

Headteacher: Mrs F A Dean, M.A. (ED) NPQH (Interim)

Head of School: Ms T Wilden B.A. (HONS)

Initial Policy date		Next scheduled review	February 2021
Governor approved	13 May 2020	Key person/people	AHT – IPP Team
Model Policy		Model localised	Yes (MOPP)
Pupil leadership team review		Y / N / N/A	

INDIVIDUAL PERFORMANCE PLANNING (IPP) – SUPPORT TEAM

Principles:

The policy applies to all support staff employed in the school except those on contracts of less than one term, and those who are the subject of formal or informal capability procedures.

IPP is the process for assessing the overall performance of a member of support staff, in the context of the individual's job description, Role Profile and any relevant pay progression criteria, identifying training needed to meet objectives and performance criteria, and making plans for the individual's future development in the context of the school's improvement plan. Where colleagues are eligible for pay progression, the assessment of performance throughout the cycle against the performance criteria specified in the statement will be the basis on which the recommendation is made by the reviewer to the Headteacher and Governing Body.

Practice and Procedures:

The process will involve both reviewer and the member of staff working together to ensure that targets are discussed and agreed so that both individual performance and whole school performance is enhanced.

The IPP process provides:

- an opportunity to celebrate the contribution that individuals make to the success of Test Valley as well as to identify those developmental learning opportunities that will be key to achieving the objectives agreed.
- A vehicle for realising the vision of Test Valley School and the professional and personal aspirations of those who work here.

All reviewers are expected to explore the alignment of reviewees' objectives with the school's priorities and plans. The objectives should also reflect reviewees' professional and developmental aspirations.

Consistency of Treatment and Fairness

The governing body is committed to ensuring consistency of treatment and fairness in the operation of IPP.

To ensure this the following provisions are made in relation to moderation, quality assurance and objective setting.

Quality assurance

The Headteacher has determined that s/he will delegate the reviewer role for some all support staff to reviewers, line managers or other colleagues. The Headteacher will review the IPPs to ensure that the objectives agreed are consistent with those who have similar experience and similar levels of responsibility; and comply with the school's IPP policy and the requirements of equality and fairness.

Roles

The Governing Body

Has a strategic role in agreeing the school's Individual IPP Policy, ensuring that performance of staff at the school is reviewed regularly. The governing body will review the IPP Policy annually and will seek to agree any revisions to the policy with the recognised trade unions having regard to the results of the consultation with all staff.

The Headteacher

Is responsible for implementing the policy and ensuring that reviews take place, as such s/he will:

- Be responsible under the School Government Regulations for overseeing the school's IPP Policy and may be asked by the Governing Body to draft the policy for consultation with staff and agreement by the Governing Body.
- Determine, prior to the new IPP cycle, key generic areas for focus for staff's IPP objectives.
- Intervene to moderate at the planning stage and instruct reviewer to prepare a new statement where s/he is of the opinion that the objectives are inconsistent with the objectives of other support staff or does not comply with IPP policy.
- Ensure that there is an appropriate reviewer for each member of staff, to carry out their IPP.
- Delegate the role of reviewer in its entirety, where appropriate, to someone with more responsibility than the reviewee and with an overview of their work. Where a reviewee has more than one line manager, the Headteacher will ensure that the reviewer consults the other line manager(s) for IPP purposes.
- Decide on the exact timing of the IPP Cycle in line with Government requirements.
- Retaining copies of all review outcomes in school improvement planning and ensure the school produces and resources an effective plan for the professional development of its workforce.

The Reviewer

Will meet annually and at interim meetings (as guided) with the reviewee to review performance.

Record objectives in writing, which are rigorous, and are determined with regard to the:

- Reviewee's Role Profile
- Relevant pay progression criteria for support staff
- Relevance to whole school or team objectives
- The reviewee's professional aspirations
- The relevant professional standards.
- Informing of pay recommendation at the point of eligibility.

They will

- Identify at the first IPP objectives setting meeting, any professional learning, which will aid the jobholder in meeting their targets.
- Identify at the first IPP objectives setting meeting, evidence to be used and how it will be collected.

- Take into account the reviewee's professional aspirations and set objectives that if met will contribute to school improvement.
- Meet with the member of staff midway through and at the end of the IPP Cycle to review performance and identify achievements, including assessment against objectives, and to discuss and identify professional learning needs / activities.
- At the completion of the IPP cycle the reviewer will make a recommendation to the Headteacher as to whether the reviewee has met or exceeded their targets.

The Reviewee

- Will discuss and identify with their line manager and/or reviewer (if different), areas for inclusion and focus for their IPP Review
- Meet with their Reviewer when requested both at the start and mid point of the IPP Cycle to agree objectives and review progress.
- Take to all IPP meetings any relevant evidence to support the meeting of their IPP targets
- Contribute, collaborate and agree objectives with the reviewer.
- Meet with the Reviewer at the end of the IPP Cycle to review performance and identify achievements, including the assessment of achievements against objectives, and to discuss and identify professional developmental needs / activities.

Appointment of Reviewers

The Headteacher will delegate the role of reviewer to relevant managers.

Where a member of staff is of the opinion that the person to whom the Headteacher has delegated the reviewer's duties is unsuitable for professional or other reasons, s/he may submit a written request to the Headteacher for that reviewer to be replaced, stating those reasons. The Headteacher will determine the suitability of the reviewer. Any appeal against this decision should be submitted in writing within ten working days to the Clerk to the Governing Body

Where it becomes apparent that the reviewer will be absent for the majority of the cycle or is unsuitable for professional or other reasons the Headteacher may perform the duties himself/herself or delegate them to another manager.

An IPP cycle will not begin again in the event of the reviewer being changed.

All line managers to whom the Headteacher has delegated the role of reviewer will receive appropriate preparation for that role.

Pay Progression

Reviewers upon successfully meeting their annual IPP targets will receive one incremental point rise on the normal salary range until they get to the top of that salary range. This is in line with the LA policy and practice. Reviewers should bring to the Headteacher's attention any colleague who is deemed to be underperforming during the year and at risk of not achieving their IPP targets. HCC guidelines and practice will then be followed in terms of acting capability procedures. The incremental point increase will be withheld for any colleague not achieving their targets, but this has to be identified before the final IPP meeting.

Objective Setting

The objectives set will be rigorous, challenging, achievable, time-related, fair and equitable in relation to staff with similar roles/responsibilities and experience, and will have regard to what can reasonably be expected of any member of staff in that position given the desirability of the

reviewee being able to achieve a satisfactory work/life balance. They shall also take account of the individual's aspirations, School Improvement Plan, targets and any relevant pay progression criteria.

The reviewer and reviewee will seek to agree the objectives but, in exceptional circumstances where a joint determination cannot be made, the reviewer will make the determination.

In this school support staff will normally have no more than three objectives, this may vary depending on the demands each objective places on the individual.

Though performance management is an assessment of overall performance, objectives cannot cover the full range of an individual's roles/responsibilities. Objectives will, therefore, focus on the priorities for an individual for the cycle. At the review stage, those aspects of an individual's roles/responsibilities not covered by the objectives will be considered as part of the overall assessment of performance.

Setting Objectives (Planning stage of the cycle)

The governing body recognises the importance of clarity in the setting of objectives.

Objectives should be set on the basis of being challenging to the individual but at the same time, accepted as achievable by both the reviewer and reviewee. Therefore, objectives set for all individual members of staff (or groups, in the case of certain support staff) in the school will include the following aspects:

- i) A 'headline' statement that sets out the desired outcome of the objective.
- ii) Details of specific tasks and processes required to be completed to meet the objective.
- iii) Timescales applying to the process or parts of the process.
- iv) Details of what information will be used to monitor progress and measure success (including, for learning support roles, the nature of classroom observations).
- v) Details of how such monitoring information will be obtained. This will normally be based on information that is already collected routinely in the school or which arises naturally from the relevant activity.
- vi) Details of support, guidance, training and development agreed to meet the objective.

Reviewing Progress

Objectives should be reviewed part-way through the performance management cycle. If circumstances change significantly, it will be appropriate for objectives to be revised to recognise those changes and to ensure that they remain both challenging and achievable.

At the end of the cycle assessment of performance against an objective will be on the basis of the performance criteria set at the beginning of the cycle. Good progress towards the achievement of a challenging objective, even if the performance criteria have not been met in full, may be assessed favourably.

The IPP cycle is annual, but on occasions it may be appropriate to set objectives that will cover a period over more than one cycle. In such cases, the basis on which the progress being made towards meeting the performance criteria for the objective will be assessed at the end of the first cycle. It will be recorded in the planning and review statement at the beginning of the second cycle.

Appeals

Support staff are entitled to appeal against the outcome of their review process where any concerns cannot be resolved informally.

The appeals process will be conducted in accordance with the process defined in the school's

pay policy. The main steps in that process would be:

1. If not satisfied with the content of the planning or review statement, a member of staff should seek to resolve this through discussion informally with the reviewer within ten working days of receiving the written confirmation
2. If still not satisfied, the individual should set out the grounds of appeal in writing and send it to the reviewer and Headteacher within ten working days. The reviewer should meet with the reviewee to discuss the grievance and seek to resolve it. The reviewer must confirm the outcome of this meeting in writing within five working days.
3. Where the reviewer is not the Headteacher, the Headteacher should meet with the individual to hear the grievance and seek a resolution of the concerns. The outcome of this meeting should be communicated in writing to the individual within ten working days of the meeting, setting out the right of appeal.
4. Any appeal against this decision should be submitted in writing within ten working days to the Clerk to the Governing Body. Appeals will be heard by the governing body's grievance/appeal panel within twenty working days of receipt of the appeal. The decision of the appeal panel will be final and confirmed in writing, normally within two working days of the hearing.

Confidentiality

The whole IPP process and the review statements generated under it, in particular, will be treated with appropriate confidentiality at all times. Only the Headteacher, professional development manager, reviewee's line manager or, where s/he has more than one, each of her/his line managers will be automatically provided with access to the reviewee's plan recorded in her/his statement. Relevant aspects of the statements may also be shared in confidence with other senior managers. Objectives may be shared more widely with staff agreement where this contributes to team development and school improvement processes. Reviewees will be told who has been granted access.

Information from statements may be shared in these circumstances but this does not necessarily mean that copies of the statements will be provided, for example, information could be shared about areas of objective setting without providing copies of the actual objectives/planning statement.

Training and Support

The school's Continuous Professional Development (CPD) programme will be informed by the training and development needs identified in the training annex of the reviewees' planning and review statements.

The governing body will ensure in the budget planning that, as far as possible, appropriate resources are made available in the school budget for any training and support agreed for reviewees.

An account of the training and development needs of staff in general, including the instances where it did not prove possible to provide any agreed CPD, will form a part of the Headteacher's annual report to the governing body about the operation of the IPP in the school.

With regard to the provision of CPD in the case of competing demands on the school budget, a decision on relative priority will be taken with regard to the extent to which: (a) the CPD identified is essential for a reviewee to meet their objectives; and (b) the extent to which the training and support will help the school to achieve its priorities. The school's priorities will have precedence. Staff should not be held accountable for failing to make good progress towards meeting their performance criteria where the support recorded in the planning

statement has not been provided.

The IPP Cycle

The performance of all staff must be reviewed on an annual basis. The IPP cycle in this school will be based on the financial year for all support staff, but run March to February.

Pay adjustments for support staff will take effect from the next 1st April.

Staff who are employed on a fixed term contract of less than one year, will have their performance managed in accordance with the principles underpinning the provisions of this policy. The length of the cycle will be determined by the duration of their contract. Staff with contracts for less than one term are excluded from this scheme.

New Appointments

Where an employee starts their employment at the school part-way through a cycle, the Headteacher shall determine the length of the first cycle for that individual, with a view to bringing his/her cycle into line with the cycle for other staff at the school as soon as possible.

Where a member of staff transfers to a new post within the school part-way through a cycle, the Headteacher shall determine whether the cycle shall begin again and whether to change the reviewer.

Staff joining from April through to July will join the current cycle and have a full range of objectives. Those joining between August and November will join the current cycle and have a reduced number of objectives. Staff joining from December to April will have a full range of objectives which will need to be completed over an extended cycle and may therefore be of up to 16 month duration.

Retention of Statements

IPP planning and review statements will be retained for a minimum period of 6 years.

Monitoring and Evaluation

The Headteacher will provide the governing body with a written report on the operation of the school's IPP policy annually. The report will not contain any information which would enable any individual to be identified. The report will include:

- The operation of the IPP policy;
- The effectiveness of the school's IPP procedures;
- Staff training and development needs.

The Governing Body is committed to ensuring that the IPP process is fair and non-discriminatory and the Headteacher's report should take account of the following criteria to show that the process has been applied equitably and fairly

- Race/Ethnic origin
- Gender
- Sexual orientation
- Disability
- Religion and belief
- Age
- Part-time contracts
- Trade union membership.

The Headteacher will also report on whether there have been any appeals or representations

on an individual or collective basis on these grounds.

Review of the Policy

The governing body will review the IPP policy every school year annually.

The governing body will take account of the Headteacher's report in its review of the IPP policy. The policy will be revised as required to introduce any changes in regulation, local agreements and statutory guidance to ensure that it is always up to date.

The governing body will seek to agree any revisions to the policy with the recognised trade unions having regard to the results of consultation with all staff.

To ensure that staff are fully conversant with the IPP arrangements, all new staff who join the school will be briefed on them as part of their introduction to the school.

Access to Documentation

Copies of the school improvement and development plan and SEF are published on the school's website.

Footnote:

This policy should be read in conjunction with the School's Pay Policy, which provides details of the arrangements relating to pay flexibilities in accordance with local agreements for support colleagues.