

HARINGEY SPORTS DEVELOPMENT TRUST
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PERFORMANCE MANAGEMENT



1. Introduction

At Haringey Sports Development we are committed to performance management to develop all staff and improve Coaching and to raise standards of achievement for all children and adults. To do this we shall be introducing a performance management policy based on the Performance Management system which will come into statutory force from September 2006. This policy covers all staff except short term staff or those in their induction year, for which separate arrangements exist. All stakeholders have been consulted in developing this policy. It sets a framework for all staff to agree and review priorities and objectives within the context of the school's Improvement Plan and their own professional needs.

All support staff follow an agreed procedure for Performance Management which is led by the C.E.O. in conjunction with the chair or the trust.

2. Rationale

Performance management means a shared commitment to high performance. It helps to focus attention on more effective learning and monitoring to raise the quality of learning and to benefit students, teachers, support staff and the school. It means providing appropriate and effective personal training and development to ensure job satisfaction, a high level of expertise and progression of staff in their chosen profession.

We want to improve Haringey Sports Development's performance by developing the effectiveness of all staff, both as individuals and as teams. The evidence is that standards rise when all staff in schools are clear about what they expect participants to achieve. This is why performance management is important. Within this policy, 'coach' is used to refer to all staff members, whatever their role.

The following are key principles:

Fairness: We all need to be aware of the potential for unconscious discrimination and to avoid assumptions about individuals based on stereo types and,

Equal Opportunity: All staff should have the opportunity to achieve their Potential through agreeing objectives accessing developments and assessing performance.

3. Performance Management Cycle at Haringey Sports Development

Performance Management is set in the context of our trust plan for improvement against the background of the youth trust and sports college Programmes and national and local initiatives on improving coaching in sport.

Performance Management is an ongoing cycle, not an event, involving three stages of planning, monitoring performance and reviewing performance. Stages one and two may happen at the same time.

Stage 1: Planning

At the beginning of the cycle the 'reviewer' and the 'reviewee' will meet at the beginning of the cycle to agree objectives, the workplace observation and the other evidence that will be used and the performance criteria for each of these against which the Performance Management of the reviewee will be assessed.

There will be a written statement of these objectives which will also include workplace observation and the foci of these observations.

There will be a professional dialogue between the reviewer and the reviewee about support to meet these objectives, including access to Professional Development. If this discussion does not take place and is not recorded access to Professional Development may not be granted.

The required support should also be recorded in the reviewees planning and review statement.

The reviewee may add written comments to the planning and review statement and in extremis invoke an appeals procedure as laid out in guidelines contained elsewhere.

For reasons of equity, the C.E.O. (or a nominated deputy) will review the contents of the planning and review statements and should there be concerns the reviewer will again consult the reviewee.

Stage 2: Monitoring Progress

The reviewer and the reviewee will keep progress under active review throughout the year using classroom or workplace observation and other relevant information. They will discuss any supportive action needed and keep development plans up-to-date. Feedback should take account of how much time the teacher spends on different activities.

The reviewer should consult the reviewee before seeking to obtain information relevant to the teachers performance from other people.

For coaches, and ass. Coaches. Session observation is accepted good practice with a minimum of one observation each year required by regulations. In our school we have agreed to aim for more than 1 observation.

The observation should not exceed 60 minutes, subject to an entitlement on the part of the observed support staff member to a request a further observation of 60 minutes. It is reasonable to set a maximum of a further 120 minutes for all other aspects of Performance Management throughout the year.

In planning observation we will follow these principles:

- successful observation requires preparation and training and a clear understanding on the part of the teacher and team leader of its purpose,
- the nature of the observation will depend on its purpose,
- it is important that the observer ensures that the lesson proceeds in as normal an atmosphere as possible,
- full, constructive and timely feedback offers an opportunity to discuss what went well, what might be done better or differently next time.

We will use a standard session observation proforma for coaching and assistant support and a separate observation proforma for paraprofessionals. Copies should be kept by the reviewer and the reviewee.

Stage 3: Reviewing Performance

The annual review of the staff member's performance will use the recorded objectives as a focus to discuss his/her achievements and identify any development needs. It will be combined with agreeing objectives for the following performance management cycle. The focus of the review is on how to raise performance and improve their effectiveness.

It will involve:

- Reviewing, discussing and confirming the Coaches + staff essential tasks and objectives,
- Recognising strengths and achievements and taking account of factors outside the coaches control,
- Confirming action agreed with the teacher at other reviews,
- Identifying areas for development and how these will be met,
- Recognising personal legitimate needs and,
- Agreeing new clear objectives and agreeing a work and development plan for the year ahead.

7. Links between pay, career stages and performance management

The final review meeting of the induction period will be used to agree objectives and professional development planning which will form the basis for performance review subsequently.

Information from the performance review statement can be used to inform aspects of the new pay structure.

There will be an explicit consideration of pay progression. Assessment of what pay performance with reference to the criteria agreed at the beginning of the cycle. This will take into account the relevant pay scale.

The reviewee will have the right to appeal under regulations set out elsewhere.

8. Managing Weak Performance

Good management, with clear expectations and appropriate support will go a long way towards identifying and handling weaknesses in performance.

The review statement itself does not form part of any formal disciplinary or capability procedures. However, relevant information from review statements may be taken into account by those who have access to them in making decisions and in advising those responsible for taking decisions, or making recommendations about pay, promotion or disciplinary matters.

9. Confidentiality

The individual plan and the review statement are personal and confidential documents and should be kept in a secure place. Data protection principles should be followed at all times.

10. Access to outcomes

There will be only two copies of the review statement, one held by the coach and another held by the Trust on a central file, to which the C.E.O, or chair responsible for making decisions pay could request access. A copy of the Headteacher's review statement should go to the Chair of the Trust.

The C.E.O should ensure that individual training and development needs are reflected in the Trusts Improvement Plan and the programme for professional development.

Haringey Sports Development Trust.

Performance Planning and Appraisal

CONFIDENTIAL

NAME

JOB TITLE

POST HOLDER'S LINE MANAGER

DATE OF REVIEW MEETING

Performance Management Process

This stage of the Performance Management Review (PMR) process requires line managers (reviewers) to meet with relevant colleagues (reviewees). In this meeting achievement of the three agreed targets from stage one should be reviewed, along with professional development and resourcing needs 6 months from annual Performance Management meeting.

1. The annual review meeting should be arranged in non-contact time, which will be protected where possible. Please give plenty of notice to the cover manager to prevent congestion in any one week. Statements should have been submitted to the C.E.O. by the end of October with a copy for the reviewee and line manager.
2. The second part of the review meetings should be devoted to agreeing new specific targets and developmental resourcing needs to achieve them. The third target for those colleagues with management responsibilities should relate to an aspect of this role. Other colleagues agree their own third target. The original record should go to the C.E.O in confidence and copy of the reviewee Performance Management action plans, drawn up as a result of the review meeting will be passed to the chair in order to facilitate rigorous and effective bespoke training and support.
3. The annual statement can be completed in this meeting by the reviewer with the reviewee's agreement. Otherwise, the reviewer must complete the statement within 10 days of meeting. Any dispute by the reviewee should be raised within 10 days of receiving the written statement. The original statement should be passed to the C.E.O and both the reviewee and the line manager should retain a copy. Any professional development needs still outstanding in relation to these targets should be forwarded by the reviewer to the chair.
4. The next three pages have been included to help you formulate your three targets.

Information to help form your targets

The whole Trust targets are:

1. To raise achievement for all Coaches.
2. To continue to improve effective monitoring and evaluation systems.
3. To respond effectively to all external pressures for change.

specific and concise

**stated in terms of tangible
outcomes or measures**

within your personal control

**achievable (within your
personal resources)**

at the right level of challenge

**in harmony with the ethos and aims of
Haringey Sports Development**

time framed

The professional Standards Model

(this is based on threshold assessment)



Leadership Skills

The third target should be set for Leadership Skills

The common factor in successful trust is leadership. This is not leadership of the Headteacher alone but leadership at all levels in the trust, focused on common values and common goals. Leadership of this sort is the key to raising standards.

Aspects of leadership to be covered may include the capacity to:

- Frame and communicate a clear vision,
- Imagine the future, and plan strategically for it,
- Motivate and inspire,
- Build teams and team skills,
- Set realistic, yet challenging targets to achieve the vision and monitor them,
- Demonstrate self knowledge and clarity about values and commitment,
- Understand and practice pedagogic leadership,
- Engage with diverse audiences and build partnerships,
- Develop the whole school as a learning community,
- Understand the challenges of gender ethnicity and social disadvantage.

PART A

Performance Management Preparation Form

What skills or characteristics do you need to develop further?

What do you see as your targets for the forthcoming year?

a) List training and development since last review, or within the last year.

b) List further training and development that you feel would help you to do your job more effectively.

ANY OTHER COMMENTS

e.g. Make a special note of any initiatives/ideas that you have introduced that have been successful.

Signed _____

Date _____

PART B

This should be completed at the review with your line manager.

These key objectives will link with the objectives of the School Improvement Plan (in priority order).

Target	Method of Achievement	How will I know when the objective is achieved?	
Participants Progress			
Professional Development			
Personal Leadership Skills			

PART C – DEVELOPMENT PLAN

Name _____

Identify development opportunities to facilitate the achievement of the agreed targets/

Development needs		
Action by Individual		
Action by Line Manager		
By when		

FURTHER LONG TERM DEVELOPMENT

Aspirations for further long-term development may include personal, career, professional development or growth with current role.

When completed this page should be signed and dated by the Line Manager and a copy passed to the chair.

Your signature: _____

Line Manager's signature: _____

PART D – Jointly agreed targets and development plan

Monitoring reviews:

Progress towards the achievement of objectives and development plan will be reviewed on:

Date:

Line Manager's signature:

(additional comments – if appropriate)

Reviewee's signature:

Date:

(additional comments – if appropriate)

Line manager to send a photocopy of this sheet to the Chair.

	<p>The White Hart Lane Partnership The St Thomas More RC Partnership Haringey Sports Development Trust</p>
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HARINGEY TRUST TUTOR ASSESSMENT FORM

1 2 3 4 5 (5 being excellent – 1 being poor)

Name: _____

Course: _____

Date: _____

Venue: _____

Punctuality	1	2	3	4	5	
Appearance	1	2	3	4	5	
Suitability of content	1	2	3	4	5	
Communication	1	2	3	4	5	
Suitability of Venue	1	2	3	4	5	
Comments	1	2	3	4	5	

Signed:



Burk Gravis

Position in Trust:

Chief Executive Officer

Date:

4th January 2024

Signed:



David Thomas

Position in Trust:

Vice Chair of Trust

Date:

4th January 2024

REVIEW DATE

This statement will be reviewed for effectiveness as and when major changes occur and at the latest January 2026.