



## **The Queen Katherine School Multi Academy Trust**

### **APPRAISAL POLICY SUPPORT STAFF**

*This policy does not form part of any employee's contract of employment and we may amend it from time to time.*

<b>Committee</b>	MAT Board
<b>Date of adoption:</b>	October 2020
<b>Date of next review</b>	October 2022

## Document Control Sheet

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any)

<b>Version Number</b>	<b>Amended by</b>	<b>Purpose</b>	<b>Approved by Trustees (date)</b>
I	THO	Original	Oct 2020

## **Appraisal policy: Support Staff**

### **1. APPLICATION**

This Appraisal Policy and Procedure applies to support staff employed by the Trust.

This Appraisal Policy does not apply to those employees who are employed under a contract of employment for less than one term and those who are subject to the Trust's Capability Procedure.

### **2. SCOPE**

The purpose of this procedure is to establish a framework for a clear and consistent assessment of the overall performance of employees and for supporting their development within the context of the Trust's/School plan for improving educational provision and performance, and the standards expected of the School.

Where concerns raised about an employee's performance cannot be resolved through this Appraisal Policy, there will be consideration of whether to invoke the Trust's Capability Policy and Procedure.

### **3. AIMS OF APPRAISAL PROCESS**

Appraisal 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 within the context of the Trust's overall aims.

Arrangements for appraisal will be conducted in such a way that employees will be secure in the knowledge that their progress and commitment to the Trust are acknowledged.

The Trust Board is committed to ensuring equality, consistency of treatment and fairness in the operation of appraisal systems.

The appraisal process is designed to monitor and evaluate performance in order to promote continuous improvement to service delivery.

### **4. THE APPRAISAL PERIOD**

The Appraisal Period will run for twelve months from September 1<sup>st</sup> to August 31<sup>st</sup>.

Employees who are employed on a fixed-term or temporary contract of less than one year will have their performance managed in accordance with the principles underpinning this Appraisal Policy. The length of the Appraisal Period will be determined by the duration of their contract of employment.

Where an employee starts their employment at the Trust part-way through the usual Appraisal Period, the Headteacher shall determine the length of the Appraisal Period for that employee with a view to bringing his/her appraisal period into line with the usual Appraisal Period as soon as possible.

Where an employee transfers to a new post within the Trust part-way through an Appraisal Period, the Headteacher of the particular school at which the employee is based shall determine whether the Appraisal Period should be re-set and whether the Appraiser should be changed.

## **5. APPOINTING APPRAISERS**

An Appraiser will be appointed by the Headteacher to appraise the employee.

The Appraiser will set employee objectives.

Where it becomes apparent that an Appraiser appointed by the Headteacher will be absent for the majority of the Appraisal Period, the Headteacher may perform the duties of the Appraiser or delegate those duties to another employee for the duration of the absence.

Where an employee has a reasonable objection to the choice of appraiser, their concerns may be carefully considered and, where it can be reasonably accommodated, an alternative appraiser may be offered.

## **6. SETTING OBJECTIVES**

Appraisals should be conducted using the appraisal form at Appendix One.

The appraiser and appraisee will seek to agree the objectives. Objectives may be revised if circumstances change. The Trust 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 employees with similar experience and levels of responsibility. Should the objectives not be agreed, the final decision on allocation of objectives rests with the appraiser.

The objectives set for each employee will, if achieved, contribute to the School's plans for improving educational provision and performance and improving education of the pupils at the School. This will be ensured by reference to objectives against the school improvement plan.

The employee's objectives will be set by the appraiser before, or as soon as reasonably practicable after, the start of each appraisal period and the employee will be informed of the objectives and standards against which their performance will be appraised in that appraisal period.

The objectives will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the employee's role and level of experience.

The Appraiser may take into account the effects of an individual's circumstances, including any disability, when agreeing objectives.

Following discussion between the Appraiser and the employee, set objectives may be revised by the Appraiser in accordance with the needs of the School and the employee, and any such revision(s) to set objectives will be recorded in writing.

## **7. REVIEWING PERFORMANCE**

Appraisal meetings will take place annually, with six monthly review meetings, complimented by ongoing supervision and management.

## **8. DEVELOPMENT AND SUPPORT**

Appraisal is a supportive process which will be used to inform the employee's continuing professional development. The School wishes to encourage a culture in which all employees take responsibility for improving the School through appropriate professional development. Professional development will be linked to the School's and/or Trust's improvement priorities and to the ongoing professional development needs and priorities of individual employees.

Account will be taken in a review meeting of where it has not been possible for employees to fully meet their objectives because the agreed support has not been provided.

## **9. INFORMAL ACTION**

An employee's line manager may issue informal warnings at any time about any performance falling short of the standard expected.

Informal action could include establishing the expectations that the School and/or the Trust has of the employee and what support may be provided to help the employee to meet those expectations.

Informal action may be recorded in writing and may be referred to at a later stage as evidence that an informal approach was attempted and the success or failure of such an approach.

## **10. ALTERNATIVE ACTION**

There may be a situation where the employee's line manager and/or the Appraiser considers that a recent promotion or job change has been a contributory factor in any unsatisfactory performance and that informal action has been, or is unlikely to be, effective.

The line manager/appraiser may offer the employee the option of taking a voluntary demotion as an alternative to proceeding with action under this Appraisal Policy.

## **11. FEEDBACK**

Employees will receive constructive feedback on their performance throughout the year through general management practices.

Where there are concerns about any aspects of the employee's performance these will be addressed at a meeting between the appraiser and the employee. At such meeting the employee will be notified of the appraiser's concerns about the employee's performance, the action required to bring the employee's performance to the standard expected and the timeframe for so doing. The employee's progress will continue to be monitored as part of the appraisal process and a reasonable time given for their performance to improve. This will depend on the circumstances but will usually be for a period of between 4 and 8 working weeks, with appropriate support as agreed in order that the aim of recovering and improving performance can be achieved.

When progress is reviewed at the end of the review period, if the appraiser is satisfied that the employee has made, or is making, sufficient improvement, the appraisal process will continue as normal.

## **11. TRANSITION TO CAPABILITY**

If the appraiser is not satisfied with the employee's progress following the review period, the employee will be notified in writing that this Appraisal Policy will no longer apply and that their performance will be managed under the School's Capability Policy and Procedure.

## **12. COMPLETION OF APPRAISAL DOCUMENTATION**

Completed appraisal forms should be sent (preferably electronically) to HR / the School Administration Office initially who will save and log receipt and then pass to the Headteacher, who will undertake quality monitoring and a process of moderation for each appraisal period.

## **13. PREPARATION CHECK-LISTS**

Both appraiser and appraisee need to prepare for the appraisal meeting. The following check-list is a prompt to ensure that the process is fully effective and focuses on appropriate activity.

### ***Appraiser***

1. Find a neutral venue and consider room arrangement. Confirm date and agree venue with appraisee.
2. Gather relevant information: job description, departmental development plan (if appropriate) previous appraisal form, records of recent learning, training and development activities.
3. If the appraisee is eligible to be assessed for pay progression.
4. Review appraisee's individual targets as agreed at previous meeting.
5. List the appraisee's successes and set-backs over the review period. How did the appraisee respond to challenges?
6. Assess past performance of agreed standards and objectives, and where applicable decide whether pay progression is recommended or not.
7. Reflect on:
  - The contribution that informal/formal learning and development activities undertaken have made to the achievement of the appraisee's objectives. You may ask yourself the question, 'how is the appraisee doing their job differently?'/ 'what can the appraisee do that they could not do before?'
  - The appraisee's strengths and learning and development needs. Reflect on possible training solutions to meet these learning and development needs, bearing in mind the learning style of the individual.

- Existing skills that are not being fully utilised for the benefit of the individual and/or the rest of the team.
8. Make a diary date for the next appraisal or appraisal review meeting. Where pay progression has not been recommended agree an action plan and set a review date.

### **Appraisee**

1. Approach the appraisal meeting with a positive frame of mind and undertake an accurate and rigorous self-review.
2. Read again your job description and those parts of the departmental development plan information to which you make a contribution, whether directly or indirectly.
3. Review progress in meeting the performance targets agreed at your last appraisal meeting.
4. Summarise your key successes and set-backs over the review period from your point of view. How did you attempt to overcome any obstacles? (Usually, you will already have discussed these matters with your line manager at the time)
5. Reflect on the contribution that informal/formal learning and development activities undertaken have made to the achievement of your objectives. You may ask yourself the question, 'how am I doing my job differently?' or 'what can I do that I could not do before?'
6. In considering your current and future contribution to the department development plan think about what learning and development needs you may have to fill in gaps in your skills, knowledge, attitude, competence, and confidence. You might like to reflect on possible solutions to meet these learning and development needs, bearing in mind the way you like to learn.
7. Consider any existing skills that you have that are not being fully utilised for the benefit of you and/or the rest of the team. Are there any skills that you have that could be passed onto your colleagues?
8. What do you wish to achieve in your career?

**Support Staff Appraisal  
Review and Planning Statement**



**Year:**  
**Appraise Name:**  
**Appraiser Name:**

**Job Title:**  
**Appraisal Date:**

**Mid-term Date:**

<b>Objective – SMART</b> (specific, measurable, achievable, realistic and time bound)	<b>Success criteria – what will success look like and how will this benefit students and/or school?</b>	<b>Mid-term progress on track? Y/N</b> (if no please state action needed in update box)	<b>Mid-term - Update</b>	<b>Year-end – describe the outcome/situation at the end of the appraisal period and note any further action needed.</b>	<b>Objective met? Y/N</b>

**Training and development** – What might help ensure objectives are met or improve your ability to do your job well? Training requests will be considered on a case by case basis and should be approved by the relevant Head of Department and member of SLT.

**Appraisee comments** (to complete at final appraisal meeting):

**Appraiser comments** (to complete at final appraisal meeting):

**Objectives met? – YES / NO**

**Salary increase recommended (where applicable) – YES / NO**

Electronic signatures are permitted.

<b>Appraisee signature:</b>		<b>Date:</b>	
<b>Appraiser signature:</b>		<b>Date:</b>	