



**HALL GREEN SCHOOL  
(AN ACADEMY)**

**Appraisal Policy for Support Staff**

<b>Adopted:</b>	3 October 2018
<b>Next Review:</b>	3 October 2019
<b>Governing Committee:</b>	Full Governing Body
<b>Responsibility:</b>	Mr D Adams - Headteacher Mrs J Owen - Chair of Governors

## **APPRAISAL POLICY FOR SUPPORT STAFF**

The Headteacher and Governing body are responsible for ensuring that every member of the support team within the school is clear about what is expected of them in achieving their professional objectives. Appraisal gives individual colleagues and their line managers an opportunity to review performance and to make judgements about the extent to which staff have met their individual objectives and how they have contributed to the wider work of the school. Appraisal objectives should be linked to the school's development plan and identify learning and development requirements on an individual basis.

### Application of the Policy

The policy applies to all support staff at the school except those on contracts of less than one term, those undergoing induction or those undergoing capability procedures. Whilst subject to capability procedures, staff should not be subject to appraisal procedures until the result of the capability procedure is known. Staff undergoing induction will be managed in accordance with the principles underpinning this policy.

The Headteacher will moderate all appraisal documents to ensure that appraisals objectives are:

- consistent between those who have similar experience and similar levels of responsibility
- comply with the Academy's appraisal policy.

This policy should be read in conjunction with the Academy's Pay Policy which provides details of the arrangements relating to support staff pay in accordance with the relevant pay and conditions document.

To ensure all staff are fully conversant with the appraisal arrangements, all new staff who join the school will be briefed on them as part of their induction to the school.

### The Appraisal Period

The appraisal cycle will run for 12 months, normally from January to December. Where a colleague starts their employment at Hall Green School part way through a cycle, the Headteacher will determine the length of the first cycle, with a view to bringing his/her cycle into line with other staff as soon as possible.

### Appointing Appraisers

The Headteacher will appoint an appropriate Appraiser for each member of the support staff, normally their existing line manager. He/she will consider any objection to the named Appraiser. If an appraiser is unable to work for a sustained period of time for any reason, the Headteacher will perform their duties or allocate a replacement.

### The Appraisal Policy

Appraisal will be a supportive and development process designed to ensure that our support staff build their skills and expertise so that they can be more effective in their role. A coherent and robust policy, fairly applied, will:

- Support whole school performance planning and improvement.

- Link the personal performance of support staff to the school's identified priorities, as set out in the annual School Development Plan.
- Recognise and reward good and outstanding performance.
- Develop leadership and management of both the appraiser and the appraisee.
- Encourage, motivate and promote a team approach.
- Assist staff in improving their own performance.
- Identify training and development needs.
- Encourage self-reflection and self-evaluation.

### Setting Objectives

Agreed objectives should be challenging, specific, measurable, achievable, realistic and time-bound. Appraisers will pay due regard to what can reasonably be expected in the context of roles, responsibilities and experience. Colleagues should collect evidence to show that their objectives are being met as the appraisal cycle develops in any given year.

The Appraiser and Appraisee will seek to agree suitable objectives, as set out following the guidance in this document. Should objectives not be agreed, a final decision on the suitability of objectives will rest with the Headteacher. As with teaching staff, support staff should aim to identify 3 objectives, although this too can be negotiated, if an individual objective represents an unusually significant workload. Every objective should intend to contribute to the school's plans for improving educational performance and provision at Hall Green School, whilst taking into account the professional aspirations of individual colleagues.

It is acknowledged that some objectives may be common and standard across a team of support staff. These might be seen as standard objectives, focusing on the day to day role of the appraisee. More challenging objectives will exceed that role and whilst support staff may wish to identify a more challenging objective this is not required under the principles of the appraisal policy. More challenging objectives may have a significant impact on the School's Development Plan priorities and if successfully completed should be shown to have had a measurable impact on an area of the Academy's work that does not fall under the normal role of the appraisee. They should use skills, knowledge and a level of competence that goes beyond the norm. Whenever possible, targets should reflect aspects of performance which are measurable and evidence based.

### Reviewing Performance

For the Appraisal process to work effectively, reviews need to be conducted as confidential and constructive engagements within an atmosphere of support. Professional development will be linked to school improvement priorities and the on-going development needs of individuals. The school's programme of CPD will be informed by the training and development needs identified through the appraisal process. The Governing Body will ensure that budget planning will, as far as is reasonably possible, see that resources are made available for appropriate training and support, on an equitable basis. With regard to the provision of CPD in the case of competing demands on the budget, a decision on relative priority will be taken with regard to the extent to which the training and support will help the school to deliver its objectives. Account will be taken of this in a review meeting where it has not been possible for individuals to fully meet their performance criteria because recorded support could not be provided.

### Annual Assessment

Each colleague's individual performance will be formally assessed at the end of the cycle when they should provide evidence that identifies the level of performance achieved. A summary of the performance will be agreed and a written record produced which includes:

- details of the individual's performance of their role and responsibilities against their objectives;
- an assessment of the individual's performance of their role and responsibilities against their objectives;
- an assessment of the individual's training and development needs and identification of any action that should be taken to address them;
- A recommendation on pay, where relevant in line with the Academy's Pay Policy.

The Governing Body and Headteacher will ensure that all written appraisal records are retained securely for 6 years and then destroyed, in line with Data Protection legislation.

### Review of the Policy

The Governing Body will review the appraisal policy every two years at the Finance and General Purposes Committee meeting.

### Appeals

All staff may choose to exercise an individual right of appeal against the implementation/operation of the academy's Appraisal Policy and this would be via the Academy's Grievance Procedure.

## Roles and Responsibilities

Governors will:	Adapt, adopt and monitor policy. Nominate Appeals and Moderation Governors, if required. Manage budget liability.
The Headteacher and SLT will:	Identify Appraisers and Appraisees. Brief staff. Set performance agenda. Ensure compliance. Moderate the process.
Appraisers will:	Agree objectives and evidence. Monitor performance and gather evidence. Enable learning and development. Offer advice and support. Review at mid-year and at the end of the cycle.
Appraisees will:	Agree objectives and evidence sources. Gather evidence. Seek support and professional development, if appropriate. Review twice in the cycle, with the appointed Appraiser.

## Appendix 1

### Appraisal 2019-2020

Name: ..... Job Title: ..... Main Responsibilities: .....

Appraisal Objectives for 2019-2020	Performance Criteria	Evidence	Met/not met
<b>Professional Practice and Outcomes: Objective 1</b>			
<b>Professional Relationships and conduct: Objective 2</b>	<ul style="list-style-type: none"> <li>• Make a positive contribution to the life and ethos of the school.</li> <li>• Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.</li> <li>• Take responsibility for improving your work through appropriate professional development.</li> <li>• Maintain high standards of ethics and behaviour within and outside the school.</li> <li>• Have regard for the need to safeguard pupils' well-being in accordance with statutory provisions.</li> <li>• Have proper regard for the ethos, policies and practices of the school and maintain high standards in attendance and punctuality.</li> </ul>		
<b>Professional Development: Objective 3</b>			

Appraisee: ..... Appraiser: ..... Date: .....

Performance Review	Reviewer's evaluation – extent to which criteria have been met for the objectives set
<b>Professional Practice and Outcomes: Objective 1</b>	
<b>Professional Relationships and conduct: Objective 2</b>	
<b>Professional Development: Objective 3</b>	
<b>Overall comment:</b>	

**Recommendation on pay progression (where appropriate)** Reviewer's pay progression recommendation, taking into account the relevant criteria within the Academy Pay Policy:

Based upon the outcomes of the performance review above, pay progression on the relevant spine is **recommended/not recommended**

Post holder: ..... Date: ..... Reviewer: ..... Date: .....