



**TRENT  
ACADEMIES  
GROUP**

## **Appraisal Policy Support Staff**

<b>Document Owner:</b>	<b>M Beaumont</b>
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## **Introduction**

1. "Everyone will be given the chance to shine brightly". This includes all school staff.
2. In order for us to build on its success we are committed to ensuring that all staff in school are supported in their role and are aiming towards ensuring the highest possible outcomes for our students. Every member of staff has an important part to play in the achievement of this aim whether they are teaching or support staff.
3. Support staff have an entitlement to an appraisal scheme which will provide a framework of support and development to ensure that they are able to carry out their duties in a way which will contribute to the school's success and also give them opportunities for their own professional development.
4. Our school core values underpin everything we do and are integral to the aims of Support Staff Appraisal Policy.
  - We all try our best
  - We support each other
  - We listen to different opinions
  - We keep others informed
  - We are proud to be part of the school
5. The aims of this policy are to ensure that a relevant and consistent scheme will ensure that

### **Staff**

- Understand what is expected of them in their role
- Know how they will be supported to carry out their work
- Recognise when they have done a good job
- Have the opportunity to develop their role and suggest how it could be more effective
- Identify development and career aspirations

### **The school**

- Values the work that staff do by celebrating good professional practice
- Encourages staff to be proud of what they do and gives credit for a job well done
- Identifies individual development and training needs within the context of the School Improvement Plan
- Sets and reviews appropriate and relevant annual objectives which will support the development of skills and career opportunities for staff
- Recognises the contribution that support staff can make to the success of the school and ensures that this is reflected in the School Improvement Plan

## **Appraisal Policy**

The Governing Body adopted this policy on 29<sup>th</sup> October 2014. It will be reviewed in the Summer term 2014

### **1. Purpose**

This policy sets out the framework for a clear and consistent appraisal of the overall performance and development of support staff within the context of the school's plan for improving educational provision and outcomes for its students.

## **2. Application of the policy**

2.1 Appraisal in this school will be a supportive and developmental process designed to ensure that all staff have the skills and support they need to carry out their role effectively. It will help ensure that staff are able to continue to improve their professional practice and to develop their skills.

2.2 This policy applies to all support staff employed by the school except those on contracts of less than one term and those who become subject to the school's capability procedure.

## **3. The Appraisal cycle**

3.1 The appraisal cycle will run for twelve months from September to August.

3.2 Where an employee starts their employment at the school part way through the year the line manager shall agree with them initial objectives and the length of the first period with a view to bringing their cycle into line with other staff as soon as possible.

3.3 Where an employee transfers to a new post within the school part way through a cycle, the head teacher shall determine whether the cycle should begin again and whether the appraiser should change.

## **4. The Appraiser**

The Head Teacher will ensure that all staff are allocated an appropriately trained appraiser. This will usually be their line manager. The role of the appraiser is to

- Meet with the member of staff to discuss and agree appropriate objectives
- Agree how the objectives will be achieved and time lines
- Agree how success will be evidenced
- Record objectives on Blue Sky
- Agree any professional development needs
- Agree on interim review and how performance against the objectives will be monitored throughout the year
- Monitor and give constructive feedback
- Meet with the member of staff at the end of the appraisal cycle to review and assess whether objectives have been achieved
- Discuss and identify any further professional development needs
- Ensure that the completed performance review statement is recorded on Blue Sky.

## **5. Appraisee**

In preparation for the appraisal meeting the appraisee should

- Consider the progress they have made towards meeting their objectives
- Provide evidence to support their achievement
- Consider possible objectives for the next period
- Think about future training and development needs and career aspirations

## **6. Quality Assurance of Individual Appraisal Statements**

6.1 The Governing Body is committed to ensuring consistency of treatment and fairness in the operation of the appraisal policy. The school operates a system of moderation to ensure that all appraisers are working to the same standards. Objectives will be moderated across the school to ensure that they are consistent.

6.2 The Head Teacher will moderate a sample of appraisals to ensure

- Compliance with this policy and relevant equality legislation
- Consistency of expectation for those who have similar experience and responsibility
- Consistency with the schools core values
- That the achievement of the objectives set will contribute to the school's plan for improving the quality of educational provision and outcomes for students

## **7. Setting objectives**

7.1 Objectives will be set before, or as soon as practicable after, the start of each appraisal period. The objectives set will be (SMART) Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the role of the member of staff and level of experience.

7.2 The objectives will have regard to what can reasonably be expected of the member of staff in the context of their

- Role and responsibilities as defined by their job description
- Relevant occupational standards
- Level of experience

7.3 The appraiser and appraisee will seek to agree the objectives but, if that is not possible, the final decision rests with the Head Teacher.

7.4 Objectives may be revised if circumstances change, such as the objectives set are no longer a priority for the school or individual's professional development.

7.5 The objectives should be such that their achievement will contribute to the effective delivery of the school's plans for improving educational provision and outcomes for students. Where roles are linked to faculties, then objectives should be reflective of the faculty's plan.

7.6 The agreed objectives set will identify what the successful achievement will look like and identify the support and professional development required.

7.7 Members of staff will usually have a minimum of 3 and maximum of 6 objectives. This will be agreed in accordance with the level of responsibilities held.

7.8 Objectives will be tailored to individual roles and additional objectives may be included based on career aspirations of individuals.

## **8. Monitoring**

8.1 The appraiser will monitor the progress towards meeting the objectives in a supportive way in order to ensure that the member of staff has every chance of achieving their objectives.

8.2 How monitoring will be carried out and evidence for success will be agreed at the beginning of the cycle. This may include for example

- Feedback from teachers and other colleagues
- Sampling work quality
- Observing in-classroom support if appropriate
- Evaluating statistics and data

8.3 The appraiser and the appraisee should meet regularly to

- Assess progress towards meeting objectives
- Identify any barriers that may prevent the achievement of objectives and what needs to be done to overcome them
- Share feedback on progress
- Identify any changes that may be required as a result of a change in priorities or if the member of staff is required to take on new responsibilities
- Determine if any extra support is required to assist the employee in achieving objectives

8.4 If performance concerns arise during the cycle they should be addressed at the earliest opportunity and not left until the end of the review period.

8.5 Appropriate monitoring will also help to identify whether objectives are still relevant or need to be changed or reprioritised.

## **9. Feedback**

9.1 For the purpose of professional development, the appraisee will receive constructive developmental feedback on their performance throughout the appraisal period. This will also include feedback, as soon as practicable, after any monitoring activity has taken place or other evidence has come to light. Feedback will highlight particular areas of strength as well as any areas of concern that need attention.

9.2 Where there are concerns about any aspects of performance, the appraiser will

- Give clear feedback to the member of staff about the nature and seriousness of the concerns and give the opportunity for discussion about the concerns.
- Agree any additional support that both parties believe will help address the specific concerns. This may for example include coaching, mentoring, training.
- Review objectives and timescales.
- Explain the implications and process if, despite additional support, insufficient progress towards the objectives is made.

9.3 If the appraiser is satisfied that the member of staff is making sufficient progress the appraisal process will continue as normal.

9.4 If the appraiser has concerns that despite additional support the objectives are unlikely to be met they should discuss with the head teacher whether it is appropriate to move to the capability procedure.

## **10. Reviewing**

10.1 Progress will be reviewed at the end of the appraisal cycle. This will usually take place towards the end of the summer term when the appraisal meeting will take place.

10.2 The appraisal meeting is the opportunity to summarise and highlight the member of staff's achievements over the year. Review of performance against all objectives will be based on the success criteria set at the beginning of the cycle or in line with any in-year adjustments.

10.3 In order to prepare for the appraisal meeting the member of staff should spend some time thinking about their own performance. This can help to identify gaps between the appraisee's self-perception and the views of the appraiser and gives the opportunity for more in depth discussion of these performance points during the meeting.

10.4 There should be no surprises during the appraisal meeting as the monitoring of performance throughout the year will have helped to identify any issues that could prevent objectives being achieved. Only objectives that have already been agreed should be discussed as part of the appraisal meeting.

10.5 In the appraisal meeting the appraiser and the appraisee will

- Summarise achievements against objectives. This includes capturing the key results, accomplishments and shortfalls for each of the objectives
- Document challenges encountered during the year and identify areas for training or development
- Identify and discuss any unforeseen barriers to the achievement of the objectives

10.6 The discussion should be documented by the appraiser on Blue Sky together with the appraiser's assessment of achievement.

10.7 The appraisal meeting is also the starting point for new objectives to be set for the coming year as the Appraisal Cycle continues. The assessment of performance and of training and development needs will inform the planning process for the following appraisal period.

10.8 If an appraisee disagrees with any part of the performance assessment they have the opportunity to attach their comments to Blue Sky for retention.

## **11. Transition to capability**

11.1 There is no automatic transition to the school's Capability Procedure.

11.2 If there are performance concerns that arise during the appraisal process, a decision will be taken about the appropriateness to cease this process and commence a formal process under the Capability Procedure.

11.3 Where performance concerns emerge, the nature and seriousness of those concerns should be discussed as soon as possible. Every effort should be made to resolve performance concerns within the appraisal process through the provision of targeted additional support agreed in discussion with the member of staff.

11.4 If the performance concerns are not resolved through support and feedback, consideration should be given to the application of the capability procedure.

11.5 Where concerns are such that the member of staff is not performing to an appropriate level, the head teacher or other identified senior leader will be included in these discussions.

11.6 At any point in the appraisal cycle, after discussion with the head teacher or designated senior leader, the appraiser considers that there is insufficient evidence of progress against the objectives the member of staff will be notified in writing that the appraisal process will no longer apply and that their performance will be managed under the capability procedure.

## **12. Appeals**

12.1 At specified points in the appraisal process a member of staff has a right of appeal against any of the entries in their appraisal record. Where a member of staff wishes to appeal on the basis of more than one entry this would constitute one appeal hearing.

12.2 Details of the appraisal appeals process are covered in appendix 1a and 1b of the school's pay policy.

### **13. Confidentiality and retention of records**

13.1 The appraisal process and the statements generated within it will be treated with the strictest confidentiality at all times.

13.2 The Governing Body will ensure that access to appraisal records is restricted to enable the line manager to undertake their line management responsibility and that the appropriate arrangements are in place for all appraisal records to be retained securely and confidentially for a minimum period of 6 years.

13.3 The governing body recognises that OfSTED may ask the school to provide anonymised information of the outcomes of most recent appraisals.

13.4 Where the application of the capability process is required, an individual's appraisal information will be made available but restricted to those staff and named governors as required by the procedures.

### **14. Development and support**

14.1 The governing body recognises the importance of appraisal and that it is a supportive process which will be used to inform continuing professional development. The school wishes to encourage a culture in which all staff take responsibility for improving their performance through appropriate professional development. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individuals.

### **15. Review of the policy**

15.1 The Governing Body will review the appraisal policy every school year at its summer governing body meeting. The governing body will take account of the head teacher's report in the review of the appraisal policy.

15.2 All new staff appointed to the school will be briefed on the appraisal policy and arrangements as part of their induction to the school.