



SUPPORT STAFF PERFORMANCE APPRAISAL POLICY

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SOUTHROP C OF E PRIMARY SCHOOL

SUPPORT STAFF PERFORMANCE APPRAISAL POLICY

Contents

- 1. Legislation**
- 2. Introduction**
- 3. Roles and Responsibilities**
- 4. Appraisal Procedures**
- 5. Assessment**

1. Legislation

Legislation and Guidance Linked to Support Staff Appraisal in Schools (England)

- The Education (School Teachers' Appraisal) (England) Regulations 2012
- The School Staffing (England) Regulations 2009 (as amended)
- Employment Rights Act 1996
- Equality Act 2010
- Data Protection Act 2018 / UK GDPR
- Health and Safety at Work etc. Act 1974

2. Introduction

There are regulations determining the appraisal of teaching staff in maintained schools but no comparable regulations or guidance have been published by the government regarding support staff in schools. However, appraisal is an entitlement for support staff and, according to the document 'School support staff – the way forward' published in 2003 by the National Joint Council for Local Government Services, 'for training and development policies to be effective, every member of staff must receive a rigorous, constructive annual appraisal leading to the development of an individual plan for development. Following the four stage appraisal cycle for teachers of planning, development, monitoring and review, the process should take account both of the employees' personal objectives and the school's goals. It should be conducted as part of a cycle complementing that for teachers, so that shared learning objectives can be established'.

The purpose of this policy is to set out the framework for an appraisal system to assess the overall performance of all members of the school's support staff and for supporting their development within the context of the school's development plan for improving educational provision and performance.

The policy applies to all members of support staff employed by the school, except those on contracts of less than one term. Members of staff who are employed on a fixed-term contract or supply arrangement of at least one term but less than one year will be appraised in

accordance with the principles underpinning this policy, the length of the appraisal period being determined by the duration of their contract.

The central aim of appraisal in schools is to improve the quality of education for the pupils through the development of staff, and to bring about specific benefits for the individual and for the school. The governors at Southrop C of E Primary School recognise that, while there is no nationally agreed system of appraisal for support staff, appraisal is an entitlement and the school wishes to recognise the contribution each member of the support staff makes to the school by marking individual achievements and agreeing future areas of development.

The system for appraisal of support staff in Southrop C of E Primary School broadly follows the system of appraisal for the teaching staff, which is regulated by the DFE. Appraisal is intended to be a supportive process devised to ensure that all support staff have the skills and support they need to fulfil their role and develop their potential, both in terms of the priorities of the school development plan and personal professional development.

2. Roles and Responsibilities

The Governors are responsible for monitoring policy and procedure on an annual basis and will evaluate its effectiveness in light of any incidents which arise through its implementation. The governors are committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.

The Headteacher is responsible for overseeing this policy and its correct implementation but may delegate this responsibility to another senior/middle manager. The Headteacher is responsible for planning the cycle and appointing appropriate appraisers.

The Headteacher is expected to provide an annual report to the governors explaining the process, outcome and actions.

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

Leadership staff are expected to oversee the running of some support staff. They will follow the plan set by the Headteacher. They will be provided with training and support where necessary.

Support Staff are expected to cooperate with the appraisal process, work well with their appraiser and responded to their three development points annually.

3. Appraisal procedures

Observation may be an important tool in appraisal for support staff as well as teaching staff. It can:

- Identify particular strengths of a member of staff.

- Identify areas for development.
- Provide useful information which can inform school improvement.

Observation will therefore be used in appraisal of support staff where necessary, and it will be carried out in a supportive fashion by appraisers who will have a good knowledge of the appraisee's work. Constructive feedback will be given.

The appraisal period will run for twelve months from 1 September to 31 August each year.

The Headteacher will decide who will appraise members of the support staff, taking into account the roles and responsibilities of both appraisers and appraisees. Appraisers could be:

- The Headteacher.
- A member of the shared leadership team.

Objectives for each member of staff will be set before, or as soon as practicable after, the start of each appraisal period. The objectives set for each member of staff will be specific, measurable, achievable, realistic and time-bound (SMART) and will take into account:

- Relevant occupational standards. (such as the "Professional Standards for Teaching Assistants June 2016")
- The individual's job description.
- The person specification relating to the individual's role.

Each member of staff will normally have three objectives. Where possible at least two of these objectives will be linked to the school development plan while the third objective may be linked to the career aspirations of the member of staff concerned. However, staff who are found not to be meeting their objectives may be given as many additional objectives as are required to ensure that the most appropriate support can be provided.

The Headteacher will monitor objectives for each member of staff in order to ensure consistency and relevance, both to the school development plan and to the individuals concerned.

The appraiser and member of staff will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. The appraisee may record their comments in writing as an appendix to the appraisal statement. Objectives may be revised if circumstances change.

Members of staff should expect to have their performance observed and assessed during the year and will receive constructive feedback on their performance throughout the year.

Feedback on performance will highlight particular areas of strength as well as any areas that need attention, which will normally be dealt with under the appraisal process. However, if persistent inadequacies in any aspects of the member of staff's performance are identified at any time then the school's formal competency procedures will begin.

Performance and development priorities will be reviewed and addressed on a regular basis throughout the year in interim meetings, which will take place once a term. At the end of the appraisal year, the annual assessment (appraisal) will take place.

4. Assessment

At the end of the appraisal year, time will be provided for staff to conduct a self-audit with reference to relevant occupational standards, job descriptions, person specifications and the objectives set at the beginning of the appraisal year. Self-appraisal provides an opportunity for appraisees to reflect upon their work, to consider positive and negative aspects of it, and to identify development needs.

Before the appraisal interview, each appraisee will complete the self-appraisal form (see appendix A) and pass it to their appraiser at least one week before their meeting. The appraisee should review his/her job description before the appraisal meeting.

Each appraiser will similarly complete an audit of the appraisee's performance over the year. Appraisers should obtain a copy of the appraisee's job description.

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

The appraisal meeting then follows. Successful appraisal interviews need:

- Careful forethought.
- An agreed agenda, including an introduction by the appraiser to clarify the purpose of the interview.
- To be conducted in a calm atmosphere.
- Uninterrupted time.
- The purpose of the meeting is to consider:
 - The appraisee's job description.
 - The appraisee's answers to the questions in the self-appraisal form.
 - Whether objectives from the previous appraisal meeting have been achieved.
 - Whether professional development recommendations from the previous appraisal meeting have been undertaken.
- Setting objectives for the coming year.
- Determining any professional development requirements.
- Any other points either party may wish to discuss.

Where appraisee and appraiser cannot reach agreement on any matter then it will be referred to the Headteacher who will meet with the appraisee, consider all available evidence, and inform the appraisee of their decision. The objectives decided at or following the appraisal meeting will form the basis of the annual appraisal statement (see appendix B).

During the appraisal interview, notes may be taken by both parties but the appraiser should not attempt to draft the statement during the interview.

The appraisal statement will include:

- Details of the member of staff's objectives for the appraisal period in question.
- An assessment of the member of staff's performance of their role and responsibilities against their objectives and the relevant standards.
- An assessment of the member of staff's training and development needs and identification of any action that should be taken to address them.
- A recommendation on pay where that is relevant.
- Any other comments considered to be of value.

The assessment of performance and of training and development needs will form the basis for assessment of the appraisee during the next appraisal period.

The appraisee may record their comments in writing as an appendix to the appraisal statement.

Where there are concerns about any aspects of an individual's performance, which do not improve after feedback, then competency procedures will be undertaken.

Monitoring and evaluation

The Headteacher will provide an annual report to the governors on how effective the procedures have been including any relevant issues such as 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.

The governors monitor the policy on an annual basis and will evaluate its effectiveness in light of any incidents which arise through its implementation.

Access to the written appraisal statement (see appendix B) will normally be limited to the appraisee, the appraiser, the Headteacher and/or nominated member of the senior management team. The principles and provisions of the Data Protection Act 1998 will be followed at all times by those who have access to the documents. The governors responsible for taking decisions, or making recommendations, regarding pay, promotion, dismissal or disciplinary matters may also request access to the Headteachers' copy of the appraisal statement.

Values

Our twelve school values underpin the life of the whole school community. Those particularly pertinent to support staff performance appraisal are:

Creativity: Using the skills of the appraiser and appraisee effective use of CPD will help develop staff capability and support school improvement.

Perseverance: It takes time to undertake staff development. All parties will need to persevere to get the most from the process.

Justice: The process must be fair and seen to be being operated fairly and consistently.

Respect: Parties in the process must respect the opinions of each other but also the requirements of their roles.

Responsibility: Appraisal is a right of each member of staff and all parties must take responsibility to operate the process fully.

APPENDIX A

SELF-APPRAISAL FORM

Name

Are there any parts of your job description that need updating or amending since your last appraisal?

Which parts of your work have given you the most satisfaction since your last appraisal?

Which parts of your work do you feel have not gone so well or have not been as effective as you thought might have been? Give reasons.

Record here any particular contributions/achievements that you have made to your department/area of work since your last appraisal.

What are your main thoughts for future fulfilment of your role? What objectives do you think should be set for your next appraisal?

State here any other issues concerning your post or the school in general that you wish to discuss.

Have there been any changes to your DBS clearance over the past year?

APPENDIX B

Performance Development Statement & Action Plan

Appraisee's Name	Appraiser's Name	Date of Appraisal
Summary of Appraisal Discussion		
Objectives and Future Goals	Specific action needed to achieve this goal	Success criteria (include target dates)

I agree that this is a true record of the appraisal

Signed (Appraisee).....Date.....

Signed (Appraiser).....Date.....