

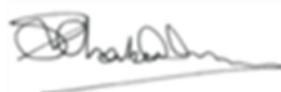
SUPPORT STAFF APPRAISAL POLICY

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Signed by Trust/Committee Chair



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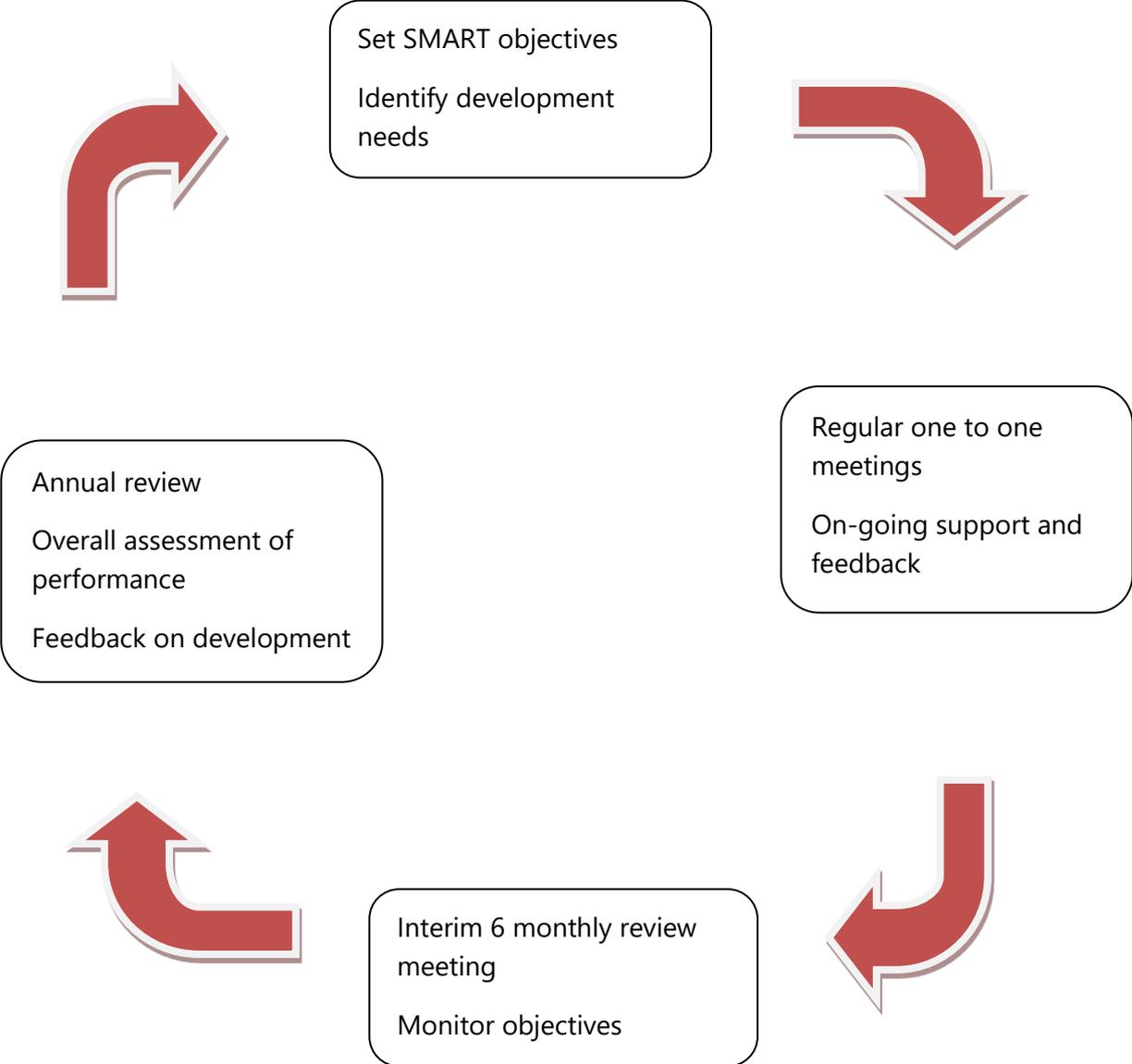


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SECAT Support Staff Appraisal Process



1. Principles

- This process provides a system by which the work done by support staff can be recognised and valued. It provides support staff with an appraisal process comparable to the appraisal scheme for teaching and executive staff.
- Appraisal is the cornerstone of good performance management. It is about motivating employees and supporting them to perform their roles to the highest standards. It gives employees the opportunity to reflect on personal development needs and helps support staff development needs, which in turn will impact on performance and raise standards.
- It encourages employees to make the link between their own job and the performance of the Trust as a whole.

2. Standards

- This appraisal process will apply to all support staff in the Trust, who have passed their probation period. The appraisal process will form part of the regular one to one meetings.
- Appraisals should take place on an annual basis as agreed locally and should complement the scheme for teaching and executive staff
- The process should set clear objectives for the year so support staff understand the expectations of their role
- The process will identify the employee's learning and development needs for the year
- The process should be a two-way, constructive process during which balanced feedback of both strengths and areas for development should be given
- The Headteacher or in the case of Central Team, the CEO, will determine who is the appropriate person to conduct the appraisal
- The baseline reference point for the appraisal meeting will be the employee's job description. This should be considered as part of the appraisal meeting to ensure it is up to date and relevant. The academy improvement and Trust's strategic plans should also inform the appraisal process
- All support staff should have access to a copy of the appraisal process
- A copy of the formal record of the appraisal interview should be retained on the employee's file and will be used to inform references. A copy should be supplied to the employee who should be advised to keep it for reference and future review
- If an employee does not agree with the content of the record of appraisal, the way in which the appraisal is undertaken or their final rating, they should raise it in the first instance with their line manager. If the employee remains dissatisfied, they should raise it with the manager next in line.

3. Performance Issues

Serious performance issues that cannot be addressed through the appraisal process should be managed through the Support Staff Capability Policy and Procedure. Where an employee is under formal capability procedures, an annual increment may be withheld at the Headteacher/CEO's discretion. The decision to withhold an increment would normally be reviewed on a six-monthly basis and the increment may be paid if the employee is no longer in the formal capability process. However, there is no requirement for the increment to be backdated.

4. Confidentiality

The discussion within the appraisal meeting is confidential. However, the completed appraisal form will be available to the employee, the line manager and the manager's manager. In the unlikely event that the employee has two line managers, both will have access to a copy of the appraisal.

5. Equality

When implementing the appraisal process, no employee will be disadvantaged on the basis of their gender, transgender, marital status or civil partnership, racial group, religion or belief, sexual orientation, age, disability, pregnancy or maternity, social or economic status or caring responsibility. This means that the process may need to be adjusted to cater for the specific needs of an individual including the provision of information in alternative formats where necessary.

6. Monitoring

The Headteacher/CEO will be responsible for monitoring the overall process to ensure it is operating fairly, consistently, and effectively. Issues that are identified from the information will be dealt with appropriately.

7. Special Considerations

7.1 Part time Staff

All staff have the right to an appraisal regardless of the hours they work. Careful consideration should be given to setting appropriate and realistic objectives taking into account the hours worked.

7.2 Job Sharing Arrangements

The job holders should have an individual appraisal with their line manager. It is likely that the job share partners will have a combination of individual and joint objectives although this may vary from year to year depending on circumstances. However individual development needs are likely to be different.

7.3 Temporary Staff

Temporary staff who are on a contract for longer than one term, should be included in the appraisal process in that they should have a meeting to set and agree objectives which should be reasonable and proportionate for the length of the contract.

7.4 Agency Staff

It is not a requirement that agency, support staff are formally included in this process. Where the Trust has support staff on long term assignments it would be good practice for the line manager to meet with them to ensure they are aware of key objectives within the Trust.

7.5 Staff holding more than one support role in the Trust

The employee should have one appraisal. Both line managers should agree who is the most appropriate person to conduct the appraisal meeting and the nominated manager should liaise with the other manager in terms of setting appropriate objectives and obtaining feedback on the employee's performance in the role.

8. Appraisal Process

The appraisal process will run over a period of 12 months from 1st April to 31st March.

8.1 Appraisal Meeting

Employees should be given appropriate notice of the appraisal review meeting to give them sufficient time to review their objectives and prepare for the meeting. A Self Appraisal Form – **Appendix 1** is available which the employee may wish to use to help them prepare. This form is not mandatory, but the employee should be encouraged to use it in their preparation as it will allow them the opportunity to reflect on their work and performance prior to the meeting. Guidance to help the employee prepare for the appraisal meeting can be seen in **Appendix 2**

Guidance for managers on conducting the appraisal meeting can be seen in **Appendix 3** however, in summary, the manager should:

- Ask for the employee's views on their own performance as a whole and also on each individual objective – to help the employee with reviewing their own performance they may wish to complete a SWOT Analysis – **Appendix 4(a)** gives an example of how this may look and **Appendix 4(b)** is a blank template
- Ask the employee to identify their achievements /successes during the year
- Discuss the reasons why objectives may not have been reached

- Evaluate any training/development undertaken during the year
- Give feedback – both positive and constructive on the employee’s performance during the year
- Discuss any areas of concern – identify the issue, set standards, and plan any development needs if appropriate
- Set objectives for the following year
- Assess the employee’s training and development needs and identify any action that should be taken to address them

8.2 Setting Objectives

The objectives set for each employee will consider the individual’s job description. Objectives cannot cover the full range of the role so they should focus on the priorities for an individual for the cycle. It is recommended that no more than 4 key objectives are set (pro-rata for part time employees).

Further guidance on setting objectives can be seen in **Appendix 5**

8.3 Appraisal Form

As soon as practicable following the appraisal review meeting, the employee should receive a written copy of what was discussed at the meeting. This should include:

- A review of performance against objectives
- Summary of overall performance
- Training and development needs

A template appraisal form can be seen in **Appendix 6**. Once the content has been agreed the employee and the manager should sign and a copy should be forwarded to the Headteacher/manager. The employee should be provided with a signed copy of the appraisal and a copy should be retained by the manager.

The training and development needs identified during the meeting should be passed onto the identified responsible person within the Trust/School so that they can be included in any overall staff development plan.

8.4 Interim Review

We recommend that there is a mid-year review and the Headteacher/CEO should build this into the appraisal process. It should be used to discuss progress against the agreed objectives and to reflect on whether they are still relevant or whether they need to be changed in light of changing priorities at the School/Trust.

9. One to One Meetings

The appraisal process does not replace normal one to one meetings. Any performance issues that are identified throughout the year should be addressed at the time and should not be 'saved' for the appraisal meeting. In this way it will ensure that there are no surprises at the appraisal review meeting.

10. Training and Support

The Trust's Continuing Professional Development programme will be informed by the training and development needs identified in the appraisal process for staff. The Academy Committees/Trustees will seek to identify appropriate resources in planning and monitoring the budget for any training and support identified as appropriate for reviewees.

Appendix 1

Self-Appraisal Preparation Template

Name: _____ Job Title: _____
What were your agreed objectives for the past year?
Have the objectives been achieved? If no, consider why this may be the case If yes, consider where you think you have achieved particularly well
Is there anything you would have done differently?
Are there any particular contributions that you would like to be recorded in your appraisal?
What training/development have you had this year? How effective do you think this has been?
Are there any particular areas of work you would like to be involved with this year?
Is there any training/development you have identified that you might require going forward?
Is there anything else you would like to raise at the appraisal?

Appendix 2

How to Get the Best From Your Appraisal – Appraisee Guide

Whether you are agreeing your objectives for the first time, or having an appraisal meeting, there are some things which will help you to get the most from the experience.

- 1 Make sure you prepare for the meetings. It is recommended that you complete the self-appraisal form to help you focus on your achievements during the year. Ask for a copy of your job description if you don't have one and review it prior to the meeting.

- 2 Remember that appraisal is about a two-way communication between you and your manager.

- 3 Be honest in your self-assessment of your performance. If you believe you have done well, be prepared to say so, but also admit to any areas where things have not gone as well as you hoped.

- 4 Identify what you have learned over the last 12 months from successes and failures.

- 5 Think about any suggestions you have for how your job and the work of your team (if appropriate) could be improved.

- 6 Listen to feedback which is given to you and check things out if you are not sure what is meant

- 7 Discuss any Training and Development needs arising from your Key Tasks/objectives and other areas of your job – be realistic in what you ask for. Remember that development is not just about attending training courses.

- 8 Make sure you know what is happening next and who needs to do what before the discussion ends.

- 9 Take an active part in the appraisal, that way you will make the most of the opportunity.

Appendix 3

Guidance for Managers on Preparing and Conducting an Appraisal Meeting

Whether you are setting Objectives/Key Tasks for the first time, carrying out a 6 month Interim Review meeting or conducting an end of year Appraisal Meeting, there are some things to bear in mind which will help make appraisals a more rewarding experience for you and your appraisees.

Prior to the meeting

1. Make sure you prepare for the meetings. Gather all the documentation you need including the academy improvement plan/MAT's Strategic Plan, job description, objectives, interim appraisal (if appropriate) and self-appraisal form.
2. Encourage your appraisees to prepare by using the Self-Appraisal Form and reading the Guidance Notes for appraisees at **Appendix 2**
3. Allow enough time.
4. Make sure that you book some time in your diary to write up your appraisals.
5. Do everything you can to minimise interruptions.
6. Make sure you structure the discussions. Formality/informality is a matter of personal style, but structure is essential to ensure everything is covered.
7. Think about the individual you are appraising and adjust your style according to their needs.

During the meeting

1. Encourage the appraisee to take the lead wherever possible i.e. allow them to give their self-assessment or their performance first rather than telling them what you think.
2. Use open questions where possible to encourage the appraisee to talk – open questions usually begin with what, why, when, where, how, who or which.
3. Practice active listening. Guidance on Active Listening **Appendix 7**
4. Be conscious of operating a “No Blame” culture. If things have not worked out as planned explore why this has happened, what needs to be done and what can be learned. However, if there is an issue about the appraisee's performance be prepared to tackle this using the appropriate procedures.
5. Discuss any training and development needs and ways of meeting these which suit the appraisee's learning style.
6. Remember to ask your appraisee about his/her suggestions for improvements.

7. Give CONSTRUCTIVE feedback. This should include POSITIVE AND NEGATIVE feedback but should be presented in a way which helps the appraisee develop.

Agree Key Tasks/Objectives for coming year **Appendix 5** (Guidance on Setting Smart Objectives/Goals)

After the meeting

1. Write up any paperwork as soon as possible after the discussion and preferably within 10 days.
2. Pass to your appraisee for comments and signature.
3. Pass to Headteacher/Line Manager.
4. You and your appraisee both keep a copy (It is recommended you should keep copies for a minimum of 5 years on the appraisee's staff appraisal file).
5. Send any identified training needs to the nominated person within the School/Trust.

Appendix 4(a)

Example of SWOT Analysis

SWOT Analysis

Strengths	Weaknesses
<ul style="list-style-type: none">• Organised• Curriculum knowledge• Professional• Good communicator• Presentation - attention to detail• Perfectionist• ICT Skills• Calm in a crisis• Legal background• Creative/artistic• Sense of humour	<ul style="list-style-type: none">• Finds delegation difficult• Perfectionist - time consuming• Frustration if things aren't 'perfect'• Emotional• Lack of interest/boredom• Don't switch off• Lack of knowledge• Frustrated by bureaucracy
Opportunities	Threats
<ul style="list-style-type: none">• Keen to implement new ideas• Proactive in implementing new concepts• CPD• Team Meetings• Opportunity to use artistic flair• Opportunity to develop my strengths	<ul style="list-style-type: none">• Budget• Time constraints• Lack of opportunity to progress• Lack of communication• Limited by job description• Lack of training opportunity

Appendix 4(b)

SWOT Analysis

Strengths	Weaknesses
<ul style="list-style-type: none">••	<ul style="list-style-type: none">••
Opportunities	Threats
<ul style="list-style-type: none">••	<ul style="list-style-type: none">••

Setting SMART Goals

Working together to achieve challenging goals to help us succeed in fulfilling working relationships and a healthier lifestyle!



You goal should be as specific as possible and answer the questions: **What** is your goal? **How** often or how much? **Where** will it take place?



How will you measure your goal? Measurement will give you **specific feedback** and hold you accountable.



Goals should push you, but it is important that they are **achievable**. Are your goals attainable?



Is your **goal and timeframe realistic** for the goal you have established?



Do you have a **timeframe** listed in your SMART goal? This helps you be **accountable** and helps in **motivation**.

Why do we have goals/objectives?

Identify priorities & common interests

Clearly identify the area(s) of performance/ behaviour/ skills to be developed

How can you tell when the objective/target has been successfully completed (ie what will the employee be doing differently)

Objectives/targets must be agreed by both yourself and the employee, there must be commitment on both sides

Avoid setting objectives outside the employee's capability. They must be realistic and relevant to their role

Set realistic timescales and agree a date by when the objective is to be achieved (ie by the next review date)

Performance Rating:

Rating	Performance Standards
Exceed Expectations	All objectives are achieved. Performance is above expectations and always above the standards required for the role
Met Expectations	All objectives are achieved (unless a justifiable reason why not). Performance meets the expectations and requirements of the role
Partly Met Expectations	Some objectives are achieved. Some aspects of performance do not meet the standards/expectations of the role
Not Met Expectations	Majority of objectives not achieved, and standards of performance are below the standards/expectations of the role



Southend East Community Academy Trust

“Strong Partnerships, Strong Community, Strong Schools”



Insert school

Support Staff Appraisal

Whole School/Central Team Priorities 2020-2021

1. Ensure **consistency** of practise across all staff
2. Improve **communication** between all stakeholders

MAT Priorities 2020-2022

1. Build in financial security and sustainability and enabling improvement and growth
2. Improve teaching, learning and assessment in schools particularly on progress based on needs and planned financial spend
3. Leadership, recruitment and retention – a strategy (working party group?); to ensure pathways e.g. CPD development and succession planning
4. Central MAT services – centralising – HR, Facilities, Payroll – for efficiency, economy of scale

Name of Appraisee:	
Name of Appraiser:	
Period of Appraisal Cycle:	
Date of Meeting:	

Summary of Performance during the past year (after discussion):

Targets and Objectives April 2020 to March 2021			
Agreed Objective/Target	How will these be achieved (show what success will look like & evidence this where possible)	Training/Support Required	Timescale
1.			
2.			
3.			
4.			
Signature of Appraisee:		Date:	
Signature of Appraiser:		Date:	
Additional Comments:			

Appendix 7

Guidance on Active Listening

There are five key elements to active listening:

1. Attention

Give the appraisee your undivided attention

- Pay attention to body language
- Look at appraisee directly – make notes but not at the detriment of listening to the points they wish to make

2. Show that you are listening

Use your own body language to convey you are listening

- Nod occasionally
- Note your posture and make sure it is open
- Encourage the appraisee with small verbal comments

3. Provide feedback

Assumptions and beliefs can distort what we hear. It is the job of the listener to understand what is being said. To do this you may need to reflect on what is being said and ask questions

- Reflect by paraphrasing e.g. 'What I'm hearing is...', 'Sounds like you are saying...'
- Ask questions to clarify your understanding e.g. 'What do you mean when you say...', 'Is that what you mean'
- Be aware of your own feelings and strong opinions

4. Do not Interrupt

This can frustrate the appraisee and may mean they come back to the point again because they feel they were not heard. It can also disrupt the message they are trying to give

- Allow the speaker to finish
- Do not interrupt with counter arguments

5. Respond Appropriately

- Be open and honest with your response
- Assert your opinions respectfully