



Appraisal for Support Staff Procedure

1. Introduction

- 1.1 [School's individual mission statement inserted here]
- 1.2 The Governors are committed to ensuring, through Appraisal and Development, that the skills and knowledge of all support staff are commensurate with their job descriptions.
- 1.3 Appraisal and Development means constantly updating and reviewing knowledge, skills and standards throughout working life. This requires self direction, self-management and responsiveness to all goals set and development opportunities offered.
- 1.4 The Governors require all staff to participate in the process. The Governors are committed to developing the quality of education that the school provides and recognise the benefits individuals gain from reflecting on their work, setting goals to achieve and taking part in training.
- 1.5 Achievement of performance at a level of '1' will result in the recommendation of a pay increment where the employee is still eligible for an increment on the pay scale they were appointed to. Where an employee is not eligible for an increment because they have reached the top of their pay scale then they may be awarded a non-consolidated pay award at the discretion of the Principal; this will normally reflect a recruitment and retention issue with the post in question.
- 1.6 The purposes of the process are:
- To review performance and provide feedback by the appraiser
 - To review strengths and weaknesses and identify areas for improvements
 - To review career potential and discuss development plans
 - To review training needs
 - To obtain employee's feedback about the organisation
 - To improve motivation

2. Equality and Diversity

- 2.1 The full range of Appraisal and Development opportunities includes all support staff irrespective of age, disability, gender reassignment, marital or civil partner status, pregnancy or maternity, race (including, colour, nationality, ethnic or national origin), religion or belief, sex or sexual orientation or whether the employee is full time or part time, or employed on a temporary or permanent basis.
- 2.2 The school's policy is to ensure that no employee receives less favourable treatment on the grounds described in 2.1 and is not put at a disadvantage by the setting of qualifying conditions or requirements which have the effect of discriminating on the grounds described in 2.1.
- 2.3 The Governors will monitor and review the effectiveness of the equality and diversity policy periodically.

3. Support Staff Standards

Each member of support staff makes fulfilling the requirements of stakeholders their main priority and is accountable for achieving the highest possible standards in work and conduct. Each member of staff acts with honesty and integrity and understands the needs of their users. Staff understand this requires self-direction, self-management and responsiveness to all goals set and development opportunities.

Support staff must:

- Set and maintain high standards of service in all that they do
- Support and enable teaching and learning as the core purpose of the Trust

- Demonstrate detailed awareness and understanding of the requirement of their role
- Work efficiently and effectively towards goals
- Demonstrate a “can do” attitude
- Staff seize opportunities to update and review knowledge, skills and standards throughout their working life

The core behaviours which support these standards are:

Standards

- Attendance, punctuality, reliability
- Attitude, adherence to policies and instructions

Behaviours

- Self awareness
- Personal effectiveness
- Communication
- Stakeholder care

- 3.1 The appraisal and development process is set within the context of the academy development plan.
- 3.2 The academy development plan will be communicated to all staff and all staff will be given an opportunity to contribute to the setting of the plan.
- 3.3 The Governors are committed to training and developing all employees to meet the academy development plan. This commitment is made through:
- Statement of commitment in the school’s aims/employment policy
 - An appraisal and development accountability in every member of staff’s job description
 - The appraisal and development process which involves senior staff in all appraisals.

4. **Training as part of the appraisal and development process**

- 4.1 All senior managers will normally have, at some point, some responsibility for appraising others. Appraisers will be given training to appraise and will follow the principles set out in Appendix 1 and Appendix 2.
- 4.2 The prospective use of new knowledge/skills will be discussed between the trainee and the appraiser or line manager prior to any training being undertaken with specific issues in the academy development plan, targeted where possible.
- 4.3 After an individual has undertaken training there will be post event evaluation as part of the appraisal and development process.
- 4.4 All employees are required to keep an up to date record of the training that they have received.
- 4.5 Line managers and appraisers will assist in identifying learning objectives and new skills to be acquired through training and feed that in to the appraisal and development process.

5. **External qualifications**

- 5.1 It is the Academy’s policy to support individuals in gaining external qualifications which are related to the academy development plan and development of core qualities.
- 5.2 The agreement between the school and the employee in respect of external courses and qualifications is
- The school will pay all course examination and other required fees for approved courses. The costs must be identified by the employee and made clear to the Principal before the beginning of the course.
 - The school will pay agreed travelling expenses and car parking fees.
 - Employees must attend all of the course sessions, complete course work and sit examinations unless prevented from doing so by sickness or other exceptional circumstances.
 - In the event that an employee fails an examination then the school will not normally pay re-sit fees.
 - There is an expectation that the employee would share knowledge gained with colleagues.
 - Training courses which you attend will be proportionately charged back to you should you leave the academy’s employment within a given six month period. For example, should you go on a training course in January but resign

in April, four months later, you would be expected to refund 2/6ths of the cost of the course you attended in January; the Academy having had 4/6ths of the benefit of your improved skills.

6. **Resourcing the Appraisal and Development Process**

6.1 The appraisal and development process is regarded as a priority. An annual budget figure will be set by the Governors in the light of the identified needs and the priorities of the academy development plan, and the financial position of the school.

7. **Evaluation**

7.1 There will be regular evaluation of the effectiveness of the appraisal and development scheme, including evaluation of costs and benefits, completed by the Principal.

7.2 An annual summary of the appraisal and development process will be reported to the Governing Body.

The Appraisal and Development Statement and Record Keeping

8.1 The statement will invite the appraisee to indicate that s/he is content with the statement. There will be the opportunity for the appraisee to express disagreement with the statement within ten working days of receiving the statement.

8.2 Each individual is responsible for ensuring that his/her appraisal and development records are up to date and maintained in a personally held file

8.3 A copy of the appraisal statement will be held on the individual's personnel file. Access is restricted to those entitled to have access to the file.

8.4 All those with access to the appraisal statement will treat it as confidential.

Appendix 1

Appraisee's checklist for the appraisal and development meeting

The documents you need are:

1. Your current job description (including goals and training plan if you have previously had an interview)
2. The notes from previous Appraisal and Development meeting(s)
3. Training record, Competencies Documentation or NVQ information if relevant
4. Please review your work since the last Appraisal and Development meeting so that you can discuss it at the meeting.
 - How well have I done in relation to the goals that were set at the last meeting?
 - What has been happening, of note, in my area of work?
 - Have there been any developments/changes/ things I do differently in my work?
 - Anything I am particularly pleased with or which I am not satisfied with?
 - What do I do well in my present job?
 - What could I do better?
 - What opportunities have I had since the last meeting?
 - Does my job description need to be reviewed?

It may be that line managers issue further guidance or more specific questions relevant to the role to support appraisees in preparing for their review. (see example guidance for catering staff in appendix 6) 5. Then forward plan by answering the following questions

- Do I see my job changing or developing?
- What new knowledge and/or skills do I need?
- What support might I need from colleagues?
- What constraints or problems do I foresee?
- What resources and/or training do I need?
- What goals do I want to achieve?

Appraiser's checklist for the preparation meeting

The appraiser should check at the initial meeting that each person has addressed each point

6. Check the person has an up to date job description which will provide the basis for the Appraisal and Development meeting.
7. Check that the person has a copy of the notes of the previous meeting - if not, provide one before the Appraisal and Development meeting.
8. Check that the person has copies of any competencies or training documentation.
9. Check that the person understands the review process and that any queries are answered before the Appraisal and Development meeting.

Appendix 2

The Appraisal and Development Interview

10. A reminder of the purpose of the discussion by the appraiser.
 11. A brief exchange in which each party itemises the key points to be discussed - setting the agenda.
 12. A discussion of the results of the aims and action agreed at the last review.
 13. A check against each element in the employee's job description, considering which have gone well and which less well, and why.
 14. Discussion and agreement on the employee's job- performance targets for the next review period.
 15. A similar discussion on the employee's development targets.
 16. A check that there is mutual understanding of the key points and action plans.
17. Set the date for the next interview.

Appendix 3

Support staff performance review

Teamwork		
Plans work effectively with the needs of the team in mind	MET	NOT MET
Fosters teamwork and communication	MET	NOT MET
Provides constructive feedback to other team members	MET	NOT MET
Motivates and encourages others	MET	NOT MET
Initiative		
Contributes ideas to further team objectives	MET	NOT MET
Tackles problems	MET	NOT MET
Independently responds to issues and seeks solutions	MET	NOT MET
Broadly defines responsibilities	MET	NOT MET
Quality		
Is attentive to detail and accuracy	MET	NOT MET
Demonstrates technical proficiency in relation to requirements of role	MET	NOT MET
Looks for improvements continuously	MET	NOT MET
Finds, owns and acts on quality problems	MET	NOT MET
Productivity		
Manages a fair work load	MET	NOT MET
Takes on additional responsibilities as needed	MET	NOT MET
Manages priorities and time well	MET	NOT MET
Develops and follows work procedures	MET	NOT MET
Communication		
Communicates well orally	MET	NOT MET
Communicates well in writing	MET	NOT MET
Produces relevant documentation accurately and punctually	MET	NOT MET
Has good listening skills	MET	NOT MET
Promotes a candid and open atmosphere	MET	NOT MET

Interpersonal Skills			
Builds strong relationships	MET	NOT MET	
Is flexible and open-minded	MET	NOT MET	
Solicits performance feedback and handles constructive criticism well	MET	NOT MET	
Works well with others	MET	NOT MET	
Dependability			
Sets high personal standards and meets commitments	MET	NOT MET	
Works independently and accepts accountability	MET	NOT MET	
Stays focused under pressure	MET	NOT MET	
Meets attendance requirements and completes work	>95%	<95%	
Time Keeping			
Arrives in sufficient time to prepare for work	MET	NOT MET	
Takes breaks at suitable times and is flexible on timings of breaks	MET	NOT MET	
Is flexible to meet the demands of workload	MET	NOT MET	
Administration			
Demonstrates full knowledge of required software programs / ICT systems (if applicable)	MET	N/A	NOT MET
Adheres to Hygiene Record keeping best practices (if applicable)	MET	N/A	NOT MET
Actively engages with quality assurance processes	MET	NOT MET	
Outputs match Academy requirements and policy documents	MET	NOT MET	
Personnel Support			
Adopts a helpful person-centred attitude	MET	NOT MET	
Responds in a timely fashion to all communications / requests	MET	NOT MET	
Documents (where required) relevant communications and responses	MET	NOT MET	
Escalates problems as appropriate	MET	NOT MET	
Job Specific Duties (please identify if applicable)			

	MET	NOT MET
	MET	NOT MET
	MET	NOT MET
	MET	NOT MET

Reviewer comments:

Reviewee comments:

Signed: _____ (Reviewee) Date: _____

Signed: _____ (Reviewer) Date: _____

Recommended for progression (subject to moderation) Yes No (tick)

Cc:Reviewer / Reviewee / Line Manager / PA to Principal