Tarleton Holy Trinity Church of England (Aided) Primary School

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Appraisal Policy for Support Staff

(adopted county policy September 2024)

Policy

Tarleton Holy Trinity Church of England (Aided) Primary School

Appraisal Policy for Support Staff

This policy reflects the Christian ethos and vision statement of our school.

Our Vision Statement

Value… Dream… Achieve…
As a loving Christian family, our aspiration is for all everyone to flourish, safe in the belief that we, "…can do all things through Christ, who strengthens us" Philippians 4:13.
Everyone is valued, we all achieve and our dreams for the future begin.

LANCASHIRE COUNTY COUNCIL

MODEL APPRAISAL POLICY FOR SUPPORT STAFF IN DELEGATED SCHOOLS (JUNE 2024)

The Governing Board of Tarleton Holy Trinity CE Primary School adopted this policy on 20th November 2024. The policy will be reviewed on an annual basis.

This policy has been developed in consultation with the relevant recognised Support Staff Trade Unions.

1. PURPOSE

1.1 This policy sets out the framework for a clear and consistent assessment of the overall performance of support staff, and for supporting their personal and professional development within the context of the school's priorities.

1.2 In addition to supporting the professional development of support staff, the appraisal procedure may be used to address any initial concerns that are raised about performance. If concerns are such that they cannot be resolved through this appraisal process, then consideration of whether to commence the capability procedure will be made.

2. APPLICATION

2.2 This policy applies to all employees in schools on former NJC terms and conditions of employment, except those on contracts of less than one term, those who are subject to a six month probationary review period and those who are subject to the Capability Procedure.

2.3 Separate arrangements exist for the appraisal of Teachers and Headteachers .

3. STATEMENT OF INTENT

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

4. CONFIDENTIALITY STATEMENT

4.1 All parties involved in this policy will be expected to observe the principle of confidentiality in relation to the contents of appraisals and any documentation that arises thereof.

4.2 Any documentation arising from, or the content of any discussions during, appraisal meetings may be shared by the Headteacher/appraiser with individuals involved in monitoring performance, or those involved in any

capability proceedings that may follow and for quality assurance/moderation purposes.

4.3 Documentation arising from, or the content of any discussions during appraisal meetings should be stored securely and not stored, either electronically or manually, in any public areas in school/on the school's computer network.

5. HEALTH & DISABILITY

5.1 The appraiser should consider any ongoing health difficulty or disability affecting the employee during the appraisal period, including the possibility of considering whether any reasonable adjustments should be made. The Schools HR Team and/or Occupational Health Unit can provide advice in this respect if required.

6. GLOSSARY OF TERMS

Appraisee/employee	-	The person being appraised
Appraiser	-	The person conducting the appraisal

7. THE APPRAISAL PERIOD

7.1 The appraisal period will run for 12 months, normally from 1 September to 31 August each year. Pro rata adjustments will need to be applied for those employees on a temporary contract, those who take up a new post part way through the appraisal period or those who are due to commence a period of long-term absence before the end of the appraisal period (eg on Maternity/Adoption leave/planned sickness absence)

7.2 It will be a matter for individual schools to determine at what point during the appraisal period the appraisal meeting will take place although in order for the process to be as successful as possible it should be carried out early in the appraisal period.

7.3 It will be a matter for individual schools to determine whether or not it will be necessary to hold an interim appraisal meeting part-way through the appraisal period.

7.4 Where an employee transfers to a new post within the school part-way through a cycle, the Headteacher shall determine whether the period shall begin again and whether to change the appraiser.

8. APPOINTING APPRAISERS

8.1 The Headteacher will decide who will appraise each employee. The appraiser may be the Headteacher or the Headteacher may delegate some or all of this responsibility to other appropriate members of staff (eg the line manager of the employee where this is not the Headteacher).

8.2 If it becomes apparent that the appraiser appointed by the Headteacher will be absent for the majority of the appraisal period, the Headteacher may perform those duties her/himself or delegate those duties to another member of staff for the duration of that absence.

8.3 If the Headteacher appoints an appraiser who is not the employee's line manager, the appraiser to whom s/he delegates those duties will have an appropriate position in the staffing structure, together with the necessary background knowledge, skills and training to undertake the role.

8.4 Where an employee is experiencing difficulties and the Headteacher is not the appraiser, the Headteacher may undertake the role of appraiser.

9. SETTING OBJECTIVES

9.1 Objectives will be set before, or as soon as practicable after, the start of each appraisal period. The objectives set will be Specific, Measurable, Achievable, Realistic and Time-bound (SMART) and will be appropriate to the employee's role and level of experience.

9.2 The appraiser and appraisee will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change. Objectives will be quality assured/ moderated across the School to ensure that objectives set are consistent across employees with similar roles, experience and levels of responsibility.

9.3 The objectives set for each employee will, if achieved, contribute to the school's priorities, and will include a description of what success may look like, where this is not obvious. The objectives may also take into account the professional aspirations of the employee and their current job description.

9.4 The number and depth of targets should be appropriate to the employee, their individual circumstances and role in school.

9.5 The process for monitoring progress against the objectives will be specific to each school. The monitoring that occurs may vary from school to school and will be dependent upon the role the employee has in school.

9.6 The appraisal process should include an assessment against each element of the employee's Job Description and a review of the Job Description to ensure it is still relevant.

10. PAY PROGRESSION

10.1 Where employees are eligible for pay progression this will be automatic from the 1st April following the appraisal meeting subject to Section 3 of the SUPPORT STAFF PAY POLICY which sets out the circumstances when increments may be withheld or advanced.

11. REVIEWING PERFORMANCE

a. There are a variety of ways to assess the employee's performance and development against the objectives set during the appraisal process. This will depend very much on the following:

(i) If the employee has continued to undertake all aspects of their role to a satisfactory standard;
(ii) If the employee has undertaken any additional training during the appraisal cycle;
(iii) If, with the benefit of hindsight, the objectives set at the start of the appraisal period were relevant and if there been any extenuating circumstances which means that certain objectives could not be met;
(iv) The role of the employee;
(v) Feedback from other appropriate staff in school for example feedback from Teachers regarding Teaching Assistants, feedback from Site Supervisors regarding Cleaners and feedback from Schools Business Managers regarding business support staff.

11.2 In situations where the employee's performance becomes a cause for concern, additional review meetings may take place and additional support discussed, to assist the employee in achieving their objectives. During any additional meetings, the appraiser will clearly outline the nature of the concerns, so that the employee is fully aware of what is required to achieve their objectives.

12. DEVELOPMENT AND SUPPORT

12.1 Appraisal is a supportive process which will be used to inform continuing professional development. The school wishes to encourage a culture in which all employees take responsibility for improving their performance through appropriate professional development. Professional development will be linked to school priorities and to the ongoing professional development needs and priorities of individual employees.

12.3 The school CPD programme will be informed by the training and development needs identified as part of the appraisal process. In this regard, the Governing Board will ensure that in budget planning, as far as possible, resources are made available in the school budget for appropriate development opportunities.

12.4 In the case of competing demands on the school budget in relation to CPD opportunities, a decision on relative priority will be taken by the Headteacher with regard to the extent to which:

(a) the training and support will help the school achieve its priorities; and

(b) the CPD identified is essential for an appraisee to meet their objectives.

13. ANNUAL APPRAISAL MEETING

13.1 The annual appraisal meeting will take place as early as possible in the appraisal period. The Headteacher/appraiser may wish to use the attached exemplar pro-forma (Appendix 1) or devise their own in order to suit their school and/or a specific role.

13.2 At this meeting, performance during the previous appraisal period will be reviewed as will any training and development needs. Performance objectives will also be set for the forthcoming appraisal period. Some performance objectives could be carried forward into the subsequent appraisal period if necessary/appropriate. It may be deemed appropriate at the annual appraisal meeting to set an interim review meeting part-way through the appraisal period. The necessity of this will depend on the nature of the role, the nature of the performance objectives and/or where there are concerns about performance.

13.3 The employee will be provided with a copy of Appendix A and their Job Description along with a copy of the pro-forma from the last appraisal period (where possible). The appraisee will be asked to complete the relevant sections of the pro-forma and return to their appraiser prior to the appraisal meeting. Schools may wish to consider making the completion of the pro-forma in advance of the meeting optional and in some cases they may wish to provide some assistance in its completion. The remainder of the pro-forma will be completed during the appraisal meeting. At the end of the meeting a fully signed copy should be provided to the employee and a copy should be retained by the appraiser for reference purposes at the next appraisal meeting and any interim appraisal meetings.

13.4 The assessment of performance and of training and development needs will inform the planning process for the following appraisal period.

14. EMPLOYEES ON MATERNITY LEAVE DURING ALL/PART OF THE APPRAISAL PERIOD

14.1 Where an employee is absent from school due to maternity leave, it is unlawful to deny her an appraisal on the grounds of her maternity.

14.2 Schools need to take a practical and flexible approach to conducting appraisals where an employee has been absent for some or all of an appraisal period.

14.3 Schools should consider conducting an interim appraisal meeting prior to an employee commencing a period of maternity leave, even if this is early in the appraisal year. Schools should not require employees to use Keeping in Touch (KIT) days for the purposes of appraisal.

14.4 Schools may also consider conducting an interim review meeting prior to an employee commencing any other pre-planned long-term absence e.g. a period of extended unpaid leave, Adoption Leave, a planned long-term sickness absence.

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Document reviews

We are aware of the need to review our school's documents regularly so that we can take account of:
new initiatives, changes in the curriculum, developments in technology etc.

This policy was adopted in September 2024

and will be reviewed in September 2025.

Signed by:

Member of staff responsible for this policy

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Governor responsible for this policy

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