

# THE WESTGATE SCHOOL

Hampshire's First 4-16 'All Through' School

*"The Westgate School is a community of learners where partnerships inspire success for all:  
learning together – achieving excellence"*

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Initial Policy date	September 2007	Next scheduled review	February 2023
Governor approved	February 2022	Key person/people	HT/PH
Model Policy		Model localised	Yes (MOPP)
Pupil leadership team review		<del>Y</del> / <del>N</del> / N/A	

## IPP – Support Team Employees

### Individual Performance Planning (IPP)'s process, targets and behaviours

#### Introduction

The Individual Performance Planning process (IPP) applies to all support employees in maintained schools and children's centres.

This guidance is based on Hampshire County Council's, which contains details of pay progression, promotions, acting up and market supplements. The school does not need to review both this guidance and the Salary policy, but a copy of [Hampshire County Council's salary policy](#) is available.

The IPP process involves three separate but related stages:

- the setting of initial targets/job standards for the forthcoming performance year and any learning and development needs. (For certain categories of employee, generic standards rather than individual targets may be more appropriate. This could apply to cleaners or lunchtime supervisory assistants for example.)
- ongoing and interim review of progress against targets set (with at least one interim review halfway through the year)
- an end of year appraisal to review and assess achievement against targets/standards and setting of targets for the forthcoming year

Support Employees in schools are reviewed within the performance management policy for employees in schools. A template IPP form is attached to this policy – Appendix A.

Ratings are awarded as a result of the IPP process, to take effect from April each year.

#### IPP ratings

Performance will be rated on the basis of achievements against targets/standards, and overall performance in the role, taking into account results achieved and how they were achieved. The rating may be one of the following:

The following definitions are not an exhaustive list and it is not expected that an employee must demonstrate all elements of the definitions to be awarded a rating, but their performance should demonstrate the key elements.

Table of descriptors:

<b>Exceptional Performance</b>	<b>Achieved Expectations</b>	<b>Improvement Required</b>
<p>All target/standards achieved and performance is exceptional against most or all of the targets.</p> <p>The job was delivered exceptionally well and the requirements of the role were exceeded.</p>	<p>Consistently met the majority of targets/standards - In some areas, accomplishments may have exceeded expectations whereas in others, they may occasionally have fallen slightly short; however, the overall performance is acceptable for accomplishing targets/standards.</p> <p>The job was delivered and the requirements of the role met.</p>	<p>Targets not achieved and/or performance frequently fell below role requirements.</p> <p>The job was either not accomplished in its entirety or was accomplished with too high a reliance on others ('hand holding').</p>
<p>Very positive behaviours are displayed, for example:</p> <ul style="list-style-type: none"> <li>• customers' expectations frequently exceeded and/or exceptional customer service provided even when customer expectations could not be met</li> <li>• proactively engaging and motivating others; providing significant support to others (including colleagues and customers)</li> <li>• consistently leading by example and acting as a role model or champion</li> <li>• taking into account the implications of their activities on own initiative</li> <li>• willingly taking on additional responsibilities outside role requirement</li> </ul>	<p>Behaviour and the way the role has been performed has met expectations, for example:</p> <ul style="list-style-type: none"> <li>• good customer service</li> <li>• contributing to the team and supporting others in their role</li> <li>• positive attitude to achieving targets</li> <li>• engaging in opportunities to learn and develop</li> </ul>	<p>Behaviour has not met expectations, for example</p> <ul style="list-style-type: none"> <li>• poor customer service</li> <li>• negative impact on team or individual's goals</li> <li>• making minimal contributions to the team or not helping others</li> <li>• resisting opportunities to learn or improve</li> </ul>

Exceptional Performance	Achieved Expectations	Improvement Required
<p>Potential descriptor for use in discussions with employees:</p> <p>performance and contribution of the employee is exceptionally different to other employees in a comparable role.</p>	<p>Potential descriptors for use in discussions with employees:</p> <ul style="list-style-type: none"> <li>• experienced role holder; continues to perform well against requirements of role</li> <li>• strong performance; developing well in role</li> <li>• good performance but needs to develop in one or two areas</li> <li>• acceptable performance but some areas require improvement</li> <li>• newly appointed; developing well and making good progress</li> </ul>	<p>Potential descriptors for use in discussions with employees:</p> <ul style="list-style-type: none"> <li>• with support and improvements in specific areas highlighted in the development plan, this employee should perform at a satisfactory achievement level and meet the required expectations achieved rating</li> <li>• performance and contribution is demonstrably below that of most other employees in comparable roles</li> </ul>

Individuals who receive an 'improvement required' rating will not receive automatic step progression.

## **Meeting Targets**

### **Where targets have been met:**

#### **Achieved expectations**

If the evidence gathered throughout the year demonstrates that the employee has achieved their targets, they will receive a rating of 'Achieved expectations'.

Individuals who are rated as 'achieved expectations' will receive a step increase within the limit of the normal salary range.

#### **Exceptional performance**

If the evidence demonstrates that the employee has achieved all their targets and their performance is exceptional against most or all targets, then a rating of 'Exceptional performance' can be given.

Individuals who are rated as 'exceptional performance' will receive:

- a step increase within the limit of the normal salary range
- they may also receive a one off payment of 3% if their manager considers this to be appropriate **or**, in exceptional circumstances, accelerated step progression within the limit of the normal salary range

Employees who exceed in some specific targets may not warrant a rating of 'Exceptional performance' as this rating is reserved for those whose performance is exceptional against all or most of their targets.

In exceptional circumstances however, consideration may be given to making a one off payment under the terms of the [Special Recognition Scheme](#).

### **Where targets have not been met:**

#### **Improvement required**

Where targets have not been met, the manager will consider the extent to which this was influenced by factors outside of the employee's control and also any actions taken by the employee to mitigate the effect of this.

If the employee is to be awarded an 'Improvement required' rating, the emphasis will be on the manager to show that the individual has not achieved. The employee must already be aware of problems with their performance and will be either engaged in discussions with their manager about their performance or will be within the formal stages of the Capability Policy.

The school's Performance Management Policy provides a framework for managing the performance of employees in schools and address performance issues. The aim of the policy is to assist employees to improve their performance, but it also provides a mechanism to move an employee from a role if they are unable to deliver to required standards.

Both the manager and employee should ensure the performance review covers all relevant issues. A performance review is an opportunity for two-way discussion and feedback. The manager will lead the process, and the employee will be expected to contribute fully and openly.

#### **Special circumstances**

Special arrangements may be needed for new starters to the school, as well as employees with disabilities, employees who are absent due to sickness or maternity leave and employees who change jobs part way through the appraisal year.

#### **New starters**

Performance targets and standards should be set as part of the induction process for all new employees, ensuring that employees have a clear understanding from the start of their employment of the standards and achievements required from them in their new role. Performance should be monitored and discussed regularly throughout the first few months in a new job. See guidance in the [Induction](#) and [Performance management](#) sections.

Employees joining the school between January and March will have had relatively little time to demonstrate their achievement. For these employees, their first formal interim review should be carried out after six months in the role. Their end of year appraisal meeting and rating should be consistent with the following year's performance appraisal timeline i.e. for progression in April of the following year. These employees will receive no step progression in April of the year they join the school but will receive the value of any pay award. Performance will be assessed for progression in April of the following year.

#### **Employees who have been absent from work for more than nine months of the performance review year**

For employees who have been absent from work for more than nine months of that appraisal year (for example long term sickness or maternity leave) a rating of 'Achieved expectations' will be applied. The exception to this is if the performance rating for the preceding year was 'Improvement required', in

which case that rating will apply, unless the manager can demonstrate a strongly evidenced argument to change the rating.

### **Employees who are absent from work during one of the key stages (such as target setting)**

For employees who are absent from work during the target setting or interim review stage of the performance cycle it is recommended that the relevant meeting be held upon their return. Consideration should be given to the amount of time remaining until the end of the performance year when setting targets or reviewing performance at these meetings.

For employees who are absent from work during the end of year review period a rating based on the interim review should be awarded. Upon the employee's return to work an end of year review meeting should be held to formally review their performance.

### **Employees with disabilities**

Under the terms of the Equality Act 2010, any reasonable adjustment required will have been made to the job that the employee is doing to enable them to perform to the required standard. When reviewing targets and performance for an employee covered by the Equality Act, managers will ensure that any reasonable adjustments that had been made were taken into account and that the employee has the opportunity to discuss the impact, if any, that their disability could have had.

### **Change of job for reviewee**

If an employee changes job after having spent at least 3 months of the performance review year in a job, their performance in that role should be assessed before they move to the new role through a formal review meeting. A new target setting meeting should form part of the induction to their new job, and performance in this job will be assessed as part of the normal appraisal cycle. In determining the rating, the reviewing manager should take account of both roles. The new line manager will be responsible for managing the employee's end of year review and inputting the rating into SAP, as they have the required SAP access.

### **Change of job for manager**

If a line manager changes role part way through an appraisal year, they must hand over all notes and evidence of performance for all employees to their own manager, who will ensure that these are passed on to the incoming line manager. Before doing so the outgoing manager will discuss these notes with the members of employees involved. It is likely that if the manager leaves 9 months or more into the appraisal year they will be best placed to carry out the full performance assessment and assign a rating before they leave. This rating will determine pay progression unless the incoming manager can demonstrate a strongly evidenced case for amending the rating.

### **Pay protection**

For employees in receipt of pay protection their salary will be frozen during the pay protection period, and therefore the employee will not be eligible to receive the financial benefit of any pay award or step progression, until their salary falls within the salary range of the grade for that role. The salary ranges will be reviewed each year to take account of the value of any pay award. This may result in the frozen salary moving closer to the salary range maximum. If as a result of this the employees pay falls within

the salary range during the protection period the salary will be placed at the top of the salary range and then be treated in the same way as other employees at that salary.

## **Monitoring of ratings**

Headteachers or another senior manager with responsibility for support employees are expected to review proposed performance ratings before data is entered into SAP (via EPS) to ensure that there is sufficient evidence to support the proposed ratings, especially in the case of an employee receiving a rating of 'Exceptional performance' or 'Improvement required'. The manager with responsibility for this also needs to ensure that where a number of managers are carrying out reviews, there is consistency in how the ratings are being applied.

## **Recording**

The manager will record the outcomes of the review using the [IPP form](#). EPS will request the IPP ratings from the school during December ready for upload for April's payroll run. Schools who do not use IBC will need to make their own arrangements with their payroll provider regarding implementing relevant pay awards.

Any rating indicated by a line manager during a performance review is only a provisional rating and is subject to review by the Headteacher or Senior Manager. If the manager chooses to give an employee an indication of the proposed rating at the end of the meeting the employee must be made aware that the rating is provisional and may change as a result of this review.

The employee will be notified of their rating once the manager has had the opportunity to complete all appraisals and once the Headteacher or Senior Manager has had the opportunity to ensure fair application of ratings across the whole school. The manager will then record the appraisal rating on the employee's IPP form.

## **Individual development plans**

A key part of the IPP process and the ability of employees to successfully perform their role and achieve their targets is the identification and review of any learning and development needs. When reviewing performance consideration of the learning and development that has taken place over the last year (e.g. work experience, coaching or courses etc) will help identify what they can now do better and how this has helped them develop and contribute to the school's development plan. This should be included in the individual development plan section on the [IPP form](#). What the focus of their learning should be for the year ahead, how this might be achieved (e.g. project, new task, coaching or a course etc) and any support they may require would also be helpful to consider in preparation for the setting of targets for the year ahead.

## Individual Performance Planning Meeting

September 202....

<b>Name</b>	<b>Name of line manager</b>
<b>Role profile/grade</b>	<b>Date of meeting</b>

**Reviewer and reviewee's comments in relation to key responsibilities since last review**

What has gone well? What have been the barriers?

**What training has been undertaken in relation to key responsibilities since last review**

How has this training impacted on your performance in the role?

[Type here]

### IPP objectives for 202../202..

Key objectives for 20../20..	How will you demonstrate that the objective has been achieved?	Interim review assessment (to be completed in March 20..)	Final review assessment (to be completed in Sept 20..)
1.			
2.			
3.			

Signed reviewee ..... Signed reviewer ..... Senior Leader ..... Headteacher .....

#### Aims and purpose of IPP

IPP is intended to ensure that each colleague's performance is reviewed and targets are set on an annual basis. A professional dialogue needs to take place between the reviewer and reviewee. IPP is about development and performance improvement. It should be viewed as a continuous process, contributing to meeting the aims of the school, team and individual.

The IPP process should:

- Be an opportunity to celebrate the contribution of the individual to the success of The Westgate School
- Assist all support colleagues in performing their roles to the best of their ability and maximising their contribution to the school Improvement plan
- To highlight the contributions from each colleague
- To identify any individuals training needs
- To provide a framework for reviewers to support reviewees

#### Learning together: achieving excellence