Pay and Performance Management for Support Staff Policy

September 2013
Section One – Pay and Grading

1. Scope, Purpose and Principles

This document provides advice and guidance on the pay and grading of support staff. It applies to community schools where Swindon Borough Council is the employer, but may also be relevant for other schools such as VA Schools and Academies where the pay, terms and conditions of Swindon Borough council have been Tupe’d across or adopted by the employing organisation.

All school based support staff are valued and should receive proper recognition and remuneration for their work and contribution to the school. This guidance seeks to ensure that the pay and grading of jobs is fair and non-discriminatory and complies with equal pay legislation and associated codes of practice. It also seeks to provide schools with a pay framework which allows them to compete effectively with other employers in the local area and recognise skills and experience.

The guidance seeks to ensure that a consistent approach to pay and grading is applied across all employing organisations.

This guidance applies to all support staff within the school – for example business managers, bursars, teaching assistants; clerical/administrative staff; caretakers; cleaners and mid-day supervisors.

Teaching staff should refer to the Pay Policy for Teaching Staff.

2. Salary Queries

If a member of staff has a query about his/her salary s/he should, in the first instance, seek to resolve the matter informally with the Headteacher and Business Manager/Bursar. If the matter remains unresolved the school’s grievance procedure could, if necessary, be followed.

3. Job Descriptions and Person Specifications

The Headteacher will provide job descriptions for all members of staff on behalf of the Governing Body. Job descriptions and person specifications need to be in place at the time of appointment and should be reviewed regularly as part of the performance management process to check that they are still appropriate. Any changes will be made in consultation with the employee. Job descriptions should identify key areas of responsibility and line management structures.

Job descriptions for new posts should be evaluated prior to advertisement to determine the correct grade – see section 10.

4. Salary on Appointment

The Schools Staffing Regulations determine the staffing responsibilities for staff in maintained schools. The Governing Body has the overall responsibility for pay and grading for support staff as long as this complies with the Borough Council’s pay framework.

The Regulations determine that the Authority is the legal employer for all staff employed within maintained schools and must ensure that the requirements for equal pay legislation are complied with. The Regulations state that it is important that Governing Bodies have due regard to the duties and responsibilities of the post and to the pay scales, terms and grading applicable to similar roles or work across the LA.

We strongly recommend that schools and Academies comply with the Council’s agreed job evaluation scheme to ensure that all employer obligations under the equal pay legislation are met. However there is still discretion when appointing within this framework as outlined below:

- there is the opportunity for schools to appoint at any point/salary within the evaluated grade both within the NJC and Hay scheme therefore account can be taken of relevant experience and qualifications
• schools do not have to appoint to the generic roles that have been produced by the Local Authority. If a school agrees a new and unique role then this can be evaluated as such

• the introduction of performance related pay for support staff allows for school to reward high performance.

• allowances for honoraria and higher duty can be paid at the discretion of the Governing Body – further guidance on these payments is given at paragraph 8.

• Introduction of market factor supplements, which schools can use for recruitment/retention purposes so long as they are consistently applied.

Where an appointment is made above the bottom of the grade, the school should retain a note on the individual’s personnel file clearly stating the reasons for doing so. In relation to appointments within the Hay grades, it is recommended that any appointment be made between the bottom of the scale and 90% of the mid-point (for example for a Q grade this would be between £28,920 and £30,228). If appointments are made above this level, schools should keep appropriate documentation to justify such a decision.

To allow for a salary match with the candidate’s current salary where s/he transfers from one school to another on the same grade, the individual would normally transfer on his/her current pay. If the new post is a promotion then it is usual for one extra increment to be offered.

5. Market Factor Supplements

Any market factor supplement considered for a post should be effected in line with the Market Factor Supplement guidance – copy attached at Appendix A

If a market factor supplement is payable with the role, then this can be included in the advertised salary. It must be made clear that this allowance is reviewable.

6. Basic pay/incremental progression for new employees

The basic pay of staff evaluated under the NJC evaluation scheme consists of incremental points within Grades J to N. Current salary pay grades can be found on Schools on line, or contact your HR or payroll provider.

The Hay grades (Grades Q to U) do not have specific spinal column points within them, however for the purposes of managing potential progression within schools the LA would recommend that an increase in the region of 3.9% be applied.

Pay progression will be subject to satisfactory service in line with the guidance on performance management.

Pay progression may be withheld if the probationary period has not been satisfactorily completed after six months and is to be extended.

Once the top of the grade is reached there is no automatic progression to a higher grade. Movement to a higher grade will only be achieved if the roles and responsibilities of the existing post have changed significantly and the post is re-graded following job evaluation or the employee is appointed to a new post of a higher grade following a recruitment and selection progress, or the post is part of a career graded framework, i.e. some teaching assistant posts.
7. Pay progression/accelerated increments

Employee’s salaries will be reviewed annually and any eligibility for salary progression will be considered in line with performance management processes and any increase awarded will be effective from 1st April. See Section 2 ‘Performance Management’ for details of the process. Depending on budget constraints the Council/School will reserve the right to either restrict or withdraw pay progression.

The member of staff must have completed at least six months service before being considered for pay progression.

8. Higher duty pay/honorarium payments

A higher duty payment is payable only where an employee takes on the duties and responsibilities of a higher graded post for a continuous period of at least four weeks. This may occur as a result of:

- Temporarily filling a post until a substantive appointment can be made
- Filling a key post while another employee is on maternity leave
- Filling a key post to cover long term sickness absence
- Filling posts due to other temporary extended leave arrangements e.g. secondments.

It is not appropriate to use higher duty payments as a means for covering annual leave. An honorarium payment may be granted in the following circumstances:

- Where an employee undertakes a significant proportion of higher level duties and responsibilities outside the scope of their normal post for a limited period of time
- Shared responsibility with more than one employee undertaking a specific and or separate part of a wider role which has been evaluated as having higher level duties
- Where an employee undertakes work from a different job in addition to their own role, with no additional staffing resource, and that work is evaluated on the same band.

Honoraria will not usually be paid where additional work is undertaken which is of a like nature to the individual’s existing job description.

9. Progression for teaching assistants

In order to attract, develop and retain high calibre teaching assistants, a career-graded structure exists for this group of staff, which incorporates four levels for the role as follows:

- TA Entry Grade J
- TA Standard Grade K
- TA Specialist Grade L
- HLTA Grade M

TA Entry post holders will have the opportunity to move to a TA Standard job description and grading when they have successfully completed two years in a TA Entry post. On moving to the TA Standard role, they will be required to undertake the criteria outlined in the job description/person specification for that post.
There is no automatic movement from TA Standard to Specialist or from TA Specialist to HLTA. Individuals wishing to undertake a higher graded role will need to apply for a post at that level when a suitable vacancy exists.

Progression through the various grades is not automatic and is dependent upon individual review and assessment in line with performance management guidance.

10. Job Evaluation

Job evaluation may be carried out on posts for a number of reasons including when posts are newly created or vacant, as part of a restructuring exercise or when it is considered that the duties of the post have changed since it was last evaluated (re-evaluation).

Job evaluation is necessary to determine the appropriate level of remuneration as a fair reflection of the duties and responsibilities of the job. Job evaluation also helps to ensure that the pay and grading of similar posts across schools is consistent and establishes the extent to which there is comparable work between jobs so that equal pay can be provided for work of equal value. It is important to remember that job evaluation is an evaluation of the job that is required, not the person.

There are a number of generic job descriptions covering a wide range of roles within schools maintained by the Local Authority. These posts have been evaluated using the Council’s job evaluation scheme and it is expected that most posts within Schools will be in accordance with these generic job descriptions.

There may be occasions when the duties and responsibilities undertaken or required by the school fall outside these generic roles and in these instances the following procedure should be adopted. The current job description, the new proposed job description and a structure chart should be completed and forwarded to Swindon Borough Council’s Schools HR Consultancy team. The basis for job evaluation is the information contained in the job description, person specification and structure chart. The headteacher should ensure that these documents accurately reflect the full responsibilities and duties of the post and the skills, knowledge and experience required to carry out the duties. Where the post holder is in place at the time of evaluation these documents should be drawn up in consultation with the post holder and agreed. The headteacher should ensure that any acronyms are spelt out in full and all documents are up to date. In receipt the job description will be evaluated and the school will be informed of the resultant score and grade attaching to the post.

Generic job descriptions can be accessed from Schools on line.

Job evaluation should not be used to recognise temporary additional duties where employees act up in the absence of more senior employees. Temporary responsibility and honorarium payments can be used for this purpose as outlined in paragraph 8.

11. Re-evaluation

There may be occasions when a job changes substantially in terms of the duties and responsibilities attaching to it. In these circumstances, schools should firstly agree a revised job description with the employee. This revised post needs to be mapped against the generic job descriptions in the first instance to establish whether the revised duties and responsibilities are encompassed within an existing evaluated job.
If this is not the case, then the process outlined in paragraph 11 should apply. Re-evaluation of existing posts may only occur where it is considered that there has been a significant change in the duties and/or responsibilities since the previous evaluation, or it is perceived that a comparator post is graded higher and the employee has identified the job title and location of that comparator post.

If evaluation is being requested as a result of a change in responsibility for managing other posts this should be included in the job description and staffing structure and whether they are new or existing posts. If any other post loses direct responsibility for managing posts as a result of the re-evaluation, then they will need to be re-evaluated as part of this process.

Following evaluation, the school will be informed of the evaluated grade. If the grade has changed the school should notify its payroll provider and ensure that the correct contract documentation is in place.

**12. Appeals against job evaluation**

Appeals can be made against Job Evaluation on the following grounds:-

- The employee thinks that the scheme has been wrongly applied, e.g. factor levels have been wrongly allocated. The post holder should indicate where s/he considers them to have been wrongly applied by giving examples and providing evidence. The post holder should not suggest the level s/he thinks is appropriate.

- The employee believes that an equivalent job within the school is more highly graded. The post holder should give specific examples.

- The Job Description/Person Specification has been misinterpreted. The post holder should give examples and evidence to indicate where s/he believes the information was misinterpreted. The submission should clarify information, not include additional information. Re-written job description/person specifications should not be submitted at this late stage and will not be considered.

The post holder has 10 calendar days from the date s/he was notified to submit his/her appeal in writing to the School.

There is only one level of appeal and the outcome of the appeal could result in the evaluated grade going up, staying the same or going down.

Following the appeal, the school will be informed of the outcome. If the grade has changed the school should notify its payroll provider and ensure that the correct contract documentation is in place.

**13. Redeployment**

For staff who are re-deployed to a lower level job due to restructuring, their new substantive level of pay will be to the top of the new grade for NJC grades and to the mid-point of the grade for Hay grades. Pay protection will apply for 1 year from the date of appointment and will be applied as follows:

- If the new grade is one level below the old grade, then salary will be protected at the current level.

- If the new grade is more than one level below the old grade, then salary will be protected to a level relevant to one grade above the new grade. This will be at the top of that grade for NJC grades and to the mid-point of the grade for Hay grades.
• Employees on pay protection will not receive pay progression whilst receiving pay for the higher grade.

Examples:
Current grade T, salary £50,000, new Grade Q. New substantive salary will be £33,587 (mid-point of Q), protection for 1 year at £38,158 (mid-point of R)
Current grade N, salary £27,696 new Grade M. New substantive salary will be £24,636 (max of M), protection for 1 year at current rate of £27,696
**Section Two – Performance Management**

1. **Scope, Purpose and Principles**

Within Swindon Borough Council, pay progression for school support staff is directly linked to the outcome of the performance management process. It is important, therefore, for schools to adopt a clear and transparent process for undertaking all performance management processes.

This guidance has been produced to assist schools and Academies with this task. Performance Management for support staff is a process designed to support the development of staff in order to continually improve professionally, contribute to raising standards and driving whole school improvement.

This guidance is intended to ensure that each member of staff’s performance is reviewed, targets set on an annual basis with an ongoing dialogue taking place between the jobholder and their line manager.

The benefits of performance management in terms of improved communication and enhanced performance, both for the individual and the school, will only be achieved by the continuous commitment of all those involved in the process.

The performance management scheme has been designed to meet the following specific objectives:-

- To assist staff in performing their roles to the best of their ability and maximise their contribution to the school’s overall objectives
- To identify individual training needs
- To highlight the potential that each individual has to develop within his/her current position or for another role
- To provide an opportunity to either:
  - (a) award pay progression to those who achieve an overall ‘Fully Achieved’ or ‘Exceed’ rating against their objectives and overall performance
  - (b) award one additional increment to those who achieve an overall ‘Exceed’ rating against their objectives
  - (c) to withhold an increment for those that are awarded a ‘Not met’ or ‘Partly Met’ rating against their objectives

Employees will still receive any nationally agreed cost of living increase each year.

2. **New Starters**

All employees must have more than 6 months service in their current post, when the annual Performance Management appraisal takes place in April to qualify for the award of an increment. Where employees have 6 months or less service they will be rated as ‘No rating -Too early to assess’ and will have to wait until the following performance year to be eligible for pay progression. This will apply to employees starting after 1 October each year. Incremental awards will not be granted part way through the year, backdated or be pro-rata’d once the employee has reached more than 6 months service.
Employees starting after 1 October each year will still participate in the performance management process and have objectives set and reviews undertaken. All employees who start after 1 October 2013 will have to wait until April 2015 for their first potential pay progression.

3. Objectives

The Support Staff Performance Appraisal requires managers and employees to agree objectives for each performance year. The overall rating is based on an assessment of the performance against individual objectives at the annual appraisal. There will need to be sufficient evidence at the end of the cycle to make an appropriate judgement with regard to the PM rating.

4. Linking overall ratings to pay

From April each year pay progression will be awarded as follows:

‘Exceed’ rating (not at top of grade)
If an employee on the NJC scale receives an overall ‘Exceed’ rating and is not at the top of their grade, they will move one increment to the next spinal column point (SCP) and may receive one discretionary additional increment as determined by the headteacher.

For staff on Hay grades progression will be in the region of 3.9% and may receive an additional award at the discretion of the Head Teacher

‘Exceed rating (at top of grade)
All employees at the top of their grade, will not be eligible to receive an increment

‘Fully Achieved’ Rating
If an employee on the NJC scale receives a ‘Fully Achieved’ rating and they are not at the top of their grade, they will move one increment to the next spinal column point.

Employees on a Hay grade may receive pay progression in the region of 3.9%

Withholding pay progression: Not Met or Partly Met
Pay progression will be withheld where an employee is rated as ‘Not Met’ or ‘Partly Met’. Where this occurs, the manager will need to identify with the employee what support is required in order for the employee to achieve a ‘Fully Achieved’ in the following year. This may require further training and support which should be included in an employee’s Personal Development Plan and associated objectives.

Pay progression can also be withheld where;
• An employee is being managed under the formal performance capability process.
• An employee has a formal performance improvement plan in place.

Payment of previously withheld pay progression
Where pay progression has been withheld for a ‘Partly Met’ rating the increment it may subsequently be paid following the mid-year performance review if;

The employee is subsequently withdrawn from the formal performance capability process
If the employee can demonstrate sustained improved performance to the required level at the mid-year performance review.
Any withheld pay progression that is subsequently awarded following the mid-year review in October will be paid in the November salary and will not be backdated to the normal annual increment payment date of April.

5. Managing absence within the performance year

Long Term Sickness and Career breaks
An employee will need to accrue more than 6 months in their role during the performance year to receive a performance rating for that year. The same principle applies if someone has had a number of absences due to sickness over the year, in which case there must be more than 6 months cumulative at work for an assessment to take place. If an employee is off for more than 6 months cumulative in a performance year then a rating of ‘No rating - insufficient service due to absence’ will be entered for that performance year, unless the absence is linked to a recorded disability.

Disability
Where an employee is absent from work for a reason relating to a recorded disability, which is covered within the Equalities Act 2010, and the absence spans the whole performance year or the employee is at work for less than 6 months of the performance year, then the employee should be awarded a rating based on their performance over the previous performance year. This should be at a maximum of a ‘Fully Achieved’ rating. For further advice and support relating to disability please contact the Schools’ HR Consultancy Team.

Maternity, Paternity & Adoption Leave
If Maternity, Paternity or Adoption leave starts during the performance year, but the employee has completed more than 6 months in their role then their performance rated up to the point of leaving should be used to award the overall year end performance rating. If Maternity / Paternity or Adoption leave spans the whole performance year or the employee is at work for less than 6 months of the performance year, then the employee should be awarded a rating based on their performance over the previous performance year. This should be at a maximum of a ‘Fully Achieved’ rating.

6. Changing roles mid-year

If an employee changes job internally during the performance year including acting-up and secondments, the current manager should hold an interim review with the employee before the change takes effect to agree and provide a provisional overall rating to the new manager (if appropriate). The new manager can then make an assessment of the employee’s overall performance at the end of the performance year taking into account the information from the previous manager.

7. Fixed Term Contracts

Where a fixed term contract ends and an employee is immediately employed on a further fixed term contract, within the same school or another SBC school, providing the employee has more than 6 months service, a rating will be awarded. The process will follow as detailed above in ‘Changing roles mid-year’. If the fixed term contract ends before the end of the performance year the process ceases with the contract.

8. The Performance Management Cycle - Setting Objectives

By April, at the start of the annual performance cycle managers should agree a set of objectives for each employee, with clear indication as to how each will be assessed at the end of the annual cycle.
Stage 1 – Planning
The cycle commences with the line manager and jobholder completing a “Preparation for Review Discussion” form – Appendix B. The post holder will forward his/her form to the line manager at least one week before the interview.

Stage 2 – The Interview
The annual Performance Management Interview is an opportunity for the jobholder and line manager to plan and agree the individual’s performance objectives for the forthcoming year, in addition to reviewing performance over the past year (see stage 4). The individual will agree an appropriate number of objectives with his/her line manager and the priorities and targets that have fed into their departmental plans from the Whole School Development Plan should inform these. Use should also be made of the NJC for Local Government Support Services – School Support Staff the Way Forward which gives detailed guidance on the competencies for a number of support staff roles. As well as targets relating directly to performance, schools may also wish to consider objectives that reflect the behaviours expected within the school. These could cover areas such as team working; customer care; honesty; accountability etc. Schools may wish to adopt the following behavioural framework:

- Self Awareness
- Integrity
- Collaboration
- Meaningful Relationships
- Resilience
- Clarity of Intention

Information on the above behaviours can be found at Appendix D.

The objectives set for individuals should reflect the key tasks and responsibilities of the individual’s job and be challenging enough to raise performance. In addition, objectives should be SMART

- Specific
- Measureable
- Agreed
- Realistic
- Time related

In the same discussion the training and development needs for the individual should be discussed and documented.

New employees joining the school part way through the year should aim to complete some initial objectives within 3 months of commencing employment. Line managers should ensure the objectives agreed could be realistically progressed in the remaining time left for that reporting period. The Review Discussion document (Appendix C) should be used to document the results of the discussion and should be signed by both the employee and line manager. A copy of the document should be kept on the employee’s file and the employee should receive a copy.

Monitoring and Mid-Year Review – October
Stage 3 – Monitoring
During this phase the line manager will undertake observations of the individual both formally and informally and be in a position to make an informed judgement of their performance and progress against their objectives.

This aspect could form part of regular supervision and/or 1-2-1 meetings.

Objectives should be monitored by a named person within the school with responsibility for Staff Development to ensure that common standards are applied and that whole-school training needs are addressed.

Individuals are encouraged to keep a record of their own professional development, agreed objectives, courses and training undertaken.

Mid-year reviews will be undertaken for all employees. The purpose of the mid-year review is to assess how the employee is performing against each objective; to identify whether any shortfalls are occurring and what support and guidance is required to assist the delivery and achievement of objectives set at the beginning of the performance year.

Stage 4 – Reviewing Performance
At the beginning of the annual Performance Management Interview both parties will discuss the previous year’s objectives and assess performance against these, together with key priorities. Both parties will have an opportunity to make comments on the sheet.

To enable an individual to be considered for pay progression, the assessment of performance will need to show:

• a sustained level of good performance and conduct throughout the year
• achievement of set objectives (or where not achieved agreed reasons for his)

In the case of Teaching Assistants, a lesson observation by the appropriate person could be considered and, if deemed appropriate, would need to be organised prior to the review meeting.

At the end of the interview the line manager will complete a written review and record the new objectives. This is to include any formally identified training and development needs.

9. Moderation Process
It will be the responsibility of Headteachers to review all ratings entered to ensure that there has been a consistent approach to the awarding of ratings and raise concerns with the appraising manager regarding ratings entered where appropriate. This may result in a review of the performance appraisal rating awarded.

10. Payment of Fully Achieved / Exceed rating outcomes
Following the moderation and approval process overall ratings entered will be amended where necessary, and those employees who have a ‘Fully Achieved’ or ‘Exceed’ rating will be awarded the relevant pay progression.

Process for withholding pay progression

Where a manager assesses an employee with one of the following ratings, pay progression will automatically be withheld:

• No overall rating - Too early to assess
• No overall rating - Insufficient service due to absence
• Not Met
• Partly Met

Any pay recommendations should be referred to the Governing Body’s staffing committee for ratification before implementation. Pay progression will take effect from 1st April each year.

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<thead>
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<th>Pay Progression</th>
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<tr>
<td>No overall rating:</td>
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<tr>
<td>Too early to assess</td>
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<tr>
<td>Insufficient service due to absence</td>
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<tr>
<td>Not met</td>
<td>None from 1 April</td>
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<tr>
<td>Partly met</td>
<td>None from 1 April</td>
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<tr>
<td>Fully Achieved</td>
<td>Pay progression</td>
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<tr>
<td>Not top of grade</td>
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<tr>
<td>Exceed</td>
<td>Pay progression plus possible discretionary award</td>
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<tr>
<td>Not at top of grade</td>
<td></td>
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<tr>
<td>Exceed</td>
<td>None</td>
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<tr>
<td>Top of grade</td>
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11. Appeals within the Performance Management Process

If the employee feels unhappy regarding their assessment they should speak to their line manager in the first instance. If concerns remain the appeals process within the schools Pay Policy should be followed.

This policy has been ratified by the Governing Body of the Peak Academy on: 16th November 2015
Signed by the Headteacher: Richard Lewis
Signed by the Chair of Governors: Philippa Dancey
Date to be reviewed: November 2016
APPENDIX 1

MARKET FACTOR SUPPLEMENT - GUIDANCE FOR SCHOOLS

All employees are appointed to posts, which have been evaluated under either the NJC or Hay job evaluation scheme and pay grade structures and salaries are determined under these schemes. External labour market conditions can produce a situation in which staff with scarce skills and expertise can command higher salaries than the maximum provided under the current grading mechanism for that post. The relevant labour market may include another local authority or elsewhere in the public or private sectors.

The Equal Opportunities Commission (EOC) recognises that an employer may wish to pay one group of workers more than another, even though their work is of equal value, because the “going rate” for the job is higher. This may be due to geographical reasons or a skills shortage in one job compared to another.

Market factor supplements are not linked to an individual’s actual or anticipated performance within the role. They are linked to the difficulty in recruiting to certain posts requiring specific skills or qualifications.

In these exceptional circumstances, the Governing Body can, at its discretion, make additional payments to recruit and retain such employees.

The rationale for applying a market factor supplement is to:

- Support the recruitment and retention of quality employees to key roles within the School.
- Ensure there is strong evidence to support a supplement/adjustment, so that the Council and/or the School is not at risk of being challenged on the basis of Equal Pay.
- Ensure that additional supplements/adjustments will be applied to achieve effective recruitment and retention in a fair, consistent, transparent and robust manner and in a way that does not discriminate against any individual or groups of employees.
- Ensure that the Council and/or the School remains competitive within the market place.

Any Governing Body determining requests for market factor supplements must be able to demonstrate that there are objectively justified grounds to enhance the pay of a particular job by the payment of a market factor supplement.

The assessment should be based on all or some of the factors below, by demonstrating that:

- There is difficulty in recruiting to a post resulting in actual or foreseeable operational and/or organisational problems;
- A high turnover rate is linked to employees leaving due to salaries not being high enough;
- These problems will be removed or reduced by paying a market factor supplement and that it will be subject to review as circumstances change;
- The external market rate for the job is higher than the internal rate. This includes knowledge of pay offered by competitor organisations, locally or nationally, and other local authorities that
employ similar roles (evidence of pay rates based on adverts etc. must be provided);

This research for evidence will vary depending on the nature of the role(s) and the type of information available but must be robust to support any supplement that may be challenged through an Equal Pay Claim. The evidence may include some or all of the following:

- Recent salary surveys supplied through recognised providers (e.g. Hay);
- Internet research of similar jobs being advertised by other organisations;
- Details of minimum, maximum and median salaries of the role(s) in the other organisations being investigated.

The cost of any market factor supplement must be met by the school.
Market factor supplements will not be included as part of an employee’s total salary when responding to e.g. mortgage application references. They may, however, be stated separately.

Any request for market factor supplements must be determined by the Governing Body. To assist their deliberations, the following must be provided:

- Evidence of comparable posts in three relevant organisations
- Evidence of inability to recruit to the post on the evaluated scores/grades
- Outline of operational problems caused by non-filling
- Amount of supplement recommended (having regard to comparative salary levels)
- Timescale of review

The value of the market factor should be capped and will not exceed the maximum market rate that has been identified as part of the evidence gathering.

The value of the supplement/adjustment will be the difference between the SBC pay level and the market rate, as detailed above. It will be a specific amount and it is not linked to the annual cost of living increase or performance pay progression.

Records must be maintained to demonstrate the purpose, justification and extent of any proposed supplement.

If a market factor is applied to a particular post, it will be applied to all current and new employees in that post.

For current employees, the increase will take effect the month after the review.

The School should send written confirmation to the employee detailing the basis for the application of the market factor, the amount of the market factor supplement, the effective date, the duration for which the payment will be applied, arrangements for review and how any subsequent changes will be implemented.

The School should ensure that their payroll provider is given notification of any supplement to be paid.

The payment of market factor supplements is temporary and may cease if the market conditions change and market pay rates fall or rise, or the employee leaves, transfers to another role or is seconded to a different post that does not attract a market factor supplement/adjustment.

Similarly in the event that the post is vacant and subsequently filled, the market factor is not inherited and will need to be determined at the point of offer of that post.

In the event of there no longer being a justification to pay a market supplement, it will be withdrawn. Following the review, a notice period of 3 months will be given of the School's intention to reduce or withdraw the additional payment. The market factor supplement will then be reduced or withdrawn.

If the post holder is promoted or appointed to another position, which is not subject to a market factor supplement, the market factor will cease with effect from the last date of their existing post.

The market factor will not be subject to any annual pay award. The market factor will be applied in addition to the incremental point at which the individual is paid for NJC graded posts and in addition to their basic pay for Hay graded posts.
The amount of any market factor should be clearly identified as a separate temporary payment/adjustment and not incorporated in the basic grade/rate of pay for the post. It will not alter the grade of the post which is determined by the job evaluation process. Payments will be made on a pro-rata basis to the hours worked for staff working part-time in the post, based on the amount for full-time employees. The payment will be subjected to tax and national insurance contributions. As the market factor supplement forms part of the employee’s contractual pay, it is therefore pensionable. Employees are required to pay pension contributions on the value of the market factor supplement if they are a member of the Local Government Pension Scheme. The market factor supplement will be included in gross pay and will be included in calculations for e.g. sick pay, maternity/paternity/adoption pay, holiday pay, overtime pay, redundancy pay and when making any deductions. The Head Teacher through the Governing Body must review at agreed intervals the payment of a market factor supplement in order to ensure that it continues to be justified and the amount paid is still appropriate. The review date may differ from the salary review date, but must be done at least every two years, depending on the circumstance of the case.
APPENDIX 2

PREPARATION FOR REVIEW DISCUSSION

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Use this form to help you think about your role before your Review Discussion as this will help your reviewer to make the discussion positive and useful.

It would be helpful if you would give a copy of this form to your reviewer one week before the meeting.

Attach a copy of last year’s objectives and training/development plan.

---

What do you think have been your most important achievements over the last year? Try to link these to the objectives that were set for you last year.

Are there any parts of your job that you find difficult or are there any particular issues that are causing you problems or concerns. If you have suggestions on how these could be addressed please include these.

What training or development do you think you need?

Are there any other issues that you would like to raise at your review discussion?
## APPENDIX 3

### REVIEW DISCUSSION

<table>
<thead>
<tr>
<th>Name</th>
<th>Job Title</th>
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<thead>
<tr>
<th>Department</th>
<th>Reviewer</th>
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<tr>
<th>Line Manager</th>
<th>Review Period</th>
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### OBJECTIVES

Indicate evidence regarding progress against objectives

<table>
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<tr>
<th></th>
<th>Exceed</th>
<th>Fully Achieved</th>
<th>Partly Met</th>
<th>Not Met</th>
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### TRAINING AND DEVELOPMENT

Review the training and development undertaken over the year and indicate how this has helped raise performance

### OBJECTIVES FOR NEXT 12 MONTHS

What are the agreed objectives for the next 12 months?

<table>
<thead>
<tr>
<th>Performance Criteria – how will you know you have achieved this objective</th>
<th>Time line – when will the objective be met</th>
<th>Links to School/Team objectives</th>
<th>Links to professional standards(where applicable)</th>
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<tr>
<td>Agreed lesson observation (where appropriate)</td>
<td>Focus Criteria for observation</td>
<td>Time Line</td>
<td>Links to School/team Objectives</td>
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**TRAINING AND DEVELOPMENT**

<table>
<thead>
<tr>
<th>What do I need to do differently or better? Skills/knowledge to be developed</th>
<th>How will these needs be met? Suggestions for resources and CPD activity required</th>
<th>Who needs to be involved and action this?</th>
<th>By When?</th>
<th>Links to objectives and standards.</th>
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**Overall performance rating**

<table>
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<tr>
<th>Exceed</th>
<th>Fully Achieved</th>
<th>Partly Met</th>
<th>Not Met</th>
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Signed (employee) ................................................................. Date : 
.................................................................

Signed (reviewer) ................................................................. Date : 
.................................................................
APPENDIX 4

BEHAVIOURAL FRAMEWORK

Self-Awareness
- Having an awareness of one’s own behaviour, values, attitudes, strengths and weaknesses.
- Ability to reflect on one’s behaviours and change them.

Exceeded – Above and beyond being consistent i.e. goes the extra mile, is a role model for others.
Understands the likely implications and impact of emotions, both on self and others in a range of situations.
Is able to adapt behaviour and maintain perspective to achieve the best outcome.
Knows own strengths and limitations and has ability to change behaviour.
Is able to choose how to demonstrate feelings depending on the circumstances.
Seeks ways to continually improve own performance setting an example to others.
Prioritises feedback from others, e.g. customers, colleagues and partners to inform their own behaviour and identify own development needs.
Is honest about own weaknesses and thoughts, willing to disclose these regardless of personal risk.

Fully Achieved demonstrates behaviours in all areas of work with all people.
Understands the nature and causes of their own emotional reactions to particular situations.
Recognises how challenges to personal values and beliefs are likely to trigger certain responses.
Uses feedback regularly from others to identify own development needs and seeks assistance to improve performance.
Says what they are thinking in a way that encourages others to do the same, so that underlying assumptions and issues can be made visible.

Partly Met – Demonstrates the behaviours in some situations, however, not in all or not consistently.
Demonstrates some awareness of own feelings.
Understands feelings and own emotions and how they can affect others.
Shows an ability to change behaviour.
Has started to feed back to others and seek assistance to improve performance.

Not Met – Does not demonstrate any of the required behaviours.
Shows surprise by own reactions to certain situations; and does not set time aside for personal reflection.
Fails to recognise or acknowledge the impact of own behaviour on others.
Holds back from challenging others
Is arrogant and overly confident, ignoring the views of others in taking a particular course of action.
Dismisses feedback without consideration.
Has Integrity – Authenticity - being yourself and not wanting to look good or avoiding looking bad.

Exceeds – Above and beyond being consistent i.e. goes the extra mile, is a role model for others.

Supports others, and able to challenge and develop those who do not demonstrate integrity.
Gives open, honest and constructive feedback and encourages feedback.
Reinforces the need to apply lessons learnt from elsewhere.
Demonstrates a sense of commitment to openness, honesty, loyalty and high standards in their role.

Fully Achieved Consistently demonstrates behaviours in all areas of work with all people.

Creates an environment of openness.
Requires and expects others to be equally open when communicating with e.g. stakeholders, colleagues, partners and customers.
Improves by appreciating best practice and learning from previous activities.
Gives constructive feedback to others and seeks it in return.
Constantly delivers on promises and communicates openly.

Partly Met – Demonstrates the behaviours in some situations, however, not in all or not consistently.

Acknowledges mistakes without attributing blame, identifies and applies lessons learnt.
Aims to keep promises.
Shows an understanding of the needs of others.
Aims to keep others informed.

Not Met– Does not demonstrate any of the required behaviours.

Blames others.
Hides mistakes.
Distorts the facts.
Avoids giving feedback or gives inappropriate feedback.
Says one thing and does another and makes promises that are not kept.
Collaboration
– Giving space to others and not imposing your own views or judgments on others.
– Enabling development through co-creation and collective learning.

Exceeds – Above and beyond being consistent i.e. goes the extra mile, is a role model for others.

Inspires groups of people to collaborate in support of the Stronger Together culture.
Is able to set aside personal preferences and interests, or give up control, power or resource to benefit the outcomes of Stronger Together.
Facilitates stakeholder involvement, e.g. Councillors, colleagues, partners, and consults with representative groups when formulating strategies, improving processes, changing policies etc.
Able to work collaboratively, even when there is conflict and strives to create the conditions for successful partnerships.

Fully Achieved – Consistently demonstrates behaviours in all areas of work with all people.

Works with others to deliver a quality outcome for Swindon residents.
Has an understanding of the people and groups (stakeholders) essential to achieving positive outcomes, and, how to engage them, e.g. Councillors, employees, partners, the community
Understands the role of Councillors in representing the views of their constituents and the wider community they serve, maximising the value of working together
Is open to new ideas and suggestions.
Listens and collaborates with colleagues, partners and members of the community to develop solutions.
Demonstrates a way of keeping people informed about key developments and regularly shares information.
Promotes and/or consistently supports a positive team environment and good morale.
Actively and respectfully listens to people in order to understand them and their views.
Considers different perspectives, experiences and backgrounds when working with others.

Partly Met – Demonstrates the behaviours in some situations, however, not in all or not consistently.

Aims to involve all stakeholders, including Councillors and keeps them informed in timely way.
Develops and uses own networks to get things done.
Involves key stakeholders, e.g. colleagues, partners etc. who the individual may consider being difficult to work with.
Develops an understanding of the organisational goals.
Is able to share knowledge, ideas and expertise with other team members.

Not Met – Does not demonstrate any of the required behaviours.

Fails to or chooses to ignore what is really going on organisationally and in a wider environment context.
Does not involve others in bringing about improved changes, has no appreciation of others’ work and what they can contribute.
Fuels conflict between individuals/team, takes over and can dominate proceedings.
Insults, blames or ignores others, works to own agenda and not as part of a team.
Meaningful Relationships
– Creating and building relationships and being compassionate and accepting of others.

Exceeds – Above and beyond being consistent i.e. goes the extra mile, is a role model for others.
Adapts own behaviour to work with others while remaining true to self.
Establishe harmless relationships, maintains focus on action and progresses towards outcomes.
Invites and supports others to try new possibilities.
Is able to say what people may not want to hear in a constructive way.
Is able to facilitate the contributions of others.
Shares knowledge of networks and partnership opportunities.

Fully Achieved – Consistently demonstrates behaviours in all areas of work with all people.
Shows empathy by putting themselves in the position of others recognising their perspective, issues and concerns.
Is visible and accessible – relates easily to people from all backgrounds that they come into contact with in the course of their work.
Supports the potential and capability of others and values their development.
Gives and expects regular constructive feedback.

Partly Met – Demonstrates the behaviours in some situations, however, not in all or not consistently.
Seeks to understand the views of others.
Often vocally appreciates and recognises what others give, provides praise and recognition.
Aims to understand the needs and motives of those they work with and for.
Is able to establish and build a good rapport with stakeholders, colleagues, Councillors, etc.

Not Met – Does not demonstrate any of the required behaviours.
Tolerates inequality, unfairness or disrespect.
Has a tendency to manipulate or coerce others.
Works to own agenda and is not a team player.
Makes judgments about people.
Is disrespectful to others.
Takes credit for the efforts of others.
Works in a silo and does not keep colleagues or customers informed.
Communicates negatively about others.
Resilience
– Understanding how to use personal strengths and resources in difficult situations.
– Keep a positive outlook and using challenges as an opportunity for personal growth

Exceeds – Above and beyond being consistent i.e. goes the extra mile, is a role model for others.
Maintains a positive outlook and supports others to remain calm and focused in times of change.
Draws on a range of networks for support to meet challenges.
Displays a proactive approach by - taking personal responsibility, anticipating problems, developing goals and actioning change within personal control.
Recovers quickly from setbacks.
Continues to perform effectively when faced with time pressure, adversity, disappointment or opposition. Views challenge as an opportunity to learn and grow.

Fully Achieved – Consistently demonstrates behaviours in all areas of work with all people.
Pursues achievement in the face of setbacks.
Is able to recognise and adapt own behaviours and consider the impact on others.
Has an established network of support both internally and externally to the Council.
Is able to see problems and issues through to completion.
Considers risks involved in different solutions.
Treats all people with respect and equity even when under pressure.
Is objective and constructive if tensions arise.

Partly Met – Demonstrates the behaviours in some situations, however, not in all or not consistently.
Aims to demonstrate a positive approach even when faced with difficult situations.
Shares concerns with others and is able to ask for support.
Views failures and mistakes as an opportunity to learn.
Demonstrates expected behaviours in difficult or adverse situations.
Maintains progress when handling multiple tasks and projects when faced with competing deadlines and/or agree revised plans.

Not demonstrated Met – Does not demonstrate any of the required behaviours.
Is passive and does not take responsibility for own actions.
Responds negatively to failures or disappointments.
Blames others or circumstances for failure.
Is unaware of impact of own behaviours on others.
Unable to understand the impact on self and others.
Clarity of Intention –
– Is a clear and effective communicator
– Is purposeful and makes decisions

Exceeds – Above and beyond being consistent i.e. goes the extra mile, is a role model for others.
Facilitates and supports others to take creative evidence based decisions.
Is brave about making decisions that combine data, experience and intuition – can act when the details are not certain.
Always facilitates the conditions for change to happen.
Is a clear and effective communicator and has the ability to make things happen.

Fully Achieved – Consistently demonstrates behaviours in all areas of work with all people.
Is able to deliver messages in challenging times to allow difficult decisions to be made.
Identifies the implications and risks of alternative courses of action.
Makes considered choices in deciding when to act and when to hold back, accepts responsibility for own decisions.
Considers the information that is available, identifies options and makes timely decisions.
Encourages colleagues to consider different perspectives in their work.
Communicates clearly and concisely in all situations including adversity or change.
Makes decisions quickly where opportunities arise to move things forward.

Partly Met – Demonstrates the behaviours in some situations, however, not in all or not consistently.
Has ability to relate and communicate to people from diverse backgrounds and cultures.
Is able to establish clear and measurable goals in line with the Stronger Together outcomes.
Sometimes gathers the right information from appropriate sources and records detail.
Shares information with others to enable decisions to be made.
Acts with confidence when making decisions and can explain them clearly.

Not Met – Does not demonstrate any of the required behaviours.
Is vague or uncertain.
Is negative and allows conflict to jeopardise success.
Deals with issues in isolation and works to own agenda.
Is not prepared to take responsibility or sign-post others.
Spreads efforts too thinly and focuses on too many or the wrong priorities.
APPENDIX 5

SMART OBJECTIVES FOR SCHOOL SUPPORT STAFF

This document includes a toolkit of SMART objectives that could be set for a variety of different support staff within schools. This list is not exhaustive and we recommend that by looking in detail at the job description for the role many more could be produced.

Caretaker / Cleaning Staff

- Devise a recording system by September for monitoring tests, to include: Fire bells, legionella, emergency lighting, to be carried out on a rotation basis each week.

- By the end of the spring next term, implement a monthly monitoring system to record issues arising on the premises, both internally and externally that will highlight priorities for repairs or maintenance.

- By the end of January, create and implement a booking procedure for all staff requiring furniture moving requests ensuring all staff are informed.

- By the end of September, create and implement a cleaning standards checklist to monitor the cleaning practices within school on a daily basis.

- Ongoing, achieve 95% on the quality spot check each week against the agreed standards, spot check to be carried out just after cleaning.

- By the end of June, ensure you have completed COSHH training, with a record of attendance documented on individual training plans.

Admin Staff

- Each month, produce XXXX report for the board of governors and issue to head teacher 1 week before the governors meeting takes place.

- Ongoing, produce school fund reconciliation each Friday by 12 noon, submitting to school business manager for quality check.

- By the end of April, implement a system for monitoring outstanding items from orders to include advising staff of any shortfall. Completed in stages:
  - Q1: Research to take place
  - Q2: Proposal submitted
  - Q3: Sign Off and Implementation

- Ongoing, ensure all sickness messages are passed to the teachers by 9.30am each morning.

- Each week, ensure you allocate 30 minutes to the office filing and document your time spent on the “filing activity log”. Quality checked by office manager weekly.

- Each term, ensure that you up-skill and are competent at completing another admin task within the office. Competency of task tested by office manager and successes recorded on individual skills matrix.

MDSA

- Organise incident meeting for sharing best practices once a month with other MDSAs. Minutes of meeting documented and given to SMDSA.

- By reviewing the incident / accident records, recommend each term one process improvement to be implemented to improve the school’s health and safety initiative.
• By the end of June, create and implement a process to feedback to the kitchen team about the likes and dislikes of food based on pupil feedback

• Ongoing, to proactively promote a different activity each week within the playground to ensure children are kept occupied and incidents are reduced. Tracked on the daily log sheet and quality spot checked by SMDSA throughout each term

• Each month, research modern day interests for children, bring at least 1 recommendation to the monthly meeting.

**Technician**

• In January, through research, establish an effective form of communication with members of staff about the maintenance of hardware and software within the school. New process to be implemented by end of April

• By the end of term 2, conduct a survey of all staff regarding their software needs. Findings to be analysed and proposal produced by end of term 3.

• Each morning between 8am and 10am, check each teacher has the resources they need to start the day. Document that checks have been completed on the daily log sheet.

• Ensure that 80% of repairs to hardware and software are completed within one week of logging. Quality checked monthly.

**Teaching Assistant**

• Arrive at each lesson, 5 minutes before the start time to ensure ready to support when class starts. Monitored by sign in sheet and teacher observation.

• To contribute 1 idea a month within the teaching assistant meetings on how the work teaching assistants do can improve.

• Every 2 weeks, provide one to one support to a less experienced teaching assistant and document activities on the mentoring log sheet.

• Every 2 weeks, ensure you utilise 30 minutes of your time researching new ways of providing better support within your teaching assistant role, reviewed by you and your manager every month to implement.

• By the end of term 2, complete an “exchange placement” as a teaching assistant at another school. Document your experiences, feedback to your manager.

**Catering**

• By the end of September, prepare a 3 week rolling menu for the year, ensuring nutritional balance via the internal software.

• By the end of April, prepare and communicate a customer service charter detailing what pupils, staff and parents can expect from the catering team.

• By the end of October, implement an evaluation system, ensuring feedback gathered from pupils, staff and parents about the food choices and service provided by the catering team.

• Increase the take-up of school meals by 5% by the summer term by introducing new initiatives, recording what has been “tried and tested” on a monthly basis.
• By the end of June, ensure each member of your team has completed/renewed their level 2 food safety certificate, with a record of attendance documented on individual training plans.

• Contribute at least 1 process improvement per term to encourage healthy food choices within the school.

The Appraisal Cycle

1. Preparing for the appraisal
   Manager and employee prepare by reflecting on the year’s performance and thinking ahead to coming year’s objectives and development needs
   (March – End April)

2. Annual Performance Appraisal
   Conversation where the employee and manager
   • Review the previous year’s performance
   • Review whether objectives have been met
   • Agree on work objectives and behaviours to be developed
   • Agree any support required and complete appraisal form
   (April – End May)

3. Regular one to one meetings
   Monitor progress and deal with day to day issues as they arise, recognise progress and achievements. Discuss development needs.
   (Minimum every 4 - 6 weeks)

4. Mid-Year Review
   Conversation six months into the plan where the manager and employee
   • Review work objectives to ensure they are relevant and achievable and set new objectives
   • Review progress towards meeting objectives and behaviours
   • Assess performance
   • Review development plan
   • Agree actions to move forward
   (October – November)

5 Regular one to one meetings
   Monitor progress and deal with day to day issues as they arise, recognise progress and achievements. Discuss development needs
   (Minimum every 4 - 6 weeks)