

Ashton CEVC Primary School
Cosgrove Village Primary School



Support Staff Appraisal Policy

“In all the work you are doing, work the best you can. Work as if you were working for the Lord.”

Colossians 3: 23

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The Governing Body of Ashton CE Primary School and Cosgrove Village Primary Schools. It will be reviewed bi-annually.

1 Purpose

This policy sets out the framework for a clear and consistent assessment of the overall performance of all members of the school's support staff and for supporting their 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 staff fall below the levels of competence that are expected of them.

2 Application of the Policy

The policy applies to all members of support staff employed by the school except those on contracts of less than one term, and those who are subject to the school's capability policy.

3. Support Staff Appraisal

3.1 Appraisal Within Schools

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

3.2 The Appraisal Period

The appraisal period will run for what will be overlapping 12-month periods from 1 April to 31 March the following year (this is a recommendation to link with pay decisions) Support staff employed on a fixed term contract of less than one year will have their performance managed in accordance with the principles underpinning this policy. The length of the period will be determined by the duration of their contract.

3.3 Appointment of Appraisers

The head teacher will decide who will appraise members of support staff. This will normally be a direct line manager or a member of the senior leadership team.

3.4 Setting Objectives

Objectives for each member of support staff will be set before, or as soon as practicable after, the start of each appraisal period. The objectives set for each individual will take account of the following:

- relevant occupational standards;
- the individual's job description;
- the person specification relating to the individual's role;

The objectives set will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the individual's role and level of experience. The appraiser and appraisee will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives, and the appraisee may record their comments in writing as an appendix to the appraisal statement. Objectives may be revised if circumstances change. For each member of staff, at least one of the objectives set should relate directly to targets/actions written in the School's Development Plan.

Under normal circumstances staff will have a maximum of 3 objectives. However, staff who are found not to be meeting standards at an acceptable or appropriate level may be given an additional objective to

ensure that the most appropriate support can be provided. Where the appraiser indicates that performance is unsatisfactory, they will need to be in a position to back up their judgement by reference to written evidence previously shared with the member of staff. At least a week will be allowed for the appraiser and the appraisee to assemble any necessary evidence. Within this time, a short observation of the appraisee may be carried out where appropriate in order to support the appraisal process. The school believes that observation of work practice is important both as a way of assessing staff performance in order to identify any particular strengths and areas for development they may have and of gaining useful information which can inform school improvement more generally.

3.5 Reviewing Performance

Appraisal 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 skills through appropriate professional development. Professional development will be linked to school improvement priorities as well as identified individual needs.

The appraisee will receive, and have the opportunity to comment in writing on, a written appraisal report. See format Appendix 1.

The appraisal report will include:

- details of the appraisee's objectives for the appraisal period in question;
- an assessment of the appraisee's performance of their role by their class teacher
- job description and person specification;
- an assessment of the appraisee's training and development needs and details of completed training or new qualifications within the last year

Appraisee and appraiser will then attend a Professional Dialogue meeting of 30 minutes. The aim of the meeting will be to review performance against previous objectives and to determine pay progression recommendations, to set objectives for the coming year and to determine any professional development requirements. Where appraisee and appraiser cannot reach agreement as to pay progression recommendations, the matter will be referred to the head teacher or chair of governors who will meet with the appraisee, consider all available evidence and inform the appraisee of their decision.

3.6 Transition to Capability

Where there are concerns about any aspects of the individual's performance, these will be addressed via the school's capability procedures. In such circumstances, the appraisee will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the school's capability procedure. This will trigger the commencement of the formal process.

3.7 Annual Assessment

The assessment of performance and of training and development needs will inform the planning process for the following appraisal period. Any recommendations on pay will be referred to the head teacher.

4. Support Staff Experiencing Difficulties

When a member of staff is experiencing difficulties, support and guidance will be provided through the appraisal process. Where it is clear that a member of staff's personal circumstances are leading to

difficulties at work, appropriate support should be offered at the earliest opportunity. If long-term sickness absence appears to have been triggered by the commencement of monitoring or a formal capability procedure, the case will be dealt with in accordance with the school's absence policy and will be referred to the occupational health service who will assess the member of staff's health and fitness for continued employment and whether either continuing with informal monitoring or formal procedures is deemed to be appropriate. If the appraiser identifies through the appraisal process or through other sources of information, parental complaints for example, that the difficulties experienced by a member of support staff are such that, if not rectified, could lead to the capability procedure, the appraiser will, as part of the appraisal process, meet the member of staff to inform them of this. Subsequent to this meeting, the procedures set out in the school's HR documentation on this subject will be strictly adhered to.

5. General Principles Underlying the Policy

5.1 Confidentiality

Access to the written appraisal report will normally be limited to the appraisee, the appraiser, the head teacher and / or nominated member of the senior management team. However, the desire for confidentiality does not override the need for the head and pay committee to quality-assure the operation and effectiveness of the appraisal system should they wish to do so, in order to check consistency of approach and expectation between different appraisers.

5.2 Equality and Consistency

The head teacher will have overall responsibility for the quality assurance of the appraisal process for support staff across the school. The head teacher will be responsible for reporting to the Business Committee on any relevant issues, including those of underperformance, arising from the annual review cycle and on any action required to address those issues. The report will enable the committee to receive an overall general report of the process but will not include specific details relating to individual members of staff. The school is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.

5.3 Conflict of Interest

In any circumstances where an individual believes that their participation in any part of the appraisal process amounts or may amount to a 'conflict of interest' they should declare this to their appraiser and/or absent themselves from any part of the appraisal process where they believe that a 'conflict of interest' would or is likely to prevail.

5.4 Retention of Statements

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

Approval Date: July 2022

Review Date: July 2023

Appendix One

Support Staff Appraisal



Year

Annual Review of School Year

Assessment Against Objectives

Objective 1					
Fully Achieved		Partially Achieved		Not Achieved	
Comments					

Objective 2					
Fully Achieved		Partially Achieved		Not Achieved	
Comments					

Objective 3					
Fully Achieved		Partially Achieved		Not Achieved	
Comments					

Evidence and Reflection Form (to be completed before the meeting)

Points for Reflection	Comments	Evidence
What has gone well over the past year?		
What are my strengths and what skills have I developed? How do I want my career to progress?		
What barriers/difficulties have I encountered this year and what have I learnt from dealing with them?		
What do I want to achieve during the coming year and what training and support do I think I will need?		

Summing up the Year

Reviewer Statement
Reviewee Statement
Pay Recommendation (where applicable)

Objectives for the School Year

Objective 1	
Actions to be taken to achieve the objective (include completion dates if relevant)	
Success Criteria	
Support and Training that will be needed	

Objective 2	
Actions to be taken to achieve the objective (include completion dates if relevant)	
Success Criteria	
Support and Training that will be needed	

Objective 3	
Actions to be taken to achieve the objective (include completion dates if relevant)	
Success Criteria	
Support and Training that will be needed	

Signed – Reviewee _____

Reviewer _____