

All Saints CEVA Primary School



PERFORMANCE MANAGEMENT POLICY FOR SCHOOL SUPPORT STAFF

In developing the policy, full consideration has been given to the requirements set out in the Equality Act, 2010 in relation to protected characteristics.

Hebrews 10:24-25

And let us consider how to stir up one another to love and good works, not neglecting to meet together, as is the habit of some, but encouraging one another, and all the more as you see the Day drawing near.

Performance Management – Support Staff

1.1 All Saints CEVA Primary School is committed to an effective performance management scheme for all support staff, which:

- celebrates successful achievement;
- identifies areas for further professional development;
- sets clear, achievable objectives for the future;
- identifies the support and/or professional development necessary to ensure that the objectives can be achieved; and
- ensures that all members of the team play their parts in delivering high quality learning experiences for our pupils, their parents and the whole school community.

1.2 We believe that performance management is a basic right for every member of the school family. It sets a framework for all support staff to agree and review their priorities and objectives within the context of the school's development plan and their own professional development needs.

1.3 Effective performance management has the following benefits:

- it raises standards;
- increases job satisfaction and motivation;
- offers a structure for valuing the contribution of every member of the team;
- identifies and addresses professional development needs to help people improve the way they work;
- provides an objective basis for evaluating how well people are performing;
- provides the opportunity for two-way feedback;
- allows us to agree SMART objectives for each member of the school team; and
- strengthens and builds good working relationships across the school.

2. Scope

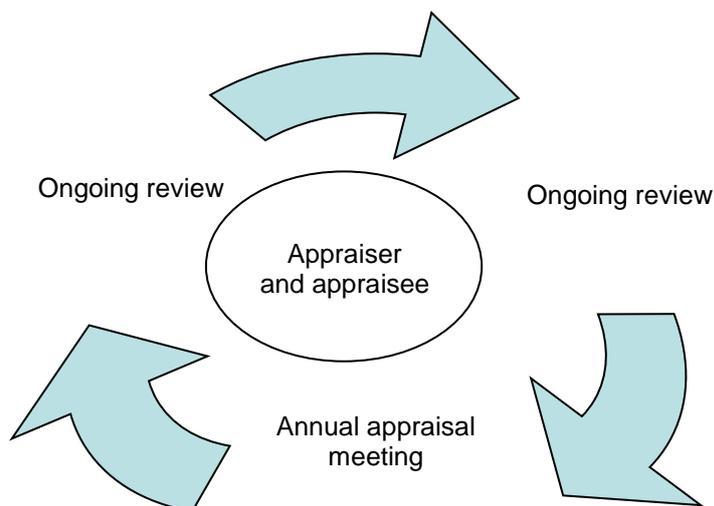
2.1 This policy applies to all members of the school's support staff, except those on fixed term contracts of less than one term, or those within their six month probationary period, for whom the probationary policy will apply. Once they have successfully completed the probationary period, this policy will apply.

3. Performance management cycle

3.1 The school's performance management process:

- is a continuous annual cycle;
- links performance and the drive for continuous improvement and service;
- is a rigorous approach to defining, assessing and rewarding achievement at All Saints CEVA Primary school;
- ensures strong links to our School Action Plan; and
- increases the individual's understanding of how their job adds value to the school.

3.2 The performance management cycle is set out below:



3.3 We will implement our performance management arrangements on the basis of:

- fairness - we all need to be aware of the potential for unconscious discrimination and to avoid assumptions about people based on stereotypes; and
- equity - all support staff will be encouraged and supported to achieve their potential through agreeing objectives, undertaking professional development and having their performance regularly assessed.

4. The roles of the appraiser and appraisee

4.1 Appraisal is most effective when the appraiser and appraisee work together in a positive and mutually supportive way in the best interests of the school. The appraiser is responsible for leading the process, while the appraisee's role is to play an active part in the performance management process.

4.2 The appraiser should:

- work with the appraisee to agree their work objectives;
- help the appraisee to identify their own professional development needs;
- play an active part in planning to help the appraisee meet the objectives
- ensure that coaching, training and/or professional development are provided as appropriate; and
- monitor performance throughout the year, giving regular, objective feedback. Any concerns will be addressed as they arise during the year, so the appraisal or review meeting should contain no surprises.

4.3 Appraisal for support staff will normally be carried out by a member of the Senior Leadership Team or the Headteacher. However, the Headteacher may appoint a different appraiser if there are good reasons to do so e.g. if there is a conflict of interest.

4.4 All appraisers will be expected to commit their time, energy and skill to the performance management process so support staff colleagues are clear about what is involved, how they contribute to the success of our school and are committed to their own work plan. Appraisers will be responsive to staff queries and concerns and will ensure that they take a fair and consistent approach to all appraisal meetings.

5. Work Plans

- 5.1 A work plan (or appraisal) should be a 'living' document to be discussed regularly by the appraiser and appraisee and revised as appropriate throughout the year. It is the key document for performance management purposes and will confirm the outcome of the annual review meeting. The work plan sets out the contribution required of the individual towards the achievement of the school's objectives, which are set out in our School Action Plan.
- 5.2 Appraisals need to be practical and geared towards the type of job the employee does, so the document that records the appraisal may be different for each employee group. However, every work plan will contain the following elements:
- a review of performance against the previous year's objectives
 - confirmation of the objectives for the year ahead
 - confirmation of any performance indicators and deadlines for achievement
 - confirmation of support to be made available in order to achieve the objectives
 - evidence of achievement
 - personal learning and professional development plan.

All Saints CEVA Primary school will use the work plan set out in Appendix One, amended to suit the needs of each employee group.

- 5.3 The appraiser and appraisee should make every effort to develop and agree the objectives and work plan together. In the unlikely event that this proves impossible, the Headteacher will be responsible for setting the objectives and work plan. Discussions about the development of the work plan should be based around:
- our School Action Plan;
 - any existing work plans;
 - the employee's job description; and
 - the employee experience of what is important in their job.
- 5.4 Objectives should reflect the key tasks and responsibilities of the employee's job and should be sufficiently challenging to help the employee raise their performance. Effective objectives should always be SMART and stimulating, allowing the employee to grow and make the best use of their abilities for the benefit of the school. SMART objectives are:
- specific;
 - measurable;
 - achievable;
 - relevant and realistic; and
 - time-bound.

5.5 The number of objectives will vary according to the nature of the job and the level of responsibilities. There should not normally be more than 3 objectives for the year ahead.

5.6 Where an employee does not achieve an objective, the appraiser will be expected to establish the reasons for this, in order to inform future support or other action.

5.7 Appraisers will receive training in order to ensure that they understand the performance management process, can set appropriate objectives and agree suitable support plans.

6. Annual review meeting (appraisal)

6.1 The annual review meeting (appraisal) will take place in Term 2/Term 3 each year and will be a structured discussion between the appraiser and appraisee. The aim is to assess

overall job performance during the review period and find ways to improve and extend performance for the benefit of the employee and our school.

6.2 Both colleagues should prepare for the meeting beforehand. Ideally, the date for the review meeting should be set giving at least two weeks notice to allow both parties to collate the information and evidence they will need in order to review the employee's performance over the last twelve months.

6.3 The context for the annual review meeting will be as follows:

- sufficient time and notice should be allocated for both parties to prepare and exchange information
- the discussion should be conducted in a spirit of participation, support and encouragement
- there should be no surprises, as any problems should have been raised during the termly review sessions throughout the year
- enough time should be allocated to do justice to the discussion
- the discussion should take place in a private area, where the meeting will not be interrupted
- the discussion should be open and honest with the individual taking the lead
- the conclusions and actions for both parties must be documented
- both parties must be committed to taking forward the work plan, including delivering the support plan.

6.4 Most review meetings are likely to last at least an hour but may be longer depending on the performance issues to be addressed. The meeting will cover the following areas:

- **Looking back:**
 - a review of performance over the previous 12 months, based on the work plan, work observations, the termly reviews and any supervision sessions that may have been held in the interim
 - an opportunity to recognise and celebrate the appraisee's achievements
 - an opportunity to consider whether or not the appraisee's job description is accurate, or may need further review.
- **Looking forward**
 - an opportunity to reflect on areas where the appraisee's performance could be improved and to agree ways of achieving this
 - a review of ways in which the appraiser may be able to assist the appraisee to improve their own performance and, where appropriate, improve the appraiser's own contribution to the process
 - agreement on the work plan and objectives for the next 12 months
 - agreement on any additional support the employee may need in order to achieve the agreed objectives.
- **Learning and professional development plan**
 - an opportunity to consider the learning and professional development the employee may need to undertake in order to achieve the agreed objectives

- an opportunity to discuss the employee's career aspirations
- an opportunity to consider any appropriate occupational or professional standards or qualifications the employee may need to undertake e.g. ICT training, First Aid training etc.

6.5 At the end of the review meeting, the appraiser and appraisee should produce a written record of the discussion. This is best completed on the day of the review but must, in all cases, be completed by no later than 2 weeks from the date of the annual review meeting. The appraiser and appraisee should also plan a programme, if relevant and/or appropriate leading up to the next annual review meeting.

6.6 The appraiser and appraisee should both sign and retain a copy of the appraisal/work plan.

6.7 A copy of the appraisal/work plan must be provided to the Headteacher for review and confirmation that the objectives and support are appropriate. The Headteacher is responsible for managing and leading the school, so may sometimes need to adjust the objectives or offer support in a different way. This will always be discussed with the appraiser and appraisee. A copy of the appraisal work plan will be retained on the employee's personnel file.

7. Employees who are experiencing difficulties

7.1 Termly review meetings provide the opportunity to discuss any areas where the employee's performance is not meeting the required standard. Discussions of this kind are difficult for both parties but should be conducted in a climate of support and encouragement rather than blame or sanction. We believe that every member of our school family wants to do their best for the school and our children and we want them to succeed, so our aim is to ensure that an employee whose performance is not at the appropriate standard is able to improve and, where necessary, receives additional support to do so.

7.2 Where the employee's personal circumstances are leading to difficulties at school, appropriate support will be offered as soon as possible, without waiting for the formal annual assessment.

7.3 Where there are concerns about any aspects of the employee's performance the appraiser will meet the employee to agree a support plan, which will:

- give clear feedback about the areas of concern;
- give the employee the opportunity to comment and discuss the concerns and establish the likely causes of poor performance including any outside factors;
- identify any training needs/support needed (e.g. coaching, mentoring, monitoring, structured observation including peer observation; and observation of good practice);
- clarify the required standards and agree any support that will be provided to help address those specific concerns;
- make clear how, and by when, the appraiser will review progress;
- if it is appropriate to revise objectives, sufficient time will be agreed for improvement.

- the amount of time will reflect the seriousness of the concerns and the appraiser will explain the implications and process if no, or insufficient, improvement is made.
- 7.4 The appraisee's progress will continue to be monitored as part of the appraisal process and a reasonable time will be given for performance to improve. This will depend upon the circumstances but will normally be for a period of four weeks. The aim is to ensure that the employee can recover and improve his/her performance with appropriate support as agreed in the support plan.
- 7.5 During the monitoring period the appraisee will be given regular feedback on progress and arrangements will be made to modify the support plan if appropriate. If, at the end of the monitoring period, the appraiser is satisfied that the employee has made, or is making, sufficient improvement, the appraisal process will continue as normal, with any remaining issues continuing to be addressed through that process. The appraiser and the appraisee will keep a note of any concerns, the support given and the review judgment.
- 7.6 However, if, after a reasonable period of time, informal action fails to achieve the required improvements in performance, the matter will be dealt with through the formal capability procedure. If this becomes necessary, the performance management cycle will be suspended until the work performance issues have been resolved.

8. Development and support

- 8.1 As we have indicated, we view appraisal as a supportive process which will be used to inform continuing professional development (CPD). Our school wishes to encourage a culture in which all staff take responsibility for improving their performance through appropriate professional development, which may include attending training, acquiring new qualifications or skills, work shadowing, peer observation, or other means as agreed.
- 8.2 Professional development will be linked to school improvement priorities and to the on-going professional development needs and priorities of individual members of the team as identified as through the performance management cycle.
- 8.3 In the annual budget planning cycle, the governing body will make best efforts to ensure that resources are made available for appropriate training and support agreed for appraisees. The Headteacher will be responsible for ensuring that access to CPD support is provided on an equitable basis.
- 8.4 An account of the training and professional development needs of members of the team, including the instances where it did not prove possible to provide agreed CPD, will form part of the Headteacher's annual report to the governing body about the operation of performance management in the school.
- 8.5 Where there are competing demands for training and professional development on the school budget, a decision on the relative priority for CPD will be taken with regard to the extent to which:
- a) the training and support will help the school to achieve its priorities; and
 - b) the CPD identified is essential for an appraisee to meet their objectives.

9. Links to pay

- 9.1 The Headteacher will take account of the performance management outcomes in making recommendations on salary to the Pay and Appraisal Committee in accordance with the school pay policy. This may include recommending the award of an honorarium where the employee's performance exceeds that which could reasonably be expected and the

employee has made a sustained and substantial contribution to the school. In exceptional circumstances the Headteacher may recommend withholding an increment where the employee's performance has been unsatisfactory. This will only occur where the employee was previously made aware of the school's concerns and has been given the opportunity and support to improve his/her performance.

- 9.2 Where an employee is aggrieved about a salary decision s/he will have the right to appeal in accordance with the school's pay policy.

10. Links to other policies

10.1 Sickness

If long term sickness absence appears to have been triggered by the commencement of monitoring or the formal capability procedure, the case will be dealt with in accordance with the school's absence policy. The case will normally be referred to the occupational health service to assess the member of staff's health and fitness for continued employment and the appropriateness or otherwise of continuing with monitoring or formal procedures. In some cases it may be appropriate for formal procedures to continue during a period of sickness absence. However, the views of the occupational health physician will always be taken into account before a decision is reached.

10.2 Grievances

Where a member of staff raises a grievance during the work performance (appraisal) process, the Headteacher will determine whether the process should be suspended for a temporary period in order to deal with the grievance. Where the grievance and any capability issue identified through the appraisal are related it may be appropriate to deal with both issues concurrently.

10.3 Confidentiality and professional relationships

The appraisal and capability processes will be treated in confidence. Only the appraiser's line manager or, where s/he has more than one, each of her/his line managers and the Headteacher will be provided with access to the appraisee's performance review plan.

The process of gathering evidence for performance review is not expected to compromise normal professional relationships between members of the team. The appraiser will consult with, and seek to secure the agreement of, the appraisee before seeking information from other colleagues about his/her work.

11. Retention of records

- 11.1 The Headteacher will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.

12. Monitoring and review

- 12.1 The governing body will monitor the operation and effectiveness of the school's performance management (appraisal) arrangements via the Headteacher's annual report and through the Pay and Appraisal Committee. The Headteacher will provide the governing body with a written report (anonymised where appropriate) on the operation of the school's appraisal and capability policies, which will include an assessment of the

impact of the policies on the protected characteristics as set out in the Equality Act, 2010
i.e.

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion and belief
- Gender
- Sexual orientation

12.2 The Headteacher will report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination.

12.3 This policy will be subject to regular review by the governing body at not more than three yearly intervals to ensure that it remains appropriate to the needs of the school and our school team.

Policy adopted on

Date of next review

Appendix One: Work plan

PERFORMANCE MANAGEMENT SCHEME

The Work Plan

Personal Details:

Name: _____ Job Title: _____

Review period from: _____ To: _____

Grade: _____

Other details: _____

Date of review

Signed Post holder

Signed Appraiser

Signed Headteacher

PERFORMANCE MANAGEMENT SCHEME

Objectives what you need to achieve, linked to the school's objectives	Task/Actions what you intend to do to achieve your objectives	Performance Indicators/ Targets what you will use to measure how well you are achieving	Deadline for achieving the performance indicators	Evidence of achievement/ Comments	Objective: Met/partially met/not met

PERFORMANCE MANAGEMENT SCHEME

Learning and Professional Development Plan

Objective (linked to work plan)	L&D Required e.g. customer care Method e.g. course, guided reading	Date (planned/undertaken)	Key L&D Objectives	Expected Outcomes (service delivery improvements)	L&D Outcomes*

* Were key L&D objectives met and Expected Outcomes achieved? If 'No', give reasons.

PERFORMANCE MANAGEMENT SCHEME

Performance Review including Annual Performance Review

Appraisee's Assessment (your own view of your successes, achievements, non-achievements against work plan)

Additional issues (secondment, learning and professional development, absenteeism etc.)

Assessment by Appraiser

Action required (agreed action points in order to deliver the work plan and learning and development activity)

SIGNED: _____ (Appraisee - Post Holder) Date: _____

SIGNED: _____ (Appraiser - Line Manager) Date: _____

SIGNED: _____ (Senior Manager –
Line Manager's, Manager) Date: _____

Performance Management Scheme: Appraisal and development plan

Name of Appraisee:

Job title:

Appraisal date:

Review date:

Appraiser:

Notes on completing this form:

- Please read the school's guidance on appraisal, objective setting and professional development planning.
- The appraisal will be most useful if it is completed honestly, objectively and constructively.
- Take time to think about the successes and failures last year and, in particular, what you can learn from them.
- Think about factors that were beyond your control and discuss them with your manager to find better ways to succeed next time.
- Review your performance over the last year against each of your objectives. Think about how you achieved the objectives or what prevented you achieving them.
- Discuss your team's objectives with your manager to identify how you will contribute to the team's success.
- Make sure the objectives for next year are SMART – specific, measurable, achievable, relevant/resourced and set within a timescale. Identify any support you will need in order to achieve your objectives.
- Use the form to identify and agree the learning and/or professional development you need to improve your performance.
- You may find it helpful to use bullet points in completing the form but you can expand the form if you wish to do so.
- You may want to take examples of your performance to your appraisal meeting.

Section one: Looking back

Looking back over the last 12 months, which of the objectives agreed last year were achieved? Give a brief description of each objective and explain what you achieved. (Fully met/Partially met/Not yet met).

Objective	Achieved?
1.	
2.	
3.	

Which of your objectives were not achieved? Why was this?

(Some of the possible reasons might have been unrealistic goals, lack of training, external pressures, change of direction, etc.)

Do any of your objectives need to be carried forward? Please give details.

How well has your manager supported you in achieving your objectives? What other support could your manager provide?

What prevents you from reaching your full potential?

How could your own effectiveness and that of the team be improved?

What training and/or professional development have you undertaken in the last 12 months? How did it help you in achieving your objectives and meeting the needs of the service?

Is the job description still appropriate? Yes / No

Headteacher's/SLT feedback: Taking all of above into account, what were the successes and achievements of last year?

What are the areas for professional development?

Section two: Looking forward (objectives)

Please record up to four objectives for the next 12 months. These should link with the School Development Plan. Include any objectives to be carried forward from last year.

Objective	Action required	Resources	Updates/milestones/dates
1			
2			
3			
4			

Section three: Your professional development plan

This section relates to your personal learning and professional development

Learning objective What do I need to do differently or know about to achieve my goals?	Action required How will I achieve this?	Resources support required Who can help?	Timescale Set a date	Success criteria How will I know if it has been a success?	Update

Section four: Comments

Headteacher's/SLT comments here: this might include recognition of good work or acknowledge where extra support may be needed.

Appraisee's
signature

Date

Appraiser's
signature

Date

Headteacher's comments here: this might include recognition of good work or acknowledge where extra support may be needed.

Headteacher's/SLT
signature

Date signed

Dates of next termly review meetings..... and

Date of next annual appraisal:

Appendix 2: Model Pro forma

POST: Lunchtime manager

Objectives what you need to achieve	Task/Actions what you intend to do to achieve your objectives	Performance Indicators/Targets what you will use to measure how well you are achieving
Supervision and control of pupils in the dining hall,	<ul style="list-style-type: none"> • Organising dinner queue and entrance of pupils into dining hall and from dining hall to playground; ensuring good behaviour and calm atmosphere. • Encouraging pupils to eat (including those with packed lunches) especially those with special needs or disabilities. • Ensuring pupils tidy/clear up in a satisfactory manner. Cleaning up spillages where such spillages are hazardous to pupils/staff 	<ul style="list-style-type: none"> • Order and discipline in the dining hall area is maintained. • Lunch is eaten by all children. • Dining area is cleared after lunch and all spillages cleaned.
Supervision and control of pupils in the playground and about other school premises	<ul style="list-style-type: none"> • Supervision and control of the school entrance during lunch break to ensure children do not leave the playground without permission / authorisation. Check on any strangers who may enter school premises in accordance with school guidelines, 	<ul style="list-style-type: none"> • Children remain in the playground. Vigilance of children is maintained and for strangers.
	<ul style="list-style-type: none"> • Direction of pupils to the playground and supervision of their activities and behaviour, ensuring their safety and well being, providing emotional support where necessary 	<ul style="list-style-type: none"> • Children play in a way that ensures their own and other children's safety. Accidents do not occur from inappropriate games or behaviour

POST: Teaching Assistant

<p>Objectives what you need to achieve</p>	<p>Task/Actions what you intend to do to achieve your objectives</p>	<p>Performance Indicators/Targets what you will use to measure how well you are achieving</p>
<p>Follow agreed school procedures for caring for sick or injured pupils, administering first aid for minor injuries or sickness, taking home or to hospital if necessary, and generally giving comfort and care to such pupils</p>	<ul style="list-style-type: none"> • Fill in injury note or accident report as appropriate • Administer first aid (if qualified) or refer pupils to first aider • Contact parents and teacher (as appropriate) in line with agreed school procedures 	<ul style="list-style-type: none"> • No complaints from parents of not being notified of injuries received at school • All accidents are properly recorded in record book
<p>Look after and control the medical room. Keep a basic stock of first aid items and re-ordering as necessary.</p>	<ul style="list-style-type: none"> • Keep medical room neat and tidy • Monitor stock levels and re-order stock before they run out 	<ul style="list-style-type: none"> • First aid items can easily be located by any member of staff • No recorded/reported incidents of stock running out
<p>Generally care for and comforting pupils in times of distress or difficulty in accordance with Child protection guidelines.</p>	<ul style="list-style-type: none"> • Reporting any such occurrence to teaching staff • Where appropriate intervene in and settle disputes between pupils 	<ul style="list-style-type: none"> • Pupils do not complain of staff ignoring their complaints
<p>Making and assisting with the preparation of materials/equipment, helping pupils during the lesson or activity and with tidying up afterwards</p>	<ul style="list-style-type: none"> • Help teacher to set up learning activities • Help teacher with the mounting and display of pupil's work • Help pupils with tidying up at the end of a lesson 	<ul style="list-style-type: none"> • Attractive displays of pupils' work evident in classroom and school environs • Classroom is tidy and attractive • Contribution to learning is evident on teachers' lesson plans
<p>Assisting small groups of pupils with reading or learning games under the direction of teaching staff</p>	<ul style="list-style-type: none"> • Work with groups of pupils, keeping them on task • Motivate pupils to complete tasks • Give assistance to pupils with difficulty as appropriate • Make notes and observations on pupil progress and relate these to teacher 	<ul style="list-style-type: none"> • Notes are kept on pupil progress and feed into teacher assessments/ reports to parents

POST: Cleaner

<p>Objectives what you need to achieve</p>	<p>Task/Actions what you intend to do to achieve your objectives</p>	<p>Performance Indicators/Targets what you will use to measure how well you are achieving</p>
<p>Cleaning designated areas.</p>	<ul style="list-style-type: none"> • Removing waste to designated areas • Putting away any teaching aids left on the floor • Damp dusting, wiping or polishing, as appropriate, all furniture and surfaces • Sweeping, vacuuming, mopping and washing hard all floor surfaces, as appropriate. • Clearing spillages of materials and removing resistant stains in the school's specialist areas, cleaning in accordance with agreed safe working practices • Cleaning of toilets and washrooms to the required standard • Replenish disposable items as necessary 	<ul style="list-style-type: none"> • Standard of cleaning is maintained. • No areas have to be attended to again. • No complaints from classroom staff.
<p>Securing and safe storage of school equipment.</p>	<ul style="list-style-type: none"> • Ensuring security within school • Ensure safe storage of all equipment when finished with. • Notifying Premises Officer of breakages and other safety hazards 	<ul style="list-style-type: none"> • Standard of security is maintained. • No complaints.
<p>Working co-operatively as member of cleaning staff team.</p>	<ul style="list-style-type: none"> • Good time keeping and attendance record. • Completion of individual tasks following instruction • Assist other team members when required. 	<ul style="list-style-type: none"> • Timekeeping and attendance record is good. • Tasks undertaken and minimum of checks required • Gives assistance to other team members.

POST: Administration Officer

<p>Objectives what you need to achieve</p>	<p>Task/Actions what you intend to do to achieve your objectives</p>	<p>Performance Indicators/Targets what you will use to measure how well you are achieving</p>
<p>Ensure accountability and probity in the management of school finances</p>	<ul style="list-style-type: none"> Maintaining the school's financial systems and accounts. 	<ul style="list-style-type: none"> The HT/GB to have correct information on the schools' financial position. Pass the annual audit
<p>Ensure that the school office provides administrative support for teaching, learning and management of resources.</p>	<ul style="list-style-type: none"> Ensure the smooth running of the school office. 	<ul style="list-style-type: none"> Administrative team supported and managed to ensure cover and work prioritised when necessary. Administrative services provided as agreed and need for improvements identified. Most enquiries / requests dealt with correctly and courteously by the office staff, whether from pupils, staff, parents or others. Referrals to other staff where appropriate.
<p>Ensure that the school database of pupils (and staff) is accurate and secure and contains the appropriate information.</p>	<ul style="list-style-type: none"> Maintaining the school's database on pupils and staff 	<ul style="list-style-type: none"> Ability to produce accurate and timely data
<p>Ensure appropriate administrative staff in place to undertake required office tasks.</p>	<ul style="list-style-type: none"> Assisting with the recruitment and selection of administrative staff. 	<ul style="list-style-type: none"> Office vacancies filled in accordance with agreed procedures, that appropriate staff are selected and provided with appropriate induction.