



SUPPORT STAFF APPRAISAL POLICY 2021-23

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Support Staff Appraisal Policy

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1. Purpose

- 1.1 The commitment of Support Staff to the work of our School is a key factor in achieving success. The role of Support Staff is varied and there is an increasing expectation for Support Staff to have a wider and deeper role in teaching and learning, as well as across many other aspects of the School's work.

This policy and procedure aims to support everyone's understanding and achievement of School goals and individual outcomes, including ongoing personal development. It ensures everyone understands how their job relates to these objectives through their individual objectives. The overall aim is to help Support Staff perform their roles effectively, and to recognise their achievements and motivate staff to update their skills and improve their performance, in order to improve outcomes for pupils and raise standards.

- 1.2 This policy sets out the framework for a clear and consistent assessment of the overall performance of Support Staff and for supporting their continuing professional development within the context of the School's plan for improving educational provision and performance. It also sets out the arrangements that will apply when Support Staff fall below the levels of competence that are expected of them. If concerns are such that they cannot be resolved through the appraisal process, there will be consideration of whether to take action in accordance with the Schools' unsatisfactory performance procedure.

This policy ensures employees are clear about their role, outcomes, expectations and priorities of their work. It is an opportunity to agree a set of coherent, motivating objectives which align to the School's improvement and development plan and any other relevant reports or plans. Appraisals give employees a clear idea of how their job performance is viewed based on feedback and evidence. It is important that all employees make a commitment to making the appraisal process a success.

2. Application of the Policy

- 2.1 This policy applies to all Support Staff within the School, except those on contracts of less than one term, those who are subject to a probationary period and those who are subject to the Unsatisfactory Performance Procedure for Support Staff.

3. The Appraisal Period

- 3.1 The appraisal period will run for 12 months, usually from 1st September to 31st August each year unless otherwise stated by the Headteacher.
- 3.2 Individual Schools will need to determine at what point during the appraisal period the appraisal meeting will take place. In order for the process to be as successful as possible it is recommended that it be carried out early in the appraisal period.
- 3.3 Where a member of staff begins his/her employment at the School part-way through a cycle, the Headteacher shall determine the length of the first cycle with a view to bringing them in line with the cycle for other Support Staff as soon as possible.
- 3.4 Where a member of staff transfers to a new post within the School part-way through a cycle, the Headteacher shall determine whether the cycle begins again and whether the appraiser is changed.

4. Appointing Appraisers

- 4.1 It will be for the Headteacher to determine who the appraiser will be for each member of staff. The Headteacher may decide to be the appraiser or delegate this responsibility to another appropriate member of staff.
- 4.2 Where the Headteacher appoints an appraiser who is not the employee's direct line manager, the appraiser must be a member of the leadership team and have the relevant knowledge to undertake the role.
- 4.3 Where it becomes apparent that the appraiser will be absent for the majority of the cycle or is unsuitable for professional reasons, the Headteacher may perform the duties or delegate them in their entirety to another member of staff. If the appraiser changes this will not mean the performance management cycle begins again.

5. Setting Objectives

- 5.1 Objectives will be set before 31st October, or as soon as practicable after, the start of the appraisal period. The objectives set will be Specific, Measurable, Achievable, Realistic and Time-bound (SMART) and will be appropriate to the employee's role, job description and level of experience. They should be such that, if they are achieved, they will contribute to the overall process of School improvement.
- 5.2 The appraiser and member of staff will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change. The Headteacher will ensure objectives are moderated so they are consistent across employees with similar roles, experience and levels of responsibility.
- 5.3 The number and the level of targets should be appropriate to the employee, their individual circumstances and role in School. The process for monitoring staff progress against the objectives will be specific to each School and will be dependent upon the role the employee has.
- 5.4 The appraiser can suggest a review of the job description if they feel the employee's role has changed significantly during the appraisal period.
- 5.5 At the end of the appraisal period, assessment of performance against the objectives will be on the basis of the performance criteria set at the beginning of the cycle. Good progress towards the achievement of a challenging objective, even if the performance criteria have not been met in full, will be assessed favourably.

6. Reviewing Performance

- 6.1. There are a variety of ways to assess the employee's performance and development against the objectives set during the appraisal process. This will depend on the following:
 - a. If the employee has continued to undertake all aspects of their role to a satisfactory standard;
 - b. If the employee has undertaken any additional training during the appraisal cycle;
 - c. If, with the benefit of hindsight, the objectives set at the start of the appraisal period were relevant and if there had been any extenuating circumstances which means that certain objectives could not be met;
 - d. The role of the employee;
 - e. Feedback from other appropriate staff in School for example feedback from Teachers regarding Teaching Assistants, feedback from School Business Managers regarding Administrative Support and Premises Officers.

6.1.1 Classroom Observation for class-based Support Staff

- (i) Classroom observations will allow the appraiser to observe classroom practice in order to identify any particular strengths and areas for development, and for gaining useful information which can inform School improvement more generally. All observations should be carried out in a supportive fashion and appropriate verbal and written feedback (when appropriate) should be provided.
- (ii) Verbal feedback should be given as soon as possible after an observation and within 48 hours if possible. Written feedback (where agreed) should be provided within 5 working days of the observation taking place.
- (iii) In addition to formal observation, the Headteacher or other Senior Leaders with responsibility for School standards may 'drop in' in order to evaluate the standards and to check that high standards of professional performance are established and maintained.

6.1.2 Development and Support

- (i) The appraisal process is a supportive procedure that is used to inform Continuing Professional Development (CPD). The process should encourage a culture in which all Support Staff take responsibility for improving within their role. Professional development should be linked to School improvement priorities and to the ongoing needs and priorities of individual employees.
- (ii) The School CPD programme will be informed by the training and development needs identified as part of the appraisal process. In this regard, the Governing Board will ensure that in budget planning, as far as possible, resources are made available in the School budget for appropriate development opportunities.
- (iii) Employee's should not be held accountable for failing to make good progress towards meeting relevant performance criteria where the support recorded in the planning statement has not been provided.

6.1.3 Feedback

- (i) Staff will receive constructive feedback on their performance throughout the year and as soon as practicable after observation or evidence has come to light. Feedback will include discussion with the member of staff and will highlight particular areas of strength as well as any areas that need attention. Any appropriate action required will be determined.
- (ii) Where, during the review cycle, there are concerns about any aspects of the member of staff's performance these may be addressed as follows: -
 - a. Continue to provide support within performance management by setting further short-term objectives
 - b. Put in place an informal support programme and continue normal performance management arrangements

c. Suspend performance management and move immediately into the formal Unsatisfactory Performance Procedure for Support Staff.

(iii) When progress is reviewed, if the appraiser is satisfied that the member of staff 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.

6.2 Additional review meetings may take place in situations where the employee's performance becomes a cause for concern. Additional support will need to be discussed to assist the employee in achieving their objectives. During any additional meetings, the appraiser will clearly outline the nature of the concerns, so that the employee is fully aware of what is required to achieve their objectives.

7. Transition to Capability

7.1 If the appraiser is not satisfied with progress, the member of staff will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the Unsatisfactory Performance Procedure for Support Staff. This will trigger the commencement of the formal Unsatisfactory Performance Procedure for Support Staff.

8. Annual Appraisal Meeting

8.1 The annual appraisal meeting will take place as early as possible in the appraisal period. The appraiser may wish to use the Support Staff Appraisal Policy Form which is attached at Appendix 1.

8.2 At this meeting, performance during the previous appraisal period will be reviewed as will any training and development needs. Performance objectives will also be set for the forthcoming appraisal period. Some performance objectives could be carried forward into the subsequent appraisal period if necessary/appropriate. If deemed appropriate at the annual appraisal meeting the appraiser may set an interim review meeting part-way through the appraisal period. The necessity of this will depend on the nature of the role, the performance objectives and/or where there are concerns about performance.

8.3 After the meeting a fully signed copy should be provided to the appraisee and a copy should be kept by the appraiser for reference purposes at the next appraisal meeting and any interim appraisal meetings.

9. Employees on Maternity Leave during all/part of the Appraisal Period

9.1 Where an employee is absent from School due to maternity leave, it is unlawful to deny her an appraisal on the grounds of her maternity.

- 9.2 Schools need to take a practical and flexible approach to conducting appraisals where an employee has been absent for some or all of an appraisal period.
- 9.3 Schools should consider conducting an interim appraisal meeting prior to an employee commencing a period of maternity leave, even if this is early in the appraisal year. Employees should not be required to use Keeping in Touch (KIT) days for the purposes of appraisal.
- 9.4 Schools may also consider conducting an interim review meeting prior to an employee commencing any other pre-planned long-term absence. For example, a period of extended unpaid leave, Adoption Leave or a planned long-term sickness absence.

10. Confidentiality

- 10.1 All parties involved in this policy will be expected to maintain confidentiality in relation to the contents of appraisals and any documentation that arises thereof.
- 10.2 Any documentation arising from, or the content of any discussions during, appraisal meetings may be shared by the Headteacher/appraiser with individuals involved in monitoring performance, or those involved in any capability proceedings that may follow and for quality assurance/moderation purposes.

11. Data Protection (GDPR)

- 11.1 The organisation processes personal data collected during this process in accordance with its' Data Protection Policy. In particular data collected throughout this process is held securely and accessed by, and disclosed to, individuals only for the purposes of completing this procedure.
- 11.2 Inappropriate access or disclosure of employee data constitutes a data breach and should be reported in accordance with the organisation's Data Protection Policy immediately. It may also constitute a disciplinary offence, which will be dealt with under this Schools' Disciplinary Code of Practice.