



London Borough of Waltham Forest

APPRAISAL MODEL POLICY & PROCEDURE School Support Staff

July 16

Date Adopted by GB:	
Review Date of Policy:	
Signed:	

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SECTION 1: OUTLINE OF THE POLICY

1.0 PURPOSE

- 1.1 The overall aim of this scheme is to improve the performance of the school by helping the support staff develop their potential and maximise their own contribution. A separate policy is in place for the performance appraisal arrangements for teachers.
- 1.2 It is in everyone's interest to ensure that all employees know what is expected from them and any performance standards that need to be met. It is also important that each employee and their manager or supervisor has an opportunity to discuss how work is going on a regular basis. The discussion should include any issues that might arise during the year which impact on the employee's ability to get the work done to the standard/timescales required.
- 1.3 There are a number of specific aspects to working for the school which managers should ensure that their staff are competent to deal with. These will vary depending on the role which the employee undertakes, but may include some of the following:
- a) Identified school priorities
 - b) Pupil attainment
 - c) Data Protection and Information Security
 - d) Safeguarding Young People
 - e) Financial Integrity
 - f) Health and Safety
 - g) Equality and Diversity
- 1.4 The performance appraisal process is designed to:
- a) Provide feedback on performance and set work objectives for the year ahead;
 - b) Make sure the line manager and employee are clear about the purpose of their job;
 - c) Help employees see how their job fits with the overall school aims/development plans;
 - d) Enable the manager to plan how work is allocated fairly and effectively among team members;
 - e) Address staff development needs;
 - f) Help support employees to progress in their chosen career.

2.0 APPLICATION OF THE POLICY

- 2.1 The policy applies to all members of support staff employed by the school, except those on contracts of less than one term.

SECTION 2: OUTLINE OF THE PROCESS

1.0 APPRAISAL FOR SUPPORT STAFF

- 1.1 Appraisal in this school will be a supportive and developmental process designed to ensure that all support staff have the skills and support they need to carry out their role effectively. It will help to ensure that staff are able to continue to improve their professional development.

2.0 APPRAISAL PERIOD

- 2.1 The appraisal period will run for twelve months from XX TO XX (insert dates for your school).
- 2.2 Support staff employed on a fixed term contract of less than one year will have the right to an appraisal in accordance with the principles underpinning this policy. The length of the period will be determined by the duration of their contract.

3.0 APPOINTMENT OF APPRAISERS

- 3.1 The Headteacher will decide who will appraise members of support staff. In this school, this will normally be:
- a) The Head teacher;
 - b) A member of the Senior Leadership team;
 - c) A member of support staff with clear line management responsibilities of the appraisee's work;
 - d) A member of the teaching staff with clear line management responsibilities of the appraisee's work.

4.0 APPRAISAL REVIEW MEETINGS

- 4.1 The annual appraisal review meeting is an opportunity for a 2 way conversation to recognise the contribution made by an individual over the previous 12 months, the time to set work targets/objectives for the coming year and an opportunity to identify training needs.
- 4.2 Review the Previous Year's Performance**
- 4.2.1 At the start of the appraisal meeting the appraiser will review the previous year's targets if applicable.

4.3.1 Observation

- 4.3.2 This school believes that observation of work practice is important both as a way of assessing staff performance in order to identify any particular strengths and areas for development they may have and of gaining useful information which can inform school improvement more generally.
- 4.3.3 All observation will be carried out in a supportive fashion by those with knowledge of the appraisee's work and appropriate and timely oral and/or written feedback will be given.
- 4.3.4 One observation per year will be carried out prior to the annual appraisal review meeting.
- 4.3.5 This method of assessment will only be used for the following roles (schools can choose to add additional roles with agreement from the trade unions):
- a) Teaching Assistants/Learning Mentors

4.4 Setting Objectives

- 4.4.1 Objectives for each member of support staff will be set before or as soon as practicable after, the start of each appraisal period. The objectives set for each individual will take account of the following:
- a) the individual's job description;
 - b) the person specification relating to the individual's role;
 - c) the school improvement/development plan.
- 4.4.2 The objectives set will be Specific, Measurable, Achievable, Realistic and Time-bound 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 appraisee can refer their concerns over the targets to the next level of management before the targets are finalised and signed off. (This should be reviewed and agreed within a 2 week period).
- 4.4.3 Under normal circumstances staff will have a maximum of 3 objectives.
- 4.4.4 When the quality of work of a member of staff fails to meet the expected standard for their job role a support period and performance improvement plan will be implemented (refer to section 5).

4.5 Mid-year Appraisal Review

- 4.5.1 A mid-year review of progress towards objectives should be carried out including a discussion of the personal development plan.

4.6 Annual Appraisal Review

- 4.6.1 As soon as possible following the end of each appraisal period, the Annual Appraisal Review (AAR) meeting will take place. Following the review meeting staff will receive a completed AAR form and employees will have the opportunity to put their comments in writing.
- 4.6.2 The assessment of performance and training and developments needs will inform the planning process for the following appraisal period.

4.7 Development and support

- 4.7.1 Appraisal is a supportive process which will be used to inform continuing professional development. Professional development will be linked to school improvement priorities and to the on-going professional development needs and priorities of individual staff.
- 4.7.2 Staff will receive constructive feedback on their performance at review meetings, for roles that require observations staff will be given their feedback as soon as practicably possible after the observation has taken place. Feedback will include a discussion with the member of staff and will highlight particular areas of strength as well as any areas that need attention and will determine any appropriate action required.
- 4.7.3 If at any time during the appraisal cycle issues of performance are flagged up a support period and improvement plan will be agreed with the employee and implemented with an agreed timescale (refer to section 5).

5.0 Support Period/Plan

- 5.1 Concerns about performance may be raised through this Appraisal process and where necessary a support period will be initiated prior to any formal action being taken.
- 5.2 If following the period of support there is still a cause for concern regarding an employee's performance then formal procedures may be considered.

6.0 CONFIDENTIALITY & RECORD KEEPING

- 6.1 The appraiser should fill in the appraisal form for the annual appraisal which should be signed by both the appraiser and the appraisee. (see appendix 1).
- 6.2 The appraisal form should be kept on the employees personnel record and a copy given to the employee for their own records.

7.0 EQUALITY & CONSISTENCY

- 7.1 The Headteacher will have overall responsibility for the quality assurance of the appraisal process for support staff across the school and may delegate this responsibility to a member of the senior leadership team or other senior/middle manager.
- 7.2 The Headteacher will be responsible for reporting annually to the Governing Body on any relevant issues, including those of 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.
- 7.3 The Governing Body is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.

8.0 Retention of Appraisals

- 8.1 The Governing Body and head teacher will ensure that all written Appraisal records are retained in a secure place for six years and then destroyed.

SECTION 3: APPENDICES

Appendix 1 Appraisal Form

Appendix 1 – Appraisal Form

Employee Name:	
Date:	

An open two-way discussion to:
Recognise contribution and provide an assessment off overall performance. Including performance against any agreed targets.

Objective	Success Criteria	Evidence Including Lesson Observations	Evaluation
1.			
2.			
3.			

Training & Development Needs:

Appendix 1 – Appraisal Form

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Assessment of overall performance:

What have your successes been over the past year in relation to the following (as appropriate to role/impact and current objectives)	Notes/Evidence	Impact
Pupils:		
Curriculum development/Contribution to School/support for others:		
Support for wider aspects of school life (i.e school trips, clubs etc):		
Training & Development:		

Appendix 1 – Appraisal Form

Employees comments:
Appraisers comments:

Employees signature:	Appraisers signature:
Date:	Date: