



PERFORMANCE DEVELOPMENT REVIEW (SUPPORT STAFF) POLICY

Approved By: Trust Board
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1. POLICY STATEMENT

- 1.1. As an employer the Girls' Learning Trust ('the Trust') is committed to recruiting, developing and retaining exceptional people who support our education mission: to empower girls to thrive through a holistic, rigorous and transformative education that nurtures their intellectual, emotional and personal growth.
- 1.2. The prioritisation of recruitment and retention strategies that attract and retain high performing people who align with our shared ethos is directly linked to our education mission. The Performance Development Review Policy forms part of the Trust's staff retention strategy.
- 1.3. The Trust believes that it is essential for all staff to be clear about their work roles and responsibilities, their contribution to their team and the wider school or Trust, and their developmental needs and career opportunities. It is important that there are continuous opportunities for two-way feedback to help support the achievement of this clarity and understanding.
- 1.4. By adopting this policy, we aim to:
 - Align the Trust's strategy with school development plans, department plans, and individual areas of focus, to ensure the delivery of our education mission, positively impacting the lives of our students.
 - Provide a clear and transparent framework for ensuring that opportunities for meaningful conversations between colleagues is in place, enabling employees to carry out their roles effectively and enabling line managers to support the development of potential and recognise individual contributions.
 - Ensure consistency and standardisation across the Trust, with colleagues able to expect and receive similar levels of communication and support from their line managers no matter where they work.
 - Encourage opportunities for continuous, two-way feedback to help support the achievement of continuous professional development and wider school improvement.
 - Reduce unnecessary bureaucracy, paperwork and workload, supporting the wellbeing of all staff.
- 1.5. This policy should be read in conjunction with the following policies, which can be located on the GLT Staff Zone:
 - Support Staff Pay Policy
 - Capability Policy
 - Disciplinary Policy
 - Grievance Policy

2. SCOPE

- 2.1. This policy applies to all support staff on permanent and fixed-term contracts of 12 months or over. It does not apply to employees who are within their probationary period (see clause 6.8).
- 2.2. This policy does not apply to casual staff.
- 2.3. This policy does not form part of an employee's contract of employment and may be amended

by the Trust at any time.

3. LEGISLATION AND GUIDANCE

3.1. When implementing this policy, the Trust will abide by:

- The Employment Relations Act 1999, which establishes a number of statutory work rights.
- The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000 and the Fixed-Term Employee (Prevention of Less Favourable Treatment) Regulations 2002, which require the Trust to ensure part-time and fixed-term workers are treated fairly.
- The Equality Act 2010, which requires the Trust to have due regard to the need to eliminate discrimination and advance equality of opportunity and foster good relations between people who share a protected characteristic and those who do not share it.

4. ROLES AND RESPONSIBILITIES

Trust Board

The Trust Board is accountable for the setting of this policy and for the monitoring of its implementation across the Trust.

HR & Remuneration Committee

HR & Remuneration Committee is a subcommittee of the Trust Board, with delegated responsibilities to review and approve policies, oversee the development and implementation of performance review systems ensuring that reviews are conducted regularly and fairly, and to promote a culture of continuous professional development.

Executive Leadership Team

The Chief Executive Officer, Chief People Officer and Headteachers are responsible for overseeing the implementation of this policy and for monitoring consistency across each school and the wider Trust.

Line Managers

Line Managers are responsible for ensuring the implementation of this policy within their teams, including the execution of regular one-to-one discussions and more structured Performance Development Review meetings.

Employees

Employees are responsible for attending one-to-one meetings and Performance Development Review meetings in an engaged and prepared manner, to ensure their effectiveness.

5. PRINCIPLES

5.1. To ensure the effectiveness of the process, the following principles should be adopted.

i. Continuous Conversations

The Performance Development Review process should be seen as a continuous process, involving ongoing conversations between employees and their line managers. This includes regular one-to-one meetings as well as more structured Performance Development Review meetings. The process should not be seen as a one-off event in the calendar year.

ii. Two-way Conversations

The Performance Development Review process is a two-way, collaborative and supportive process, providing employees and their line managers with the opportunity to:

- Reflect on achievements and identify any areas for improvement.
- Clarify any focus areas of work.
- Share feedback.
- Identify any training or professional development needs.
- Discuss career aspirations.

iii. Commitment and Engagement

It is recognised that the success of the process is determined by the level of effort and commitment made by both the employee and their line manager. Meetings should be prepared for and adhered to by both parties.

iv. Open and constructive

The most helpful conversations are honest conversations, where all views are heard and where any problems are solved collaboratively. Employees should be recognised for their work and, where there may be challenges, the message should be delivered kindly with clear and supportive action plans for development.

6. PROCESS

One-to-one meetings

- 6.1. Line managers are responsible for arranging regular one-to-one meetings with their team members.
- 6.2. These meetings should be no less frequent than monthly but may be as frequent as once per week.
- 6.3. The meetings should be no less than 20 minutes but, in the majority of cases, will last between 30 – 60 minutes.
- 6.4. Where possible, the meeting should be conducted privately to ensure conversations can be open.
- 6.5. The purpose of these meetings is to discuss:
 - Key actions
 - Planning requirements
 - Feedback around any issues, challenges
 - Recognition of achievements
- 6.6. Where possible, meetings should be noted. It may be helpful for the line manager to summarise the discussion in a follow-up email, one note, or within a simple word document which tracks ongoing one-to-one discussions. This will form a useful tool for any subsequent conversations.

Performance Development Reviews

- 6.7. More structured Performance Development Review meetings should take place twice per year. The exact date should be determined between the line manager and the employee and will consider both workload and wider school business; however, line managers must ensure that the meetings take place between the following months:
- Review Meeting 1: Between November and end of January
 - Review Meeting 2: Between May and end of July
- 6.8. Where an employee starts their employment at the school part-way through a cycle, they will first be subject to a 6-month probationary review period which includes opportunities for structured meetings with their line manager or a member of the senior leadership team. Once they have successfully passed their probation the line manager will determine the Performance Development Review cycle for that employee, with a view to bringing their cycle in line with the cycle for other employees in the team or department as soon as possible.
- 6.9. A template form for completion, as well as guidance documentation, will be issued by the Trust HR team, however, the key themes of these meetings are to:
- Review performance and achievements: reflecting on what has gone well and what may not have gone so well and reviewing any challenges.
 - Clarify role and expectations: review job descriptions if necessary, ensuring clarity on expectations.
 - Look ahead to the year: providing an opportunity for the employee to hear from the line manager about key development plans for the team, department or school and how the employee's role and work fits into this.
 - Discuss wellbeing: an opportunity to focus on the individual employee, to identify any barriers to success, to discuss work-life balance and to identify any additional support if necessary.
 - Consider focus areas: discuss and agree up to two focus areas related to work and up to one aspiration related to personal growth or long-term ambition. It should be noted that not all employees are at the same stages of their career and some employees may not wish to consider a specific aspiration related to growth or long-term ambition.
- 6.10. All forms should be completed and returned to the Headteacher's PA for recording.

7. INFORMAL CAPABILITY SUPPORT

- 7.1. Where there are concerns about any aspects of the employee's performance, it is expected that this will have been raised with the employee as part of the day-to-day line management taking place throughout the year. This should not be raised for the first time within the structured Performance Development Review meetings.
- 7.2. The Trust's Capability Policy should be referred to in instances where underperforming staff would benefit from a Performance Improvement Plan.
- 7.3. Where any underperformance is being managed through the Capability Policy, in the majority of cases it would be appropriate for Performance Development Review meetings and objectives to reflect this process to ensure the two are aligned.

8. MONITORING

- 8.1. The implementation of this policy will be monitored by Headteachers, with Headteachers' PAs providing regular reports regarding the completion of Performance Development Review meetings.