

Stampers Pre School

Performance Management Policy (reviewed 30.3.16)

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Introduction

At Stampers Pre-School we are committed to performance management to develop all staff and to improve teaching and to raise standards of achievement for all children. It sets a framework for all staff to agree and review priorities and objectives within the context of the Pre-school's development plan and their own professional needs.

Rationale

Performance management means shared commitment to high performance. It helps focus attention on more effective teaching and monitoring to raise the quality of teaching and to benefit pupils, staff and pre-school. It means providing appropriate and effective personal training and development to ensure job satisfaction, a high level of expertise and progression of staff in their chosen profession.

We want to improve performance by developing the effectiveness of staff, both as individuals and as teams. The evidence is that standards rise when settings and individual staff are clear about what they expect children to achieve. That is why performance management is important.

We will implement our performance management arrangements on the basis of:

- **fairness.** We all need to be aware of the potential for unconscious discrimination and to avoid assumptions about individuals based on stereotypes; and
- **equal opportunity.** All staff should be encouraged and supported to achieve their potential through agreeing objectives, undertaking development and having their performance assessed.

Roles

Performance management is a shared responsibility. The Pre School committee has a strategic role in agreeing the settings' performance management policy, ensuring that performance of staff at the Pre-school is regularly reviewed and for monitoring the performance management process. The Leader is responsible for implementing the performance management policy and ensuring that performance management reviews take place.

Performance management involves both the Leader and the staff members working together to ensure that objectives are discussed and agreed; regular and objective feedback is given; adequate coaching, training and development is provided and that the performance review takes place.

The Chair will provide advice to the Leader on the setting of performance objectives and will support them in reviewing performance at the end of the review cycle.

Responsibility for Reviews

We have carefully considered the practical arrangements for performance management in the Pre School. The Leader has taken the responsibility that each review is constructive and supportive. In some cases this is the Chair.

Annual Appraisal (a formal review)

The annual performance management cycle and target-setting, usually, but not always (depending on when staff started their job) in the first term of the new academic year. (appraisal)

We will review last year's objectives and set new objectives and discuss future professional development. A new individual plan will be completed for each staff member. The process outlined above continues annually

Performance Management Cycle

Performance management is set in the context of our Pre School's plans for development, against the background of the local education development plan, national and local initiatives on improving early years teaching and any recent OFSTED report for the preschool.

Performance management is an ongoing cycle, not an event, involving 3 stages of planning, monitoring performance and reviewing performance.

Stage 1: Planning - Each staff member will discuss and agree objectives with the preschool leader/chairperson and record these in an individual plan. Objectives should be challenging but realistic and take account of their job description and their existing skill and knowledge base.

Stage 2

Monitoring: the staff member will have a formal lesson observation taken of their practice and feedback given at the end. Their performance will be monitored through peer on peer observations during the year.

Stage 3

Review: three supervision meetings will take place, one each term to allow the staff member and Leader to review their targets and address any issues.

We will follow the following principles in discussing objectives:

- the Leader/Chair should ensure that the staff member understands what his or her objectives involve, is in a position to achieve them, knows what they need to do to achieve them and understands when and how they will be reviewed;
- objectives are clear and concise and are measurable;
- objectives focus on matters over which a staff member has direct influence/control and take into account fully the wider socio-economic, cultural and other external influences on children;
- objectives for each staff member should relate to the objectives in the Pre School development plan, as well as his / her own professional development needs.

The Leader should record the objectives which will apply for the review period. These should be jointly agreed if possible. If there are any differences of opinion about the objectives the staff member may add comments to the written record of objectives.

Professional development opportunities are needed to support agreed objectives, to develop strengths and address areas for development or professional growth. The development and training section of the individual plan will be used to record action.

Monitoring Progress

The staff member and Leader will keep progress under active review throughout the year using observation and other relevant information. They will discuss any supportive action needed and keep development plans up-to-date.

The Leader should consult the staff member before seeking to obtain information, written or oral, relevant to the staff members' performance from other people.

Observation of practice is recognised as being valuable with a minimum of one formal observation each year, prior to an appraisal. In addition, staff observe each other and provide feedback - written and verbal - on a rotation system, with each staff member being observed once a term.

In planning observation, we will follow these principles:

- successful observation requires preparation and training, and a clear understanding on the part of the staff member and Leader of its purpose;
- the nature of the observation will depend on its purpose;
- it is important that the observer ensures that the lesson proceeds in as normal an atmosphere as possible;
- full, constructive and timely feedback offers an opportunity to discuss what went well and what might be done better or differently next time. When giving feedback, the team leader should take into account the range of activities carried out and the time spent on each activity.

Reviewing Performance:

The annual review of the staff members' performance will use the recorded objectives as a focus to discuss his/her achievements and identify any developmental needs. It will be combined with agreeing objectives for the following performance management cycle.

The focus of the review is on how to raise performance and improve effectiveness. It will involve:

- reviewing, discussing and confirming the staff members' essential tasks and objectives;
- recognising strengths and achievements and taking account of factors outside the his/her control;
- confirming action agreed with the staff member at other reviews;
- identifying areas for development and how these will be met;
- recognising professional development needs;
- agreeing new clear objectives and completing an individual plan for the year ahead.

The Leader should evaluate the staff members overall performance, including an assessment of the extent to which objectives have been met, and the staff members' contribution to the life of the Pre School during the review period. It should take account of the stage the staff member is at in his or her career.

Managing Weak Performance

Good management, with clear expectations and appropriate support, will go a long way towards identifying and handling weaknesses in performance.

The review meeting and review statement do not form part of any formal disciplinary or capability procedures.

Relevant information from review statements may be taken into account by those who have access to them in making decisions and in advising those responsible for taking decisions, or making recommendations about performance, pay, promotion, dismissal or disciplinary matters.

Confidentiality

The individual plan and the review statement are personal and confidential documents and should be kept in a secure place. The principles and provisions of the Data Protection Act 1998 should be followed at all times by those who have access to the documents.

Access to outcomes

There will be two copies of the review/appraisal statement - one held by the staff member and another held by the Leader on a central file. A copy of the Leader's review statement should go to the Chair of Committee.

Information about performance appraisal should be made available as listed below:

- the Leader should ensure that individual training and development needs are reflected in the preschool development plan and the programme for professional development;
- the Leader should ensure that training and development needs from the appraisal statement are followed up as soon as relevant training is available.
- the leader should report annually to the Committee on performance management in the Pre-school, including the effectiveness of the performance management procedures in the Pre-school, and the training and development needs of staff;

The leader should keep appraisal statements for at least three years.

Complaints

This section explains the procedures for complaining about reviews and sets out the minimum statutory requirements.

The Review

Within 10 days of receiving the review statement:

Staff members can record their dissatisfaction with aspects of the review on the review statement. Where these cannot be resolved with the Leader, they can raise their concerns with the Chair.

The Leader shall provide an annual report to the Pre-school committee on how effective the performance management procedures have been in the end of year Leaders report for the AGM.

As a Pre School committed to ensuring that individual staff and the Pre School continues to improve, the committee and the Chair will check that effective and challenging objectives are set, that all reviews are completed on time and the assessment of performance is consistently applied in the Pre School.

We will evaluate the effectiveness of the policy in helping to improve standards of teaching and learning.