

Appraisal Policy

Support Staff

**(To be read in conjunction with PLT Pay Policy
& Capability Procedures)**

LAST REVIEW	July 2026	REVIEW PERIOD	3 Years
Version 2	Change Made:	Dates on policy cover	Angela Barry
NEXT REVIEW DATE	May 2029		
TYPE OF POLICY	Statutory	APPROVAL LEVEL	Board level

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Academy Support Staff – Appraisal Policy

Introduction

The overall aim of this scheme is to improve the performance of the Academy by helping the support staff develop their potential and maximise their own contribution. A separate policy is in place for the performance appraisal arrangements for teachers.

It is in everyone's interest to ensure that all employees know what is expected from them and any performance standards that need to be met. It is also important that each employee and their manager or supervisor has an opportunity to discuss how work is going on a regular basis. The discussion should include any issues that might arise during the year which impact on the employee's ability to get the work done to the standard / timescales required.

There are a number of specific aspects to working for the Academy which managers should ensure that their staff are competent to deal with. These will vary depending on the role which the employee undertakes, but may include some of the following:

- Identify Academy priorities
- Pupil attainment
- General Data Protection Regulation (GDPR)
- Safeguarding Young People
- Financial Integrity
- Health and Safety
- Equality and Diversity

The Purpose

The performance appraisal process is designed to:

- Provide feedback on performance and set work objectives for the year ahead
- Make sure the line manager and employee are clear about the purpose of their job
- Help employees see how their job fits within the overall Academy aims / development plans
- Enable the manager to plan how work is allocated fairly and effectively among team members
- Clarify the skills and qualifications required for the role
- Address staff development needs
- Help support employees to progress

The Appraisal Period

The appraisal period will run for twelve months from 1 September to 31 August, with agreed reviews taking place during the year, prior to 1st April.

Support staff employed on a fixed term or temporary contract of less than a year will have their performance managed in line with the principles contained in this policy. The length of the period will be determined by the duration of their contract.

Where an employee starts their employment at the Academy part-way through a cycle, the length of the first performance appraisal process will be such that the cycle can be brought into line with the appraisal process for that employee at the earliest opportunity.

Where an employee transfers to a new post within the Academy part-way through a cycle, the Headteacher will determine whether the cycle shall begin again and whether to change the Appraiser.

APPRAISAL MEETING REVIEW

Purpose

The appraisal meeting is an opportunity for a two-way conversation to recognise the contribution made by an individual over the past 12 months, the time to set work targets/objectives for the coming year and an opportunity to identify training needs.

Performance Review

A staff member should be allocated an assessment of their overall performance. Where performance expectations are being met for their role they should be advised accordingly. Similarly, where performance does not meet the required standards, the employee should be advised accordingly and, where appropriate, performance improvement plans implemented.

Summary of Discussion

A summary of the conversation should be agreed and noted. An employee's performance should be discussed on an ongoing basis throughout the year and therefore this part of the appraisal interview should be a recap of previous discussions that have taken place. As with any performance management process, there should be 'no surprises' at this meeting.

OBJECTIVES / WORK PLAN

Purpose

As part of the appraisal process individual job targets will be agreed between the line manager and an employee. In the absence of agreement, the manager will determine the objectives.

Objectives

The objectives should be derived from the employee's job description, person specification and the Academy improvement plan. Objectives should also take account of the relevant occupational standards that apply to the role. Targets may also relate to skills, behaviours or competencies required for the role or an existing development need.

The objectives should be **SMART**

Specific	– objectives should specify what they want to achieve
Measurable	– be able to measure whether the objectives are being met
Achievable	– are the objectives set, achievable and attainable?
Realistic	– can the employee realistically achieve the objectives?
Time	– when do the set objectives need to be met?

Mid-Year Appraisal Review

A mid-year review of progress towards objectives should be carried out.

It is important that the personal development plan is reviewed on a regular basis during monthly 1-2-1 meetings to ensure that both the manager and the employee have an opportunity to discuss progress towards achievement of the plan. As a result of these discussions the original plan can be amended or added to as appropriate.

Performance Measures

A performance measure should show whether a target is being met. The manager and an employee should set the measures jointly so there is an agreed understanding of what good service/performance looks like. The collection of evidence to support the measurement should be easy to collate so that it does not become an onerous or time consuming activity.

Target Completion Date - This date should be jointly agreed and monitored during review sessions.

Comments to support any changes made throughout the year - Progress towards achieving targets/outcomes should be discussed during regular meetings as appropriate. Some targets may need to be amended to reflect a change in policies, circumstances and Academy priorities during the course of the year – if this occurs the changes should be recorded in this section.

All objectives, performance measures and target completion dates must be signed and dated by both the employee and appraising manager.

It is important that these are discussed and reviewed on a regular basis during 1-2-1 meetings to ensure that both the employee and manager can discuss progress towards achievement of the set objectives.

In summary, the appraisal meeting should:

- Assess performance during the previous year against the employee's role, responsibilities and performance objectives.
- Agree expectations for the following year by reviewing the employee's job description and appropriate performance objectives.
- Confirm timescales for achievement of the objectives and for provision of support, including development.
- Ensure the employee understands the performance criteria, including relevant pay progression criteria and any other appropriate evidence to be taken into account in appraising performance including potential barriers to success.
- Agree any areas of relevant training, development and related actions.
- Discuss any issues or concerns regarding workload or work-life balance, and any potential barriers to success.

Feedback

Employees should receive constructive feedback on their performance throughout the appraisal year and as soon as practicable after a performance management meeting/ observation has taken place, or other evidence comes to light. Feedback will include discussions with the employee highlighting areas of strength as well as any areas of concern. The feedback should include the support and training that will be provided to the employee.

Where there are specific actions that are required, these will be discussed with the employee and added to their plan.

Development and Support

The PLT appraisal process is a supportive process used to inform continuing personal development. The Trust encourages all employees to take on the responsibility for improving their skills through appropriate professional development which will be linked to Academy improvement priorities as well as their development needs.

A Personal Development Plan (PDP) identifies an employee's development and learning needs to enable them to:

- Deliver their job targets
- Develop their teamwork, leadership and/or managerial qualities, as appropriate.
- Match their behaviours and style of working to the Academy's values
- Develop their experience and skills to meet longer term job requirements or career aspirations, where these are compatible with the Academy development plan.

Annual Appraisal Assessment

An employee's performance will be assessed at the end of the appraisal cycle. Although the assessment marks the end of the appraisal cycle, managers should regularly review their employee's performance and development priorities throughout the year.

At the end of the appraisal cycle the employee should receive, and have the opportunity to comment on, the appraisal report. The report will include:

- Details of the employee's objectives for the appraisal period
- An assessment of their performance against the objectives, their job description and person specification, relevant occupational standards and any other measures as agreed.
- An assessment of the employee's training and development needs as well as any action taken.
- A recommendation for pay progression, where and if this applies.

Where the appraisee and appraiser cannot reach agreement on a performance rating or objective, this should be referred to the Headteacher or a more senior member of staff with delegated responsibility for the process. Where the Headteacher is the appraiser, this will be referred to an appointed member of the Academy Council.

Any disputes concerning pay will be dealt with using the Academy's pay policy.

Pay Progression

Although there is currently no statutory national regulation or guidance for the performance management of support staff that is comparable with that for Teachers or Headteachers, it is the policy of PLT that for all employed staff in our Academies, pay progression should be dependent upon performance. PLT considers that any decision made on pay progression for support staff must be supported by evidence obtained from performance management.

PLT accepts that, whilst the mandatory elements of performance management for Teachers do not apply to support staff, it is important that Academies apply the same principles to them, incorporating support staff wherever possible into the Academy's performance management process.

Support staff will be eligible for a pay increase of 1 point until they reach the maximum of the scale, if:

- *They meet all of their objectives*
- *Fully meet their job description*
- *Their overall appraisal rating is at least 4 (exceeded targets)*

Transition to Capability

Where the appraiser is not satisfied with the progress of the employee, this procedure will cease and a transition will be made to manage the employee's performance under the Trust's Capability Policy. The employee will be informed of this in writing.

The appraisal process will be re-commenced when the employee's performance has reached the required standard. During this period, the employee will not be eligible for a pay increase.

Learning Advisors

Pupil Progress

The Trust expects to see all children making sustained progress but recognises that progress is not linear. Judgements about progress will be triangulated with other forms of evidence. The Trust does not expect progress in the core subjects of English and Maths to be consistently 'poor' or 'requires improvement'. Teaching Assistants contribute to the progress of all the pupils in their class. If the Teaching Assistant is responsible for particular groups of children for learning outside the classroom, then the progress of that group will be looked at closely.

Book Scrutiny

Teaching Assistants contribute to the recorded learning of all the pupils in their class. If the Teaching Assistant is responsible for particular groups of children for learning outside the classroom, then the recorded learning of that group will be looked at regularly to see how the learning in that group is contributing to the learning overall of that pupil.

Planning Scrutiny

Teaching Assistants, if part of their job role, may be asked to plan specialist sessions for particular groups of pupils. If this is the case, that planning will be looked at regularly to see how it is contributing to the overall progress of those pupils.

Learning Environment

How a Teacher's classroom is set up is a fundamental aspect of how they view the importance of learning. It is an indicator of their relationship with the students and parents, and also communicates to learners how independent they are expected to be. Learning walks focusing on the learning environment are carried out in September. We expect all classrooms to be kept tidy, reading corners to be maintained (where it is appropriate to have reading corners), exercise books to be kept covered and stored correctly. Please see the learning environment / inclusion checklists for further details. If a Teaching Assistant is responsible for an area or section of the Academy building in which they host their groups, then the same expectations apply.

Appraisal Meeting - Review of Previous Year 20../20..

Employee Name	Date
An open two-way discussion to: Recognise contribution and provide an assessment of overall performance. Including performance against any agreed targets.	
Summary of Discussion:	

Your objectives/work plan for the coming year 20** / 20**

Your objectives must derive from the job description and support achieving Academy/team/service goals. Write SMART objectives – make them Specific, Measurable, Achievable, Relevant and Time-related.

Objectives Discuss and agree the level of priority and standard of performance required for each target		Performance Measure How you or your customers know the target has been achieved	Target Completion Date	Comments to support any changes made throughout the year
1.				
2.				
3.				
4.				
5.				
6.				

Employee Signature:

Date:

Line Manager Signature:

Date:

Any other comments:

Summary comments from Appraiser:

Summary Comments from Appraisee:

Appendix 3

Personal Development Plan 20.. – 20..

A Personal Development Plan is just as relevant for experienced employees who want to stay in their present role as for those who aim to progress further or change their career path. With your manager identify, discuss and agree areas for development which will enable you to:

- Deliver your job targets
- Develop your teamwork, leadership and/or managerial qualities as appropriate
- Match your behaviours and style of working to the Academy's values: **(e.g. Friendly and approachable, Accountable, Efficient, Fair, Innovative and Forward Thinking)**

Develop your experience and skills to meet longer-term job requirements or career aspirations, where these are compatible with the goals of the Academy

Generic Development Need	Specific Activity Required	How will this need be met?	Is there a budget allocation for this training?	When does this need to be achieved by?

MID-YEAR APPRAISAL REVIEW FORM

Mid-Year Appraisal Review Date:

Mid-Year Appraisal Review Comments: