



Schola Europaea / Office of the Secretary-General

Human Resources

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Implementing Rules for the Evaluation and Progression of Members of the AAS of the European Schools

Approved by the Board of Governors at its Meeting on 9 to 12 April 2019

I. Introduction

These Implementing Rules are linked to the new rules on evaluation and progression as laid down in the new Article 21 of the Service Regulations for the Administrative and Ancillary Staff of the European Schools adopted by the Board of Governors at its meeting in April 2019¹.

The Implementing Rules enter into force as of 1 January 2020.²

II. Concept of progression in step and progression in grade

1. Initial grade and step

a) Initial grade and step for newly appointed members of AAS

According to Article 7.1 of the Service Regulations successful candidates shall be appointed at a **grade** corresponding to the occupational category for which they have been appointed.

Without prejudice to the paragraphs 4 to 8 of Article 7 of the Service Regulations the initial grade will be

- grade 1 if the candidate has up to 15 years of relevant job experience,
- grade 2 if the candidate has up to 25 years of relevant job experience and
- grade 3 if the candidates has more than 25 years of relevant job experience.

According to Article 7.4 of the revised Service Regulations the management may decide to derogate from this rule and place the successful candidate in a higher grade of the same occupational category in case no other qualified candidate could be recruited due to the competitive situation on the local labour market. Any such decision must be communicated to the next meeting of the Administrative Board.

The **initial step** within the grade depends on the grade linked to the occupational category.

If the candidate is placed in grade 1 of the occupational category the management may decide after consultation of the interview board to foresee step 1 up to step 3.

If the candidate is placed in grade 2 or grade 3 the first step of this grade has to be foreseen as initial step.

¹ See document 2019-02-D-30-en-3.

² Entering into force is linked to the entering into force of the amendments of the Service Regulations.

b) Initial step and grade of members of AAS appointed before 1 January 2020

According to Article 37.3 of the revised Service Regulation each member of the AAS of the European Schools appointed prior to 1 January 2020 shall be placed in a grade as set out in annex 2 of the Service Regulations corresponding to his/her occupational category.

The member of AAS will keep his/her seniority and will progress in the new salary table to the next step as previously foreseen under the conditions laid down in these Implementing Rules. The introduction of the new salary scheme does not interrupt the seniority.

The transfer to the new salary scale will take place for all members of AAS on 1 January 2020.

The new step has to carry out a salary at least equal to the one in the salary table applicable to the AAS member concerned until 31 December 2019.

If the current salary or the predicted future salary provided by the salary table applicable until 31 December 2019 is not covered by the highest grade corresponding to the occupational category of the AAS member concerned, he/she will be placed and finish his/her career in the next higher grade of the salary table applicable as of 1 January 2020.

Without prejudice to national law, for all members of AAS progression in step requires that the evaluation is not 'negative' (= grade D). For the details see chapter II.2 and chapter III. of these Implementing Rules.

The Administrative Board of the school will be informed of the (envisaged) new grade and step of the AAS members appointed before 1 January 2020.

2. Progression in step

According to Article 21.2 of the revised Service Regulations a member of the AAS who has been at one step in his/her current grade for two years shall advance to the next step in the grade linked to his/her occupational category on condition that the results of the evaluation are not 'negative' (= grade D).

This biennial progression shall continue until the member of AAS is progressing to the final step of his/her grade or is progressing to the next higher grade of his/her occupational category.

3. Progression in grade

The progression of a member of AAS to a higher grade **within his/her occupational category** does require a minimum of **10 points** accumulated in evaluations in the current grade.

The following 'grading system' has to be applied:

Grade	Description	points
A	The performance of the staff member has consistently exceeded the level of service expected – 'high performer'	3
B	The performance of the staff member has reached the level of service expected – 'normal performer'	2
C	The performance of the staff member has frequently not reached the level of service expected	1
D	The performance of the staff member has not reached the level of service expected	0

Points will be accumulated in evaluations in the current grade. In case of progression to the next higher grade 'excessive' points will be transferred as credit points.

Newly appointed members of AAS who are placed as initial step in step 2 of grade 1 receive a credit of two points.

Newly recruited members of AAS who are placed as initial step in step 3 of grade 1 receive a credit of four points.

Members of AAS already in service before 1 January 2020 will receive a credit corresponding to their new step.

Initial step/ New step for members of AAS in service before 1 January 2020	Number of credited points
1	0
2	2
3	4
4 ³	6

The Director/Secretary-General shall ensure a holistic, well-balanced approach by observing that the average of the evaluations ranges **in general** between **1,7 and 2,3 points** within a given calendar year.

The Director will inform the Administration Board at the beginning of the calendar year about the general outcome of the evaluations (distribution of marks) in the previous calendar year.

Simulations of the new progression system are provided in Annex 2 of this document.

³ Does only concern existing staff, as step 4 is not foreseen as initial step for new appointments.

III. Evaluation process

1. Evaluation interval

Each member of the AAS has to be evaluated every two years. The first evaluation has to be finalised two years after the appointment for the current function.

In case of a change of the direct superior (for example due to change of unit or leaving of the direct superior) an 'interim evaluation' should be carried out if since the last evaluation at least twelve months have passed.

The outcome of the 'interim evaluation' will become part of the regular biennial-evaluation.

Transitory measures for AAS members in service before 1 January 2020:

For AAS members already in service before 1 January 2020 the following transitory measures have to be foreseen:

- for AAS members appointed as of 19 April 2007 the previous biennial evaluation interval will be maintained;
- for AAS members appointed before 19 April 2007 and who had either not reached the final step of their occupational category before the revised Service Regulations entered into force or have reached the final step of their occupational category after 31 December 2017 the previous biennial evaluation interval will be maintained;
- for AAS members appointed before 19 April 2007 and who had reached the final step of their occupational category before 31 December 2017 the next evaluation shall be foreseen within one year after these Implementing Rules have entered into force depending on the concrete date (month) when the member of AAS had been appointed for his/her current post.

2. Evaluators

Each member of AAS is evaluated by two superiors. The first evaluator is the direct superior designated by the Director/Secretary-General (for example: Deputy Director for Finance and Administration, Deputy Director Nursery and Primary Cycle, Deputy Director Secondary Cycle, Head of Unit, Head of Sector, etc.).

The second evaluator is the Director/Secretary-General. He/she ensures an equal approach within the School/OSG and takes the final decision with respect to the final grade foreseen for the member of AAS.

The Director/Secretary-General will establish an evaluation structure within the School/OSG identifying the direct superior for each member of AAS.

3. Appraisal Committee

The Director/Secretary General, all first evaluators and the representatives of the members of AAS form the 'Appraisal Committee'.

Once a year the Director/the Secretary-General organizes an 'evaluation conference' with the members of the Appraisal Committee in order to review the previous evaluation period and to ensure a harmonised approach in the coming evaluation process. In particular, he/she will ensure a common understanding with respect to the definition of the different grades.

4. Individual evaluation

The process of the individual evaluation is divided in seven consecutive steps.

Step 1: Information by the HR responsible

The HR responsible of the School/OSG informs the AAS member concerned and the direct superior at least eight weeks in advance of the need for an evaluation. With this information email also the evaluation template and the most recent job description will be submitted.

Step 2: Preparation of the interview

The direct superior and the member of AAS agree upon the time schedule of the evaluation interview.

In order to prepare the interview in a proper manner at least three days between the invitation and the date of the interview should be foreseen.

It is recommended that both parties should block at least one hour in their agenda for the interview.

The member of AAS will carry out a self-assessment to prepare for the interview.

Step 3: Evaluation interview

Both parties discuss the achievements of the last two years, review the most important projects and address areas of strength as well as areas of improvement, training needs and future priorities. In this context also the current job description will be reviewed.

The direct superior will share his/her view of the strengths and areas of improvement of the member of AAS, but he/she will not discuss concrete grades.

The member of AAS may request that a staff representative or another member of the AAS of his/her choice may join the interview. This staff member has the role of an observer.

Step 4: Draft evaluation report

The direct superior will draft the evaluation report in the light of the interview. The report shall provide also recommendations concerning future tasks and potential training needs.

The draft report, signed by the direct superior, will be submitted to the Director/Secretary-General via the HR responsible.

Step 5: Evaluation by the Director/Secretary-General

The Director/Secretary-General will finalise the report. He/she will ensure an equal assessment within the School/OSG.

The final evaluation grade will reflect the average of the grades given in the different categories assessed according to the evaluation form.

In case of disagreement with the first evaluator he/she will conduct a meeting with the first evaluator in order to achieve a common approach.

The Director/Secretary-General will take the final decision with respect to the final grade.

He/she submits the signed report via the HR responsible to the direct superior.

Step 6: Second interview with the AAS member

The direct superior will discuss with the member of AAS the final evaluation.

The member of AAS has to acknowledge receipt of the evaluation and may provide comments in writing.

The member of AAS may request that a staff representative or another member of the AAS of his/her choice may join the interview. This staff member has the role of an observer.

Step 7: Filing of the evaluation report

The duly signed evaluation report will be submitted to the HR responsible and will be taken to the personal file of the member of AAS. The member of AAS will receive a copy.

5. Objection procedure

In case of a disagreement on an evaluation report the parties to the dispute shall endeavour to settle it through conciliation.

If at the outcome of the conciliation, a staff member is still dissatisfied with the evaluation report, he/she may challenge it by raising an objection with the 'Appraisal Committee'.

Three members of the Appraisal Committee referred to under chapter 3, one Deputy Director/Head of Unit, who is not the first evaluator of the staff member concerned,

the HR responsible/Head of Unit HR and one staff representative, will be appointed by the Director/Secretary General to deal with the objection.

These three members of the Appraisal Committee shall review whether the evaluation report was arbitrary or discriminatory.

The Director/Secretary-General shall take a final decision on the objection, having due regard to the assessment of the Appraisal Committee.

The final decision may be subject to a contentious appeal in accordance with Article 36 of the AAS Regulations.

PERFORMANCE EVALUATION REPORT

Name and first name

Department

Evaluation period

From :

To :

Date of last evaluation

Date of this evaluation

1. Description of the work performed during the reference period

2. Description of the duties to perform in the future

3. Training needs

Appreciations' explanation

- A = The performance of the holder has consistently exceeded the level of service expected.
- B = The performance of the holder has reached the level of service expected.
- C = The performance of the holder has frequently not reached the level of service expected.
- D = The performance of the holder has not reached the level of service expected.

Please indicate if an evaluation criterion is not applicable (na).

1. COMPETENCES: job-related knowledge, method, judgement, organizational skills.

1.1. Technical skills						
Standards of evaluation	Comments	EVALUATION				
		A	B	C	D	na
1.1.1 The holder has the basics technical skills necessary to perform his/her duties.						
1.1.2 The holder has knowledge of ICT tools, specific tools used within the European Schools and specific financial procedures.						
1.1.3 His/her knowledge of languages enables the holder (whose mother tongue is.....) to perform his/her tasks normally ⁴ : <ul style="list-style-type: none"> ✓ French ✓ English ✓ German ✓ Other language (1) ✓ Other language (2) ✓ Other language (3) 						

⁴ The objective here is not to assess the knowledge of the language as such but to assess whether the knowledge of the language allows an easy and normal execution of the tasks assigned to the incumbent; the goal is simply to determine whether language training (basis or advance) is required. This assessment of language skills means that account is taken of the mother tongue of the member of the staff assessed (to be specified).

1. **COMPETENCES:** job-related knowledge, method, judgement, organizational skills.

1.2 Oral and written communication						
Standards of evaluation	Comments	EVALUATION				
		A	B	C	D	na
1.2.1 The holder expresses him /herself in a clear, concise and accurate way, taking into account the multicultural working environment, in a language other than his/her mother tongue, as required by the service.						
1.2.1 The holder prepares clear, concise and structured documents that require only small corrections.						
1.3 Participation in meetings						
Standards of evaluation	Comments	EVALUATION				
		A	B	C	D	na
1.3.1 The holder has in general a positive participation in meetings, makes relevant comments and proposes constructive solutions.						
1.4 Problem analysis and implementation of solutions						
Standards of evaluation	Comments	EVALUATION				
		A	B	C	D	na
1.4.1 The holder analyses problems in a relevant manner, tries to find the source and follows a logical and systematic approach in cases handled.						
1.4.2 The holder follows the instructions from his/her superiors and implements solutions respecting the rules and procedures.						

1. **COMPETENCES:** job-related knowledge, method, judgement, organizational skills.

1.4.3 The holder is able to find feasible solutions and ensures the proper implementation of the solutions.						
1.4.4 The holder manages his/her work in an autonomous way.						
1.4.5 The holder takes initiatives.						
Summary « COMPETENCES » : job-related knowledge, method, judgement, organizational skills						

2. **EFFICIENCY:** consistency, ability to prioritize, speed and accuracy, adaptability.

2.1 Management/Planning of work						
Standards of evaluation	Comments	EVALUATION				
		A	B	C	D	na
2.1.1 The holder takes into account elements such as prioritization of tasks assigned and the workload that they represent.						
2.1.2 The holder reacts quickly to new or unexpected tasks.						
2.1.3 The holder distributes tasks in a balanced and transparent way and gives clear instructions on the way they should be treated and the success criteria.						

2. **Efficiency:** consistency, ability to prioritize, speed and accuracy, adaptability.

2.2 Execution/quality of work						
Standards of evaluation	Comments	EVALUATION				
		A	B	C	D	na
2.2.1 The holder manages effectively and simultaneously a series of projects and files.						
2.2.2 The holder adheres to the policies and procedures of the European Schools during the execution of his/her duties.						
Summary “ EFFICIENCY ”: consistency, ability to prioritize, speed and accuracy, adaptability						

3. **CONDUCT IN THE SERVICE:** team spirit, collaborative attitude, interpersonal skills, sense of responsibility, conscientiousness, professionalism.

3.1 Teamwork						
Standards of evaluation	Comments	EVALUATION				
		A	B	C	D	na
3.1.1 The holder contributes to the realization of common objectives.						
3.1.2 The holder accepts feedback and learns from the mistakes he/she made.						
3.1.3 The holder acknowledges in a spontaneous way the results achieved by other team members.						
3.1.4 The holder maintains constructive relationships with colleagues in order to enable them to perform their duties while trying to pay attention to their needs and give advice if necessary.						

3. CONDUCT IN THE SERVICE: team spirit, collaborative attitude, interpersonal skills, sense of responsibility, conscientiousness, professionalism.

3.1.5 The holder keeps his/her superiors and colleagues informed about his/her duties and shares information that may be of general interest for the team/unit/European Schools.						
3.2 Service culture						
Standards of evaluation	Comments	EVALUATION				
		A	B	C	D	na
3.2.1 The holder shows proper behavior, adapting it to different people or situations. He/she demonstrates patience, courtesy and respect.						
3.2.2 The holder ensures that his/her actions, whatever they are, give a positive and professional image of the European Schools.						
3.2.3 The holder recognizes the multicultural environment and demonstrates tolerance towards different cultures and views.						
3.3 Commitment towards his/her work						
Standards of evaluation	Comments	EVALUATION				
		A	B	C	D	na
3.3.1 The holder assumes responsibility for his/her tasks and is proactive towards them. He/she works independently but he/she does not hesitate, if need be, to seek advice from colleagues and/or superiors.						

3. CONDUCT IN THE SERVICE: team spirit, collaborative attitude, interpersonal skills, sense of responsibility, conscientiousness, professionalism.

3.3.2 The holder willingly accepts changes of responsibilities and tasks.						
3.3.3 The holder is concerned to preserve confidentiality in the performance of his/her duties.						
3.4 Personal development within the professional framework						
Standards of evaluation	Comments	EVALUATION				
		A	B	C	D	na
3.4.1 The holder agrees to acquire new knowledge and skills necessary to perform new responsibilities or the implementation of new working methods.						
3.4.2 The holder takes into account the best practices. He/she seeks to improve the procedures by making constructive suggestions.						
3.5 Leadership (if applicable)						
Standards of evaluation	Comments	EVALUATION				
		A	B	C	D	na
3.5.1 The holder demonstrates integrity and respect in his/her relations with all team members and takes into account their cultural and social characteristics.						
3.5.2 The holder shows him/herself concerned to preserve confidentiality in the performance of sensitive tasks or in dealing with staff issues.						

3. CONDUCT IN THE SERVICE: team spirit, collaborative attitude, interpersonal skills, sense of responsibility, conscientiousness, professionalism.

<p>3.5.3 The holder establishes and maintains a monitoring system in order to help his/her team to perform their tasks in an effective way and to achieve their objectives.</p>						
<p>Summary “CONDUCT IN THE SERVICE”: team spirit, collaborative attitude, interpersonal skills, sense of responsibility, conscientiousness, professionalism.</p>						

4. GENERAL JUDGEMENT

Standards of evaluation	Comments	EVALUATION				
		A	B	C	D	na
A: The performance of the holder has consistently exceeded the level of service expected.						
B: The performance of the holder has reached the level of service expected.						
C: The performance of the holder has frequently not reached the level of service expected.						
D: The performance of the holder has not reached the level of service expected.						

The evaluator

Name =

Date =

Signature =

Evaluated member of the AAS

Name =

Date =

Signature =

(acknowledge receipt)

Remarks on the back: YES/NO

The Director/Secretary-General

Name =

Date =

Signature =

Following a positive evaluation, Ms./Mr _____ will move to grade _____ step _____ as of __/__/_____.

Simulation of the progression process

Years in service	'high performer' (3 points)	'normal performer' (2 points)	'low performer' (0 or 1 point)	'normal performer' entering the system on <u>step 3</u> (=4credit points)
Evaluation at the end of year 2	3 points (= progression to step 2) Saldo: 3 points	2 points (= progression to step 2) Saldo: 2 points	1 point (= progression to step 2) Saldo: 1 point	2 points (= progression to step 4) Saldo: 6 points
Evaluation at the end of year 4	2 points (= progression to step 3) Saldo: 5 points	2 points (= progression to step 3) Saldo: 4 points	0 points (no progression in step) Saldo: 1 point	2 points (= progression to step 5) Saldo: 8 points
Evaluation at the end of year 6	3 points (= progression to step 4) Saldo: 8 points	2 points (= progression to step 4) Saldo: 6 points	1 point (= progression to step 3) Saldo: 2 points	2 points = 10 (4 + 6) points = Progression to grade 2 step 2 (credit of 2 points due to step 2)
Evaluation at the end of year 8	3 points Saldo: 11 points = Progression to grade 2 step 2 (credit of three points due to step 2)	2 points (progression to step 5) Saldo: 8 points	2 points (= progression to step 4) Saldo: 4 points	2 points (= progression to step 3) Saldo: 4 points
Evaluation at the end of year 10	3 points (= progression to step 3) Saldo: 6 points	2 points Saldo: 10 points = Progression to grade 2 step 2 (credit of 2 points due to step 2)	1 point (= progression to step 5) Saldo: 5 points	2 points (= progression to step 4) Saldo: 6 points

Evaluation at the end of year 12	2 points (= progression to step 4) Saldo: 8 points	2 points (= progression to step 3) Saldo: 4 points	1 point (no progression) Saldo: 6 points	2 points (= progression to step 5) Saldo: 8 points
Evaluation at the end of year 14	3 points Saldo 11 points = progression to the grade 3 step 2 (credit of three points due to step 2)	2 points (= progression to step 4) Saldo: 6 points	2 points (no progression) Saldo: 8 points	2 points Saldo 10 points = progression to the grade 3 step 2 (credit of two points due to step 2)
Evaluation at the end of year 16	2 points (= progression to step 3) Saldo: 5 points	2 points (= progression to step 5) Saldo: 8 points	2 points Saldo: 10 points = Progression to grade 2 step 2 (credit of 2 points due to step 2)	2 points (= progression to step 3) Saldo: 4 points
Evaluation at the end of year 18	2 points (= progression to step 4) Saldo: 7 points	2 points Saldo 10 points = progression to grade 3 step 2 (credit of two points due to step 2)	2 points (= progression to step 3) Saldo: 4 points	2 points (= progression to step 3) Saldo: 6 points
Evaluation at the end of year 20	3 points (= progression to step 5) Saldo: 10 points End of career	2 points (= progression to step 3) Saldo: 4 points	1 point (= progression to step 3) Saldo: 5 points	2 points (= progression to step 4) Saldo: 8 points
Evaluation at the end of year 22		2 points (= progression to step 4) Saldo: 6 points	2 points (= progression to step 4) Saldo: 7 points	2 points (= progression to step 5) End of career