

Performance and Development Policy & Procedure

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Introduction

Our vision, underpinned by co-operative values¹, is threefold; to work in partnership with the community we serve to combat social exclusion and deprivation, to build a sustainable and vibrant community and local economy, and to provide learners with a global perspective helping them to become responsible and articulate citizens in a global economy. We will achieve this by delivering the highest possible standards of education, and for this we rely on the performance of all our employees. With this in mind the Trust is committed to providing staff with development opportunities and support.

The success of Thrive is due to our colleagues performing at a consistently high level, through a shared passion for ensuring that our pupils reach their full potential. This success will be achieved as every member of the school community develops and grows in their role. We recognise that the success of a school is achieved through the cooperative efforts of all staff groups working as a team.

Thrive welcomes the support of recognised Trade Unions in seeking to implement this policy in a fair and consistent manner. Prior to final approval by the Thrive Board this policy has been the subject of consultation with unions and professional associations; their suggested amendments have been taken into consideration and changes made where they can be agreed.

Purpose

The main purpose of the policy is to create an environment of openness and honesty within which colleagues feel that they can grow and develop in their performance. This environment will be underpinned by regular and consistent development dialogue, recognising that we all have things to learn in an ever evolving educational landscape. Performance Development Review (PDR) processes should be collaborative, supporting all staff in taking responsibility for driving forward improvements in their own practice and professional development. It should:

- celebrate success and recognise the contribution of the employee to the Trust team, School team and immediate team (Key Stage / departmental / site / admin / catering etc.)
- improve job performance through feedback and continuous professional development plans
- offer the opportunity to reflect and evaluate performance against objectives
- give employees a clear understanding of the standards of performance and objectives that are expected of them
- develop the potential and expertise of staff and help in succession planning
- identify training needs
- recognise accountability
- give a consistent method of assessing performance across the Trust which will be recorded for future reference
- enable all staff to be responsible for their professional development.

¹ self-help, self-responsibility, democracy, equality, equity, solidarity, honesty, openness, social responsibility and caring for others

Where applicable pay progression will automatically follow a successful review. The only circumstance in which pay progression will not follow is where a member of staff is in receipt of a live Performance Improvement Plan (see Managing Performance and Capability Policy).

The Senior Leadership Team and the Trustees of the Thrive are committed to ensuring that the Performance and Development process is fair and non-discriminatory in line with our equality duty.

PDR is a two-way process and actions and outcomes should be agreed between the line manager and employee. Any rights of appeal and the process to follow are detailed within the relevant section.

Application of the policy

This policy applies to all employees of Thrive with the following exceptions:

- Early Career Teachers undergoing their statutory induction period
- Newly appointed support staff within their probationary period
- Staff employed on a contract of less than one term
- Any member of staff who is the subject of Managing Performance and Capability procedure
- Supply, casual and relief workers who work rarely within the school

Modified PDR arrangements will apply to staff who have only been at work for part of the PDR cycle. This will include employees:

- On parental leave including maternity and adoption leave
- On long-term sickness absence
- Who join or leave the school part way through the year
- Who come out of other arrangements during the year including probation, statutory induction and Managing Performance and Capability.

Roles and responsibilities

Both line manager and employee hold a shared responsibility to participate in the PDR process. The line manager will ensure that PDR meetings take place and that the process is completed in accordance with the requirements of this policy. It is the responsibility of employees to support and participate in the PDR process and any agreed development activities arising from it.

Appointment of Performance and Development Reviewers

Where employees have fractional contracts with two different line managers, they may undergo two PDR's or agree to one where this is appropriate.

Should an employee object to the appointment of their reviewer, they should put the grounds for their objection in writing to the Headteacher / Head of School who will consider this and make a determination. The decision of the Headteacher is final and not subject to further appeal.

The Performance and Development Process

The PDR process is an integral part of good performance management and should be an enjoyable and empowering process for both reviewer and reviewee. The process provides an opportunity for the employee and their line manager to have an in-depth, two-way, confidential discussion regarding the employee's performance and job role.

It gives the line manager an opportunity to give appropriate appreciation and recognition of good work. At the same time it gives the employee the opportunity to discuss how they are progressing in terms of the achievement of objectives and development.

Issues of concern regarding performance should be addressed as and when they arise as part of normal day-to-day management and, therefore, should not be first raised at PDR meetings. Any concerns about performance that may pose a risk to pay progression should be signalled at an early stage this applies to teaching staff only. Performance Development Reviews will take the form of an in-depth, two-way, confidential discussion regarding the employee’s performance and job role.

Line managers will be responsible for development dialogue that will include:

1. A joint assessment of current performance and capacity for further advancement.
2. Assessing employees against their performance and jointly contributing to plans for the next 12 months and development objectives.
3. Line managers assess employees against the relevant competency framework on the basis of their career stage.
4. Line managers and employees agreeing and reviewing objectives linked to the relevant team development planning (e.g. School Improvement Plan, and Trust Strategic Plan) and suggesting how these will be met.
5. Line managers and employees seeking ways to support training and development.

The Annual Performance and Development Cycle

The Performance and Development cycle for all staff will be carried out over 12 months. The Trust operates different PDR periods for different groups of staff as follows:

Workforce Group	Cycle Period
Executives, Headteachers, Heads of School	October - September
Teachers and Development Team	November to October
All colleagues	February to January

Where a member of staff starts their employment with the Trust or changes post part way through an PDR cycle, the line manager shall determine PDR arrangements for the remainder of the PDR period (referring to the Headteacher when necessary), with a view to bringing their cycle into line with the cycle for other staff as soon as possible. This may also apply to staff starting or returning from maternity or long-term sickness absence part-way through the PDR period or those successfully completing their statutory induction or probationary period or coming out of Managing Performance or Capability processes. In such situations either shorter-term or longer-term objectives may be set, linked to the end of the current or next PDR cycle respectively.

Where an employee is moving between roles within the school then there will be a review of their performance and development objectives and joint handover meeting arranged with the new line manager.

Where an individual is employed on a fixed term contract for a period between 1 term and 12 months, the length of the appraisal period will be determined by the duration of the contract.

Employees are encouraged to regularly review their progress against their goals to ensure they remain on track and flag any unforeseen challenges or changes throughout the year.

The Annual Performance and Development Cycle Meetings

Stage 1 - in preparation for the Planning and Review Meeting

Ahead of the initial planning and review meeting, or any following review meetings colleagues should be familiar with their PDR record and any supporting documentation that they have gathered together to support progress against agreed objectives, and be prepared to enter dialogue about possible future development objectives

Stage 2 - Initial Planning and Review Meeting

The meeting will be planned to take place during the employee's normal working day. The employee will be given at least 2 weeks' notice of the PDR meeting. They should be asked to read through their previous year's PDR and review meeting records.

The PDR documentation is designed to facilitate a dialogue in two parts. Part 1 'Review' will include:

- Acknowledgement of achievements, strengths, good practice and successes.
- Review of achievements against the previous year's objectives.
- Review of professional development activities undertaken in the previous period including how these activities have enhanced the employees work effectiveness.

Part 2 'Development Planning' will include:

- A recognition of current performance and capacity for any career advancement if desired.
- Agreement of work objectives for the coming year linked to department, school and Trust development planning as appropriate (see below).
- Agreement of how objectives will be assessed and evidence of achievement gathered.
- Agreement of how development will be supported and objectives met.

The employee will be provided with a copy of the PDR record within 10 working days of the planning and review meeting.

The number of development objectives will be determined according to job role:

Job role	Number of objectives / linkage
CEO	As determined by reviewers, including 1 personal development objective
Executives	3 objectives, 2 aligned to Strategic Plan and 1 personal development
Trust DSIS and HRM	3 objectives, 2 aligned to Strategic Plan and 1 personal development
Other Central Trust Team Members	2 objectives, 1 Performance related, 1 personal development

Headteacher / Head of School	3 objectives, 1 aligned to Strategic Plan, 1 aligned to School Improvement Plan, 1 personal development
Deputy & Assistant Headteachers	3 objectives, 1 aligned to Strategic Plan, 1 aligned to School Improvement Plan, 1 personal development
Other SLT	3 objectives, 2 aligned to School Improvement Plan, 1 personal development
Teacher with TLR	3 objectives, 1 Performance related (aligned to TLR), 1 Research Enquiry Question, 1 personal development
Teacher	2 objectives, 1 Performance related 1 Research Enquiry/ personal development
Higher Level Teaching Assistants	2 objectives, 1 Performance related, 1 personal development
Teaching Assistant	2 objectives, 1 Performance related, 1 personal development
Pastoral Support	2 objectives, 1 Performance related, 1 personal development
Support Staff	2 objectives, 1 Performance related, 1 personal development

Development Objectives should follow the SMART principle in that they should be Specific, Meaningful, Achievable, Resourced and Time-bound. Objectives for CEO, Executives, Headteachers and Heads of School may include measurable pupil attainment and outcomes data, but this will not be the case for all other colleagues.

Stage 3 Catch-up Planning and Review Meetings

Interim review meetings should be held during the year to discuss the progress through the objectives that have been set. When the objectives are set it will be agreed when catch-up review meetings will occur.

Review meetings will be held;

- Termly for teaching staff
- Mid year for For non-teaching classroom based support staff and other support staff

The aim of the review sessions is to ensure that continuous communication with the employee throughout the year occurs, giving them time to talk about their objectives, performance and professional development. It is important to note that these meetings are focused entirely on the PDR process. Line managers must deal with issues of underperformance in a more timely fashion and not wait until a PDR review meeting.

Where satisfactory progress is achieved before the end of the PDR cycle, the performance development process will continue in the usual way. However, if the employee does not progress satisfactorily, their line manager should seek further advice from the HR Department regarding the potential and appropriate use of the Managing Performance and Capability Policy and Procedure.

It may be that changes in circumstances mean that objectives originally set are no longer appropriate or achievable. It is reasonable to change or adapt the objectives mid-year so that they meet the needs of the teacher and the school.

Quality Assurance

A sample of PDR's will be checked by the Executive Head / Headteacher / Head of School for consistency. Any concerns, particularly where disagreements have arisen, will be discussed with the reviewer. Where it appears that

the review may need to be repeated, or discussed further, then a three way meeting will take place between the relevant leader, the employee and the reviewer to discuss aspects of the review in more detail.

A sample of PDR documentation for teachers will be checked by The Remuneration Committee.

Appeals

Employees will have a right of appeal against any of the entries in their statement of objectives or review of progress statement. The appeal must be specific about the process being fairly and properly administered and not simply that they do not like the objectives they have been set.

Any appeal should be made to a person one management level above the reviewer or, in the case of the CEO, to the Appeals Committee of the Board of Trustees within 5 working days of receiving the written statements.

The appeal process will follow the process described in the Pay Policy at Appendix 1

Pay Progression for Teachers

For teachers the Trust is required to decide annually whether or not to award pay progression 'related to the teacher's performance'². Pay progression will follow where objective 1 has been met. Objective 1 will be assessed as having been met if the teacher is not in receipt of a live Performance Improvement Plan. Recommendations for pay progression are received by the CEO who reports them to the Remuneration Committee (Trust Board).

Continued good performance will result in a teacher reaching the top of their payscale at which point they can make an application to be paid on the upper pay range as outlined in the Pay Policy.

Retention of PDR documents

All PDR documentation will be retained for the duration of the employment.

Evaluation

The Trust will monitor the operation and outcomes of the PDR process ensuring it is effective, fair and non-discriminatory.

The CEO will provide Trustees with a written report on the operation of the Trust's Performance and Development Review process annually.

Review of the Policy

The Trust Finance and Personnel Committee will review the Performance and Development policy triennially.

The policy will be revised as required to introduce any changes in regulations or statutory guidance to ensure that it is always up to date.

Associated policies

Thrive Pay Policy

Thrive Managing Performance and Capability

Thrive Probation Policy (Support staff only)

² STPCD 19.2 a)