

RIVERSIDE SCHOOL



Appraisal Policy – Support Staff

APPROVED BY GOVERNORS

RESPONSIBLE PERSON – HEADTEACHER

Contents

Statement of Intent

1. Application
2. Policy
3. Roles and Responsibilities
4. The Appraisal Meeting
5. Objective Setting
6. The Appraisal Form
7. Learning and Development
8. Engagement with Appraisals and Informal Reviews
9. Confidentiality
10. Data Protection
11. Monitoring and Review

Statement of Intent

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.

1. 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 board 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.

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- DfE (2014) 'The Equality Act 2010 and schools'
- Employment Rights Act 1996
- The School Staffing (England) Regulations 2009 (as amended)
- Part-Time Workers Regulations 2000
- Fixed Term Employees Regulations 2002
- DfE (2017) 'Constitution of governance bodies of maintained schools: statutory guidance'
- DfE (2021) 'Staffing and employment advice for schools'
- DfE (2024) 'Managing teachers' and leaders' pay and progression

This policy operates in conjunction with the following school documents and policies:

- Capability Procedure – Support Staff
- Staff Code of Conduct
- Equality, Diversity and Inclusion (EDI) Policy and Procedure for Staff
- Disciplinary Policy and Procedure for Staff
- Data Protection Policy
- School Development Plan

2. 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.

3. 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 will be responsible for:

- Reviewing and streamlining appraisal policies.
- Agreeing the extent to which specific functions relating to the appraisal process will be assigned to others.
- Ensuring that they are suitably trained on the appraisal process.
- Ensuring the effectiveness of this policy by monitoring and reviewing it annually.
- Ensuring that the appraisal process is managed in a way that avoids increased workload for all parties concerned.
- Ensuring that all members of staff have read and understood the provisions in this policy.
- Ensuring all objectives contribute towards the School Development Plan (SDP), improve the education of pupils at the school and support the school's operational and strategic delivery and needs.
- Ensuring all members of the board are informed that the appraisal process and the appraisal review process has taken place.
- Ensuring consistency of treatment and fairness, and abiding by all relevant equality legislation.
- Ensuring all delegated responsibilities are carried out.

- Ensuring that appraisal evidence informs other decisions, including decisions related to professional development and pay.

The headteacher will be responsible for:

- Reviewing, developing and streamlining the school's appraisal policies.
- Submitting the policy to the governing board for approval.
- Ensuring that support staff are notified in writing of any appraisal outcomes.
- Moderating appraisal outcomes.
- Ensuring that support staff are notified in writing of any appraisal outcomes.
- Keeping and maintaining records of all decisions made relating to appraisal decisions.
- Ensuring appraisers receive relevant training.
- The day-to-day implementation of this policy.
- Ensuring that the appraisal process is managed in a way that avoids increased workload for all parties concerned.

Line managers/ appraisers are responsible for:

- Ensuring that new and established employees have work objectives set as part of their induction.
- Conducting appraisals of all 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).
- 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:

- Being aware and up to date of all the relevant policies and procedures that apply to them.
- Engaging and actively participating with the appraisal process.
- Taking an active role in reviewing and reflecting on individual performance, capability, learning and development to support and ensure effective participation with the appraisal process.
- Collaborating on the setting of SMART (specific, measurable, achievable, relevant, time-bound) objectives.
- Engaging with and taking responsibility for their own learning and development.

4. The Appraisal Meeting

The appraisal meeting will be pre-arranged between 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, this is in order to support the appraiser in making 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 relevant areas of responsibility, 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.

The school will ensure that appraisees and their line managers/ appraisers engage in regular and ongoing dialogue throughout the appraisal period to support their development, performance and wellbeing.

5. 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 matched and as relevant to the individual's role. Otherwise (or in addition) they may relate to progress in a specific task and/ or area of 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.

Where there is the opportunity for early intervention to address identified areas of improvement performance, capability and conduct, the appraisal process can be an effective way to manage through objective setting and learning and development. If unsuccessfully resolved the appraiser (if the appropriate person) will need to invoke the school's Capability Procedure for Support Staff.

6. The Appraisal Form

Following the meeting, the appraiser will complete the appraisal form and provide a copy initially to the appraisee to allow them to comment on the content before it is finalised. If the appraisee does not agree with the content, they should initially discuss this with the appraiser. If this fails to achieve an outcome the appraisee is satisfied with, they 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.

7. 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 their set objectives. The school's priorities will ultimately take precedence when dealing with competing demands on the school's budget.

8. 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 the appraisal process, including the reviews, may lead to a lack of clarity over job role, learning needs or expected standards of performance, resulting in underperformance which can, dependent on role, directly or indirectly put pupil progress at risk.

9. 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.

10. 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 their 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 school's Data Protection Policy immediately. It may also constitute a disciplinary

offence, which will be dealt with under the school's Disciplinary Policy and Procedure for Staff.

11. Monitoring and Review

The contents and operation of this policy are reviewed on an annual basis, or when there are any changes to relevant legislation.

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