

Support Staff Appraisal Policy

James Brindley School

Date ratified by the Leadership Team: January 2017

To be reviewed annually by:
The HR Manager

Support Staff Appraisal Policy

Introduction

James Brindley School is committed to developing all support staff effectively to ensure professional satisfaction, high levels of expertise and career development progression. Appraisal is integral to the Academy's intention of continuously improving the quality of all aspects of the education delivered to pupils. It is expected that support staff are able to contribute to the raising of standards by meeting the needs of pupils and teachers to the benefit of all.

The process is tailored to:

- Meet the needs of the academy
- Assist the school in meeting its aims as identified in the Academy Improvement Plan
- To support the development of support staff in gaining access and support to develop their career

All colleagues at James Brindley School should have a clear vision of the role they play in providing a high quality environment and experience for each other and for the pupils.

Appraisal is important and is a shared responsibility and it is an expectation that within all Job Descriptions that all staff will participate in the appraisal process.

Aims and Purpose

The Academy's policy is intended to ensure that each member of staff's performance is reviewed and targets set on an annual basis and that an exchange of views will take place between the job holder and the reviewer (usually their line manager).

The benefits of Appraisal in terms of improved communication and enhanced performance, both for the individual and the academy, can only be achieved by the continuous commitment of all those involved in the process.

The Appraisal policy has been designed to meet the following specific objectives;

- To assist all support staff in performing their roles to the best of their ability and maximising their contribution to the Academy's overall objectives.
- To identify individual/job holder training needs
- To highlight the potential that each individual/job holder has to develop within his/her current position
- To provide a framework where managers can support their team.

Performance review is much more than simply filling in forms. It provides an important record to review performance and set future targets, and it is essential that it is completed accurately. Above all, however, development and performance improvement is viewed as a continuous process contributing to meeting the aims of the academy.

Planning

Using the timetable as set out in **Appendix E**, the cycle commences with the individual/job holder being given a copy of the 'Support Staff Introduction to Appraisal' (**Appendix A**). This informs the individual/job holder of how the process works, an example agenda, and a support staff self review from (**Appendix B**). At the same time a meeting time and place will be arranged.

Review

The review will take place in a suitable environment and allow sufficient time to discuss all areas of Appraisal. At the interview the individual/job holder and reviewer will discuss and agree;

- Previous objectives
- Future objectives
- Training and development needs.

Objectives

The objectives set will be Specific, Measurable, Achievable, Realistic and Time-bound (SMART) 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.

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

Staff will have a maximum of three objectives.

Staff will also have a list of Behavioural expectations as detailed below and will be expected to demonstrate these in order to 'meet' their overall appraisal.

Behavioural list of expectations:

Support a culture of mutual respect for each other and the environment by acting as a role model and by:

- Develop and maintain effective relationships with internal and external parties, presenting a positive image of the school
- Ensure behaviour and actions has a positive impact on others
- Maintain professional conduct even under pressure
- Ensure the wellbeing of pupils and colleagues by following and encouraging use of relevant safeguarding and safety procedures
- Being open, honest and transparent with colleagues and external parties
- Excellent timekeeping

In addition staff will set some goals for learning and development, based on the needs of the Academy and staff members' development within each department.

Appendix D gives examples of SMART objectives along the evidence required for meeting them.

Recording

The agreed objectives will be recorded, by the Reviewer, on the Appraisal Record of on the Appraisal for Support Staff Form (**Appendix C**). Once written, the individual/job holder and the Reviewer will sign the Appraisal for Support Staff Form which will then be sent to HR. A complete copy will be held by the individual/job holder and a second copy will be placed in their personal performance management file. Individuals are encouraged to keep a record of their own professional development, agreed objectives, courses and training undertaken.

Ratings

At the end of the Appraisal review cycle, each objective should be rated as below and an overall final rating given:

| Rating | Overall assessment/typicality | Descriptor |
|--------|-------------------------------|------------------------|
| 1 | Met | Has met objectives |
| 0 | Not Met | Has not met objectives |

To have met an objective, clear evidence must be presented on the appraisal form by the appraiser of how this has been successfully met following discussion and input with the individual/appraisee.

Note: generally in order to be awarded with an overall rating of 'met', staff will have had to have achieved at least two out of the three objectives set AND have achieved 'met' in their behavioural objective.

Links between pay, career stages and appraisal

Information from the performance review will /can be used to inform aspects of the pay structure. See the pay policy.

Confidentiality

The principles of the Data Protection Act 1998 will be followed at all times by those who have access to the documents. The whole Appraisal process and the statements generated under it, in particular, will be treated with strict confidentiality at all times. Only the reviewee's line manager or, where s/he has more than one, each of her/his line managers will be provided with access to the reviewee's plan recorded in her/his statement, upon request, where this is necessary to enable the line manager to discharge her/his line management responsibilities. Reviewees will be told who has requested and has been granted access. The reviewee's Appraisals objectives will be stored on the L: drive of the academy network unless the reviewee requests otherwise.

Support Staff Introduction to Appraisal

Introduction to Appraisal for support staff.

Appraisal is an ongoing cycle involving three stages – planning, review and recording.

The process

Your reviewer (usually your line manager) will ask you to attend a meeting. They will give you this pack which includes a self review form, and, where available, a copy of your job description. If you do not have a job description this is the ideal time to draw one up for discussion and agreement.

1. Planning

Both you as the individual/job holder and the reviewer need time to prepare for the review. It is important that you take the time to complete the self review form as this will help inform the reviewer and they too can be properly prepared. You should complete the self review form and hand this to your reviewer seven days prior to the review meeting.

2. Review

The reviewer will set the scene by explaining the purpose of the review and what will happen. The review meeting agenda will include;

- A two way open and constructive discussion covering all aspects of the job so that the purpose of the work is clear.
- A shared desire for quality performance and a commitment to recognise and tackle obstacles.
- Opportunities to plan for improvement in a supportive environment.
- Identification of the skills or knowledge necessary to carry out tasks.
- Addressing development needs so that job effectiveness is enhanced and staff are helped to progress.

You should set a maximum of three objectives for the year ahead.

Staff will also have a list of Behavioural expectations as detailed below and will be expected to demonstrate these in order to 'meet' their overall appraisal.

Behavioural list of expectations:

Support a culture of mutual respect for each other and the environment by acting as a role model and by:

- Develop and maintain effective relationships with internal and external parties, presenting a positive image of the school
- Ensure behaviour and actions has a positive impact on others
- Maintain professional conduct even under pressure
- Ensure the wellbeing of pupils and colleagues by following and encouraging use of relevant safeguarding and safety procedures
- Being open, honest and transparent with colleagues and external parties
- Excellent timekeeping

In addition you set some goals for learning and development based on the needs of the Academy and staff members' development within each department.

(see **Appendix D** for example SMART objectives along with the evidence required for meeting them)

To have met an objective, clear evidence must be presented on the appraisal form by the appraiser of how this has been successfully met following discussion and input with the individual/appraisee.

Note: generally in order to be awarded with an overall rating of 'met,' staff will have had to have achieved at least two out of the three objectives set AND have achieved 'met' in their behavioural objective.

3. Recording

After the review meeting, you, the individual/job holder, will prepare a written record of the discussed and agreed objectives on the Appraisal Record. (**Appendix C**). Once you have completed the form, sign it and give it to your reviewer. They will check the detail and countersign the form. A completed document will be given to you for your records and a second copy will be held in your personal file.

Support Appraisal – Self Review

Name Job title

Review meeting date set for

Appraisal review is an opportunity for you to look at your current role and think about how it has going in the last year and what you would like to happen in the coming year. You could look at your Job Description. What do you enjoy? What would be better if? What do you really not enjoy? Look at these headings and think about some targets you could set yourself.

- | | |
|---|--|
| 1 | Are you aware of your job description? And how do you feel your job contributes to JBS? |
| 2 | Are there any particular areas of your job in which you feel that you have particular strengths? |
| 3 | Are there any areas of your job in which you would like additional support to be able to do your job more effectively? |
| 4 | Is there anything from last year that you feel you could of done differently or improved upon? |

| | |
|---|--|
| 5 | What do you see as your major disappointments in the last year? |
| 6 | What do you see as your personal development needs? (i.e. training and development needs). How could these be met? |
| 7 | What do you see as your key objectives or tasks for the next twelve months? |
| 8 | Are there any other areas of the JBS that interest you where you would like to develop knowledge and experience? |
| 9 | Please state anything else you wish to discuss |

APPRAISAL FOR SUPPORT STAFF

Appendix C

| | | |
|-------------------------------|---------------------------------|-----------------------------|
| School: James Brindley School | | |
| Performance year | From: 1 st September | To: 31 st August |

| | | |
|--|-----------------------------------|--|
| Employee Name: | | Sector: |
| Role: | | Manager: |
| Objective Setting - Objectives agreed | Mid-Year Review | Full Year – Final rating agreed |
| Date: | Date: | Date: |
| Employee Signature: | Employee Signature: | Employee Signature: |
| Date: | Date: | Date: |
| Manager Signature: | Manager Signature: | Manager Signature: |
| Date: | Date: | Date: |
| Countersigning Manager Signature: | Countersigning Manager Signature: | Countersigning Manager Signature: |
| | | Date of School Wide Moderation: |

Appraisal Objectives and Outcomes

| Key Appraisal Objectives for the year | Mid-Year | Full Year | |
|---|---|----------------------------------|------------------------------|
| 1.Objective 1 | | | |
| <i>Evidence: How will I know that this has been achieved?</i> | Any concerns or support required to meet this objective? Identify here. | Not Met <input type="checkbox"/> | Met <input type="checkbox"/> |
| 2.Objective 2 | | | |
| <i>Evidence: How will I know that this has been achieved?</i> | Any concerns or support required to meet this objective? Identify here. | Not Met <input type="checkbox"/> | Met <input type="checkbox"/> |

| | | | |
|---|--|---|-------------------------------------|
| 3.Objective 3 | | | |
| Evidence: How will I know that this has been achieved? | Any concerns or support required to meet this objective? Identify here. | Not Met <input type="checkbox"/> | Met <input type="checkbox"/> |

| Behavioural Objective for the year (based on ethos/values) | Mid-Year | Full Year | |
|---|--|---|-------------------------------------|
| Support a culture of mutual respect for each other and the environment by acting as a role model and by: <ul style="list-style-type: none"> • Develop and maintain effective relationships with internal and external parties, presenting a positive image of the school • Ensure behaviour and actions has a positive impact on others • Maintain professional conduct even under pressure • Ensure the wellbeing of pupils and colleagues by following and encouraging use of relevant safeguarding and safety procedures • Being open, honest and transparent with colleagues and external parties • Excellent timekeeping | | | |
| Evidence: How will I know this has been achieved <ul style="list-style-type: none"> • An example of effective relationships with internal and external parties maintained whilst presenting a positive image of the school • An example of where behavior has had a positive impact on others | Any concerns or support required to meet this objective? Identify here. | Not Met <input type="checkbox"/> | Met <input type="checkbox"/> |

| | | | |
|---|--|--|--|
| <ul style="list-style-type: none"> • An example of where professional conduct has been maintained under pressure • An example of where wellbeing of pupils and colleagues has been maintained by following and encouraging use of relevant safeguarding and safety procedures • An example of open, honest and transparent dialogues with colleagues and external parties • Evidence of excellent timekeeping | | | |
|---|--|--|--|

Learning and Development Plan

| | Mid-Year | Full Year |
|--|----------|-----------|
| <p>1.</p> | | |
| <p><i>Evidence: How will I know that this has been achieved?</i></p> | | |

Employee's comments

Contextual information relating to other key contributions during the year.

Notes from countersigning or moderation

Overall Rating (please indicate as appropriate)

Not Met

Met

Appendix D

Example of SMART objectives

These are provided as guidance examples only

Guidance Note

Performance objectives should be relevant to the jobholder's role and the level of performance they are expected to demonstrate at their grade.

Teaching Assistant GR2

Performance Objective

To assist the teacher by ensuring all learning materials meet expected standards of quality and are prepared in time for the start of each session as detailed in the lesson plan.

To meet this objective

Create a bank of materials, Differentiate for SEN and G&T – Make suggestions for materials to meet lesson objectives

Evidence to support objective

Observation. Feedback from teacher. Termly review of materials produced against lesson plans. Banked materials. Sample ideas.

Teaching Assistant GR3

Performance Objective

To create a bank of learning materials for year X to support the revised curriculum/development policy by end of X term.

To meet this objective

Include gifted and talented and SEN, Provide guidance for colleagues on a particular aspect.

Evidence to support objective

Agreed list of materials by end of X Term, Bank of materials in place. Contribute to guidance produced for school staff.

Lunchtime Supervisor

Performance Objective

To keep children and adults safe from accidents by ensuring all spillages during food service are dealt with as soon as possible.

To meet this objective

Promoting positive behaviour to avoid spillages. Managing behaviour by encouraging children to report and clear spillages. Re-organizing release of children from tables to avoid conflicts.

Evidence to support objective

Periodic observation during year. Spillage check / record chart. Regular checks on spillages.

Lunchtime Supervisor

Performance Objective

Support children in enjoying and achieving at school by encouraging and supporting them to take part in play activities suited to their age and abilities, including team games, (also sensory activities for pupils with special educational needs) at lunch sessions.

To meet this objective

Lead play activities, Suggest new play activities. Encourage inclusion. Work with peer mentors/buddies.

Evidence to support objective

Periodic observation during each term. One-to-one discussions with Senior Lunch-time supervisor. Record of activities. Activity plan.

School Administrator GR2

Performance Objective

Maintain accurate pupil records on attendance and alert parents and carers to unauthorised absence within deadlines.

To meet this objective

Work with School Attendance Officer / Education Welfare Officer to identify trends and persistent non-attendance. Produce reports for Principal/ Governors

Evidence to support objective

Termly checks on system reports. Records are accurate and updated with X hour of registration. Parents or carers notified within X minutes of registration. Termly report to Principal is complete and accurate. Feedback from Education Welfare Officer.

Behavioral Objectives

(based on ethos and values)

An employee's values and behaviours should be based upon ethos and the Values. Make sure that both the manager and employee understand what is expected in the way that values and behaviours are demonstrated.

My behavioral objective:

Support a culture of mutual respect for each other and the environment by acting as a role model and by:

- Develop and maintain effective relationships with internal and external parties, presenting a positive image of the school
- Ensure behaviour and actions has a positive impact on others
- Maintain professional conduct even under pressure
- Ensure the wellbeing of pupils and colleagues by following and encouraging use of relevant safeguarding and safety procedures
- Being open, honest and transparent with colleagues and external parties
- Excellent timekeeping

Evidence: How will I know this has been achieved?

- An example of effective relationships with internal and external parties maintained whilst presenting a positive image of the school
- An example of where behavior has had a positive impact on others
- An example of where professional conduct has been maintained under pressure
- An example of where wellbeing of pupils and colleagues has been maintained by following and encouraging use of relevant safeguarding and safety procedures
- An example of open, honest and transparent dialogues with colleagues and external parties
- Evidence of excellent timekeeping

These are provided as guidance examples only

Classroom and Office based staff – all grades

Support the school ethos of respect for each other by:

- Making time to listen carefully to people to understand their needs
- Responding sensitively to differences and treating people with respect
- Taking account of the views of others when taking decisions
- Remaining calm and reassuring in difficult situations

Evidence to support the values and behaviours

Observation in formal and informal meetings. Feedback from peers and line manager

Lunchtime Supervisor

Collaborate with other staff to provide a safe and enjoyable experience at school by:

- Attending promptly and being prepared for work
- Listening to and acting on guidance from colleagues about individual children's needs
- Being patient and helpful when encouraging children to participate in play activities and resolving issues
- Timely reporting on incidents of positive and negative behaviour to promptly address any concerns

Evidence to support the values and behaviours

Observation. Timesheets. Feedback from colleagues. Reporting back to class teacher.

Receptionist/Administration

Help maintain and improve the professional image of the school by:

- Treating all visitors with respect and understanding.
- Keeping the reception office tidy and presentable and embracing new ways of working to encourage change
- Keeping people informed and up-to-date on school activities and listening carefully to all visitors
- Accepting responsibility for actions and decisions

Evidence to support the values and behaviours

Weekly checks on reception. Notice boards kept up to date. Desks clear of filing and sensitive data. Observation. Feedback from parents/carers.

Teaching Assistant Level 2 and Level 3

Support our aim for inclusive culture by:

- Treating the children fairly and with respect and kindness.
- Remaining calm and reassuring when carrying out activities with groups of children.
- Provide support to children with different needs to ensure they feel a valued member of the group.
- Informing the teacher of any matters of concern by communicating in a clear and effective manner

Evidence to support values and behaviours

Observation by teacher, feedback from Ofsted report, feedback from parents/carers and children. Learning diary.

Building Services Manager

Collaborate with staff and visitors to provide an effective environment at school by:

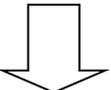
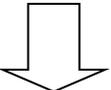
- Making time to listen carefully to people to understand their needs
- Providing guidance to staff and visitors in a polite and positive manner.
- Adapting priorities and approach to the maintenance of the building.
- Seeking feedback from the Head Teacher/Bursar on matters relating to the smooth running of the school site and use information to improve working practices.

Evidence to support objective

Feedback from internal staff. Maintenance records. Notes of meetings with external contractors.

Support Staff Appraisal Timescales

Regular one to one meetings/conversations between employee and line manager/appraiser should be taking place throughout the year

| DATE | ACTION | WHO |
|--|--|---|
| September | Finalise & moderate ratings previous Appraisal Cycle | HR Governing Body |
| October | Approval | Governing Body |
| December | Payments to made for increments backdated to 1 April where applicable | HR/Payroll |
| February  March | Mid year review meetings take place. Paperwork to be scanned onto the L Drive | Employee and line manager/appraiser HOS |
| June  July | Final review meetings take place and ratings and paperwork scanned on L Drive and sent to HR Objective setting for next year. Paperwork to be scanned onto L Drive | Employee and line manager/appraiser Employee and line manager/appraiser HOS |

Appraisal for Support Staff – Frequently Asked Questions

1. What is the Appraisal period?

The Appraisal period runs from 1 September to 31 August.

2. Are all increments backdated to April?

No, those employees that are entitled to Time Served increments (TSI) will automatically receive these in April. (Gr1 + Gr2 = 2 TSIs, Gr3, Gr4 + Gr5 = 1 TSI and Gr6 + Gr7 = no TSI). Performance-related increments based on moderated Appraisal final ratings will normally be paid in December and back-dated to the previous April.

3. Where an employee is on a probationary period, do managers still undertake an Appraisal for them?

Yes, this is advised. The objectives set within the period of probation can however reflect the nature of the tasks you would expect of a new employee and the Appraisal should include the support that managers are putting in place to help the new employee meet their objectives.

4. Is an employee entitled to pay progression if they have been absent long-term?

In the event of long term absence:

- An employee may be eligible for pay progression to a TSI;
- If the cumulative total of absence means that less than six months of an Appraisal year have been completed, there will be no performance related incremental progression.

However, it is important that an employee is not disadvantaged because they are:

- On maternity, paternity or adoption leave
- Absent due to a maternity related illness
- Absent due an industrial injury
- Absent to a disability as defined by the Equality Act
- Absent to being suspend from work with prejudice

5. How do I ensure I am not disadvantaging those that are absent long-term for maternity, industrial injury, disability or suspended from work without prejudice?

In these cases, where the absence has been for six months or more of the PM year, you must take one of the following approaches that best reflects the specific circumstances of the employee.

a. Fair Adjustment.

This is the approach you must take where you have sufficient evidence to recommend an overall final rating for moderation. This may be possible where your employee has been in attendance at work for a sufficient amount of time to make a judgement on performance, or where you have previous PM for Support Staff ratings to refer to.

This final rating should be based upon evidence available such as:

b. Local Proxy

This is the option you should take where you do not have sufficient evidence to recommend an overall final rating but you have a number of support staff within the school working at the same grade and role as the individual. In these cases a **modal average** for the grade could be applied locally as a proxy rating for the member of staff who has been absent due to maternity, industrial injury, disability or suspended from work without prejudice. The modal average is the most frequently occurring rating.

c. Proxy

This option should be taken where neither of the two previous options are possible (e.g. you do not have sufficient evidence to make a judgement on an overall PM rating and nor are there other support staff working at the same grade as the individual). In this circumstance Schools HR can automatically award a PM final rating based upon the modal average final rating of the grade across schools. In this case, Schools HR will be allocating the PM rating that occurs most frequently within the grade.

Time-served increments within grades GR1 to GR5 will continue to be paid as normal regardless of absence.

6. What if an employee has only been employed at the school or in a particular role for a limited period of time?

Time-served increments, in any single year, are only available to those on a time-served SCP whose continuous service began on or before 1st October within that Appraisal year. Performance-related increments are linked to an employee's SCP and time in grade during the Appraisal year. A requirement of 6 months in grade is a principle which underpins the eligibility criteria.