Appraisal Policy for Support Staff

INTRODUCTION

This policy is based on the Hertfordshire model policy May 2013. This policy relates to the appraisal of staff who are not classed based and includes members of the office and site team.

Performance management recognises and values strengths and supports colleagues in developing their expertise so that they can be even more effective. As such, it is at the very heart of school improvement. All members of staff need regular feedback on their professional practice and some will, at times, need support to develop areas of weakness.

The commitment of support staff to the work of our schools is a key factor in achieving success. They are increasingly expected to take on wider and deeper roles in many aspects of the school's work. To help them perform these roles effectively, and to recognize their achievements, they too need a rigorous and constructive annual appraisal process linked to individual development planning.

This policy and its accompanying procedures seek to ensure that all members of school support staff feel the annual appraisal made of them is fair and consistent and that they are properly supported in their professional development. It complies fully with new statutory regulations whilst offering flexibility to tailor the policy and procedures to meet their differing individual needs.

2   **Application of the policy**
The policy applies to all members of support staff employed by the school or Local Authority, 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 at Greenside School should be a supportive and developmental process designed to ensure that all support staff have the skills 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.

  3.2   **The appraisal period**
  The appraisal period will run for twelve months from 1 September to 31 August

    3.2.1 The annual audit/assessment for support staff will be completed no later than 21st October in each appraisal period to allow time for PRI ratings to be completed and entered on the SAP system

    3.2.2 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.

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3.3 Appointment of Appraisers

3.3.1 The head teacher will decide who will appraise members of support staff. In this school, this will normally be

- The head teacher;
- Deputy / Assistant Headteachers.
- Members of the senior leadership team;
- A member of the teaching staff with a clear line management overview of the appraisee's work.

3.4 Setting Objectives

3.4.1 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 school's definition of PRI ratings where appropriate.

3.4.2 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.

3.4.3 The objectives set for each member of staff, will, if achieved, contribute to the school's plans for improving the school's educational provision and performance and improving the education of pupils at that school.

3.4.4 Under normal circumstances staff will have a maximum of … (our suggested number is 3) objectives. However, staff who are found not to be meeting standards at an acceptable or appropriate level for their career as indicated by the annual ratings audit may be given as many additional objectives as are required to ensure that the most appropriate support can be provided.

3.4.5 **The annual audit/assessment process**
Time will be provided for staff to conduct a self-audit with reference to relevant occupational standards, job descriptions, person specifications and the school's definitions of PRI ratings.

3.4.6 Each member of staff's appraiser will complete the audit in exactly the same way. 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.

3.4.7 The audits will then be exchanged. At least a week will be allowed for the appraiser and the appraisee to assemble any necessary evidence.

3.4.8 Appraisee and appraiser will then attend a Professional Dialogue meeting of approximately 30 minutes. The aim of the meeting will be to determine PRI ratings where appropriate, to set objectives for the coming year and to determine any professional development requirements.

3.4.9 Where appraisee and appraiser cannot reach agreement as to PRI ratings, the matter will be referred to the head teacher (or to the member of senior staff with delegated responsibility for the process) who will meet with the appraisee, consider all available evidence, and inform the appraisee of their decision

3.4.10 Disputes concerning PRI ratings will be dealt with through the school's pay policy.

3.4.11 The objectives decided at or following the Professional Dialogue Meeting will form the basis of the annual appraisal report which will be issued to all members of support staff by….

3.5   Reviewing Performance

3.5.1. **Observation**

This 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. All observation will be carried out in a supportive fashion by those with knowledge of the appraisee's work and appropriate and timely oral and/or written feedback will be given.

3.5.2 **Development and support**

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 and to the ongoing professional development needs and priorities of individual staff.

3.5.3 **Feedback**

Staff will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has come to light. Feedback will include discussion with the member of staff, will highlight particular areas of strength as well as any areas that need attention and will determine any appropriate action required.

3.5.4 Where there are concerns about any aspects of the individual's performance, these will be addressed via the Head or senior member of staff.

3.5.5 When progress is reviewed, if the appraiser is satisfied that the appraisee has made, or is making, sufficient improvement, the appraisal process will continue as normal, with any remaining issues continuing to be addressed though that process.

3.6   Transition to capability

If the appraiser is not satisfied with progress, 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 capability procedure.

3.7.   Annual Assessment

3.7.1. Each individual's performance will be formally assessed in respect of each appraisal period.

3.7.2 This assessment is the end point of the annual appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year by means of:

- Task observations
- Meeting(s) with appraiser;
- Observation / scrutiny of leadership and management activities where appropriate;
- Other feedback obtained during the cycle relevant to the appraisee's overall performance.

3.7.3 As soon as practicable following the end of each appraisal period, the appraisee will receive, and have the opportunity to comment in writing on, a written appraisal report. In this school, members of support staff, will receive their written appraisal reports no later than 1st July.

The appraisal report will include:

- details of the appraisee's objectives for the appraisal period in question;

The report may include:

- an assessment of the appraisee's performance of their role and responsibilities against their objectives, relevant standards, job description and person specification;
- an assessment of the appraisee's training and development needs and identification of any action that should be taken to address them;
- a recommendation on pay progression where that is relevant and in keeping with Hertfordshire's Terms and Conditions of Employment for school support staff and PRI requirements (see Appendix H).

3.7.4 The assessment of performance and of training and development needs will inform the planning process for the following appraisal period.

3.7.5 Any recommendations on pay will be referred to the head teacher before being referred on to the Governing Body.

3.8 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.

3.9. Equality and consistency

3.9.1 The head teacher will have overall responsibility for the quality assurance of the appraisal process for support staff across the school and may delegate this responsibility to a member of the senior leadership team or other senior/middle manager.

3.9.2 The head teacher will be responsible for reporting annually to the Governing Body 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 governors to receive an overall general report of the process but will not include specific details relating to individual members of staff.

3.9.3 The Governing Body is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.

3.10 Retention of statements

The Governing Body and head teacher will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.

APPENDIX I: Performance Related Increments

Linking Overall Ratings to Increments

Overall Rating	Increment Award
No Overall Outcome	No increment. Too early to assess – less than 6 months in post at time of appraisal
Not Met	No increment
Partly Met	No increment
Fully Achieved	1 increment – subject to maximum scale point of the grade
Exceed	1 increment subject to maximum scale point of the grade plus non-consolidated one off payment of 1%
Exceed – already at top of grade	2% non-consolidated one off payment

Suggested Definitions for determining Ratings

Rating	PM Objectives	Behaviours – as indicated in person spec/job desc
Exceed	All objectives are achieved. Performance is exceptional in all respects and always in excess of the standards required by the job: **and**	Behaviour regularly exceeds expectations
Fully Achieved	All objectives are achieved *(unless there is good reason why not)*. Performance in key tasks meets standards required : **and**	Behaviour consistently meets required standards
Partly Met	Some objectives were achieved. A number of key tasks may not have been achieved to the standards required: **and/or**	Behaviour falls short of required standards on some occasions
Not Met	The majority of objectives or requirements of the job were not achieved: **and/or**	Behaviours are unacceptable

Websites to support specific roles:
www.coversupervisors.co.uk
www.thecaretakers.net
www.data.org.uk   D & T Technicians
www.examofficers.org.uk
www.napta.org.uk   TAs & HLTAs
www.ncsl.org.uk   info re CSBM, DSBM and competency framework for Business Managers and administrators

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APPENDIX 2

Planning and Review Statement and Annual Appraisal Report : Support Staff

Appraisee's Name   _____   Appraiser's Name
_____

Apprasiee's Signature: Appraiser's Signature:
Meeting Date: Review Date:

Individual Objectives	Actions	Support/Training and Development needs	Impact measures/ success criteria

Task Observation Details	

Annual Assessment of performance and PRI Rating

Individual Objectives	Assessment of performance
1.	
2.	

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PRI Rating:	Exceed	Fully Achieved	Partly Met
Not Met	No Overall Outcome		

PRI Rating Definitions

PRI Rating	Individual Objective	Behavioural Attributes
Exceed	All objectives are achieved. Performance is exceptional in all respects **and always in excess** of the standards required by the job; **and**	Your behaviour consistently exceeds expectations
Fully Achieved	All objectives are achieved. Performance in key tasks meet the standards required; **and**	Your behaviour consistently meets the required standard
Partly Met	Some objectives were achieved. A number of key tasks may not have been achieved to the required standard; **and/ or**	Your behaviour falls short of the required standard on some occasions
Not Met	The majority of objectives or requirements of the job were not achieved; **and/ or**	Your behaviours are unacceptable