EVERYONE MATTERS
SCHOOLS TRUST

Everyone Matters Schools Trust

SUPPORT STAFF APPRAISAL POLICY

1 SCOPE AND PURPOSE

1.1 This policy sets out the framework for a clear and consistent assessment of the overall performance of support staff including the Business Manager, and for supporting their development within the context of the School's plan for improving educational provision and performance, and the standards expected of teachers. It should generally be considered together with the School 's Support Staff Capability Policy that sets out the arrangements that will apply in the event that a member of staff falls below the level of competence expected of them.

1.2 Appraisal in the School will be a supportive and developmental process designed to ensure that all members of staff have the skills and support they need to carry out their role effectively.

1.3 This policy does not form part of any employee's contract of employment and it may be amended by the School at any time following consultation with the School 's recognised Trade Unions.

1.4 this policy references to personnel/bodies are to the personnel/bodies present within the School at which the particular member of staff reviewing the policy is engaged

2 WHO IS COVERED BY THIS POLICY?

2.1 This policy applies to the all members of support at all levels and grades, including senior managers, officers, trainees, teaching assistants, part-time and fixed-term employees (collectively referred to as support staff in this policy).

2.2 It does not apply to agency staff and self-employed contractors or to those employed on contracts of less than one term and those who are subject to the School 's Support Staff Capability Policy.

3 WHO IS RESPONSIBLE FOR THE POLICY?

3.1 The Governing Body has overall responsibility for the effective operation of this policy and for ensuring compliance with the relevant statutory framework. The Governing Body has delegated day-to-day responsibility for operating the policy and ensuring its maintenance and review to the Principal / Headteacher.

3.2 The Senior Leadership Team has a specific responsibility to ensure the fair application of this policy and all employees are responsible for supporting colleagues and ensuring its success.

4 DOCUMENTATION TO THE APPRAISAL PROCESS

4.1 Appendix 1 is the School's 'Appraisal template' that all support staff must complete in their Appraisal Meeting unless otherwise agreed with the Headteacher / Principal

4.2 Capability arrangements are set out in detail in the School's Support Staff Capability Policy.

5 THE APPRAISAL PERIOD

5.1 The appraisal period will usually run for twelve months from 1st April to 31st March each year. Performance appraisals will usually be completed for all support staff by May ½ term each year.

5.2 Individuals who are employed on a fixed term contract of less than one year will have their performance managed in accordance with the Principals underpinning this policy. The length of the period will be determined by the duration of their contract.

5.3 Any member of support staff who is newly employed by the School will be subject to a probationary period during which their performance will be assessed over a shorter period, normally the first term of their employment. This procedure will not apply during any such probationary period or any extended probationary period.

6 APPOINTING APPRAISERS

6.1 The Business/ Office Manager will be appraised by the Principal.

6.2 The Principal will decide who will appraise other members of staff and this will usually be the individual's direct line manager or another appropriate member of the senior leadership team or teaching staff.

7 SETTING OBJECTIVES

7.1 Objectives for support staff will be set before, or as soon as practicable after, the start of each appraisal period. The objectives set for support staff will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the member of support staff's role and level of experience. The appraiser and member of support 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 objectives set for each member of support staff, will, if achieved, contribute to the School 's strategic objectives, as well as securing quality outcomes and enhancing performance within the School. This will be ensured by for example – quality assuring/checking all objectives against the School 's improvement plans.

7.2 Before, or as soon as practicable after, the start of each appraisal period, each member of support staff will be informed of the standards against which that individual's performance in that appraisal period will be assessed.

7.3 The appraisal process and the objectives set will aim to improve the effectiveness of the School by contributing to achieving a well-motivated and competent support workforce.

8 REVIEWING PERFORMANCE

8.1 Observation / Work Review

8.1.1 The School may assess the performance of support staff, both classroom based and otherwise by way of work review/observation process in a format considered appropriate for the particular role being appraised. The number of observations will vary depending on the developmental objectives of individual employees.

8.1.2 The School may assess the performance of support staff based in the classroom by way of work review/observation in a manner in line with that applied to teaching employees.

8.1.3 Appraisal for office-based Support Staff will be through a continual process of work review as part of the ongoing management conversation.

8.2 Development and Support

8.2.1 Appraisal is a supportive process which will be used to inform continuing professional development. The School wishes to encourage a culture in which all support staff take responsibility for improving their performance through appropriate professional development. Professional development will be linked to School improvement priorities and to the on-going professional development needs and priorities of individual members of support staff.

8.3 Feedback

8.3.1 Members of support 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. A half-yearly review will be arranged to provide an opportunity to discuss progress to date and provide clarity on the objectives for the remainder of the appraisal period

8.3.2 Feedback will highlight particular areas of strength as well as any areas that need attention. Where there are concerns about any aspects of the member of support staff's performance, the appraiser will meet them formally to:

8.3.2.1 give clear feedback about the nature and seriousness of the concerns;

8.3.2.2 give the member of support staff the opportunity to comment and discuss the concerns;

8.3.2.3 agree any support (e.g. coaching, mentoring, structured observations), that will be provided to help address those specific concerns;

8.3.2.4 make clear how, and by when, the appraiser will review progress (it may be appropriate to revise objectives, and it will be necessary to allow sufficient time for improvement. The amount of time is up to the School but should reflect the seriousness of the concerns);

8.3.2.5 explain the implications and process if no – or insufficient – improvement is made.

8.3.3 When progress is reviewed, if the appraiser is satisfied that the member of support 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.

9 TRANSITION TO CAPABILITY

9.1 If the appraiser is not satisfied, at any point throughout the year, with the performance of a member of support staff, whether a formal appraisal cycle has finished or not, they will notify the member of support staff that they expect to see an improvement in their performance within a reasonable period.

9.2 If the appraiser is still not satisfied with progress, the member of support staff will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the School ’s Support Staff Capability Policy and they will be invited to a formal capability meeting accordingly.

9.3 Employees are advised to seek the assistance of a recognised trade union official for support and guidance.

10 ANNUAL ASSESSMENT

10.1 Each member of support staff's performance will be formally assessed in respect of each appraisal period.

10.2 This assessment is the end point to the annual appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year.

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

11 GENERAL PRINCIPALS UNDERLYING THIS POLICY

11.1 Confidentiality

The appraisal process will be treated with confidentiality. However, the desire for confidentiality does not override the need for the Principal and Governing Body to quality-assure the operation and effectiveness of the appraisal system.

11.2 Consistency of Treatment and Fairness

The Governing Body is committed to ensuring consistency of treatment and fairness. It will abide by all relevant equality legislation, including the duty to make reasonable adjustments for disabled members of staff.

11.3 Delegation

Normal rules apply in respect of the delegation of functions by governing bodies, head teachers and local authorities.

11.4 Sickness

If long term sickness absence appears to have been triggered by the commencement of monitoring, the case will be dealt with in accordance with the School ’s Sickness Absence policy. In some cases, it may be appropriate for monitoring and/or formal procedures to continue during a period of sickness absence.

11.5 Retention

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

12 MONITORING AND EVALUATION

The Governing Body and Principal will monitor the operation and effectiveness of the School ’s appraisal arrangements.

APPEXDIX 1: SELF - AUDIT

Self-Audit

This template should be completed before the Reviewee meets the Reviewer.	
Name	
[Academy/School]	
Areas of responsibility	
What are your strengths?	
1	
2	
3	
What new skills have you acquired since your last review?	
1	
2	
3	
What areas of your practice do you feel you need to develop further?	
1	
2	
3	
Does your work provide varied/challenging experiences which make your job more enjoyable?	**Yes / No**

- ***If YES, provide examples***
- ***If NO, provide some examples of what could be done to make this happen***

Career Aspirations – what are your aspirations for the next 2-3 years?

Highlights of achievement – what has gone well this year?

Contributions to the [Academy/School] – in what ways have you contributed e.g., extra-curricular, support?

Additional information

Reviewee comments (optional)

Signed (reviewee)		**Date**	