



LINCOLN ANGLICAN
ACADEMY TRUST

DIOCESE OF LINCOLN

Appraisal Policy for Support Staff

Church schools serving their communities through excellence,
exploration and encouragement within the love of God.

The diocese of Lincoln is called to faithful worship, confident discipleship and joyful service and our church schools bear witness to our belief that every child is made in the image of God and loved by Him. They were founded for the good of their local communities so that children can be educated through the values and stories of Christianity.

Policy Owner: LAAT CEO
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Excellence

Exploration

Encouragement

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1. Introduction

- 1.1 The Lincoln Anglican Academy Trust (LAAT) is committed to providing high quality teaching and learning. Our aim is to provide opportunities for every student whatever their ability and it is through our workforce that we hope to achieve this. In our Trust, each employee will be given support to help them develop to their full potential in their job and in turn this will help improve outcomes for our young people.
- 1.2 We are committed to continually developing and improving performance of our employees, guiding them through their careers with us. Support staff in this school play a vital role in supporting teaching and learning, and making sure effective services and processes are in place to help students and the school as a whole. Effective performance management is one of the ways we can support our employees and deal with performance matters as they arise. This involves effective day-to-day supervision, carrying out appraisals, providing development opportunities and operating a fair and reasonable capability process.
- 1.3 This policy has been implemented following consultation with trade unions and employees within the Trust.

2. Purpose and application of the policy

- 2.1 This appraisal policy sets out the framework for a clear and consistent assessment of the overall performance of support staff, and for supporting their development within the context of the school's plan for improving educational provision and performance, and the standards expected of each employee.
- 2.2 The policy applies to the appraisal of all support staff employed by the school, except those on contracts of less than one term, those in their probation and those who are subject to the school's capability policy. It does not apply to agency workers, contractors or volunteers.
- 2.3 Where an employee is not covered by this policy as set out in 2.2 above, then performance will be managed through regular supervision, feedback and the appropriate separate policy.
- 2.4 A separate policy sets out how poor performance will be managed (capability policy).

3. Appraisal process

- 3.1 Appraisal in this school will be a supportive and developmental process designed to ensure that all members of support staff have the skills and support they need to carry out their role effectively. This helps ensure that support staff are able to continue to improve their performance and to develop as employees of the school.

The appraisal period

- 3.2 The appraisal period will run for twelve months from September to August.

Appointing appraisers

- 3.3 The school Business Manager or equivalent will be appraised by the Headteacher. The Headteacher in consultation with the Senior Leadership Team will determine who will appraise other members of support staff.

Setting objectives

- 3.4 Objectives for each member of support staff will be set at the start of each appraisal period. The objectives set for each member of support staff, will be Specific, Measurable, Achievable, Realistic and Time-bound (SMART) and will be appropriate to their role and level of experience. The objectives will be fair and reasonable and 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 during the appraisal cycle.
- 3.5 The objectives set for each member of support staff will, if achieved, contribute to the school's plans for improving the educational provision and performance and improving the education of pupils at the school. The Headteacher together with the senior leadership team will be responsible for quality assuring the objectives against the school's improvement plan.

Reviewing performance

Observation

The Trust believes that observation of Teaching Assistants working in the classroom is important both as a way of assessing performance to identify any particular strengths and areas for development as well as gaining useful information which can inform school improvement more generally. All observation will be carried out in a supportive fashion.

In this school the performance of teaching assistants will be regularly observed as part of the appraisal process. Classroom observation will be carried out by a Senior Leader.

Development and support

- 3.6 The Trust encourages a culture in which all support staff take responsibility for improving their work and skills, and extending their depth of knowledge through appropriate training and professional development. In addition our appraisal process is used to inform and decide continuing training and development which improves performance. Agreed training and development will be linked to school improvement priorities and where possible to the ongoing development needs and priorities of individual support staff members. We are committed to supporting appropriate and reasonable development which not only assists the employee in their work but also helps the individual develop their career with us.

Feedback

- 3.7 Within the Trust, support staff will receive constructive feedback on their performance throughout the year. Feedback should highlight particular areas of strength as well as any areas that need attention. Feedback will also be sought from other employees within the school who are supported by the appraisee, for example a Teacher may be asked to provide feedback on a Teaching Assistant who works with them. The process will be as supportive as possible and where there are concerns about any aspects of the employee performance the appraiser will meet the employee to:
- give clear feedback to the employee about the nature and seriousness of the concerns;
 - give the employee the opportunity to comment and discuss the concerns;
 - find out if there are any issues (including issues outside work) that are

affecting the employee's performance that the appraiser can assist with or provide support;

- make clear what improvements need to be made by the employee and how this can be achieved;
- agree any support (for example coaching, mentoring, training), that will be provided to help address those specific concerns;
- make clear how, and by when, the appraiser will review progress either by setting new and clear objectives which will be assessed during the informal review period or by revising current objectives, allowing sufficient time for improvement; the amount of time for this should reflect the seriousness of the concerns). This will be an informal review period;
- explain the implications and process if no - or insufficient - improvement is made during the informal review period ie the application of the capability procedure.

3.8 This meeting can happen at anytime during the appraisal period and does not have to wait until the annual assessment. It is a supportive meeting, and designed to address issues early to avoid the matter escalating, giving the employee every opportunity to improve. At the meeting, the appraiser will be required to present evidence collected that indicates that the employee's performance is not up to the required standard. There is no right to be accompanied to this meeting.

3.9 Although this is part of the informal process, a note of the meeting will be made and a copy given to the employee so that they are clear about the support they will be given and what improvements (including the review timetable) need to be made. The length of the review timetable will be determined by the appraiser based on the individual circumstances of the situation. During the informal review period, regular meetings should take place to ensure progress is being made.

3.10 At the end of the informal review period when progress is reviewed, if the appraiser is satisfied that the employee has made, or is making, sufficient improvement, the appraisal process will continue as normal, with any remaining issues continuing to be addressed through that process. If performance is improving and the appraiser feels that further time is required to monitor improving performance, the appraiser can decide to extend the informal review period.

Annual assessment

3.11 Each member of support staff will have their performance formally assessed in respect of each appraisal period. Together with their line manager, learning and development needs will be reviewed.

3.12 This assessment is the end point to the annual appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the process. To ensure further support for support staff, an interim appraisal meeting may take place at the mid-point of the cycle (April). At this meeting, performance will be reviewed and progress towards objectives will be noted. Any concerns will be noted and an appropriate support plan will be put in place for the remainder of the cycle. The support plan will set out what improvement is required and what support will be provided.

3.13 The employee will receive as soon as practicable following the end of each appraisal period - and have the opportunity to comment in writing on - a written appraisal report. Support staff should receive their written appraisal reports by the end of October. The appraisal report will be a summary of the performance during the year and set out the employee's development needs for the next year. In particular the report will include:

- details of the personal objectives for the appraisal period in question;
- an assessment of performance against objectives, targets and expectations

- an assessment of the support staff training and development needs and identification of any action that should be taken to address them.

3.14 The assessment of performance and or training and development needs from each individual appraisal will inform the planning process for the following appraisal period for the whole school.

Monitoring & Evaluation

3.15 During the appraisal period, each employee has a responsibility for gathering evidence of their progress throughout the year in order for them to identify any particular strengths or areas for further development at the interim and annual review meetings. The appraiser will then record the discussion on this evidence and make an assessment in the appraisal report.

Transition to Capability

3.16 Appraisal is an ongoing process. If the appraiser is not satisfied with progress or insufficient improvement is being made including only partial meeting of targets, despite the support provided, the employee will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the capability procedure, and will be invited to a formal capability meeting.

General Principles Underlying This policy

Confidentiality

The appraisal process will be treated confidentially. However, the desire for confidentiality does not override the need for the Headteacher/Principal and Governing body/Board of Directors to quality-assure the operation and effectiveness of the appraisal system. Within each Academy, the Headteacher, in conjunction with the senior leadership team, is responsible for reviewing objectives and written appraisal records, in order to check consistency of approach and expectation between different appraisers.

Consistency of Treatment and Fairness

The Trust is committed to ensuring consistency of treatment and fairness. It will abide by all relevant equality legislation, including the duty to make reasonable adjustments for disabled employees. The Board of Directors are aware of the guidance on the Equality Act issued by the Department for Education.

Delegation

Normal rules apply in respect of the delegation of functions by Governing Bodies and Headteacher/Principal.

Monitoring and Evaluation

The Governing Body and/or Board of Directors and the Headteacher/Principal will monitor the operation and effectiveness of each Academy's appraisal. In developing, applying and evaluating this policy we will monitor the impact on different groups of people with protected characteristics in line with the Trust's Equal Opportunities policy. This will ensure that what we do is done fairly.

Retention

The Governing Body and Headteacher will ensure that all written appraisal records are retained in a secure place. It is the appraiser's responsibility to ensure HR has a copy of all relevant documents. All records will be kept no longer than is necessary in accordance with the Data Protection Act 1998.

Appraisal form

Name of employee	
Job title	
Name of appraiser	
Date of appraisal meeting	

Review of performance over the last 12 months

Objective	Assessment of performance	Has this objective been met? Yes/No

Review of performance in relation to expectations and standards?

Review of development undertaken over last 12 months (what impact has this had on performance?)

Summary of performance over the last 12 months - Summarise key achievements and progress, and performance in relation to overall attendance, improvement in competency areas, as well as achievement of objectives

Looking forward

Objective	Expected outcome of meeting objective	Development needs required (where appropriate)	Target date

Any other agreed development needs

Employee's comments			

Signed		Date	
Appraiser's comments			
Signed		Date	
Headteachers's comments (if not appraiser)			
Signed		Date	