

Policy for appraising support staff performance

The Governing Body of Greenvale School adopted this policy in July 2014

It will review it in (1 year)

Introduction

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 work through appropriate professional development. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual staff.

The school's staff development programme will be informed by the training and development needs identified as part of the appraisal process. The Governing Body will ensure in the budget planning that, as far as possible, resources are made available in the school budget for appropriate training, and support agreed for staff. As far as possible staff development will make best use of the school's own expertise.

This policy sets out how Greenvale School aims to improve outcomes for children/students, and raise the morale of support staff, by motivating support staff to up-date their skills and improve their performance.

This policy also sets out the framework for appraisal 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 support staff. It also refers to the arrangements that will apply where any concerns are raised about a member of support staffs performance.

Application of the policy

This policy covers appraisal and applies to all support staff employed directly by the school except those on contracts of less than one term, or those who are subject to formal capability proceedings under the school's separate Capability Procedure.

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

The appraisal period

The appraisal period will run for twelve months, normally from the autumn term to the following autumn term. Where a member of staff starts their employment at the school part-way through a cycle, they will join the next cycle.

Appointing appraisers

The choice of appraiser is for the head teacher. Where staff have an

objection to the headteacher's choice, their concerns will be carefully considered and an alternative appraiser may be offered. All appraisers appointed by the headteacher will be suitably trained.

Setting objectives

Objectives for each member of staff will be set before or as soon as practicable after, the start of each appraisal period. Each member of staff will have 2 objectives and they may opt to have a 3rd personal interest / development objective. The objectives set, will be Specific, Measurable, Achievable, Relevant and Time-bound (SMART) and will be appropriate to the member of staff'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.

The appraiser and the member of staff 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 staff with similar experience and levels of responsibility. Should the objectives not be agreed, the final decision on allocation of objectives rests with the headteacher.

The agreed objectives will contain a description of what success may look like.

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 pupils at that school.

The objectives will be based on aspects of their job description and not linked to the teachers standards.

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

The objectives will be put onto a proforma and once agreed a copy will be held by the school and one by the member of staff.

Reviewing performance

Annual meeting

Each member of staff's performance will be assessed in respect of each appraisal period during an annual meeting. The purpose of the meeting will be to discuss the objectives and decide if they have been met and then to set. If the appraiser feels the targets have not been met then they will discuss and plan any further support required to enable them to meet the objectives. The meeting will also include a general discussion about activities and achievements over the year.

If a member of staff disagrees with the appraiser's assessment then they can appeal to the Headteacher or in the case of the Headteacher being the

appraiser they can appeal to the chair of governors.

Completing the Appraisal Proforma

During the meeting the appraiser and the member of staff will complete a proforma (see attached) which will include the following

- an assessment of the performance in relation to the objectives for the appraisal period in question;
- an assessment of the training and development needs and identification of any action that should be taken to address them;
- the member of staffs own views and comments

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

Objectives for the following appraisal period will be agreed and entered onto the proforma.

Timeline of the appraisal process

Autumn Term Objectives set at annual meeting

Autumn Term /Spring term/ Summer Term Training / development ongoing through the year

Autumn Term assessment of objectives / new objectives set at annual meeting

Capability

Most staff are competent, effective and able to develop but where someone is failing in a significant or persistent way to carry out their duties, the School will take reasonable steps to help the individual achieve and then maintain the required standard of performance/attendance. In this situation the school will follow the Lewisham model capability policy and procedures for support staff. The procedure is presented in four parts starting with Stage 1 - Informal action.

Signed _____ Chair of Governors

Date _____