Performance Development Procedure

Policy Owner: Group Head of People Operations
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Rationale

At ISP we put learners and their learning first – and each employee is a learner. Our aim is to support our employees to recognise that their mindset, experiences and actions drive their outcomes and achievements. With this awareness they exercise voice, choice and ownership over their own learning, growth and development – therefore leading their own learning and influencing the learning of others.

Learning is a process of getting better in our knowledge, skills and understanding. This process takes place through quality repeated experiences and a good struggle. Our performance development procedure is aimed at:

- Partnering with employees to agree individual goals that will contribute to achieving individual school and regional strategies and therefore the ISP group strategy
- Empowering employees to lead their own learning
- Supporting employees to experience a 'good struggle' by identifying and improving the internal and external factors affecting their learning, growth and development
- Helping employees to recognise their learning and development needs and helping them set goals to take steps towards these
- Ensuring an ongoing focus on learning and getting better supported by quality continuous feedback

A good atmosphere – one that is safe, open, caring, collaborative and inclusive – is central to our performance development procedure. This atmosphere, and the learning that takes place within it, is underpinned by positive, supportive relationships that support the wellbeing, improvement and outcomes for both employee and line manager.

Within this atmosphere, respectful and professional feedback and dialogue is valued as a shared commitment to getting better, together. That is why we encourage regular 1-2-1s or check-ins between line managers and employees. The emphasis in these meetings should be on the goals or outcomes that will most benefit our schools and regions and on the quality of learning, as well as the employees' personal learning, growth and development.

This requires line managers to focus on progress, improvement and developing knowledge, skills and understanding through regular feedback and coaching and encouraging employees to lead their own learning and growth.

There are four key elements to this:

· Goals, activities and outputs aligned to ISP / school purpose and strategy, individual role profiles and our Schools of Choice ethos
· Frequent, balanced feedback in line with ISP principles and behaviours

- Recognition and celebration of learning and achievement
- Personal learning, growth and development supported by personal learning goals

Agreeing goals

Effective goals help employees:

- Feel a greater sense of purpose and connection
- Identify where to focus their time and energy
- Achieve the outcomes that matter most to ISP and our schools

At ISP we have three types of goal:

- ISP / School goals - these goals focus on outcomes that will benefit ISP and school strategy
- Personal effectiveness goals – these are the goals for personal learning, growth and development, to help the employee get better
- Wellbeing goals – for employees to reflect on what is important for their individual health and wellbeing

Agreeing goals *together* for learning and development and for the outcomes that matter most supports motivation and engagement and increases the likelihood that goals will be achieved.

Central to agreeing and achieving goals is:

- Helping employees to understand themselves as learners, and recognise their learning and development needs
- Supporting employees to recognising, handle, remove or improve factors that affect learning and progress and to ensure employees experience a good struggle (internal factors include things like mindset, emotions and wellbeing; external factors include things like resources, relationships and environments)
- Supporting employees to inquire into their own learning and development, using evidence to monitor and assess their progress towards their goals
- Inviting and using regular feedback to continuously learn, get better and keep on track of developments and progress

All of these require employees and line managers to work together, in partnership.

The outcomes of goal setting will have greater impact when employees understand how their personal goals fit into the wider vision, purposes and principles of their school, team and for the ISP group as a whole. Goals that connect to the group and school strategy encourage accountability and the motivation to get better as employees understand the value of their contribution.

Meeting regularly enables line managers and employees to check-in on progress towards goals and to adjust and adapt as necessary as realities and circumstances evolve.

The importance of feedback

Feedback is an essential part of effective learning. Feedback – from ourselves, our peers and our line managers – helps us to explore multiple perspectives on what actions we can take to learn and get better. Giving – and receiving - feedback also provides us with an opportunity to recognise and celebrate our achievements towards our goals and the impact this is having within our roles, teams and the wider organisation.

There are three types of feedback:

- Praise and recognition – when all is going well and you wish to motivate, thank and celebrate

- Balanced – when there are positive and constructive elements to discuss
- Corrective – when the situation requires that we address behaviours, factors or outcomes that are not meeting expectations

Effective feedback is two-way, between line manager and employee and employee and line manager. Approaching feedback in this way builds trust and confidence and sets the foundations for positive and lasting progress and change. Our Performance Development Process sets out clearly and transparently our framework for giving and receiving feedback.

ISP Performance Development Process

The 'Continuous Feedback' course on The Learning Hub sets out the ISP approach to positive performance management, learning and development.

Our Performance Development Process includes two types of meetings.

1-2-1 meetings / check-ins

- Regular 1-2-1 meetings or check-ins provide a forum for agreeing goals, checking-in on progress, sharing frequent and balanced feedback and giving praise and recognition.
- This process of goal-setting and frequent balanced feedback 1-2-1s provide opportunities for employees to learn and grow in their roles.
- Employees are also encouraged to reach out and seek feedback from those they work alongside and interact with.
- Whilst regular, these meetings are short and informal and don't necessarily need to be formally scheduled; it's about keeping the conversation going and ensuring everyone knows how they are doing against expectations.
- The focus of these meetings is on a constructive, two-way conversation, with the sharing of feedback as a key element.
- Goals and check-ins can be recorded in Cezanne.
- The frequency can be agreed on an individual basis between line manager and employee. They might be fortnightly, monthly or even every half term but they should include key times such as probationary reviews or when someone progresses into a new role. Performance should also be summarised and confirmed at year end (see Evaluation Tool).
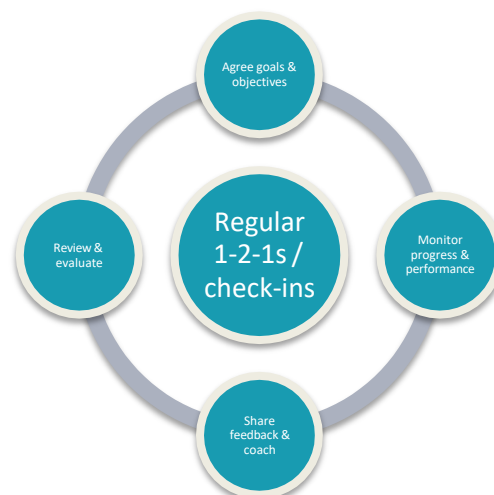
Personal Development Meetings

- These meetings are less frequent. Again, the frequency can be agreed between line manager and employee but they might be termly, quarterly or twice a year.
- They provide time away from the day-to-day for managers and employees to focus on and discuss their professional and personal learning, growth and development.
- The focus should be on identifying employees' capability and defining professional and personal learning and development areas.
- Supporting and encouraging personal development, learning and growth is key to building motivation, commitment and engagement as well as ensuring all our people are aware how they can increase their contribution to the success of their school or team.
- Longer-term personal and career aspirations should be considered as well as short to mid-term goals.
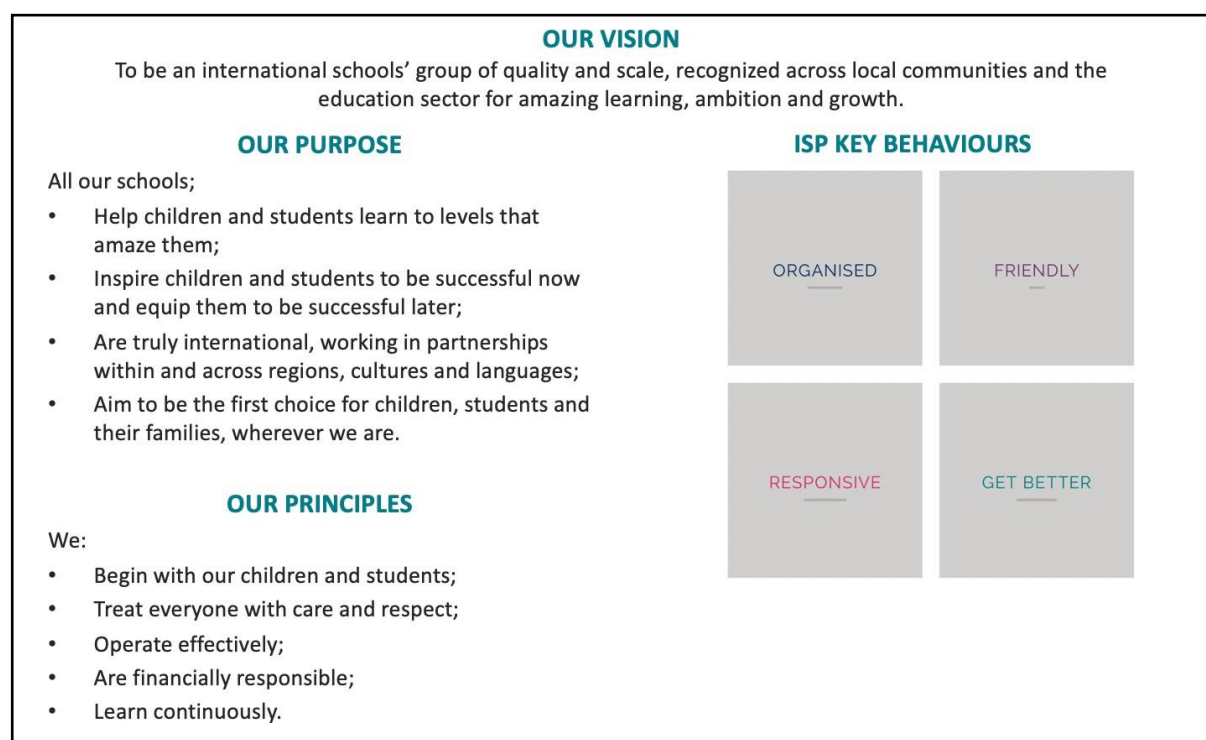
Evaluating performance

Performance management is about **what** we do and **how** we do it:

- The **'whats'** are the outcomes we want to achieve, the results we need to see and goals we want to achieve.
- The **'hows'** are how we go about it; the competencies and behaviours we demonstrate and skills and knowledge we use.

ISP Vision, Purpose and Principles and Key Behaviours

Our Vision, Purpose and Principles, together with our Key Behaviours, set out what matters to us and how we embody these qualities within ourselves and with others. Employees and line managers can find out more by completing the 'Together in Partnership' course on The Learning Hub.

OUR VISION
To be an international schools' group of quality and scale, recognized across local communities and the education sector for amazing learning, ambition and growth.

OUR PURPOSE
All our schools;
- Help children and students learn to levels that amaze them;
- Inspire children and students to be successful now and equip them to be successful later;
- Are truly international, working in partnerships within and across regions, cultures and languages;
- Aim to be the first choice for children, students and their families, wherever we are.

OUR PRINCIPLES
We:
- Begin with our children and students;
- Treat everyone with care and respect;
- Operate effectively;
- Are financially responsible;
- Learn continuously.

ISP KEY BEHAVIOURS

ORGANISED	FRIENDLY
RESPONSIVE	GET BETTER

ISP Competencies

The ISP competency framework defines the behaviours, attitudes and skills we should be focusing on to enable us to carry out our roles and responsibilities effectively and in line with the ISP Vision, Purpose and Principles.

	Emerging Talent The behaviours below (1-7) should be demonstrated regularly and consistently by our Emerging Talent.		**Existing Talent** The behaviours below (8-14) in addition to the Emerging Talent behaviours (1-7) should be demonstrated regularly and consistently by our Existing Talent.		
Leadership	**1. Collaboration** Takes an active part in leading their school or region; is cooperative and a genuine team player, developing positive, supportive relationships with colleagues to solve problems and maximise opportunities.	**2. Learning & Getting Better** Continually demonstrates personal commitment and passion for learning and getting better using evidence and feedback; supporting others in their continual learning, development and growth.	**8. Leading & Inspiring Others** Supports, encourages and inspires students, colleagues and teams so that they give their best.	**9. Understanding People** Is a very good judge of talent, can objectively articulate the strengths and motivations of people inside or outside the organisation.	**10. Influencing & Communication** Consistently informs, influences and inspires students, parents and colleagues through timely and effective communication.
Strategy & Innovation	**3. Innovation Leadership** Is good at creating an environment where ideas for learning initiatives and services are generated and is able to motivate and inspire others through the process of creation through to completion.		**11. Agile** Responds and adapts to changing circumstances; manages and solves problems by providing solutions in a climate of ambiguity.	**12. Strategic, Commercial & Financial Awareness** Has the ability to apply understanding of the business and sector to improve effectiveness and profitability.	
Delivering Results	**4. Outcome driven** Can be counted on to find solutions. Is consistently looking to exceed goals and is focused on KPIs.	**5. Resilience** Can deal with setbacks and challenges calmly and effectively.	**13. Planning & Decision Making** Makes decisions on the best course of action and then plans, organises, prioritises and balances resources to achieve the desired outcome.		
Community Focus	**6. Community Focus** Is committed to meeting and exceeding the needs and expectations of our students and their families.				
Integrity & Ethics	**7. Integrity & Ethical Management** Has the ability to work ethically and with integrity; helps others feel valued; puts the wellbeing of students and colleagues first and upholds and models ISP Vision, Purpose and Principles.		**14. Diversity & Equity** Has the sensitivity, awareness and skill to understand the values, behaviours, attitudes and practices across cultures that supports all children and adults to learn and work effectively.		

Evaluating tool

We use a simple, four-stage traffic light evaluation tool to help assess and define performance, learning and development at ISP.

Not meeting expectations **Red**	Beginning: meeting some expectations **Amber**	Developing: achieving expectations **Green**	Mastering: exceeding expectations **Blue**
• Employee is not achieving goals and / or is not demonstrating ISP competencies / behaviours. • Results not where they should be in terms of quality or timeframe. • Improvement is required. • Commitment and motivation could be better.	• Employee is achieving some but not all goals. They need additional resources / support to achieve goals. • Their demonstration of ISP competencies, principles and behaviours could be more consistent. • Opportunity for growth, learning and improvement in role - often these employees have taken on a new role or responsibilities. • Employee is committed and wants to get better.	• Employee is achieving all goals and consistently demonstrating ISP competencies and behaviours. • Can be relied upon to deliver and overcome barriers or problems. • They are achieving but are still growing in role and may need some support from time to time. • Employee seeks out opportunities for self-development and improvement.	• Employee has exceeded expectations in the delivery of their goals. • Role models ISP competencies and behaviours and is looked to by others for mentorship and guidance. • Consistently observed and regarded as excellent by others. • Great results, strives to be even better. • Employee is not limited by role or ambition - is ready for next step.

When evaluating and assessing performance, learning and development managers and employees should consider the following:

- The broad requirements and focus of the role, as set out in the Role Profile or Job Description
- Progress towards agreed goals
- Demonstration of ISP competencies and behaviours and ISP principles

- Both the employee's and the line manager's input and feedback, as well as wider feedback from key relationships

The nature of any discussions on performance, learning and development and any agreed follow-up actions will depend on the agreed performance stage of the employee. With regular 1-2-1s and continuous two-way feedback, the evaluation will be planned in advance and it will help set the basis for looking ahead, redefining goals and focusing on the future.

Where there are performance concerns that do not improve with initial feedback and support, a Performance Improvement Plan will need to be put in place and formal procedure followed if the situation continues.

Not meeting expectations

- Where employees are not meeting expectations, either in terms of results or behaviour, conversations should focus on the here and now rather than future options, new tasks or additional responsibilities. The aim is to:

    - Understand what is going wrong – what internal and external factors are creating a 'bad struggle'; for example, is there a lack of capability or commitment or have barriers and problems hindered achievement?
    - Clearly identify performance concerns – and provide clarity on what improvement is required. Goals will need revisiting and may need redefining.
    - Agree on actionable next steps required so that the employee understands and accepts what they need to do to be successful. Using coaching techniques can help the employee to create and define their own solutions.

- Should performance not improve, a structured Performance Improvement Plan can be drawn up with HR support.

Beginning: Meeting some expectations

- Often this will be an employee who is new to a role or ISP, or who has recently taken on some additional responsibilities. They are making progress but may be affected by some challenges and barriers to their performance, learning and development and this can manifest in some inconsistent results or in their approach / behaviours. Often these employees may not have had enough time in their role to show significant results but typically they have the potential and the desire to achieve. The aim is to:

    - Share perceptions that the employee has good potential.
    - Support the employee to identify any performance concerns or expected challenges.
    - Focus on the steps they need to take to achieve their goals and get better.
    - Identify how the line manager can provide support and discuss what can be done to remove or mitigate any barriers to success.

Developing: Achieving expectations

- These employees demonstrate a strong, consistent performance and can often start to take on more responsibility. They are capable of overcoming barriers and hurdles and have a strong, positive impact on their team or school. The emphasis should be on how the employee can maintain or build on the value of their contribution and what further support is needed. The aim is to:

- ➢ Recognise and celebrate achievements.
- ➢ Convey that the employee is appreciated, valued and has potential to grow.
- ➢ Identify and agree on how the employee can continue to grow and get better in their current role (e.g. through learning and development).
- ➢ Consider their aspirations and new opportunities that may arise in next 1-2 years.
- ➢ Discuss how best to retain and engage the employee.

Mastering: Exceeding expectations

- These employees are our top talent and potential future leaders. They regularly exceed their goals and they see problems or barriers as challenges to learn from and overcome and are looked to as role models by others. Meetings should focus on acknowledging the value of their contribution and ensuring they know that they are seen as playing a significant role in our future success. The aim is to:

  - ➢ Recognise and celebrate the achievements, potential and leadership abilities.
  - ➢ Discuss and agree on future aspirations, goals and desired learning and development.
  - ➢ Provide the employee with the skills and experience needed for future roles; for example, consider projects, secondments, stretch challenges.
  - ➢ Explore what motivates the employee and how we can support them to stay and take the next step.

This approach to performance evaluation is used at end of year and other key times (such as after a probationary period) but is also useful during the year to facilitate reflection on progress and goal achievement.

Evaluating growth potential

In determining employees' potential to further grow and progress whether within their role or beyond, line managers should consider 4 factors, taking into account their current performance stage and demonstration of ISP competencies:

- Drive to succeed
  - ➢ Does the employee continually strive to learn and get better?
  - ➢ How passionate / engaged are they?
  - ➢ Do they embody and model the ISP vision, purpose and principles in their approach?
  - ➢ Do they regularly demonstrate moments of amazing learning – learning that goes beyond expectations, and has a transformational impact
  - ➢ Do they lead their own learning – and influence the learning of others?

- Learning journey
  - ➢ Where is the employee is in terms of their personal learning journey in their current role?
  - ➢ Are they 'Beginning', 'Developing' or 'Mastering'?
  - ➢ How eager are they to uncover new learning and opportunities?

- Ability to get things done
  - ➢ Do they regularly meet expectations, achieve their goals and demonstrate impact?
  - ➢ When faced with challenges do they step back, think critically and then progress and succeed?
  - ➢ Are they outcome-driven, resilient and agile?
  - ➢ Are they practical, good decision-makers?

- Leadership and influence
  - How effective are they at collaborating and working with people?
  - Do they motivate and inspire others?
  - Do they build positive, supportive and beneficial relationships?

Summary

- Every employee is a learner – with the capacity to lead their own learning, and the learning of others
- The role of line managers is to work in partnership with employees to help them to understand themselves as learners, recognise their learning and development needs, and ensure they have the tools and support they need to experience a good struggle
- Line managers and employees should agree goals at the beginning of the year. These goals should feed into wider ISP / school strategy and each employee should also have personal learning goals.
- Regular 1-2-1s or check-ins between line managers and employees facilitates the giving and receiving of frequent balanced feedback, builds trust, performance and engagement and enables goals to be adapted as necessary. The frequency can be agreed between manager and employee.
- Goals and 1-2-1's / check-ins can be recorded in Cezanne.
- At year end and key times such as end of probationary periods, performance should be assessed and evaluated.
- Personal development meetings take place less frequently and provide line managers and employees with the opportunity to discuss aspirations and personal development.