



# Appraisal procedure for support staff

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For Support Staff based in City Schools/Colleges and other establishments

Human Resources  
Education and Children's Services  
Last reviewed: 14 August 2017

Although this document refers to the Headteacher, it also applies to the Principal / Line Manager / governors as appropriate. Where there is reference to teacher in this document amendments will be required if the school decides to apply this policy to other staff.

# **SUPPORT STAFF APPRAISAL POLICY**

## **1. Purpose**

To help staff perform their roles effectively, and to recognise their achievements, a rigorous and constructive annual appraisal process, linked to individual development needs, is important.

This appraisal policy sets out the framework for a clear and consistent assessment of the overall performance of all members of the school's support staff. It also sets out how the school will go about supporting development within the context of the school's plan for improving educational provision and performance for our children and the arrangements that will apply when staff fall below the level of competence that is expected of them to be successful in their role. It should not be used as a mechanism for invoking the capability procedure.

## **2. Scope**

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.

## **3. Core Principles**

This policy aims to create a performance management framework to ensure that all employees:

- have an annual appraisal meeting
- know what is expected of them in terms of the standard of their performance from the beginning of their employment
- know what is required of them in order to do their job effectively
- receive recognition for their achievements
- receive feedback on a regular basis which aims to improve and develop their performance
- identify areas where improvement is needed
- identify with their line manager their learning and development needs
- plan their career development where possible

## **4. Appointment of Appraisers**

The head teacher will decide who will conduct appraisals for members of support staff. It could be a member of the Senior Leadership Team, or another appropriate line manager referred to in this document as 'the manager'.

## **5. Appraisal Period**

The appraisal period will normally run for twelve months, with a short review at 6 months.

## **6. Setting Objectives**

Objectives for each member of the support staff will be set at the start of each appraisal period. The objectives will take account of the following:

- a. relevant national and/or school determined standards, competencies, skills and behaviours.
- b. the individual's job description.
- c. the individual's CPD requirement.

### **The objectives will be SMART:**

**Specific** – precise and unambiguous

**Measureable** – Describes what success will look like in ways that can be measured

**Achievable**

**Relevant** - the objective will be within the remit of the individual's job

**Timed** – give a date by when the objective should be achieved or reviewed.

Objectives will reflect a balance between ongoing work and new areas of work. The number of objectives can depend on size and scope of the role.

## **7. The Appraisal Meeting.**

Employees should be given at least two weeks' notice of the appraisal meeting to enable them to prepare for the meeting. The generic skills audit form may assist with this preparation (Appendix 1)

The appraisal meeting will cover:

- A review of performance against the previous period's agreed objectives
- A frank and open discussion on areas that have gone well and those where improvement/development is needed.
- A discussion about any training development undertaken in the previous period and how this has been applied at work
- Setting the initial objectives for the next review period ensuring they are appropriate to the role and the needs of the school.
- Agreeing future development needs
- Recording of the above on the staff appraisal form (appendix 2)

## 8. Observation

Observation in the workplace may also be used as part of the appraisal process. All observations will be carried out in a professional manner by those with knowledge of the employee's work. At least one week's notice will be given of any observations taking place under this procedure.

## 9. Assessment

At the end of the appraisal period, the manager will summarise individual performance and contribution. This needs to be evidence based. The manager will then be required to add a rating for overall performance. The key to their ratings is below:

Ratings		Other action
<b>Exceeds expectations</b>	Demonstrates performance significantly above the expected standards.	Identify for potential and talent management actions
<b>Meets expectations</b>	Consistent performance and achieving all standards.	Support and identify further development opportunities
<b>Meets some expectations</b>	Performance does not meet all the acceptable standards.	A six month development plan will be put in place and a review held at the end of this period
<b>Does not meet expectations</b>	Performance does not meet the acceptable standards.	<ul style="list-style-type: none"><li>• Immediately identify improvement areas</li><li>• Set and implement development plan</li><li>• Set dates for regular review and monitoring of plan</li></ul>

The employee can also add comments about their performance and the appraisal and will be provided with a copy of the final version of the form.

## 10. Monitoring and Evaluation

The Governing Body and Head teacher will monitor the operation and effectiveness of the school's support staff appraisal arrangements.

### **11. Retention**

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

### **12. Confidentiality**

The conversation in the appraisal interview is private and the outcome of the appraisal will be recorded on the appraisal form. The appraisal form will be signed by the manager and the employee and the completed form may be shared with the head teacher.

Some information on the form may be anonymised and used to help create team or school learning/development plans.

### **13. Disagreements**

Where there are disagreements about performance or objectives, support staff can record their views on the appraisal record form. In addition, they must raise their concerns with the manager who has conducted the appraisal within ten working days. Where issues cannot be resolved, concerns should be raised through the school's grievance procedure staff should submit their grievance at the Formal Stage of the procedure as this Policy document provides scope for an initial informal stage.

Where a member of staff raises a formal grievance during the appraisal process, the appraisal process may be temporarily suspended in order to address the grievance. Where the grievance and appraisal cases are related it may be more appropriate to deal with both issues concurrently.

Generic Skills Audit Template to assist Manager /Employee to prepare for appraisal meeting

Name..... Date.....

Role	Score				Examples	Development need / future appraisal objectives
	1	2	3	4		
<b>Skills &amp; behaviours for all staff</b>						
<b>Job and Professional Knowledge/Skills</b> Developing and maintaining a high level of job and professional knowledge/skills and using these to provide an excellent service and achieve organisational objectives.						
<b>Commitment and Motivation</b> Taking personal responsibility for own development, demonstrating self-motivation and commitment towards achieving results and a behaving in a positive manner to the work of the organisation.						
<b>Planning and Personal Organisation</b> Maximising efficiency, prioritising workload appropriately and focusing on the right areas to ensure the achievement of own/team and organisational objectives.						
<b>Relationships with Colleagues</b> Building and maintaining productive and harmonious working relationships within own team and across the wider organisation.						

Role	Score				Examples	Development need / future appraisal objectives
	1	2	3	4		
<p><b>Customer Focus</b> Responding proactively to customers' needs, both internal and external, to ensure the delivery of high quality, efficient services.</p>						
<p><b>Communication</b> Effectively communicating appropriate information through a range of mechanisms to ensure clarity and understanding and achieve organisational objectives.</p>						
<p><b>Problem Solving and Decision-Making</b> Analysing problems and evaluating options and risks to identify most appropriate solutions and taking effective action through sound judgement.</p>						
<p><b>Team Working</b> Working effectively with others within own team and across the wider organisation to achieve results in the job, team goals and organisational objectives.</p>						

Role	Score				Examples	Development need / future appraisal objectives
	1	2	3	4		
<b>Additional Skills and Behaviours for Managers</b>						
<b>Managing Objectives</b> Making the best possible use of resources at work, prioritising appropriately, consulting with others and ensuring resources and efforts are focused on key organisational objectives and goals.						
<b>Managing People</b> Effectively leading and managing a team, dealing with team and individual problems, counselling and coaching others to achieve results and encouraging and supporting the team in their activities.						

### Score Key

- 1 - Exceeds expectations
- 2- Meets expectations
- 3- Meets some expectations
- 4 - Does not meet expectations

# School Name & Logo

## Appraisal Form

### Personal details

Name:	Job title:
Employee number:	School/Facility/ Year Group
Name of Manager:	Date of review meeting:
Review period from:	to:

### Looking Back...

In this section, look back over the last period and identify the objectives, tasks, projects that you were asked to work upon. Use examples to illustrate what you did and the degree of success you achieved. Feel free to add more boxes.

### Review of performance against agreed objectives

The previous objective(s)	Standard of achievement with supporting evidence
1.	
2.	
3.	
4.	
5.	
Has attendance and timekeeping been acceptable?	
Has the required amount of work been produced in the time given?	
Has high standard and quality of work been produced?	
Have safety matters been attended to?	

<b>Personal reflection:</b>	
What has gone well in the period?	
Talk about an area which has not gone so well	
What have you learned from these experiences?	

## Review of learning and development

Note and discuss your training, learning and development whether it was on or off the job.

What learning and development has taken place?	How effective has it been? How has it been applied?

## Looking Forwards...

The most important part of the appraisal is to agree your forward plan. Discuss and note here the objectives, projects, tasks, outcomes, targets or priorities that you need to achieve.

## Forward job plan for the next period

Objective(s) for the next appraisal period	Success criteria/performance measures	What date does it need to be done by?
1.		
2.		
3.		
4.		
5.		

## Learning and development for the next period

What is the development need?	What proposed action/development will we take?	By whom and when?

## Staff Competencies

Everyone is expected to be occupationally, professionally and technically competent in the jobs that they do. You'll have talked about that in your appraisal. However, you are also required to demonstrate the following core competencies which are specific to your role and support the School Improvement Plan

### Staff Competencies

Manager/team members' evidence and illustrations



## Appraisal: Summary & Conclusions

<p>The <b>employee's</b> comments and self-assessment (optional)</p>	
<b>Signed</b>	<b>Date</b>

<p>The <b>manager's</b> final comments and assessment of overall performance (required)</p> <p>Manager's rating for the period</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Exceeds expectations</li><li><input type="checkbox"/> Meets expectations</li><li><input type="checkbox"/> Meets some expectations</li><li><input type="checkbox"/> Does not meet expectations</li></ul>	
<b>Signed</b>	<b>Date</b>

Once signed a copy of the form should be given to the employee