

# 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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<b>Initial Policy date</b>	November 2007	<b>Next scheduled review</b>	February 2025
<b>Governor approved</b>	February 2024	Key person/people	HT
<b>Model Policy</b>		Model localised	Yes (MOPP)
<b>Pupil leadership team review</b>		<del>Y</del> / <del>N</del> / <del>A</del>	N/A

## Individual Performance Planning (IPP) for Support Team Colleagues

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### Performance management (IPP for Support Colleagues)

#### Principles:

- 1.1 Performance management for support colleagues is known as Individual Performance Planning (IPP) At the Westgate School this will be a supportive and developmental process designed to ensure that all colleagues have the skills and support they need to carry out their role effectively. It will help to ensure that all colleagues are able to continue to improve their professional practice and to develop in their careers.
- 1.2 It is important to recognise that the objectives set for any colleague will not represent the complete job that the individual is expected to perform. Reviewing performance is about measuring the progress made against the objectives set with appropriate support, which will represent key priorities for that individual, and in addition, assessing and recognising the overall performance of that person in the job, including an assessment against Job Specifications.
- 1.3 Three IPP objectives will be set for all colleagues. The School may set common objectives for colleagues according to the School Improvement Priorities and job specification for certain categories of colleagues, generic standards rather than individual objectives may be more appropriate. This could apply to Cleaners or Lunchtime Supervisory Assistants. The third objective may often depend on the role they undertake, the relevant priorities for that person at that time and the nature and complexity of each objective set.
- 1.4 IPP will be carried out in such a way to ensure consistency of treatment and fairness.
- 1.5 The Governing Body and Headteacher will monitor the operation and effectiveness of the School's IPP arrangements.
- 1.6 The IPP process will be treated with confidentiality. Normally only the reviewer, reviewee and the Headteacher will have access to IPP information and

documentation relating to the reviewee. However, to enable moderation of objectives and assessments to take place, paperwork may be shared with members of the Senior Leadership Team in accordance with the School's Pay Policy.

In the event of an Ofsted inspection taking place, Ofsted inspectors may request that anonymised information about the school's IPP arrangements, including the most recent IPP outcomes and their relationship to salary progression, is provided.

Governors may also request an anonymised sample of statements to enable them to perform their role in monitoring the effectiveness of the school's system.

- 1.7 The Governing Body and Headteacher will ensure that all written IPP records are retained securely for six years and then destroyed.
- 1.8 Where a colleague's performance is affected by a health problem and/or sickness absence, the matter will normally be dealt with in accordance with the School's Absence Policy and How to Guide . This is likely to lead to a referral to Occupational Health in order to assess the colleague's fitness for work.
- 1.9 When assessing a colleague through the IPP process, factors such as any periods of ill health, or parental leave, will be taken into account as this may affect a colleague's ability to meet their objectives.
- 1.10 The audio or video recording of any meetings held under this procedure is not normally permitted. Where a colleague is unable to take his or her own notes of a meeting due to a physical, sensory or mental impairment, it is expected that the colleague's representative will take notes on their behalf and/or alternative options will be considered to remove any potential disadvantage that a colleague may have. Only in exceptional cases may a colleague request an audio or video recording of the meeting as an alternative. In such cases, consideration will be given as to whether recording the meeting is appropriate in all the circumstances, including an assessment of whether other options have been considered as above.

## **Practice and Procedures:**

### **2. The IPP Cycle**

- 2.1 The IPP cycle for all support colleagues under the IPP programme, will run for twelve months, with the end of year review being completed by October.
- 2.2 Colleagues who are employed on a fixed-term contract of less than one year will have their performance managed in accordance with the principles underpinning this policy. The length of the period will be determined by the duration of their contract.
- 2.3 The IPP cycle will link to the pay arrangements for colleagues. The end of year review and the annual pay determination will take place by the end of October each year and is informed by the IPP cycle concluding at the end of the previous academic year (31 August).

### **3. Appointing reviewers**

- 3.1 The Headteacher will decide who will review support colleagues, however this will normally be the colleague's line manager. The Headteacher will determine whether the reviewer also makes a recommendation about pay progression, in accordance with the school's Pay Policy. The Headteacher has the discretion to delegate the review process to other colleagues who will normally be line managers. Reviewers will have the necessary knowledge and training in order to undertake this role.

3.2 Where performance concerns arise (see Capability Policy), the Headteacher may re-delegate the reviewer role to a Senior Leader or designate, or undertake the role of reviewer.

#### **4. Setting Objectives**

4.1. Support colleagues will receive a new IPP statement for the IPP cycle. This will include:

- details of the colleague's objectives for the new IPP cycle
- a review of current training needs and recommendations for further training if applicable.

4.2 In setting objectives, reviewers will have regard to what can reasonably be expected given the colleague's role and level of experience as communicated in the school's Pay policy. The level of expectation of a colleague's performance must also be communicated at the outset of the IPP cycle.

4.3 Objective setting will have regard to a reasonable level of expectations of the colleague in the context of work/life balance. Objectives will also take into account the professional aspirations of the colleague.

4.4 Before, or as soon as practicable after, the start of each IPP cycle, each support colleague will be informed of the key accountabilities against which that colleague's performance in that IPP cycle will be assessed, for example those contained within the role profile applicable to that colleague. In addition, the reviewer and reviewee will agree the reviewee's development plan for that year.

#### **5. Reviewing Performance**

##### **5.1 Evidence**

A number of methods will be used in order to obtain evidence by which to assess a colleague's performance. These include those detailed below. Such evidence will be triangulated in order to undertake an overall assessment of the colleague's performance. This will include their performance against their objectives and against the relevant standards/key accountabilities for their role.

##### **5.2 IPP ratings**

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

Performance will be rated on the basis of achievements against objectives/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 a colleague 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>
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<p>All objectives/standards achieved, and performance is exceptional against most or all of the objectives.</p> <p>The job was delivered exceptionally well, and the requirements of the role were exceeded.</p>	<p>Consistently met the majority of objectives/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 objectives/standards.</p> <p>The job was delivered, and the requirements of the role met.</p>	<p>Objectives 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>• expectations frequently exceeded and/or exceptional service/support provided</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 support service and</li> <li>• contributing to the team and supporting others in their role</li> <li>• positive attitude to achieving objectives</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 service/support</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>
<p><b>Exceptional Performance</b></p>	<p><b>Achieved Expectations</b></p>	<p><b>Improvement Required</b></p>
<p>Potential descriptor for use in discussions with colleagues:</p> <ul style="list-style-type: none"> <li>• performance and contribution of the colleague is exceptionally different to other colleagues in a comparable role.</li> </ul>	<p>Potential descriptors for use in discussions with colleagues:</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> </ul>	<p>Potential descriptors for use in discussions with colleagues:</p> <ul style="list-style-type: none"> <li>• with support and improvements in specific areas highlighted in the development plan, this colleague 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</li> </ul>

	<ul style="list-style-type: none"> <li>• acceptable performance but some areas require improvement</li> <li>• newly appointed; developing well and making good progress</li> </ul>	colleagues in comparable roles
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Individuals who receive an ‘improvement required’ rating will not receive automatic step progression.

## **Meeting Objectives**

### **Where objectives have been met:**

#### **Achieved expectations**

If the evidence gathered throughout the year demonstrates that the colleague has achieved their objectives, 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 colleague has achieved all their objectives and their performance is exceptional against most or all objectives, 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

Colleagues who exceed in some specific objectives 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 objectives. In exceptional circumstances however, consideration may be given to making a one off payment under the terms of the Special Recognition Scheme.

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

#### **Improvement required**

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

If the colleague is to be awarded an ‘Improvement required’ rating, the emphasis will be on the manager to show that the individual has not achieved. The colleague 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 colleagues in schools and address performance issues. The aim of the

policy is to assist colleagues to improve their performance, but it also provides a mechanism to move a colleague from a role if they are unable to deliver to required standards.

Both the manager and colleague 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 colleague will be expected to contribute fully and openly.

### **Special circumstances**

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

### **New starters**

Performance objectives and standards should be set as part of the induction process for all new colleagues, ensuring that colleagues 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.

Colleagues joining the school between April and September will have had relatively little time to demonstrate their achievement. For these colleagues, 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 colleagues 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.

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

For colleagues 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.

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

For colleagues who are absent from work during the objective 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 objectives or reviewing performance at these meetings.

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

### **Colleagues with disabilities**

Under the terms of the Equality Act 2010, any reasonable adjustment required will have been made to the job that the colleague is doing to enable them to perform to the required standard. When reviewing objectives and performance for a colleague covered by the

Equality Act, managers will ensure that any reasonable adjustments that had been made were taken into account and that the colleague has the opportunity to discuss the impact, if any, that their disability could have had.

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

If a colleague 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 objective 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 colleague'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 colleagues 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 colleagues 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 colleagues in receipt of pay protection their salary will be frozen during the pay protection period, and therefore the colleague 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 colleague's 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 colleagues at that salary.

### **Monitoring of ratings**

Headteachers or another senior manager with responsibility for support colleagues 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 a colleague 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 January 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 a colleague an indication of the proposed rating at the end of the meeting the colleague must be made aware that the rating is provisional and may change as a result of this review.

The colleague 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 colleague's IPP form.

### **Individual development plans**

A key part of the IPP process and the ability of colleagues to successfully perform their role and achieve their objectives 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 objectives for the year ahead.

#### **5.1.1 Observation**

This school believes that observation of classroom practice and other responsibilities is important both as a way of assessing the performance of classroom-based colleagues in order to identify any particular strengths and areas for development they may have, and of gaining useful information which can inform school improvement more generally. Therefore, feedback from lesson observations will be developmental and not only a judgement. All observation will be carried out in a supportive manner.

Observations are a snapshot in time and reviewers will use the information gathered from these alongside other types of evidence to make judgements about performance.

As soon as practicable after a formal observation and within 2 working days, verbal feedback will be given to the colleague. This will be followed up with written feedback within 5 working days of the formal observation taking place. Where it is not reasonably practicable to provide feedback within these timescales, feedback will be provided at the earliest opportunity thereafter.

Support colleagues who are not classroom-based will also have their performance of those responsibilities observed and assessed.

Observations undertaken by Ofsted inspectors or as a result of local authority monitoring will not, in themselves, be used for performance management purposes. However, these observations may highlight the need for the school to undertake separate observations for performance management purposes. Observations undertaken by a local authority officer may be used in performance management where this has been planned and communicated to all parties in advance.

#### **5.1.2 Pupil progress and attainment**



Where support colleagues are providing support to groups or individual pupils, the progress and attainment of those pupils may be taken into account in assessing the performance of the colleague. This will only be used alongside other evidence which supports the level of contribution of the colleague to the progress and attainment of pupils.

### 5.1.3 **Work sampling**

Work sampling may be used in assessing support colleague's performance against the standards for the role, and where relevant, against objectives.

### 5.1.4 **Other evidence**

Other evidence may be considered, where it is pertinent to the objectives set and the standards/accountabilities for the role.

Examples of such evidence may include (but are not limited to):

#### Support Colleagues

- A sample of written correspondence produced (administrative colleagues).
- A sample of budget correspondence (finance colleagues).
- A sample of health and safety monitoring (site colleagues).
- Examples of displays and resources prepared and planned (classroom-based support colleagues).

It may also be appropriate to consider evidence such as feedback from colleagues, including peers, and for line managers, their team. Middle Leaders will also be asked to provide evidence of the impact of their role on pupil outcomes and the performance of their teams.

## 5.2 **Feedback**

- 5.2.1 Colleagues will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has come to light. Feedback will highlight particular areas of strength and celebrate success, as well as any areas that need development and support. Where there are any concerns about any aspects of a colleague's performance, this will be managed in accordance with the Capability policy.

## 5.3 **Annual Assessment**

- 5.3.1 Every colleague's performance will be formally assessed in each IPP cycle.
- 5.3.2 This assessment is the end point to the annual IPP process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year and in interim meetings which will take place half yearly, led by reviewers, or on a more regular basis where helpful/requested.
- 5.3.3 A colleague will receive a written IPP statement as soon as practicable following the end of each IPP cycle. The colleague will have the opportunity to comment on this.

The IPP statement will include:

- An assessment of the colleague's performance within the role profile for the last IPP cycle.
- An assessment of progress made against their objectives.
- A recommendation on progression within their pay grade.

Support colleagues will receive their written IPP statement by 31 October. The IPP statement will include:

- an assessment of the colleague's performance of their role and responsibilities against their objectives in the last IPP cycle;
- an assessment of the colleague's performance of their role and responsibilities against the standards/accountabilities for their role in the last IPP cycle;
- summary of the evidence considered to support the decisions made;
- a recommendation on pay based on performance in the last IPP year (where this is relevant).

The colleague will also receive a new IPP statement for the IPP cycle. This will include:

- details of the colleague's objectives for the new IPP cycle as recorded in whole school IPP documentation;
- details of the standards/accountabilities to apply in the new IPP cycle;
- an assessment of the colleague's current training and development needs and identification of any action that should be taken to address them in the new IPP cycle;
- an indication of when monitoring will take place.

- 5.3.4 The assessment of performance against the objectives and standards will inform the planning process and training and development needs for the next IPP cycle.
- 5.3.5 All colleagues and reviewers are encouraged to also use IPP meetings to discuss other matters pertinent to their employment.
- 5.3.6 All pay recommendations for IPP processes must be approved by the Headteacher before being shared with the individual to whom the recommendation relates and referred to the governors' pay committee.
- 5.3.7 Pay progression for all colleagues will be as set out in the school's Pay policy.

#### 5.4 **Moderation IPP Statements**

- 5.4.1 The Headteacher will take responsibility, where the reviewer role has been delegated, for moderating a sample of IPP statements to ensure consistency and equality of treatment.