



NORTHFIELDS PERFORMANCE MANAGEMENT POLICY

Our Vision

We are committed to empowering learners to reach their full potential through a holistic education. Our students develop an appreciation for cultural diversity while being prepared to become confident, responsible and active global citizens.

Our Mission

We achieve this by:

- Providing our pupils with learning opportunities that maximise their potential through a structured programme of academic and extra-curricular activities.
- Offering challenging, internationally recognised programmes and qualifications.
- Emphasising the development of socially conscious and environmentally aware global citizens, with a compassion for others and the courage to act on their beliefs.
- Nurturing the growth of principled future leaders.

POLICY NUMBER	ISSUE DATE	VERSION	CUSTODIAN	APPROVED BY
PMP.12.18.1.HR	December 2018	1	HR	SMT
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PMP.09.2021.3.HR	September 2021	3	REMCO	Board of Directors
PMP.09.2022.4.HR	September 2022	4	REMCO	Board of Directors



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Purpose

The purpose of this policy is to set out the framework for a clear and consistent assessment of the overall performance of Northfields staff and for supporting their development needs within the context of the school's strategic vision.

The Performance Management Process is a platform to:

- Engage employees in objectives setting to ensure they have a clear understanding of what is expected of them and how they contribute to the success of Northfields
- Identify the necessary resources, training, development and support that employees need to carry out their role and achieve their objectives
- Evaluate contributions with respect to how well objectives have been met and other skills which maximise effectiveness
- Provide a basis for linking exceptional contribution to reward
- Encourages good management practice across Northfields and improved communication between management and employees.
- Facilitate line managers in gaining a better understanding of their subordinates' abilities, skills, development needs and other issues with the aim of helping individuals fulfil their potential and contribute as effectively as possible.
- Enables opportunities for individual development to be identified and addressed and provides a formal opportunity for appraisees to discuss and address a range of other work related issues.
- Assessing employees performance against Northfields Values and Culture code

Scope

This policy applies to all staff of Northfields and its subsidiaries

This document gives an overview of the main stages in the process but it must be read in conjunction with the Annexed Documents, which give more detailed information to each of the role holders involved in the process, so that they can better understand what is expected of them and how to complete each stage of the process.

Guiding Principles

1.1 Communication of Objectives

1.1.1 The Board of Directors will communicate the strategic vision /plan of the school to the Head of School. At the beginning of each academic year, the Head of School will meet with the Senior Management Team (SMT) to transform the strategic plan into objectives.

1.1.2 Based on the key results areas identified, the objectives will be further cascaded down by SMT to all employees under their responsibility to ensure alignment with the school strategic vision.

1.2 Values based PMP

Northfields' values are key in defining the School's success and in building trust with all stakeholders, and they describe the behaviours required in maintaining the level of professionalism we expect at Northfields.



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The School's values should be reflected when setting objectives to ensure that behaviours are consistent and that employees demonstrate commitment to the vision, mission, values and the culture code of Northfields.

1.3 The Process

- 1.3.1 The performance management cycle will be for a period of 12 months, beginning on the 1st September each year and ending on the 31st August of the following calendar year. The cycle comprises three stages:
 - I. Objectives setting
 - II. Mid-year review
 - III. Annual appraisal
- 1.3.2 The person being appraised is the appraisee. The person responsible for carrying out the performance review / appraisal is the appraiser. The counter signatory for non-academic staff will be the Head of School. The counter signatory for academic staff will be the Primary or Secondary School Principal. In the Principal's absence, the Head of School will countersign the form.
- 1.3.3 All staff in the school are required to take part in the Performance Management Process with the exception of temporary staff or casual staff.
- 1.3.4 The standards against which performance must be assessed in respect of an Academic staff (teaching staff) are the set of standards articulated in the document and any other set of standards relating to the academic performance as applicable by the School strategic vision and plan.
- 1.3.5 It is the responsibility of the line manager to ensure that after each meeting, the original appraisal document is signed by the employee and countersigned as in 1.3.2. The original copy will be given to the HR Department and a copy will be submitted by the HR department to the employee.
- 1.3.6 Any performance management meetings between appraisees and appraisers are to be conducted within working hours. Meetings with Academic staff will be done outside teaching schedules or in agreement with the line manager.

1.4 Underperformance

- a. In the event that an employee's performance requires improvement, the line manager may implement a Performance Improvement Plan (PIP) in consultation with Human Resources.
- b. The PIP will outline specific actions or training required to restore performance to satisfactory levels. The employee will be asked to sign the improvement plan to demonstrate commitment to improvement. Please refer to Annex B for more details.
- c. Failure to meet the requirement of the PIP, the disciplinary guidelines will be applicable.



Roles and Responsibilities

Board of Directors	Approve and formally support this policy
REMCO	Review and recommend this policy for approval by the Board; oversee and monitor the performance review process; review salary increases and performance bonuses for the Head of School.
Head of School	Develop, maintain, and oversee the implementation of this policy
Human Resources Manager	Administer the performance management process. Liaise with SMT to plan continuous professional development and training programmes in support of staff objectives and personal development plans for non-academic staff
School Principals	Liaise with Primary/Secondary School Leadership Teams and Heads of Faculty to plan continuous professional development and teacher mentoring programmes in support of staff objectives and personal development plans for academic staff.
Line Managers	Conduct the performance evaluation with employees, provide feedback, assist employees with career planning, and implement a PIP as required
Employees	Participate in setting objectives and give/receive feedback

Performance Management Cycle

Stage 1 - Objectives Setting

Performance & Individual Objectives

Objectives should be agreed to cover essential outputs relating to the employee's role plus any special projects that the individual may be required to carry out. Employees must be able to understand their objectives and know what they need to do in order to achieve them.

Objectives for the coming year may be set following the Annual Appraisal in June or July. The Objectives may be agreed following discussion or the individual may frame the objectives for subsequent discussion and agreement with the line manager.

The objective setting form provides the framework for the Performance Management Process. It is:

- A record of the individual's main responsibilities and objectives, which have been agreed for the coming year
- Updated during the year, if necessary, to take account of changes to responsibilities or objectives
- Used to record progress made against those objectives during the year



The objectives setting exercise must be agreed by both the appraiser and the appraisee. The appraisee should draft it and then discuss with the appraiser to finalise. The Objective Form with finalised objectives will be reviewed in a meeting to be held at the beginning of the academic year in September.

For newly recruited employees, the line manager has the responsibility of going through the Probationary Assessment Form (for non-academic staff) or the Summative Evaluation Form (for Academic staff) to set clear expectations. Objectives Setting will start after being confirmed in their employment.

Personal Development Plan

Personal development should be in line with the behavioural and capability development of an employee. The personal development plan will be reviewed during the year to ensure that employees are working towards their objectives.

Northfields will endeavour to assist employees in getting professional courses that are relevant to the objectives of the school. Nevertheless, it is also the responsibility of the employees to ensure that they are fully capable of doing their job.

Northfields will support employees through continuous professional development, which may include:

- Formal training courses
- Changing jobs
- Special projects
- Online learning
- Coaching
- Mentoring
- Shadowing
- Attachments to other departments or subsidiaries

Stage 2 - Mid-Year Review

Reviewing performance should be a continuous process.

Northfields expects line managers to have regular informal meetings with employees where there are discussions on current work and development. They should offer feedback to recognise achievement and to encourage progress and identify any possible problems.

A mid-year review will be formal review where employees sit down with their line managers to discuss progress against their performance plan. This is an opportunity for the line manager to celebrate achievements and offer constructive feedback where more needs to be done. During the meeting, the appraiser should give an indicative rating to the employee.

Mid-year review will begin in February and should be completed by the end of March.

Stage 3 - Annual Appraisal

The annual appraisal should be completed by the following deadlines:



Academic Staff	30 th June
Non Academic Staff	31 st July

Where regular informal meetings and interim reviews have been carried out, both employees and line managers at the annual review will have a fair idea of how the year has gone. The annual appraisal interview is not the place to raise serious issues of under-performance for the first time.

Prior to the annual appraisals, employees are required to fill the 'self-evaluation form' and submit to their immediate line managers.

The appraisal meeting will generally be carried out between the employee being appraised and their line manager. In the meeting, the line manager will explain that the purpose of the meeting is to review the employee's performance against their performance plan and discuss:

- how well they have achieved their objectives
- how well they have demonstrated the behaviours or competencies needed to meet their objectives
- Their progress in meeting their development plan.

The annual appraisal should reflect the overall assessment of how employees have performed throughout the year with focus on the agreed objectives, living the values of Northfields and performance factors.

At the end of the meeting, the appraiser has to ensure that the appraisee signs the document before it is submitted to the respective Principal to countersign.

The signed documents should be then submitted to the HR department to complete the PMP process.

Rating Scales

RATING	LABEL	DESCRIPTION
4	Outstanding Performer	Objectives exceeded and competencies more than fully demonstrated
3	Successful Performer	Objectives met and competencies fully – demonstrated at required levels
2	Developing Performer	Most objectives met but development required to fully meet all objectives
1	Unsatisfactory performer	Performance unacceptable; objectives not met and competencies not demonstrated. Under performance action underway
TNTR	Too new to rate	The person is currently being assessed on a probationary period and is going through a learning curve to fit in. An employee who has joined after 1 st April.



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At the end of the academic year, line managers have the responsibility to communicate the rating of their subordinates to the HR Department.





Performance Based Increases and Bonuses

Based on the performance of the school, the Board of Directors will communicate to the Head of School, the overall percentage increase in the monthly salaries which can be used to award performance-based salary increases for the following year. The total salary increase amount will then be distributed to individual employees based on their annual performance ratings.

The Board will also communicate the performance bonus pool available for distribution to individual staff members who have shown outstanding contributions and performance for the year based on their annual performance ratings. The bonus pool will be based on overall school performance in meeting school objectives in the areas of enrolment, academic performance and financial performance.

All individual performance-based salary increases and bonuses will be presented by the Head of School to REMCO for approval in September. Approved salary increases will be effective as of September and approved performance bonuses will be awarded in October.

Annual performance review of the Head of School will be conducted by REMCO in October. Performance-based salary increases and bonuses will be recommended to the Board no later than November. Approved salary increases will be effective as of September and approved performance bonuses will be awarded in December.



ANNEX A: ANNUAL PERFORMANCE REVIEW TIMELINE:

STAGE	RESPONSIBLE	NOTE	DEADLINE
Objective Setting	Line manager with employee	To be countersigned by: <u>Academic Staff</u> : Respective Principal <u>Non Academic Staff</u> : Head of School	September
Mid-Year Review	Line manager with employee	To be countersigned by: <u>Academic Staff</u> : Respective Principal <u>Non Academic Staff</u> : Head of School	March
Annual Appraisal	Line manager with employee	To be countersigned by: <u>Academic Staff</u> : Respective Principal <u>Non Academic Staff</u> : Head of School	June
Performance-based increase amount totals to be set in budget	Board	REMCO to discuss in May and recommend to Board for June meeting	June
Summary of all Annual Appraisal ratings provided to Head of School	HR		August
Individual Performance-based Increases and Bonuses to be recommended to REMCO	Head of School	Based on Annual Appraisal ratings	September
Performance-based Bonus Pool amounts to be set	Board	REMCO to discuss in September and recommend to Board in next meeting	September
Performance-based Increases implemented	Head of School	HR to prepare letters Finance to effect in payroll, with Increases backdated to September	October
Performance Bonuses paid	Head of School	HR to prepare letters Finance to effect in payroll	October
Head of School Annual Appraisal	REMCO	Based on agreed KPI's	October
Head of School Performance-based Increases and Bonuses recommended to Board	REMCO	Based on Annual Appraisal ratings	November
Head of School Performance-based Increases and Bonuses paid	REMCO	Finance to effect in payroll, with Increases backdated to September	December



ANNEX B: PERFORMANCE IMPROVEMENT PLAN WHEN DEALING WITH UNDERFORMING EMPLOYEES:

Aims and Objectives

- To support, guide and advise employees who may be experiencing difficulties in performing their duties to the required standard;
- To provide line managers with a clear framework to manage employees who may be underperforming in their role in a fair and consistent manner;
- To support a culture of continuous development and improvement.

Northfields recognises that employees may, from time to time, encounter difficulties in performing their duties to the required standard and would like to support the concerned employee to overcome such difficulties and to achieve and sustain satisfactory levels of performance. The school expects the line manager to coach and give additional support, and to use structured approach as required for continued unsatisfactory job performance and clearly indicate the consequences of not meeting expectations.

The Performance Improvement Plan (PIP) will be used to provide a platform to communicate performance shortfalls at an early stage, allowing the employee to reach and sustain satisfactory standards of performance. Prior to putting an employee under a PIP, it is important that the employee is supported through the informal stage such as regular one to one discussions.

The PIP should be used to address work performance issues that are due to a lack of capability in the job role. In the event there are performance issues relating to conduct or attitude, it is highly recommended to use the disciplinary guidelines.

When an employee will be put through a PIP, it is important to highlight:

1. The performance problem
2. The improvement that is required
3. The timescale for achieving this improvement
4. A review date
5. Any support, including training, coaching that the employer will provide to the assist the employee.

The employee should be informed if the PIP document represents the first stage of a formal procedure (equivalent to a written warning as per the disciplinary guidelines) and what action will be taken if they fail to improve.

Managers should be clear that underperformance exists when the employee is not meeting the requirements of the role. Examples of poor performance could include recurrent unfinished work, missed deadlines, not responding to student communications within an agreed timeframe, a lack of preparation for lessons, failure to give constructive feedback to students, missing assessment deadlines, or a failure to communicate progress on tasks or a consistent level of inaccuracy in the work produced.



Whilst Northfields would expect that these issues are dealt in a supportive manner, the line manager should understand that there are implications attached for not tackling the performance issues. These implications could include the level of efficiency within the team, a disaffected team and/or an increased workload for other members of the team and even complaints from parents. Failing to deal with these issues could have a wider impact to the School, such as not meeting business objectives and affecting the levels of customer satisfaction experienced.

Northfields encourages line managers to investigate the reasons of unsatisfactory performance. For example whether or not the employee may be experiencing personal problems, or if they have recently moved into the role, or there may have been significant changes in their role. The line manager also needs to determine if there have been any barriers to performing fully. Similarly, the employee may highlight perceived barriers, which need to be considered.

Consideration should also be given as to whether or not there is an underlying medical condition. Medical conditions should be supported by a Medical Practitioner's note as much as possible. An employee with established medical conditions will be given a reasonable timeframe for adjustments and the appropriate approach to take when managing capability issues due to ill health. If it is established that the reason for under performance is due to conduct or attitude, then it is more appropriate to adopt the disciplinary procedure.

Once it has been established that the reason for the underperformance is not due to a medical reason, and it is a capability rather than misconduct issue, then the PIP should be applied.

Guiding Principles

- The application of the PIP should be fair, transparent and consistent; providing sufficient evidence for assessing an employee's performance
- Employees should be given the opportunity make an effort to alleviate poor performance at an early stage
- Line Managers play a fundamental role in driving the PIP – this includes making the necessary time required to apply this procedure and supporting the employee who is experiencing difficulties
- The PIP should support and develop those that have been identified as not meeting agreed objectives or who are underperforming in their job role
- Objectives should be in line with the school and departmental strategies and the employee's agreed job description