



**STOUR VALE  
ACADEMY  
TRUST**

# **PERFORMANCE DEVELOPMENT POLICY**

**TO BE READ IN CONJUNCTION WITH THE  
STAFFING POLICY STATEMENT**

<b>VERSION / DATE</b>	VERSION 1.0 SEPTEMBER 2024
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## Contents

Contents .....	2
1. Introduction.....	3
2. Performance Development.....	3
3. Performance Review Meetings (annual cycle).....	4
4. Reviewing Managers .....	5
5. Performance Goals (role/team focused) .....	5
6. Personal Development Goals.....	6
7. Professional Standards.....	6
8. Assessing Progress .....	7
9. Performance Concerns .....	7
10. Structured Support.....	7
11. Part-time Employees.....	8
12. Fixed Term Employees.....	9
13. Absence from work.....	9

## **1. Introduction**

This Performance Development Policy must be read and applied in conjunction with Stour Vale Academy Trust's Staffing Policy Statement.

The aim of this Policy is to provide a robust and supportive framework to enable each member of staff to carry out their role effectively as well as to learn, grow and develop.

Stour Vale Academy Trust recognises the value of each member of staff in delivering the highest standard of education for the pupils in our Schools.

Stour Vale Academy Trust is committed to regular and meaningful engagement with every member of staff to ensure that aspirations and opportunities for development are explored.

Every member of staff should engage in Performance Development, which is designed to be a two-way ongoing process that is both constructive and positive.

The Performance Development Policy is underpinned by the following foundations:

- Performance Development is an ongoing process that includes, but is not limited to, Performance Review meetings.
- All members of staff should be supported to meet, and exceed, the expectations of their role.
- Requesting support is regarded as a sign of strength and will be received positively.
- Performance Development formally enables achievements to be recognised, support needs to be discussed, and development goals to be identified.

## **2. Performance Development**

Performance Development encompasses more than formal Performance Review meetings between employee and line manager. It is a process focused on continuous improvement and development more than judgement and monitoring.

Working in a dynamic and evolving educational landscape, it is crucial that each and every Employee establishes a goal or goals they intend to deliver to contribute to the sustainable success of the organisation and they must regularly review their progress against their goals.

There may be times where goals need to change or be refined (e.g. due to

external changes) or where additional learning and development is necessary to enable employees to perform at their best.

Employees are involved in setting their goals. At the start of each academic year, employees are encouraged to consider, with input from their line manager, the contribution they will make to support the team and the organisation in achieving its goals. Employees should receive leadership feedback on their work towards those goals, in a number of ways, including:

- Day-to-day work allocation
- Team projects
- Learning in real time about successes and areas to develop
- Coaching conversations

The provision of constructive and supportive discussion about performance, on an ongoing basis, outside of the formal Performance Review process, is essential in order to ensure that employees are:

- Clear on expectations
- Motivated and engaged
- Confident to raise concerns and ask for help when the need arises
- Valued and recognised

### **3. Performance Review Meetings (annual cycle)**

The Performance Review Meeting cycle runs on an annual basis, from September each year, for all members of staff.

Performance is reviewed throughout the year, with employees and their managers triangulating information from a range of sources (e.g. feedback, progress and outcomes, observed behaviours and actions)

There should be no surprises when employees meet with their managers at the end of the performance development cycle, to review the previous year's performance and to establish goals for the year ahead. The majority of staff either meet or exceed expectations at work, achieving their goals, supporting each other, acting with integrity and professionalism with the core purpose of the Trust, its vision and values sitting at the heart of everything they do. The majority of performance discussions are positive, celebratory and focused on how we continue to develop and move forward.

Regular, honest and transparent performance discussions enable effective support and intervention, with the aim of helping staff achieve their goals.

Before the end of the performance development cycle, the employee will

meet with their line manager to complete a performance development review. The review summary will include:

- confirmation of the employee's goals for the completed performance development cycle
- a summary review of the employee's performance of their role and responsibilities and the learning they have gained since September the previous year
- the employee's learning and development goal or goals for the coming year

Records of Performance Review Meetings should be stored in the individual staff file and a copy provided to the employee.

Headteachers, or the CEO in respect of the Central Team, are responsible for providing assurance that all Performance Review Meetings for their school have been completed in a timely manner.

#### 4. Reviewing Managers

Performance Review meetings will be led by the employee's line manager, or appropriate senior leader.

<b><i>Post</i></b>	<b><i>Reviewer</i></b>
CEO	Executive Pay Committee
Central Team Senior Leaders	CEO
Central Team	Director of Operations / Chief Finance Officer
Headteachers	Executive Lead and Committee of the LGB
Teaching and Support Staff	Line manager or appropriate senior leader, as determined by the Headteacher

#### 5. Performance Goals (role/team focused)

Performance goals for each employee will be set at the beginning of the annual cycle

Many employees are likely to establish one performance goal, and those with leadership responsibilities are likely to establish two or three. Employees are encouraged to review their progress, their strengths and how best to maximise them, their learning and development needs and opportunities for further

growth, with their line managers. Managers may be able to offer advice, support employees in overcoming challenges and will review goals where changes are required.

Performance goals will not be based on externally generated data and predictions, or solely on the assessment data for a single group of pupils. Performance goals may be set in relation to robust assessment data. However, these will not be used in isolation and other factors will also be considered.

The line manager/senior leader and employee will seek to agree the performance goals but, if that is not possible, the appraiser will determine the goals. Performance goals may be revised if circumstances change.

The performance goals set for each employee will, if achieved, contribute to the School Development Plan and contribute to improved educational opportunities of pupils.

## **6. Personal Development Goals**

Every employee is encouraged to think about areas in which they would like to develop their learning or grow their existing skills and experience.

Personal Development Goals may relate to the employee's current role, or to future aspirations.

Individual learning and growth goals do not need to relate to large projects or lengthy training courses. These goals are not intended to add to an employee's workload and goals should be realistic and achievable.

Example Personal Development Goals are shown below:

- "I would feel more confident if I could..."
- "I would love to learn more about..."
- "I would value the opportunity to shadow..."
- "Could Stour Vale Academy Trust support me with learning more about..."

Employees are encouraged to have between 1 and 3 Personal Development Goals. These can be updated throughout the Performance Review Cycle.

## **7. Professional Standards**

Headteachers are expected to meet the expectations as defined in the [Headteachers' Standards](#)

Teachers are expected to meet the expectations as defined in the Teachers' Standards

The Headteacher or CEO in respect of member of the Central Team, will determine whether other professional standards apply and, where this is the case, the employee will be provided with these standards at the beginning of the Performance Review cycle.

## **8. Assessing Progress**

There are a number of ways in which progress towards an Employees' goals can be assessed. This may include observation where this is the most appropriate way to gather the best evidence.

Observation of classroom practice and other responsibilities for teachers, and support staff who support teachers in the classroom, is important to:

- Assess performance to identify any particular strengths and areas for development
- Gain useful information which can inform School improvement more generally
- Enable colleagues to learn from each other and collaborate.

All observation will be carried out in a supportive fashion and not add to workload.

Whilst performance will be regularly observed, but the amount and type of classroom observation will depend on the individual circumstances of the employee and the overall needs of the School.

Support staff who work outside of the classroom may also have their performance observed and appropriate feedback and support will be provided.

## **9. Performance Concerns**

Where performance concerns are identified, they should be addressed immediately rather than delaying until a formal Performance Review meeting.

Performance concerns should be addressed robustly and supportively, via a period of Structured Support (paragraph 10).

## **10. Structured Support**

It is important to recognise and address performance concerns and to provide the employee with the necessary structure and support to enable them to

develop their performance quickly. During a period of structured support employees are encouraged to seek advice and support from a workplace colleague or Trade union representative.

Where a line manager becomes aware of a performance concern, a meeting should take place to discuss the concern with the employee. This is an informal meeting and should not wait until a Performance Review meeting. This meeting could be scheduled specifically or form part of a scheduled 1:1.

There are three possible outcomes from this meeting:

- No additional support is needed but the employee is made aware of the concern.
- Additional support is needed, agreed and arranged quickly to address the specific shortfall
- A period of Structured Support is necessary to address the concern. A further meeting should be arranged to develop this plan.

A Structured Support Plan will include the following:

- Area(s) of concern
- Expected standard
- Success factors
- Support in place to enable improvement
- Timescale (appropriate to the level of support and lasting for no longer than eight weeks)
- Mechanisms for review and feedback.

At the end of the period of Structured Support, feedback will be given to the employee.

Where performance concerns have been resolved, the employee will be advised verbally.

Where Structured Support does not satisfactorily resolve performance concerns, the matter will be addressed in accordance with the Trust's Capability Policy.

## **11. Part-time Employees**

Performance Development should take place in the same way for part-time employees. However, careful consideration should be given to the goals that are set to ensure that they are appropriate in relation to the employee's contractual hours.



## 12. Fixed Term Employees

Employees 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 Performance Review period will be determined by the duration of their contract, and individual goals should take account of the length of contract.

## 13. Absence from work

Where an employee is absent from work for a prolonged period of time, consideration should be given to the appropriate adjustment of goals.

Date	Page	Change	Origin of Change e.g. TU request, Change in legislation
September 2024		<p>New policy, within new policy framework.</p> <p>Removal of links between performance development and pay.</p> <p>Updated references, removing wording of appraisal</p> <p>One policy to apply to all groups of staff</p> <p>Inclusion of Structured Support within Performance Development and separation of Capability into separate policy (Capability Policy)</p>	<p>Review of Stour Vale Academy Trust policies</p> <p>New policy framework</p>

Policy Owner	<b>Central HR Team</b>
Date Adopted	<b>25 September 2024</b>
Last Reviewed	
Next Review Date	
Category	<b>A Policy</b>
<i>Stour Vale Academy Trust Policy Categories</i>	
A policy	To be determined by Trust Board and adopted by LGB/IEB. Central Team will add to draft LGB/IEB agenda for adoption.
B policy	To be determined by Trust Board. HT and LGB/IEB discuss appendices to apply locally and consult staff locally on these. Central Team will add to draft LGB/IEB agenda for adoption.
C policy	Trust introduction and/or government guidance provided by Central Team. HT and LGB/IEB discuss draft policy and consult staff locally. Central Team will add to draft LGB/IEB agenda for adoption.
D policy	HT and LGB/IEB discuss draft policy and consult staff locally. Schools to decide at which meeting D policies are approved and add to LGB/IEB agenda.