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**Support Staff Performance Management Policy**

**LAT015 Version 2 Updated March 2022**

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**Before you use this policy, please check you have the latest version using the footer reference and Learn-AT Policy Index.**

1. Introduction
   1. This Policy applies to all permanent full and part time members of the support staff at the School.
   2. Every member of school support staff should receive a rigorous, constructive annual appraisal leading to an individual plan for development. Support staff employees have significant influence on the performance of the school and it is crucial that a comprehensive performance review process is followed.
   3. The purpose of appraisal is to define how well the appraisee is performing, agree future targets and define any development needs for improvement or growth. The policy is not linked to pay or promotion. It is also separate from disciplinary, sickness and related procedures.
   4. The overall aims of the appraisal policy are to:
      * + Review performance jointly, openly and productively.
        + Review and amend if necessary the job description for the employee to ensure that it accurately reflects the tasks of the employee.
        + Ensure everyone has clear work priorities and goals, which are linked to School Improvement and Development Plans (where relevant).
        + Support, guide and equip the employee to do their job and meet their, and the school’s or trust’s, goals.
        + Ensure that work targets also take account of national, professional and statutory requirements.
        + Recognise and celebrate achievements and value individual contributions.
        + Recognise and develop skills and abilities.
        + Be fair and consistent, promote equality of opportunity, and value diversity.
        + Evaluate and review past work-related training and development initiatives.
        + Look at future work-related training and development needs.
        + Maintain communication between managers and employees.
        + Identify and spread good practice.
        + Clarify relationships to other school policies where relevant.
        + Measure and recognise the impact that support staff performance is having in relation to the school improvement plan.
2. How Does the Scheme Work?
   1. The definition of appraisal is important and the following defines the school’s expectations for appraisal. Frequent communication between the appraiser and the appraisee is key to supporting a successful appraisal process. There should be at least one formal meeting each year
   2. Individual appraisals need to be appropriate to work patterns, hours and the job that the appraisee holds. Managers and employees should agree a practical approach depending on the job in question.
   3. The appraisal meeting will cover the following areas:
      * + A review of the appraisee’s work over the past year – looking at all aspects of performance.
        + An agreement of the appraisee’s work priorities and key tasks for the next year and how success will be measured (see paragraph 4 below) and making any necessary changes to the appraisee’s job description.
        + An agreement of the support, tools, and development needed to help the appraisee achieve his/her targets or to help him/her develop in other aspects of his/her job.
        + A conversation with regards to career development.
        + An agreement about the influence the appraisal objectives will have on the departmental improvement plan and the school improvement plan.
        + Any other issues to do with the appraisee’s job and may include feedback to the appraiser.
   4. The appraiser will normally be the appraisee’s line manager.
   5. Managers should consider setting early targets for new employees during their induction. Progress towards these would be reviewed at the next appraisal cycle.
3. What does an appraisal meeting involve?
   1. An appraisal meeting should be planned for in good time. Good practice would suggest that 7 working days’ notice of the meeting should be given as a minimum standard. This allows both the appraiser and the appraisee adequate preparation time. The appraisal meeting should be conducted in a private space without interruptions. It is suggested that the appraisals occur in March across Learn Academies Trust.
   2. The appraisee should complete the Self Appraisal Form (Appendix 1) prior to the meeting. To get the best out of the appraisal process, the appraisee should answer as many of the questions on the Self Appraisal Form as possible and provide a copy of the form to the appraiser in advance of the appraisal meeting. This allows the appraiser time to consider any issues and suggestions.
   3. The appraisal meeting is important as a way of praising achievement and effort, and of addressing areas of difficulty. Its main value, however, is using this to affect what the appraisee will do next, building on skills and achievements, and strengthening or developing areas of weakness where identified.
   4. Appraisers should:
      * + Encourage the appraisee to review his/her own work and offer views and not discuss the work or performance of other members in the department.
        + Look at the work targets and priorities and the success criteria agreed the previous year, and judge how actual performance compares.
        + Evaluate development activities undertaken during the review period and discuss with the employee what has benefited the individual and the school.
        + Review the employee’s job description.
        + Try to describe behaviour rather than personality when giving feedback, and be as clear and specific as possible, giving examples to illustrate points made. Where behavioural issues come into appraisal, issues should focus on examples not opinion.
4. Setting work targets and success criteria
   1. Appraisals are part of the school’s wider work. The appraiser will be aware of any relevant parts of the school’s plans that are likely to affect the appraisee’s work. It is important that the appraisee can see their part in the wider picture.
   2. The main appraisal meeting will focus on agreeing work targets and tasks that are SMART (Specific, Measurable, Achievable, Realistic and Time bound) for the appraisee to achieve over the next year. There should normally be at least two targets and no more than five.
   3. Consideration should be given both to the individual and the role to agree suitable work targets. Where appropriate it is acceptable to set developmental (improve and/or change) or maintenance (keep up the good work) targets or a mixture of both.
   4. If you do not agree with what your manager has put on the form, the first thing to do is to discuss your concerns directly with them in an effort to resolve things. It may be necessary to make your line manager's manager aware of any disagreement in order that they can arbitrate.
      * + Where your line manager is the Head Teacher the Chair of Governors would take the role of the ‘line manager’s manager’.
        + If you feel aggrieved with any part of the process you should speak to your line manager in the first instance. If you remain dissatisfied then you can raise this with your line manager's manager in accordance with the local procedures. Every effort will be made to resolve disputes amicably.
5. Confidentiality
   1. The content of the appraisal meeting is normally confidential between the appraiser, appraisee and countersigning manager. Appraisal records must be stored in a secure location.
6. Appraisal Record Forms
   1. The Appraisal Record Form (Appendix 2) should be completed and returned to the appraisee normally within two weeks of the appraisal meeting. It can be completed either during the meeting or afterwards by agreement between the appraiser and appraisee.
   2. The Appraisal Record Form should only contain what has been discussed in the appraisal meeting. The signature of the appraiser and the appraisee indicates that they agree it is a true record of the appraisal meeting. The appraisee should be encouraged to comment in the space provided. The countersigning manager should add their comments to the form. The Appraisal Record Form should contain a clear indication of responsibilities for actions agreed during the appraisal e.g. who is going to organise agreed development activities. The form can be completed electronically or manually.
7. Role of the Countersigning Manager
   1. The Appraisal Record Form is sent to the countersigning manager to ensure that appraisals and the appraisal record are being done on time and are of a suitable quality and consistency and to resolve disagreements and disputes.
8. Relationships to other policies
   1. During the appraisal process it is important that the appraiser recognises and considers any particular requirements the appraisee may have in relation to any protected characteristic of the Equality Act 2010 when discussing performance and identifying development needs.
   2. Reasonable adjustments must be made where an appraisee has, or develops, a disability and without that reasonable adjustment they would find it difficult to perform effectively in the job role, or participate fully in a development activity. Specialist advice should be sought if needed.
   3. **Capability Procedure:** Where there are issues of underperformance, managers will address these as soon as they arise and not wait for an appraisal meeting to discuss performance. When formal action begins under the School’s Capability Procedure the appraisal process is suspended. When the employee has achieved and maintained the required standard for the required amount of time the appraisal process will resume.
   4. **Disciplinary Procedure:** The disciplinary procedure applies to issues of misconduct and not performance; therefore the appraisal cycle need not be affected. Where the individual is suspended on full pay as a result of disciplinary investigation then the appraisal cycle should be suspended until the matter is resolved. This may constitute an exceptional circumstance regarding who conducts the appraisal meeting.
   5. **Managing Staff Sickness Absence:** Attendance will be monitored as part of the ongoing management process. The formal appraisal meeting can be used to discuss attendance, but should not be used as an “attendance review” formal stage of the Managing Staff Sickness Absence Policy. Where the employee’s attendance is under review, circumstances relating to their health and attendance at work will be considered when reviewing and setting work targets.
9. Dispute Resolution
   1. There may be occasions when the appraiser and the appraisee hold differing views regarding matters discussed during the appraisal meeting. Where there are disagreements then there should be an attempt to reach a compromise view or find a statement on which both parties can agree. If an understanding cannot be reached a record should be made of the specific area of disagreement in the comments section of the Appraisal Record Form and this should be signed by both parties. The countersigning manager should attempt to resolve the disagreement.

# Self-Appraisal Form

Employee Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Using this Self Appraisal Form:*

*The purpose of the appraisal meeting is to enable you to discuss, with your manager, your job performance over the past year and your goals for the coming year including career development. The discussion should aim at a clearer understanding of: -*

1. *The main scope and purpose of your job*
2. *Agreements on your targets and tasks*
3. *Standards or success factors for measuring your performance*
4. *Your training and future development*

*You should prepare for the meeting and discussion by completing this form. Try to answer as many of the questions as possible but don’t worry if you do not answer all the questions. To get the best out of the appraisal process, you are encouraged to give this form to your line manager in advance of the appraisal meeting. This will give him/her time to consider any issues and suggestions.*

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| **DISCUSSION POINTS** |
| 1. Why is your job important and how does it fit within your department? Do you understand how your role contributes to the overall effectiveness of the school/ trust and achievement of whole school development aims? |
| 2. What do you consider to be your most important achievements of the past year? How have you improved the way you do your job in the past year? |
| 3. What have been the challenges of the past year? |
| 4. What do you think will be your most important tasks in the forthcoming year? |
| 5. What area of your performance would you like to improve? What action could be taken to improve your performance in your current position by you?  And by the School/ Trust? |
| 6. Do you think your current job description is an accurate reflection of your role? Are any changes needed? |
| 7. What would you like to be doing in one/two/five years’ time? How can the school assist with this aim? |
| 8. Is there any development or training that would benefit you in your role in the next year? |
| 9. Do you have any concerns about health and safety in your workplace? |
| 10. Against the targets agreed in the last 12 months please state how far you have met them and why you think that? |
| 11. What were the barriers (e.g. time, training, workload, unusual demands) to achieving your targets? |
| 12. What do you think your targets for next year should be? |
| 13. Do you have any particular suggestions for your team for the current year? |

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| --- | --- | --- | --- | --- | --- |
| **SETTING AND REVIEWING TARGETS** | | | | | |
| AGREED TARGETS | RELEVANCE TO SCHOOL IMPROVEMENT PLAN (where appropriate) | HOW TARGETS WILL BE MEASURED | | To be completed at the next annual review meeting – WERE THE TARGETS MET? | |
|  |  |  | |  | |
| TRAINING AND DEVELOPMENT RESOURCE AND SUPPORT NEEDS | | AGREED RESPONSIBILITY FOR ACTION | To be completed at the next annual review meeting – WERE THE TRAINING AND DEVELOPMENT NEEDS MET? | |
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| --- |
| Note here the main points from the discussion, such as special achievements, work which isn’t part of the agreed targets, any changes to the Job Description (attach Job Description with changes marked if necessary). |
| Continued … |
| Any Additional Comments from Appraiser, Appraisee and Countersigning Manager. |
|  |

Appraiser: ………………………………………………………… Date: ……………………

Employee: …………………………………………………………. Date: ……………………

Countersigning Manager: …………………………………………… Date: ……………………