



# GUISELEY SCHOOL

## Appraisal Policy & Procedure for Support Staff

<b>Adopted in:</b>	17 September 2013
<b>Last Reviewed on:</b>	15 June 2018
<b>Next Review Date:</b>	Summer 2021
<b>Governors' Committee:</b>	Personnel
<b>Responsible Officer:</b>	Director of Administration and Finance

## **1. INTRODUCTION**

- 1.1. Performance appraisal is an opportunity for individual employees and those that have responsibility for their performance, typically line managers, to engage in a constructive dialogue about an individual's performance across the reporting period, their potential and their development needs, in addition to the support required from the manager. Additionally, support staff are required to assess practice against the relevant support staff standard. Emerging from this dialogue, objectives will be agreed.
- 1.2. While performance appraisal is an important part of performance management, in itself it is not performance management. However, it is one of a range of tools that can be used to manage performance, but this should be done in a supportive manner.

## **2. PURPOSE**

- 2.1. The purpose of this appraisal policy is to provide a framework to assess employees (support staff) against defined objectives, to give constructive feedback and to acknowledge employees for their good work. The policy will also enable medium and long term objectives to be defined for employees. Appraisal is generally not linked to pay for support staff.
- 2.2. The policy also offers the opportunity to address any performance issues to be addressed at an early stage, constructively discuss areas in need of improvement, find solutions / appropriate support and better ways to carry out tasks or improve practice.

## **3. SCOPE**

- 3.1. This policy applies to all support staff employed at the school except those on contracts of less than one term and those undergoing induction (i.e., within their probationary period) or support staff on capability procedures.
- 3.2. This policy is designed to complement the teachers' appraisal policy at Guiseley School.

## **4. POLICY STATEMENT**

- 4.1. Guiseley School is committed to give support staff employed at the school and their managers an annual opportunity to review performance, to agree personal objectives, and to agree learning and development requirements.
- 4.2. The appraisal system aims to:
  - Be a positive process
  - Raise the quality of teaching, learning and leadership provided by the school through highly motivated and competent teachers, support staff and their leaders
  - Support the School in improving the education of students at the school and the implementation of any plan of the governing body designed to improve that school's educational provision and performance
  - Translate and create links from high level strategy into each individual's role
  - Identify and support any relevant development needs.

## **5. PROCEDURES**

### **5.1. THE APPRAISAL PERIOD**

The appraisal period will run **for 12 months**, normally from 1 November/01 January to 31 October/31 December depending on the timing of the appraisal meeting. All appraisals must be completed by 31 December each year.

Support staff who are employed on a fixed term contract of less than one year will have their performance managed in accordance with the principles underpinning this policy. The length of the period will be determined by the duration of their contract.

Where a member of staff starts their employment at the school part-way through a cycle, the head teacher shall determine the length of the first cycle for that member of staff, with a view to bringing his/her cycle into line with the cycle for other support staff as soon as possible. Usually they will fall within the probationary policy for the first six months.

Where a member of staff transfers to a new post within the school part-way through a cycle, the head teacher shall determine whether the cycle shall begin again and whether to change the appraiser.

### **5.2. APPOINTING APPRAISERS**

All appraisers of support staff will be suitably trained.

The choice of appraiser is for the head teacher. Where staff have an objection to the head teacher's choice, their concerns will be considered.

Where it becomes apparent that the appraiser appointed by the head teacher will be absent for the majority of the appraisal cycle, the head teacher may perform those duties herself/himself or delegate those duties to another member of staff for the duration of that absence.

If the head teacher appoints an appraiser who is not the member of staff's line manager, the appraiser to whom she/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.

### **5.3. SETTING OBJECTIVES**

Objectives will be set before, or as soon as practicable after, the start of each appraisal period. The objectives and the support required to achieve the objectives will be recorded in the planning statement. The objectives set will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the appraisee's role and level of experience. In setting the objectives, reviewers will have regard to what can reasonably be expected in the context of roles, responsibilities and experience, consistent with the school's strategy for achieving a work/life balance for all staff. Appraisees may at any point append their comments alongside their objectives.

The appraiser and appraisee will seek to agree the objectives. Objectives may be revised if circumstances change. The school operates a system of moderation to ensure that all appraisers are working to the same standards. Targets will be moderated across the school to ensure that they are consistent between members of staff with similar experience and levels of responsibility. Should the objectives not be agreed, the final decision on allocation of objectives rests with the head teacher.

The agreed objectives will contain a description of what success may look like. Where use of numerical targets is appropriate, these will be reasonable, in the circumstances in which the member of staff works and it will be recognised that factors outside their control may significantly affect success.

Setting more than three objectives, or using sub-targets, may lead to difficulties in achieving objectives set. Therefore, other than in exceptional circumstances or by agreement, no member of staff will be given more than three objectives. In some circumstances it may be appropriate for two objectives to be set, depending on the role.

The appraiser will take into account the effects of an individual's circumstances, including any disability, when agreeing objectives. For example, this might include a reasonable adjustment to allow an individual slightly longer to complete a task than might otherwise be the case. When staff return from a period of extended absence, objectives may be adjusted to allow them to readjust to their working environment.

The objectives set for each member of staff are intended to contribute to the school's plans for improving the school's educational provision and performance and improving the education of students at that school and will take into account the professional aspirations of the member of staff.

Before, or as soon as practicable after, the start of each appraisal period, each member of staff will be informed of the standards against which that member of staff's performance in that appraisal period will be assessed e.g. the Support Staff /Teaching Assistant/HLTA Standards. The head teacher will need to consider which set of standards is appropriate. Those members of staff with line management responsibilities should also be assessed against the bespoke Guiseley School Leadership and Management Standards.

#### **5.4. PAY PROGRESSION**

In most cases pay progression is not applicable to support staff and normally an annual increment of one point will be applied until the top of the scale for the post is reached. The only instance where an increment would not be awarded is when a member of staff is not meeting the required standards and are being managed under the capability policy.

Where members of staff are eligible for pay progression, by passing the relevant bar point on their scale (if applicable) the recommendation made by the appraiser will be based on the assessment of their performance against the agreed objectives and the relevant standards.

A member of staff has the right to appeal against any decision not to award an incremental point. The appeals process detailed in the Teachers' Pay Policy document would be applied.

#### **5.5. REVIEWING PERFORMANCE**

##### **5.5.1. Evidence of performance**

There are two elements to the review of performance; a general review against fulfilling the requirements of the role, as defined by the job description and relevant professional standard(s) as well as a specific review of performance in achieving the agreed objectives.

When conducting the general review, it is also important to consider if the job description is still accurate for the role. Any suggested modifications should be discussed with the Director of Administration and Finance in the first instance, as these must be approved by the Headteacher.

Evidence may take the form of a project being completed that is self-evident and may be reported upon; notes of actions taken towards meeting an objective; observation of practice. Classroom observations for classroom based staff do not form a formal part of the appraisal process. Observations may take place and these will be carried out in a supportive fashion with professional development being the key purpose.

### **5.5.2. Development and Support**

Appraisal is a supportive process which will be used to inform continuing professional development. The school wishes to encourage a culture in which all staff take responsibility for improving their professional practice through appropriate professional development. Professional development will be linked to school improvement priorities and to the on-going professional development needs and priorities of individuals.

The school's PD programme will be informed by the training and development needs identified as part of the appraisal process. With regard to the provision of PD in the case of competing demands on the school budget, a decision on relative priority will be taken with regard to the extent to which:

- a) the training and support will help the school to achieve its priorities; and
- b) the PD identified is essential for an appraisee to meet their objectives.

During the review meeting consideration will be given where it has not been possible for staff to fully meet their performance criteria because the support recorded in the planning statement has not been provided.

### **5.6. ANNUAL ASSESSMENT**

Each member of staff's performance will be formally assessed in respect of each appraisal period. At the start of the process, staff will complete a self-review against the relevant standard(s). This will form the basis of a professional dialogue between appraiser and appraisee. The Appraisal meeting will provide an assessment of performance of their role and responsibilities, details of the member of staff's objectives for the next appraisal period and an assessment of the individual's training and development needs.

The member of staff will receive as soon as practicable following the end of each appraisal period – and have the opportunity to comment on - a written appraisal report. The appraisal report will include:

- details of the member of staff's objectives for the appraisal period in question;
- an assessment of their performance of their role and responsibilities against their objectives, and against the relevant standards;
- an assessment of their training and development needs and identification of any action that should be taken to address them;
- a recommendation on pay where that is relevant

An interim review meeting will take place by the end of May to discuss progress towards objectives and any further training and development needs. The assessment of performance and of training and development needs will inform the planning process for the following appraisal period.

Appraisal is not limited to an annual assessment meeting and will be part of ongoing professional dialogue.

### **5.7. STAFF EXPERIENCING DIFFICULTIES**

When dealing with a member of staff who is experiencing difficulties, the objective is to provide support and guidance through the appraisal process in such a way that their performance improves and the problem is, therefore, resolved.

Where this is unsuccessful the appraiser will make the member of staff aware of their concerns and provide appropriate support to improve. If the appraiser remains dissatisfied with progress they should liaise with the headteacher and a decision will be made with regards to entry into the capability procedure. If the member of staff enters the procedure they will be notified in writing and will be invited to a Stage One Meeting and informed that the appraisal system will no longer apply and that their performance will be managed under the capability procedure.

Where it is apparent that a member of staff's personal circumstances are leading to difficulties at school, support will be offered as soon as possible, without waiting for the formal annual assessment.

## **5.8. APPEALS**

Appraisees have a right of appeal against any of the entries in the written appraisal report. Details of the appeals process are available from the head teacher or from the school governing body.

## **5.9. GDPR**

All data connected with this policy will be processed in line with the requirements and protections set out in the General Data Protection Regulation.

## **6. OTHER RELATED POLICIES & DOCUMENTS**

6.1. The following policies are related to this policy:

- Model Capability Policy for Schools Based Staff

6.2. The following documents are related to this policy:

- Professional standards documents (where applicable)

## **7. REVIEW**

7.1. The Governing Body of Guiseley School adopted this policy on 17 September 2013.

7.2. It was updated with the revised school logo in November 2014

7.3. Reference to the model pay policy was deleted in November 2015 (as the current policy does not relate to support Staff).

7.4. In June 2018 the policy was updated to make reference to the GDPR and to clarify paragraph 5.4 above.

7.5. In September 2019 the new school logo was updated and reference to Blue Sky removed, as this database is no longer used.

7.6. The policy is due for review during the summer term 2021 unless any changes are required prior to this.