aggrieved about the way in which the appraisal has been undertaken and/or the content of their review, they may wish to access the Trust's Grievance Procedure.

9. MONITORING COMPLIANCE WITH AND EFFECTIVENESS OF THE POLICY

Effectiveness and compliance of this Policy will be monitored on an annual basis by the **Central HR Department** with support from Business and Finance Managers

10. ASSOCIATED DOCUMENTATION

- Probationary Policy and Procedure.
- Expectations and Code of Conduct
- Capability Policy and Procedure
- Grievance Procedure

11. REVIEW

This CEO, Headteachers, Principal and Central HR will review this Policy and Procedure yearly.

12. RETENTION

The Trust (Each School/UTC) will ensure that all written appraisal records are retained for 6 years and then destroyed.

Associate Staff Appraisal Policy Agreed: May 2020

Signed CEO of BFLPT – Helen-Redford-Hernandez:

H. Redford-Hernandez

Date: 24 March 2021



Signed – Chair of BFLPT – Marus Isman-Egal:

Marus Isman-Egal

Date: 24 March 2021

Associate Staff Appraisal Policy to be reviewed : May 2022

Created: May 2020 (Version 1)

Revised: March (Version 2)



Appendix1 - Planning and Review Statement and Annual Appraisal Report : Support Staff

Appraisee's Name _____ Appraiser's Name _____

Apprasiee's Signature:

Appraiser's Signature:

Meeting Date:

Review Date:

Individual Objectives	Actions	Support/Training Development needs and	Impact measures/success criteria
1.			
2.			
3.			
Task Observation Details			



Appendix 2

Provision of Additional Support Where Standards Are Not Met (Standards Support Programme)

1. Where standards are found not to be met at the appropriate level for the role during the appraisal, special arrangements will be made to ensure that the appropriate support can be provided.

These may include:

- The appointment of an appraiser from the senior leadership team;
- The setting of an appropriate number of additional performance management objectives above the school norm;

2. Where information comes to light during the course of an appraisal cycle that leads the head to conclude that standards are not met at the appropriate expectation level for the role, these new arrangements (as outlined in 1 above), which may include a change of appraiser, will come into force as soon as possible after the decision has been made.

3. Where standards are identified as not being met at the expectation level for the role by either means, performance objectives will be action planned to a much shorter timescale – no longer than 6 weeks, but less if the head decides the situation warrants this. At the end of each such period, progress will be reviewed – and a decision made on whether:

- To end the support programme and resume normal appraisal arrangements;
- To continue to provide support within appraisal by setting further short-term objectives;
- To suspend performance appraisal and move immediately into the formal capability procedure