



# **REGENT PRIMARY SCHOOL**

## **Performance Management Policy**

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Reviewed by Joe Labuschagne: August 2022  
Previous Review: August 2020

Approved by the Board:

Type of Policy: Administrative

**Reason for Policy:**

The purpose of an effective performance management system is for employees to have a clear understanding of the work expected from them, to receive ongoing feedback regarding how they are performing relative to expectations, to distribute rewards accordingly, to identify development opportunities, and to address performance that does not meet expectations. A comprehensive performance management system empowers employees to have greater input to their personal career progression and will enable managers to better identify, recognise, and reward individuals based upon an agreed set of criteria.

**Policy Statement:**

The Regent School, Abuja strives to provide an environment where all employees understand the impact their contributions have on the achievement of Regent School goals and are provided the opportunity for ongoing personal growth.

One way we can accomplish this goal is through a strong performance-based management program that culminates in an annual performance review. The performance management process is continuous as we plan, manage, review, and reward performance.

**Scope:**

Entities Affected by This Policy

All classified employees at the Regent School, Abuja should be aware of this policy.

Who Should Read This Policy?

All classified employees at The Regent School, Abuja should be aware of this policy.

**Policy Terms:**

**Performance Goals**

Help to define what is expected of you in your current position in relation to the department and/or School's overall goals.

**Career Development Goals**

Outline opportunities for professional development and/or career growth

**Competencies**

Competencies are the key capabilities, characteristics, and behaviours that all Regent School employees need to develop and demonstrate in order to drive superior work performance.

## Procedures:

The Regent School Performance Management Process consists of a four-phase cycle: **planning**, **managing**, **reviewing**, and **rewarding** performance.

The **planning phase** is the foundation of the entire Performance Management process. In this phase, individual goals and objectives are set for the performance period. Goals that are SMART (specific, measurable, achievable, relevant, and time based) increase employee motivation and commitment to goal attainment, leading to greater performance and productivity.

Regular communication between the manager and employee is critical during the **managing phase** of the performance management cycle. Through formal and informal conversations, both parties are kept abreast of progress towards the successful completion of goals and expectations. These discussions also enable the manager to provide timely feedback and coaching as the year unfolds.

Because the performance cycle spans several months, it is important for managers and employees to keep track of key performance highlights and challenges that occur during the year. These notes will help immensely when it's time to prepare the annual review.

Mid way through the **managing phase** there is the opportunity of a mid-year review. Targets are revisited and if necessary redefined or added to. At the conclusion of the evaluation cycle, the manager meets with the employee to conduct the **annual performance review**.

If SMART goals have been set (planning phase) and ongoing communication/feedback has taken place (managing phase), the overall outcome of the annual review should come as no surprise to the employee.

When merit increases are available (after mid-term review and following the annual performance review), employees may receive a bonus as a reward for meritorious performance. It is important to remember that performance bonuses should be differentiated between employees based upon their overall performance ratings and, in general, top performers should receive higher pay increases.

The final decision on the payment of any bonus lies with the Proprietress upon receipt of advice from the Headmaster.

## Goal Setting

At least two performance goals are required for all employees with the recommended average being two to four goals.

## **Competencies**

All Regent School employees will be rated on the following six competencies:

### ***Decision Making –***

Able to analyse situations fully and accurately and reach productive decisions. Consults appropriate parties when necessary and identifies the key concerns and/or issues that need to be addressed in order to make the best decision possible.

### ***Effective Communication -***

Able to express ideas in a clear, concise, and effective manner, whether speaking or in writing. Uses correct grammar and sentence structure in communications. Is a good listener, even when differing viewpoints are expressed? Openly shares information and keeps all relevant parties updated.

### ***Interpersonal Relationships –***

Builds and maintains effective working relationships with others- both internal and outside the organisation. Takes a positive and productive approach to resolving any conflicts which may arise. Exemplifies commitment to the Regent School's core value of respect- treating everyone with fairness, compassion, and dignity.

### ***Job Knowledge –***

Demonstrates the professional, administrative, supervisory, and/or technical knowledge required to perform the job successfully. Continuously strives to further improve job knowledge. Serves as a reliable resource for other employees regarding areas of expertise.

### ***Producing Results –***

Assignments/projects are consistently completed in a timely manner with the desired level of quality and quantity. Follows up on the outcome of work efforts to ensure desired results.

### ***Professional Standards –***

Is always punctual and attends regularly with few absences. Dresses in an appropriate manner with due respect given to culture and context. Complies with all directives from line managers in a timely and efficient manner. Does not engage in gossip about co-workers. Is supportive of the school's aims and initiatives. Supports all school activities; during the school day, after school and at weekends as required. Demonstrates the highest integrity and honesty at all times.

**All classified line managers will also be rated on the following three competencies:**

### ***Cultivating Workplace Diversity –***

Ability to understand, appreciate, and use the unique contributions of staff in various cultures, nationalities, ethnic backgrounds, genders, ages, points of view, etc.

### ***Leadership –***

Ability to work with a group to set its objectives and agenda, generate allegiance to those objectives, and guide and motivate their achievement. Articulates the end results needed and allows people to exercise initiative and discretion without micromanaging. Enforces standards/rules fairly and consistently and leads with courage.

### ***Staff and Career Development –***

Addresses learning, training, and career development needs of individuals, teams, or organisation. Works with employees to establish job and career development goals. Provides accurate, timely feedback including annual performance review.

These competencies align with the Regent School's competency model where engagement, collaboration, and execution are at the forefront for all Regent School employees.

### **Ratings**

The competencies and goals employees establish in the system will be rated on a new five-point scale (Exceptional, Strong, Satisfactory, Needs Development, and Unsatisfactory).

### **Online System**

Supervisors/Managers and employees will establish performance goals and enter them into an online system. This system will allow both employees and their managers to update and track progress on the goals throughout the year. An employee's overall rating will be based both on progress on reaching established goals and performance in aforementioned competency areas.

### **Career Development Plan**

The Regent School's culture promotes individuals owning their careers. Career planning and professional development activities are designed to further develop and maintain a high-performance workforce by providing targeted opportunities for learning and growth. Career planning allows employees to align their annual development goals with long-term career goals and organizational needs. Typically, the career development goals are drafted and revised during the first phase of the performance management cycle. These goals can be entered into the online performance management system.

### **Responsibilities:**

Headmaster	Offer assistance with policy interpretation and administer policy and ensure compliance.
Line Managers	Ensure all meetings take place as scheduled. Keep notes of all meetings. Treat all employees equally.
Employees	Attend meetings as required and enter into the performance management process professionally and with integrity.