



NORTHSIDE

Primary School

Support Staff Appraisal Policy

Last review: March 2022
Ratified: 19th September 2019
Review: March 2023

Northside Values

RESPECT – to value our needs, beliefs and each other

PRIDE – to have confidence in our abilities and celebrate success

INCLUSION – to work together with families and our diverse community to become life-long learners

CHALLENGE – to have high expectations of ourselves so we achieve our best

CREATIVITY – to creatively express our feelings and ideas

RESILIENCE – to develop life skills so we fulfil our potential

Aims and Purpose

Northside is committed to ensuring that appraisal is central to the relationship with employees as this puts in place good communication, builds trust and engenders a performance culture and is a fundamental part of delivering our school ethos and values.

Managing appraisal is a continuous process. The aim is to continuously improve the performance of individuals and involves ensuring that the performance of employees contributes to the goals of their teams and the performance of the school as a whole.

For appraisal to be effective then both the manager and employee have to contribute and support the process. Every employee should have a formal performance review annually, supported by a mid-year review meeting and a final signing off meeting.

The overall aim is to improve the performance of the school by helping the support staff develop their potential and maximise their own contribution. A separate policy is in place for the performance appraisal arrangements for teachers.

It is in everyone's interest to ensure that all employees know what is expected from them and any performance standards that need to be met. It is also important that each employee and their manager has an opportunity to discuss how work is going on a regular basis in team meetings or in 1:1 line management meetings. The discussion should include any issues that might arise during the year which impact on the employee's ability to get the work done to the standard/timescales required.

There are a number of specific aspects to working for the school which appraisees should ensure that staff are competent to deal with. These will vary depending on the role which the employee undertakes, but may include some of the following:

- Identified school priorities
- Pupil attainment
- Data Protection and Information Security
- Safeguarding Young People
- Financial Integrity
- Health and Safety
- Equality and Diversity
- Behaviour management

Typically an engaged employee is someone who:

- Takes pride in their job and shows loyalty towards the school
- Goes the extra mile - particularly in areas where employees need to be creative, responsive or adaptable

Key Objectives

The performance appraisal process is designed to:

- Provide feedback on performance and set work objectives for the year ahead
- Review performance from the previous 12 months
- Assess their work and performance in relation to the requirements of their role
- Help employees see how their job fits with the overall school improvement plans
- Address staff development needs

The Context

Each individual employee should understand the following:-

- The School Improvement Plan aims, priorities of the school
- Each employee's contribution to the achievement of these.
- Their individual job and role (each member of staff is accountable for what they do)

The Appraisal Cycle

New Targets

For all support staff new targets will be agreed for the year by April 30th.

The appraiser and appraisee should draft 3 objectives in line with the whole school improvement plan. The objectives need to be specific and measurable with time and quality targets agreed for each objective. Targets will be based on school self-evaluation using school data and other performance indicators and should also link to the school improvement plan. Target 1 will be based on pupil progress, target 2 based on (classroom) competency and target 3 based on professional development.

The Mid-Year Review

Reviewing Performance

The school believes that staff should receive constructive feedback on their performance throughout the year. In the September, a review meeting should take place to assess the individual's progress against objectives. It may be appropriate to redefine objectives at this stage if priorities have changed. The review meeting will also be used to record any development needs identified since the annual meeting and to review and evaluate any learning and development that took place over the previous 6 months.

The Appraisal Review Meeting

All support staff should have an annual Performance Review meeting with an appraiser at the end of the Spring term.

The appraiser should, using the previous Performance Review data, any observations and mid-year review assessment review the previous year's performance. The appraiser will then complete a summary of the employee's overall performance in relation to the previous year's objectives and the Performance Rating Descriptors and discuss any action that is required at the meeting. The appraiser should also review the employee's attendance record and finally provide overall feedback of the employee's performance. The discussion at the meeting should be based on objective evidence. The feedback given by the appraiser will be made positively and may include constructive critical feedback. Finally the appraiser should use the LA Performance Rating Descriptors to assess the individuals' performance and inform the member of staff that they will be making recommendations for pay to the Headteacher.

Evidence

In order to demonstrate that you have met your targets, you will need to be able to provide evidence in your Performance Management Log. The evidence you collect will be related to your role and objectives. For example, Teaching Assistants' evidence could include achievement data, IEP meeting notes, or notes made during/following interventions that you have led. Site staff evidence could include notes of meetings, outcomes of checks and maintenance logs and appearance of the school. Admin staff evidence could include admin records (eg census), HR logs, communication and notes of meetings. When objectives are set at your appraisal, key things to be aware of are the success criteria - how will you know that you have achieved your target -

and noting what evidence would help you demonstrate that. Appraisals work best when the appraisee comes prepared and is able to talk about their work and its impact.

Special Circumstances

For part-time support staff, an appraiser should use common sense when setting targets. The emphasis is to evaluate the staff member based on their input for the year. The number of objectives set should reflect the needs of each member of staff. The objectives should be set after a discussion between the appraisee and his/her appraiser. The setting of objectives should take into account the time that the member of staff spends in school and "what is achievable, challenging and measurable".

Maternity leave is not considered as a long-term absence. Our approach to appraisal will depend on what time in the appraisal cycle a member of staff goes on maternity leave. The school may set some short-term objectives and judge the staff member's performance within this time frame. The school will make decisions on a case-by-case basis.

Where a member of staff starts their employment or transfers to a new post within the school part way through an appraisal cycle, the Head Teacher shall determine appraisal arrangements for the remainder of the appraisal period, with a view to bringing their cycle into line with the cycle for other teachers and staff as soon as possible.

Performance Rating

The Performance Rating Descriptors in Appendix 3 are indicative rather than absolute definitions. Alongside targets set, a best fit approach will be taken in judging performance against the Performance Rating Descriptors for the purposes of Performance Appraisal.

Key Performance Indicators may be used to help rate an individual's performance, depending on their role (see Appendix 2)

Professional Standards for Teaching Assistants will be used to help rate individual performance of Teaching Assistants. They may be found on the shared drive.

When Not to Rate Performance?

- Long term sickness absence
- Maternity leave
- Long-term paternity leave
- External secondment
- Other long-term absence

Advice will be sought from HR whenever necessary.

How Pay will link to Performance

There is an expectation that all staff will adhere to the procedures set out in the Staff Code of Conduct, school policies and statutory guidance with particular regard to safeguarding pupils.

'Pay Progression' will be determined by assessment against:

- the objectives set in the Performance Appraisal meeting
- the graded Performance Rating Descriptors
- Key Performance Indicators (where applicable)
- Professional Standards for Teaching Assistants (where applicable)

The Final Rating achieved in the Performance Review will determine

- Outstanding - 3%
- Good - 2.25%
- Satisfactory - 0.5%
- Development Needs – Unchanged

Pay progression will only apply if a member of staff is not at the top of their pay grade. Once the top of the pay grade is reached there will be no more pay progression.

Timing of pay Decisions

A decision on whether to award a support staff pay increment will be made at the end of the Spring term. The decision about a pay award will be made:

1. The Appraiser will make a recommendation to the Headteacher
2. The Headteacher will make a recommendation to the Governor Pay Committee

All recommendations to the Pay Committee are anonymous.

Appeal

Any member of staff who wishes to appeal against a pay recommendation should notify the Chair of Governors within 10 days, stating the grounds for their appeal. The Chair will then form a Pay Appeals Committee which must consist of 3 governors who are not employees of the school and should have had no prior involvement in the process.

The available grounds for appeal are:

That the person by whom the decision was made –

- a) Incorrectly applied the school's' pay policy
- b) Failed to have proper regard for statutory guidance;
- c) Failed to take proper account of relevant evidence;
- e) Took account of irrelevant or inaccurate evidence;
- f) Was biased; or
- g) Unlawfully discriminated against the member of staff.

The member of staff should attend an appeal meeting and has the right to be accompanied by a workplace colleague or trade union representative.

Decision-making

- Panel meet to reach their decision.
- Clerk notes main points of panel discussion and their decision.
- Panel obtains HR advice if required to inform their decision-making.

Communication of decision

- Employee is notified of decision. Decision and reason for the decision confirmed in writing.

Outcomes

- Original decision is upheld and the original pay reward is granted
- Original decision is overturned and a higher pay reward is granted

Supervision for EYFS Staff

Following a recommendation from the Serious Case Review and the review into the EYFS 2008 by Dame Clare Tickell, staff supervision is now mandatory in all early years settings (EYFS 2012).

Supervision is a regular, planned, accountable two-way process which should offer support and develop the knowledge, skills and values of an individual, group or team. Its purpose is to monitor the progress of professional practice and to help staff to improve the quality of the work they do, thus improving outcomes for children as well as achieving agreed objectives.

Supervision also provides an opportunity to discuss sensitive issues including the safeguarding of children and any concerns raised about an individual or colleague's practice.

Supervision provides professional support and "space" away from the direct work environment to discuss progress, professional role, workload and concerns. The supervisory relationship should develop trust which will allow for free and open discussion and learning without the fear of being criticised. Employees should receive constructive feedback about their work, with concerns being challenged sensitively and honestly and successes being acknowledged on a regular basis. This hopefully increases the feeling of being valued by management at the setting which in turn, increases job satisfaction. At this school supervision may be:

- One to one – this will be pre-arranged (termly)
- In a group – a team/phase meeting (weekly)
- Unplanned or 'ad hoc' – staff may discuss on a day to day basis any issues or decisions that often need to be made in between formal supervision. This does not negate the need for 1:1 supervision.

The aim of supervision is to allow staff and their supervisors to:

Discuss and challenge concerns, issues or difficulties;

Explore issues relating to Safeguarding

- Identify solutions to address concerns and issues;
- Be coached in tackling issues as they arise and plan future action;

- Explore feelings and emotional impact;
- Develop practice and competencies, including training needs;
- Explore the understanding of setting policy, philosophy and practice;
- Ensure every child's safety and wellbeing;

Team leaders are:

EYFS Lead practitioner – for Foundation Stage Support Staff

Head or Deputy Head in absence – for EYFS Leader

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

Monitoring

The Headteacher will inform the governing body through the resources committee school's appraisal and capability policies annually. The report will not identify any individual by name.

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.

The governing body and Headteacher will monitor the operation and effectiveness of the school's appraisal arrangements. This duty has been delegated to the Resources Committees.

Appendix - Performance Ratings

Performance Ratings

These are the performance ratings from Barnet's Performance Review Scheme. The full document is available in the Appraisal folder in the Staffroom shared drive 2751 folder and in the policy files.

The rating descriptions below are indicative rather than absolute definitions.

HR have indicated that it is likely that most staff would be in the Satisfactory or Good range, with only a tiny proportion being in the Outstanding or Development Needs ranges.

Outstanding (must meet all satisfactory and good requirements)

- Outstanding performer; generates output that is exceptionally high in quality, quantity and meets deadlines and always considers the 'bigger picture'
- Consistently exceeds performance targets
- Routinely takes on extra work / responsibility for making significant contributions to the school's success.
- Demonstrates full command of the knowledge and skills necessary in the full job role.
- Consistently demonstrates effective communication and feedback – regular, timely, concise and effective while being sensitive to the need to adapt the means/style of communication to suit the audience

Northside and Department success:

- Champions change and works positively and effectively to respond to change
- Works on own initiative
- Uses assessment and or record keeping as a tool for improvement (attainment/progress) and shares this practice with the LA and through partnerships.
- Actively promotes and invariably plays a lead role in team working
- Calibre of individual is easily recognised by others both inside and outside the individual's own group or function.
- Is a role model for other staff and external partnerships and is able to disseminate to others
- Plays a key role in external partnership support.
- Working at a consistent high standard demonstrating how school people values are applied in day to day practice
- Actively demonstrates a commitment to continued professional development and is up to date with the latest research.
- A people motivator, demonstrating exemplary leadership behaviours constantly in the workplace
- Champions the ethos, policies and practices of the school and is committed to the school's priorities.

Good (must meet all satisfactory requirements)

- Demonstrates a desire and ability to excel in performance. In some aspects may match 'outstanding' performers. Sometimes shows awareness of the 'bigger whole school picture'.
- Often exceeds certain performance targets
- Takes on extra work / responsibility while maintaining strong job performance
- Has a good level of knowledge and skills required in the key areas of the job

Northside and Department success:

- Proactively communicates and provides effective, helpful and timely feedback
- Uses assessment and or record keeping as a tool for improvement (attainment/progress)
- Supports the change process and helps others through it.
- Works independently with minimal supervision Initiates action to resolve shared team challenges and improve outcomes
- Is a resource for less able or experienced colleagues and can act as a role model for others and external partners
- Works consistently demonstrating how school people values are applied in day to day practice
- Actively participates widely in continued professional development and uses new learning to support pupils progress or implements changes as appropriate.
- Consistently demonstrates behaviour that promotes a positive work environment
- Has a positive and professional regard for the ethos, policies and practices of the school

Satisfactory

- May require minimal additional support to achieve targets
- Only needs routine and regular supervision
- A productive member of the team who usually demonstrates an acceptable, solid, level of performance within the parameters of the main duties of the post
- Achieves targets in a timely and efficient manner

- May be relatively newly promoted/recruited into role and requires more time to achieve full competence level
- Demonstrates a satisfactory level of competence in job skills and is sufficiently capable and knowledgeable in key areas and may require some development in other areas.

Northside and Department success:

- Demonstrates effective communication skills that are within the requirements of the job.
- Assessment and or record keeping is in line with policy and is up to date.
- Shows a willingness to share knowledge appropriately, to understand and inform
- Accepts change and cooperates in its implementation.
- Acknowledges the support of others and contributes to effective team-working
- Demonstrates a cooperative approach to interactions with colleagues and external partners, models support where appropriate and engages in professional dialogue.
- Demonstrate a clear understanding of the school people values and can evidence how they are applied in day to day practice
- Identifies a need and attends continued professional development and disseminates new learning
- Models appropriate behaviour when interacting with managers, colleagues, peers and staff
- Has a proper and professional regard for the ethos, policies and practices of the school

Development needs

- Performance is consistently below expectations - needs regular supervision and short term targets
- Failure to meet a significant proportion of targets with no acceptable reasons
- In some situations fails to demonstrate the competence in job skills or knowledge to effectively complete tasks
- Does not always acknowledge the support and contribution of others or involve them when appropriate.
- Lacks a positive attitude to team-working
- Has difficulty adjusting to change. Is a reluctant follower
- In most aspects of the job, does not demonstrate the required level of competence in job skills or knowledge
- Demonstrates no interest to develop job knowledge or skills

Northside and Department success:

- Communication skills are not to the required standard
- Assessment and or record keeping is lacking in content and quality and does not follow policy.
- Demonstrates a negative attitude to team-working.
- Works ineffectively and uncooperatively with others and external partners
- Needs regular close supervision and does not share knowledge willingly to support others
- Performance may already be the subject of action under the appropriate code of practice but if not, the manager should discuss the case with the Head Teacher before initiating appropriate remedial action.
- Only attends continued professional development as directed.
- May not always be exhibiting positive behaviours for accepting responsibility and getting things done or doing so inconsistently'
- Does not demonstrate a professional regard for the ethos, vision, policies and practices of the school

APPRAISAL INTERIM REVIEW MEETING - preparatory notes

(to be completed before the meeting)

Reviewee's Name:

Team Leader's/Reviewer's Name:

Date of Interim Review Meeting:

1. What progress has been made towards your objectives?

2. What have been the difficulties, if any, have there been in relation to progress towards meeting your objectives?

3. Is there anything the school could do to support progress?

4. Anything more you can do?

5. Please evaluate the impact of any training you have had this year and how this has improved your practice

6. Anything connected with this year so far you feel it would be helpful to discuss at this meeting:

APPRAISAL FINAL REVIEW MEETING - preparatory notes

(to be completed before the meeting)

Appraisee's Name:

Team Leader's/Appraiser's Name:

Date of final review meeting:

1. How successful has this academic year been for you?

2. What do you feel have been your main successes this year?

3. To what extent have your objectives been met?

Objective 1:

Objective 2:

Objective 3:

4. What have been the difficulties, if any, have there been in relation to progress towards meeting these objectives?

5. Is there anything more the school could have done to support progress?

6. What impact has any CPD you have had made to your practice?

7. Anything more that you could have done?

8. Any other areas for discussion:

Please make sure that you bring your Performance Management Log to your final review meeting.



Name:		Role in School:			Review date:	Date of PM:
Objectives	Evidence	Success Criteria	Support and CPD	Notes from in year discussion.	Notes from end of year review.	
Pupil Progress Objective Cohort specific:		<ul style="list-style-type: none"> • Assessment data • Pupils' books • Book looks • Learning walks • Lesson visits • Pupil Progress Meetings 				
Highlight one	Exceeded objective	Fully met objective	Partially met objective	Not met objective		
Professional Development Objective <i>Should reflect developments from lesson visits</i>		<ul style="list-style-type: none"> • Assessment data • Pupils' books • Book looks • Pupil questionnaires • Learning walks • Lesson visits • Pupil Progress Meetings • Professional Development Log 				
Highlight one	Exceeded objective	Fully met objective	Partially met objective	Not met objective		

Personal and Professional Conduct Objective Attendance Punctuality Relationships with colleagues Relationships with pupils Communication Attitude to supervision	<ul style="list-style-type: none"> • Attendance log • Feedback from colleagues • Feedback from pupils • Lesson visits • Line management minutes 				
Highlight one	Exceeded objective	Fully met objective	Partially met objective	Not met objective	
Overall Performance Management	Outstanding	Good	Satisfactory	Needs Development	

Please sign below to signify that this Statement is an accurate reflection of the Planning and Review Meeting.

Appraisee signature Team Leader/Appraiser signature Date.....