**The Federation of the Church Schools**

**of Shalfleet and Yarmouth**

**Achieving Together for a Brighter Future**



**SUPPORT STAFF APPRAISAL**

**A STATEMENT OF POLICY**

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| **Approved by** | **DD/SH** |
| **Portfolio** | **Staffing**  |
| **Approved on** | **Summer 2019** |
| **Review date** | **Summer 2022** |
| **Review Cycle**  | **3 Years** |

**Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**This policy and procedure is subject to The Equality Act 2010 which recognises the following categories of individual as Protected Characteristics: Age, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion and Belief, Sex (gender), Sexual orientation and Disability**

**THE FEDERATION OF THE CHURCH SCHOOLS OF SHALFLEET AND YARMOUT POLICY FOR APPRAISING PERFORMANCE OF SUPPORT STAFF**

**(Including** **Learning Mentors and the Child, School and Family Link Officer)**

* This policy should be read in conjunction with other policies listed at the end of this document.
* The policy will be reviewed on a three yearly basis.

**1. PURPOSE**

This procedure sets out how The Federation of the Church Schools of Shalfleet and Yarmouth will improve outcomes for all pupils, and raise the morale of support staff, by motivating them to update their skills and improve their performance.

The appraisal procedure will be used also to address any concerns that are raised about Support Staff’s performance. If concerns are such that they cannot be resolved through the appraisal process, there will be consideration of whether to commence the capability procedure.

**2. APPLICATION OF THE APPRAISAL POLICY**

This policy applies to all Support Staff employed at the school except those on contracts of less than one term.

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 Support Staff are able to continue to improve their professional practice and to develop in their role.

**3. THE APPRAISAL PERIOD**

The appraisal period will run for twelve months normally from 1 January to 31 December to allow for

the process to be concluded ahead of the school’s deadline for annual pay reviews (31 March).

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 Support Staff employee starts their employment at the school part-way through a cycle, the Headteacher shall determine the length of the first cycle for that teacher, with a view to bringing his/her cycle into line with the cycle for other Teaching Assistants as soon as possible.

Where a Support Staff Employee transfers to a new post within the school part-way through a cycle, the

Headteacher shall determine whether the cycle shall begin again and whether to change the appraiser.

**4. APPOINTING APPRAISERS**

An appropriate person appointed by the Headteacher will appraise Support Staff. All appraisers of Support Staff will be suitably trained. This training will take place at the start of the process and again as required following interim monitoring and evaluation

The choice of appraiser for Support Staff is determined by the Headteacher. Appraisers will be an appropriate person appointed by the Headteacher. Where a Support Staff employee has an objection to the Headteacher’s choice, their concerns will be carefully considered and, where possible, an alternative appraiser will be offered. The Headteacher will also consult with the proposed appraiser to ensure the working relationship will be such that development is achieved. All appraisers appointed by the Headteacher will be appropriately qualified and will have current or recent knowledge and understanding of working with pupils with special educational needs.

Where it becomes apparent that the appraiser appointed by the Headteacher will be absent for the majority of the appraisal cycle, the Headteacher may perform those duties herself or delegate those duties to another appropriate person for the duration of that absence.

If the Headteacher appoints an appraiser who is not the Support Staff Employees line manager, the appraiser to whom she 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.

Where a Support Staff Employee is experiencing difficultiesand the Headteacher is not the appraiser, the Headteacher or Deputy Headteacher may undertake the role of appraiser.

**5. SETTING OBJECTIVES**

Objectives will be set before, or as soon as practicable after, the start of each academic year. The objectives set will be **S**pecific, **M**easurable, **A**chievable, **R**ealistic and **T**ime-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 and are encouraged to do so in line with the school’s wish to see staff take on responsibility for their own continuing professional development.

The appraiser and appraisee will agree the objectives. Objectives may be revised if circumstances change. Objectives can be long term or short term. Where short term targets are met, the appraiser and appraisee may wish to add new objectives in order to allow for further development.

Support Staff will be set no more than two targets

1. Target 1 will either be linked specifically to the data set of the class being supported or the Federation Development Plan

2. Target 2 will reflect the specific developmental needs/aspirations of the individual Support Staff

Setting more than two objectives, or, for example, using sub-targets, can lead to Support Staff experiencing unreasonable workload and pressure, making the objectives more difficult to achieve. Therefore, other than in exceptional circumstances, no Support Staff employee will be given more than two objectives.

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 school operates a system of moderation to ensure that all appraisers are working to the same standards. Targets will be moderated across the Federation to ensure that they are consistent between Support 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. Where use of numerical targets is appropriate, these will be reasonable and set within a range (rather than as a single figure), reflect the circumstances in which the Support Staff works and it will recognise that factors outside the Support Staff’s control may significantly affect success.

Before, or as soon as practicable after, the start of each appraisal period, each Teaching Assistant will be informed of the standards against which that Support Staff’s performance in that appraisal period will be assessed. Support Staff will be assessed against the appropriate set of standards.

**6. PAY PROGRESSION**

Where Support Staff are eligible for pay progression, the recommendation made by the appraiser will be based on the assessment of their performance against the agreed objectives. The decision made by the Finance Committee of the governing body will be based on feedback from their annual appraisal and also upon any procedural requirements required in line with the terms and conditions of the individual Support Staffs contract.

The Governing Body has agreed the pay policy of the school and has considered the implications of the appraisal policy with respect to the arrangements relating to Support Staffs pay in accordance with

‘The Green Book’. The Governing Body will ensure that decisions on pay progression are made by 28

February in order to be implemented on 1 April (See Pay Policy).

**7. REVIEWING PERFORMANCE**

***Observation***

The effective and efficient operation of the appraisal process requires lesson observation to be a confidential process of constructive engagement within an atmosphere of support and co-operation.

Accordingly, observations will be carried out in a supportive fashion, with professionalism, integrity and courtesy, will be evaluated objectively and reported accurately and fairly and will take account of particular circumstances which may affect performance on the day. Any such circumstances will be discussed in the formal feedback following the observation.

At least 5 working days’ notice of the date and time of the observation will be given and verbal feedback provided by at least by the end of the next school day and written feedback within 5 working days, unless circumstances make this impossible.

Classroom observation will be carried out by qualified personnel.

For the purposes of appraisal, the number and duration of appraisal observations will **comprise two formal observations plus other drop ins as part of the Federation’s programme of drop ins and learning walks.** It will be in accordance with the Federation’s observation protocol, which includes provision for exceptional circumstances where concerns have been raised about a Support Staff employee’s performance, or where the Support Staff Employee requests additional observation visits.

The Headteacher or other leaders with responsibility for learning and teaching standards may “drop in” or undertake other observations to evaluate the standards of teaching and learning and to ensure that high standards of professional performance are established and maintained. The length and frequency of “drop in” or other observations, and the notice to be given, will vary depending on specific circumstances but will be in accordance with the Federation’s Monitoring Timetable.

For the purpose of professional development, feedback about lesson observations should be developmental.

This Federation will use the findings of each observation, including appraisal observations, for other management requirements (for example subject area reviews), thereby seeking to minimise the total number of occasions on which Support Staff are observed.

***Development and Support***

Appraisal is a supportive process which will be used to inform continuing professional development. The Federation wishes to encourage a culture in which all colleagues take responsibility for improving their practice. For example, through appropriate professional development, through peer observation. Professional development will be linked to school improvement priorities and to the on-going professional development needs and priorities of individual Support Staff.

The Federation’s CPD programme will be informed by the training and development needs identified as part of the appraisal process. It will also be linked to Ofsted criteria and the Federation Development Plan. The governing body will ensure in the budget planning that, as far as possible, resources are made available in each school’s budget for appropriate training, and support agreed for appraisees, maintaining access on an equitable basis.

An account of the training and development needs of Support Staff including the instances where it did not prove possible to provide any agreed CPD, will form a part of the Headteacher’s annual report to the governing body about the operation of the appraisal process across the Federation.

With regard to the provision of CPD in the case of competing demands on each school’s 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 CPD identified is essential for an appraisee to meet their objectives.

Account will be taken in a review meeting of where it has not been possible for Support Staff to fully meet their performance criteria because the support recorded in the planning statement has not been provided.

**8. ANNUAL ASSESSMENT**

Each Support Staff Employee’s performance will be formally assessed in respect of each appraisal period.

***In the case of all Support Staff colleagues:*** The Support 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 Support Staff’s objectives for the appraisal period in question;
* an assessment of the Support Staff’s performance of their role and responsibilities against their objectives, and against the relevant standards;
* an assessment of the Support Staff’s training and development needs and identification of any action that should be taken to address them; .
* a recommendation on pay where that is relevant (N.B. – pay recommendations need to be made by 28 February )
* time to listen to the Support Staff’s own comments

The Federation’s appraisal timetable for Teaching Assistants will establish a period in which an interim review meeting will take place. This will enable objectives to be revisited and any additional support to be identified.

A final review meeting will take place to discuss the content of the appraisal report and any further action required and to inform objective setting for the next cycle.

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

**9. SUPPORT STAFF EXPERIENCING DIFFICULTIES**

When dealing with a Support Staff employee experiencing difficulties, the objective is to provide support and guidance through the appraisal process in such a way that the Support Staff’s performance improves and the problem is, therefore, resolved.

Where it is apparent that a Support Staff employee’s personal circumstances are leading to difficulties at

school, support will be offered as soon as possible, without waiting for the formal annual assessment.

If an appraiser identifies through the appraisal process, or via other sources of information, for example parental complaints, that the difficulties experienced by a Support Staff Employee are such that, if not rectified, could lead to capability procedures the appraiser, the headteacher, inclusion manager, or a member of the leadership team, will, as part of the appraisal process meet the Support Staff employee to:

* give clear written feedback to them about the nature and seriousness of the concerns;
* give them the opportunity to comment on and discuss the concerns;
* consultation with the Support Staff employee at the above meeting, an action plan with support will be established (for example coaching, training, in-class support, mentoring, structured observations, visits to other classes or schools or discussions with advisory teachers), that will help address those specific concerns;
* make clear how progress will be monitored and when it will be reviewed; .
* explain the implications and process if no – or insufficient – improvement is made.

The Support Staff’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 upon the circumstances, but will be for a period of 6 weeks or half a term whichever is longer, with appropriate support as agreed in the Action Plan, in order that the aim of recovering and improving performance can be achieved. During this monitoring period they will be given regular feedback on progress and arrangements will be made to modify the support programme if appropriate.

If sufficient progress is made such that the Support Staff Employee is performing at a level that indicates there is no longer a possibility of capability procedures being invoked they should be informed of this at a formal meeting with the appraiser or headteacher. Following this meeting the appraisal process will continue as normal.

If no, or insufficient, improvement has been made over this period, the Support Staff Employee will be invited to a transition meeting to determine whether formal capability proceedings need to be commenced or the appraisal process remains in place. They will be invited to be accompanied by a trade union representative or work colleague and will have at least 5 working days’ notice of the meeting. Should capability procedures be deemed necessary at this stage, they will move from the appraisal to the capability process.

**10. 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.

 The Headteacher will notify any Support Staff Employee who has not been recommended for pay progression of the date when the governing body meets to consider pay recommendations, following which the Support Staff Employee may exercise the right of appeal, assisted by a companion who may be a colleague, a trade union official or a trade union representative.

**11. GENERAL PRINCIPLES UNDERLYING THIS POLICY**

**ACAS Code of Practice on Disciplinary and Grievance Procedures: The** conduct of the formal capability stage will be undertaken in accordance with the provisions of the ACAS Code of Practice.

**Consistency of Treatment and Fairness:** The Governing Body is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.

***Sickness***

If sickness absence appears to have been triggered by the commencement of monitoring or a formal capability procedure, the case will be dealt with in accordance with the school’s absence policy and will normally be referred to the occupational health provider to assess the member of staff’s health and fitness for continued employment and the appropriateness or otherwise of continuing with monitoring or formal procedures. In some cases it may be appropriate for formal procedures to continue during a period of sickness absence. However, the views of the occupational health physician will always be taken into account before a decision is reached.

***Grievances***

Where a member of staff raises a grievance during the appraisal or capability process, the appraisal or capability process may be temporarily suspended in order to deal with the grievance. Where the grievance and appraisal or capability cases are related it may be appropriate to deal with both issues concurrently.

***Confidentiality and Professional Relationships***

The appraisal and capability processes will be treated with confidentiality. Only the appraiser’s line manager or, where s/he has more than one, each of her/his line managers will be provided with access to the appraisee’s plan recorded in her/his statements. This will be done upon request and only where this is necessary to enable the line manager to discharge her/his line management responsibilities. Appraisees will be consulted on requests for access to statements in the context of this policy.

The process of gathering evidence for performance review will not compromise normal professional relationships between colleagues. The Governing Body recognises that the reviewer will consult with, and seek to secure the agreement of, the reviewee before seeking information from other colleagues about the work of the reviewee.

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. The Headteacher or appropriate colleague might, for example, review all Support Staff’s objectives and written appraisal records personally – to check consistency of approach and expectation between different appraisers. The Headteacher will also need to be aware of any pay recommendations that have been made.

**12. MONITORING AND EVALUATION**

The governing body and Headteacher will monitor the operation and effectiveness of the Federation’s appraisal arrangements.

The Headteacher will provide the governing body with a written report on the operation of the Federation’s appraisal and capability policies annually. The report will not identify any individual by name. The report will include an assessment of the impact of these policies on the provisions of the Equality Act.

The Headteacher will report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination.

Ofsted may also require the school to provide a sample of appraisal documentation as part of its monitoring and evaluation procedures. Where individual records are presented, they will be anonymised.

**13. RETENTION OF RECORDS**

The governing body and headteacher will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.

Policy due for review: Summer 2022