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# **Appraisal for Support Staff 2018 - 2020**

**POLICY DETAILS:**

**Adopted:** December 2017

**Version Date:** October 2018

**Next Review:** September 2020

**Responsible Person:** Headteacher

## **Support Staff Appraisal Policy**

### **Policy Statement**

- 1.1. This 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 Development plan for improving educational provision and performance, and the standards expected of the School. It also sets out the arrangements that will apply when staff fall below the levels of competence that are expected of them.
- 1.2. This policy also sets out the framework for a clear and consistent assessment of the overall performance of support staff.
- 1.3. This policy does not form part of any employee's contract of employment and with permission from Governors can be amended in line with the changing landscape of the school.

### **Application of the policy**

- 1.4. The policy applies to all support staff employed by the School, except those on contracts of less than one term, those still working in a period of probation, and those that are the subject of formal capability procedures under the School's separate Capability Procedure (where there are serious concerns about their performance which the appraisal process has been unable to address).
- 1.5. Appraisal in the School 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.
- 1.6. Appraisal will help to ensure that staff are able to continue to improve their professional practice and to develop in their role.

### **The appraisal period**

- 1.7. The appraisal period will run for twelve months from 1 April to 31 March for all members of support staff.
- 1.8. Employees 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.
- 1.9. The School reserves the flexibility to have a longer or shorter appraisal period when employees begin or end employment with the School.

### **Appointing appraisers**

- 1.10. The Interim Headteacher along with the School Business Manager will decide who will carry out support staff appraisals and reviews.

### **Setting objectives**

- 1.11. Objectives for each member of support staff will be set before or as soon as practicable after, the start of each appraisal period. The objectives set will be Specific, Measurable, Achievable, Realistic and Time-bound ("SMART") and will be appropriate to the staff member's role and level of experience. The appraiser and the staff member being appraised 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.
- 1.12. Before, or as soon as practicable after, the start of each appraisal period, each member of support staff will be informed of the standards against which he or she will be assessed and the way in which he or she will be assessed for that appraisal period.

## **Feedback**

- 1.13. Employees will receive constructive verbal feedback on their performance throughout the year. This feedback will highlight particular areas of strength as well as any areas that need attention. A meeting will then take place October/ November to discuss mid- year progress towards targets.
- 1.14. Where there are concerns about any aspects of the employee's performance the appraiser will meet the employee formally to:
  - 1.14.1. give clear feedback to the employee about the nature and seriousness of the concerns;
  - 1.14.2. give the employee the opportunity to comment and discuss the concerns;
  - 1.14.3. agree any support (e.g. coaching, mentoring, structured observations), that will be provided to help address those specific concerns;
  - 1.14.4. make clear how, and by when, the appraiser will review progress. It may be appropriate to revise targets and it will be necessary to allow sufficient time for improvement. The amount of time is up to the School but should reflect the seriousness of the concerns; and
  - 1.14.5. explain the implications and process if no – or insufficient – improvement is made.
- 1.15. 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.

## **Transition to capability**

- 1.16. If the appraiser is not satisfied with progress, the School may take action in accordance with its separate Capability Procedure.

## **Annual assessment**

- 1.17. Each employee's performance will be formally assessed in respect of each appraisal period.
- 1.18. 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 year in interim meetings.
- 1.19. 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 (see Appendix A). In this School, employees will receive their written appraisal reports by 31 May. The appraisal report will include:
  - 1.19.1. details of the employee's objectives for the appraisal period in question;
  - 1.19.2. an assessment of the employee's performance of their role and responsibilities against their objectives and the relevant standards;
  - 1.19.3. a recommendation on pay where that is relevant.
- 1.20. The assessment of performance and of professional development needs will inform the planning process for the following appraisal period.

## **Retention of Records**

- 1.21. The School Business Manager will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.

## **Confidentiality**

- 1.22. The appraisal process will be treated with confidentiality. However, the desire for confidentiality does not override the need for the Headteacher and Governing Body to quality-assure the operation and effectiveness of the appraisal system.

## **Consistency of treatment and fairness**

- 1.23. The Governing Body 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 staff. The Governing Body is aware of the guidance on the Equality Act.

## **Monitoring and evaluation**

- 1.24. The Headteacher and Governing Body will monitor the operation and effectiveness of the School's appraisal arrangements.

APPRAISAL FORM

Full Name:

Job Title:

Name of Appraiser:

Job Title of Appraiser:

Please use the spaces provided to give the information requested. **You may append additional documentation** if this reduces the need to transcribe details, but please make sure that appropriate references to this material are made in the corresponding sections of this document. The section headings, and the details of information requested, are given for your guidance. If you wish to present information in another format, please do so.

Please refer to the Notes of Guidance which accompany this form before starting to complete it.

*PART A : To be completed by the Appraisee*

*PART B : To be completed by the Appraiser*

*PART C : To be completed during the Appraisal Interview*

## PART A: Appraisee's Self-Evaluation

### The Job

Up-to-date job description attached:    Yes                      No

### What you have done?

What do you see as the main purpose of your job?

Does your job description need to be revised? If so what changes would you like to see?

Overall, what do you feel have been your main achievements in the last year?

What new skills, knowledge, and experience have you acquired?

### How you did it?

What do you do well? What aspects of the job do you find most rewarding?

What aspects of your job do you find the most difficult? What have been the frustrations?

What would/could help (including any help/support from your line-manager or any training and development)?

How effective was any development or training you received?

## What next?

How do you see yourself or your role developing in the next year?

Are there any development and training implications for the coming year?

## **PART B: Evaluation by Appraiser**

### **Appraiser's Performance Assessment**

Please comment on the member of staff's performance over the last year. Where appropriate comment on: quality of work, productivity, initiative, problem solving, team skills, customer care (with immediate colleagues, other staff, students and/or external contacts), management skills, plus specialist knowledge and skills.

Please add any comments about the achievement over the last year.

How effective do you think any development or training has been? What improvements have you noticed?

### **Recording success**

Are there any areas, tasks or projects which the member of staff has undertaken particularly well?  
Please give brief details:

### **Planning improvements**

Are there any areas of work currently requiring support, guidance, development, training or clarification?  
Please give brief details:

How will improvements be achieved?

Possibilities include: further professional development, job shadowing, working collaboratively with a more experienced colleague, being coached through a new task or project, earmarking time to investigate a new area or update knowledge.



## The future

How do you see the job and/or the jobholder developing over the coming year(s)? What are the training and development implications? Can the member of staff progress further in their career (here, elsewhere)?

**CONFIDENTIAL. Academic-related staff appraisal**

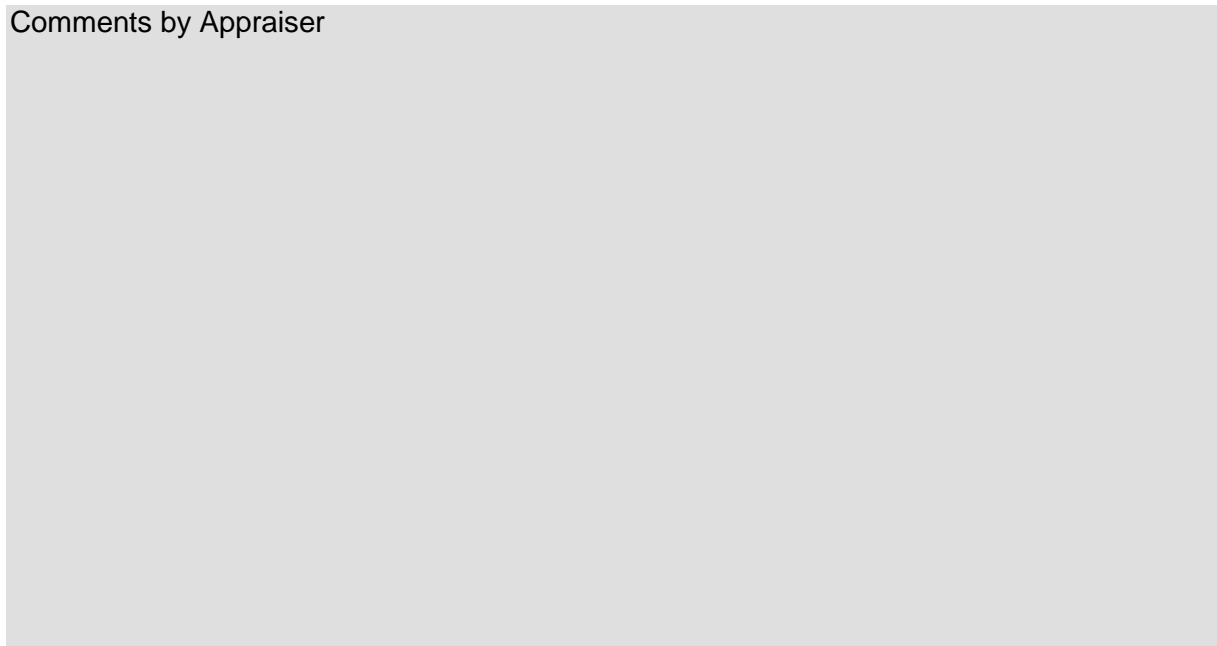
**Section C: Agreed goals and outcomes**

Agreed goals for the year ahead.	
Training and Development implications? <i>What needs to be learnt / developed?</i>	
How will these be achieved? <i>How will it be learnt / developed?</i>	
Resources required (including staff time)?	
Are there any implications for the Staff Development Unit?	
How will success be measured?	

Name of member of staff ..... Date..... Date of Meeting to monitor goals .....

**Section D. Further comments**

Comments by Appraiser



Comments by Appraisee



Appraisee

Appraiser

.....  
Signature

.....  
Signature

.....  
Date

.....  
Date