

PERFORMANCE DEVELOPMENT FRAMEWORK GUIDANCE

1. INTRODUCTION

This guidance document has been developed to support the Trust's Performance Development Framework, and the use of continuous feedback as our approach to reviewing and supporting staff's performance in relation to the school improvement plans or Trust's strategic direction.

Performance Development Framework (PDF) is defined as a process which contributes to the effective management of individuals in order to achieve high levels of organisational performance. As such, it establishes shared understanding about what is to be achieved and a supportive approach to leading and developing staff to ensure they reach an expected standard of performance.

At its heart, evaluation forms part of the framework. This is a process by which line managers and employees work together to plan, monitor and review an employee's work objectives, personal development and overall contribution to the Trust. Performance Development is the continuous process of setting objectives, assessing progress and providing on-going coaching and feedback to ensure that employees are meeting their objectives and personal development goals.

2. RESPONSIBILITIES

2.1 Employees

It is the responsibility of every employee to participate fully in the scheme by:

- Ensuring that they understand the PDF framework and procedure.
- Performing to the best of their ability to achieve objectives, targets and/or standards.
- Preparing for and attending Continuous Feedback meetings.
- Engaging positively and constructively in discussions about their performance and development.
- Offering ideas for improvements.
- Participating in training as required.

2.2 Line Managers

It is the responsibility of every Line Manager to offer leadership and support to staff by:

- Making timely arrangements for PDF meetings.
- Preparing adequately for PDF meetings, and, where necessary, assisting employees to prepare by offering guidance.
- Guiding discussions about the employee's performance, development, and wellbeing.
- Considering the ideas and views offered by individuals.
- Considering individual's special needs, arising from matters such as disability and personal circumstances, in so much as these are relevant to work.
- Assigning and then supporting the achievement of appropriate objectives relating to work performance, and personal development.
- Participating in 'appraisal' training as required, thus ensuring that they possess the skills to implement this policy effectively.

3. THE PROCESS

Continuous Feedback meetings are designed to take place throughout the year, with the cycle starting in September/October each year. There is a flow chart of the Performance Development Framework process on the Continuous Feedback Form that outlines the process.

The continuous feedback conversations should be carried out by the employee's immediate line manager on a one-to-one basis.

Where staff join the Trust at a different date or return from a period of long-term absence such as maternity leave or sickness, line managers should arrange a meeting to integrate staff back into the continuous feedback cycle.

The Continuous Feedback Form is a working document for the review cycle containing key points discussed, agreed objectives along with progress and any other relevant information. Staff will be able to access blank Continuous Feedback Form prior to their first meeting with their line manager. Copies of the forms can be obtained from the Office Team at the School or centrally from the People Team.

All staff will need to review and complete part one of the form prior to their meeting with their line manager.

Part One - Preparation

In the completion of part one, staff are encouraged to undertake a critical self-reflection of their performance in their role in relation to the previous targets set and to review areas of potential development. This should be completed prior to the first conversation meeting as the contents of this form will form part of the meeting.

There are five conversation "themes" that form the structure of the Performance Development Framework, and staff can use the preparation for their meeting to consider these themes.

In Appendix 1, you will find a list of questions that will assist with self-reflection and the completion of this section.

Part Two – First Conversation

The purpose of this meeting is for the line manager and employee to discuss the contents of part one and agree on the set objectives for the next review period.

The performance objectives set would need to be SMART (Specific, Measurable, Achievable, Realistic and Timed).

The meeting and all subsequent progress meetings should always take place in private and should have no interruptions.

Both the line manager and employee should review and sign the form to confirm agreement of the planned objectives and the timeframe for subsequent continuous feedback meetings. These can obviously change if required.

Appendix 2 contains guidance for line managers on how to conduct the meetings throughout the process of continuous feedback.

Part Three – Continuous Feedback

Throughout the year, the line manager and employee will meet at regular intervals to discuss their progress regarding their performance objectives and any other objectives or matters that may be relevant. Both the line manager and employee are encouraged to review the conversation themes in part one as they may wish to focus the meeting around one or more of the themes.

These meetings are designed to be short, around 15-20mins, and are an opportunity to review progress and discuss action points for the next review period. In some cases, it may be decided that an objective is no longer required or has changed, and therefore, a note of this will be made on the form.

Ideally, the progress meetings would take place every 2 months over the review period or at least once a full term. The line manager and employee can decide to decrease the interval between meetings or plan more meetings if there was a particular project the employee was working on that required additional support. However, it is advisable to not to increase the interval between meetings, to ensure a continuous review and support of progress is maintained.

The Final Conversation

As Performance Development Framework is a continuous cycle that typically revolves around the academic year, the final conversation will normally take place towards the end of the academic year. However, given operational pressures at this time of year some line managers may wish to hold the final meeting at the same time as the new cycle starts.

The purpose of the final conversation is to complete the cycle, reviewing the progress and achievement of the performance objectives set earlier in the cycle, before commencing the next cycle.

The form needs to be signed by both the line manager and employee and a copy kept on the employee's personnel file. The employee may request to keep a copy for their own records.

4. Performance Concerns

If during the continuous feedback cycle concerns are raised regarding an employee's performance, that have not improved through normal informal management support, this would need to be referred to the Trust's Improving Performance Policy.

APPENDIX 1 – PREPARATION AND GUIDANCE FOR ALL STAFF

Below are some questions and guidance for staff on completing part one of the form in preparation for their one-to-one meeting with their line manager.

The purpose of completing this form is for you to reflect and critically evaluate your performance over the previous year and prepare for the next cycle of review. Staff are expected to be honest in their reflection to ensure any failings in performance are fully reviewed to ascertain the reasons and any learning from these failings that will provide a solution. Staff should also be honest in celebrating their successes in their performance and where they have exceeded the set performance measures.

You do not need to answer every question, these are to provide a guidance in preparing for your first meeting with your line manager. You may also want to reflect on these questions throughout the continuous feedback cycle.

Performance

<i>In meeting your performance objectives</i>
What were your major accomplishments in meeting your performance objectives?
Did anything go wrong that you needed to address? If yes, what was it and how did you resolve it?
What do you feel you have gained from meeting these objectives?
How do you think you can improve on these objectives for next year?
<i>In not meeting your objectives</i>
Why were the objectives(s) not achieved? Were there any unforeseen circumstances preventing you in meeting the set objective(s)?
What do you need to do to ensure an improvement in your performance?
<i>In identify new goals or objectives</i>
What do you consider are the priorities for the next 12months? And why?
Are there any particular goals you would like to achieve?
How do these goals/objectives support either the school improvement plans or strategic direction/operational needs of your department?
What challenges or barriers you think you may experience in achieving this objective?
<i>General</i>
Are there any changes required to your job description and person specification you wish to discuss with your line manager?

Themed Conversation Questions

The following questions have been developed to support the different “themes” of conversation that may take place between you and your line manager.

<i>Successes and Achievements – it's always good to celebrate our successes</i>
What have you been proud of this past year?
What do you consider was your biggest achievement?
If part of a team, what was the achievement you were most proud of being part of this team?
<i>Professional Development</i>
What do you need to improve at this current moment?
What areas in your performance would you wish to grow?
Are there any aspects of your role you want to develop further?
What would make the next 12months a success for you?

Career Aspirations *(careers paths are becoming portfolio in nature, you may not necessarily want to progress in a traditional upwards manner)*

Do you have any current plans for your career?

Do you have any future plans for your career?

What steps have you taken towards this plan/goal?

If you're unsure of your plans, if you could think what the perfect job for you would look like, then describe this?

Are there any areas you want to gain experience in that will support your career plans? These do not have to be in your current role

Do you have any plans to gain experience in another role, school, or sector?

Wellbeing and Engagement

How are you feeling at this moment and how does that compare over the past few weeks, months, and year?

What are you doing to look after your wellbeing? Is there anything else you could do?

Is there anything holding you back from looking after your own wellbeing and health?

What do you do that brings you joy?

Who do you have to provide support if and when you need it?

Do you feel engaged and motivated at work?

What could change to improve your engagement?

How are you feeling about your work/life balance? Is there anything you would like to change?

Is there anything you feel you need help or support with?

APPENDIX 2 – PREPARATION AND GUIDANCE FOR LINE MANAGERS

Conducting the one-to-one meeting is a fundamental element of Performance Development Framework; therefore, it is vital that line managers take the time to prepare for the meeting. Below are some guidance in preparing and conducting the one-to-one meetings.

The meetings

The meetings must be carried out in private and provide the opportunity for confidentiality. Adequate time must be allocated so that the meeting is unhurried, and the discussion is properly considered.

Preparing for the meeting

Prior to the meeting the line manager should ensure that:

- The employee understands the purpose and method of the Performance Development Framework and Continuous Feedback process.
- The employee is informed that they should bring any appropriate evidence to the meeting to support achievement of performance targets – if required.
- The line manager will need to be familiar with any the previous performance review documentation including any agree performance criteria, job description, person specification, and any other relevant documents such as teacher observations prior to the meeting.

Before the meeting the line manager will need to reflect on:

- The work the individual has been involved in and how they have responded.
- Possible development needs for the individual.
- How well the employee meets the relevant objectives in the way that the job is performed i.e. school improvement plans.
- Consider what the key priorities will be for the next review with respects to future demands and service plans.
- Plan how to tackle any performance concerns or issues in a constructive manner. You will need to consider if these concerns need to be addressed under Trust's Improving Performance Policy.
- Changes required to the job description and person specification.

Conducting the meeting

This is an open two-way discussion where employees should be given every opportunity to give their opinion about their achievements and their performance at work.

A central part of the meeting is giving and receiving feedback. Feedback given should be clear, honest, helpful and constructive. It should be based on:

- Behaviour rather than personality
- Observation rather than inferences
- Description and not judgement
- Specifics rather than generalisations
- Facts and not unsupported opinions
- Suggestions for improvement which are capable of achievement.

The meeting should ensure that:

- Both parties agree on the performance objectives that need to be SMART, and link with the school improvement plans or the department's strategic direction.
- Discuss your contribution and support to the above.
- Discuss the contents of the part one of the form completed by your employee.