

# **RIVERSIDE SCHOOL**



## **Support Staff Appraisal Policy**

APPROVED BY GOVERNORS

RESPONSIBLE PERSON – HEADTEACHER

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## **1. Purpose**

The purpose of this policy is to ensure that the work performance and learning needs of support staff are managed effectively and fairly.

It aims to ensure that the school's ambitions and targets, as embodied in the school's development plan, are reflected in the appraisal of work performance and the planning which takes place to ensure the appropriate continuous development of all staff.

## **2. Application**

This policy applies to all support staff at the school except those who are not employees (e.g., casual workers, agency staff) or those serving a probationary period. Support staff who are engaged on a temporary or fixed term contract likely to last for less than one year will have their performance managed in accordance with the principles underpinning this policy, although the process will be adjusted to take into account the known or likely duration of the contract.

The Governing Body is mindful of its obligations under the Equality Act 2010 and this policy will be adapted fairly and consistently to all support staff, with the exceptions outlined above.

## **3. Policy**

The Governing Board recognises that employees perform most effectively when they have clear expectations of their job role and purpose, their objectives and performance criteria, and of the wider school development plan.

The Governing Board aims to ensure that every employee has a performance appraisal meeting at least once in every 12 months, at which previous performance and learning will be reviewed and objectives for the future will be set.

The Governing Board will expect line managers to meet with staff on a regular basis to discuss progress towards objectives set at the annual appraisal meeting, to discuss work programmes, and to raise any other work-related issues.

The Governing Board will ensure that managers and staff have access to appropriate training and development to enable them to carry out their roles effectively.

Underperformance of a member of staff will be addressed through the school's procedures for the management of capability, during which time this policy will be suspended.

## **4. Roles and Responsibilities**

The overall responsibility for employee appraisal within the school rests with the Governing Board, who have delegated their responsibility to the Headteacher. The Headteacher is expected to ensure that staff appraisals are carried out within the school.

The Governing Board is responsible for monitoring the overall operation and effectiveness of this policy and for its periodic review.

Line managers/ appraisers are responsible for:

- Ensuring that new employees have work objectives set as part of their induction;
- Conducting appraisals of staff at least once per year in line with this appraisal policy;
- Meeting employees on a regular basis to review progress (one-to-one supervision meetings); and
- Meeting with employees to discuss training and development needs linked to the effective delivery of the job role, achievement of objectives and career aspirations.

Employees are responsible for:

- Taking an active role in reviewing their own performance and objective setting; and
- Engaging with and taking responsibility for their own learning and development.

## **5. The Appraisal Meeting**

The appraisal meeting will be pre-arranged between the line manager (or performance appraiser if different) and the member of staff concerned. Usually at least one hour should be set aside for the meeting, more if the role is complex or if circumstances suggest this would be useful. The appraisal meeting should be conducted privately and therefore a quiet room should be booked for the purpose.

The appraisee is expected to prepare for the meeting and a self-review form is available for the appraisee to complete in advance of the meeting. Its completion is not compulsory but is recommended as an aid to preparation.

Appraisers are also expected to prepare before the meeting, although the process of informal evidence gathering should be ongoing throughout the year in order that the appraiser can make an informed judgement about performance, using examples. For teaching assistants, relevant evidence might consist of students work or progress data. For other support staff there may be evidence from project documentation or from co-workers, customers (e.g., parents, other service users) or managers which can feed into the process. Relevant occupational or professional standards may be used as a backdrop for the appraisal discussion where appropriate.

## **6. Objective Setting**

The appraisal meeting will consider past performance but also consider appropriate objectives for the following appraisal period.

It is recognised that the process of objective setting will be more appropriate to some support staff roles than others and that therefore it may not be practicable in all cases to set formal objectives.

Objectives will, where possible, relate to the school's plans for improving educational provision where relevant to the individuals role. Otherwise (or in addition) they may relate to progress

in a specific task and/ or professional development. They may be individual, team based or whole school objectives.

Objectives should be challenging but also achievable, bearing in mind the staff members' role and number of hours, as well as what might reasonably be expected of others in that position.

## **7. The Appraisal Form**

Following the meeting, the appraiser will complete the appraisal form and provide a copy initially to the appraisee to allow him/ her to comment on the content before it is finalised. If the appraisee does not agree with the content, he/ she should initially discuss this with the appraiser. If this fails to achieve an outcome the appraisee is satisfied with, s/he may raise this matter with the appraiser's line manager or the Headteacher. In the event of continued dissatisfaction, the employee may seek to raise the matter formally, in accordance with the school's grievance procedure. Where the appraiser is the Headteacher, disagreement over the content of the completed appraisal form may be referred to the Chair of Governors.

## **8. Learning and Development**

Identified learning and development needs will be collated to inform local plans for professional development activities. Needs will be prioritised by the Headteacher, bearing in mind the extent to which the identified CPD will support the school's development plan and is needed in order for the member of staff to achieve his/ her set objectives. The school's priorities will ultimately take precedence when dealing with competing demands on the school's budget.

## **9. Engagement with Appraisals and Informal Reviews**

All staff and line managers are encouraged to take responsibility for their own role within the appraisal process. Failure to engage with performance review may lead to a lack of clarity over job role, learning needs or expected standards of performance, resulting in underperformance which can directly or indirectly put pupil progress at risk.

## **10. Confidentiality**

The appraisal interview is essentially a private conversation between appraiser and appraisee in which both parties should feel able to speak openly and honestly about performance, the work environment, support received and any other relevant matters. The member of staff should state in the appraisal meeting if there are any particular areas of the discussion which they would wish to remain confidential and not recorded on the form.

## **11. Data Protection**

When conducting an employee's appraisal, the school processes personal data collected in accordance with its data protection policy. Data collected by the school as part of the operation of the appraisal process is held securely and only accessed by, and disclosed to individuals for the purpose of managing his/ her appraisal or to quality assure the operation

and effectiveness of the appraisal system. Inappropriate access or disclosure of employee data constitutes a data breach and should be reported in accordance with the data protection policy immediately. It may also constitute a disciplinary offence, which will be dealt with under the school's disciplinary procedure.

## **12. Status of Policy and Review**

The content and operation of this policy is reviewed as and when deemed necessary by the Governing Board. The current review cycle is annually. The data for the next review is Spring Term 2025.

This policy is discretionary and does not confer any contractual rights.