



King's Group Academies

Appraisal Policy for Support Staff

Date adopted: 4 December 2018 KGA Trustees

Date of last review: December 2020

Due for review: Biennially

Contents:

1. Introduction	Page 1
2. Application of the Appraisal Policy	Page 1
3. The Appraisal Period	Page 1
4. Appointing Appraisers	Page 2
5. Setting Objectives	Page 2
6. Observation	Page 2
7. Development and Support	Page 3
8. Feedback	Page 3
9. Transition to the capability procedure	Page 4
10. Annual Assessment	Page 4
11. Appeals	Page 4
12. Management of Policy	Page 4

1. Introduction

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

The appraisal procedure will be used also to address any concerns that are raised about an employee'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 members of support staff employed at the academy, except those on contracts of less than one term and employees on the capability procedure.

3. The Appraisal Period

The appraisal period will run for 12 months, normally from 1st April to 31st March.

Members of 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. All new appointees are entitled to a formal induction period which will be described to them on joining.

Where a member of support staff starts their employment at the school part-way through a cycle, the Principal shall determine the length of the first cycle for that member of staff, with a view to bringing his/her cycle into line with the cycle for other members of staff as soon as possible.

Where a member of staff transfers to a new post within the school part-way through a cycle, the Principal shall determine whether the cycle shall begin again and whether to change the appraiser.

4. Appointing Appraisers

The choice of appraiser is the decision of the Principal. Where the member of staff is of the opinion the appraiser appointed is unsuitable, s/he may submit a written request to the Principal for the appraiser to be replaced, stating the reasons for the request. The concerns will be carefully considered.

Where it becomes apparent that the appraiser appointed by the Principal will be absent for the majority of the appraisal cycle, the Principal may perform those duties herself/himself or delegate those duties to another member of staff for the duration of that absence.

If the Principal appoints an appraiser who is not the employee's line manager, the appraiser to whom she/he 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 member of support staff is experiencing difficulties or there are concerns about performance and the Principal is not the appraiser, the Principal may undertake the role of appraiser.

5. Setting Objectives

Objectives 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 and will be appropriate to the appraisee's role and level of experience. In setting the objectives, the appraiser 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.

The appraiser and appraisee will seek to agree the objectives. Objectives may be revised if circumstances change. Should the objectives not be agreed, the final decision on allocation of objectives rests with the Principal.

The academy is committed to ensuring consistency of treatment and fairness in the operation of the appraisal process. Employee's objectives and written appraisal records will be reviewed to check consistency of approach.

The objectives set for each member of support staff will, if achieved, contribute to the academy's plans for improving the academy's educational provision and performance and improving the education of students at the academy.

Bluesky will be used to record all appraisal objectives and corresponding evidence.

6. Observation

Members of support staff may have their performance of the responsibilities of their role observed and assessed.

The effective and efficient operation of the appraisal process requires 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.

At least five working days' notice of the date and time of the observation will be given. Verbal feedback will be provided no later than the end of the following working day and written feedback within 5 working days of the observation taking place, unless circumstances make this impossible.

Classroom observation of Teaching Assistants will be carried out by qualified teachers.

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

All observations will be recorded on Bluesky.

7. Development and Support

Appraisal is a supportive process which will be used to inform continuing professional development. The school wishes to encourage a culture in which all members of staff take responsibility for improving their performance through appropriate professional development. Professional development will be linked to academy improvement priorities and to the on-going professional development needs and priorities of individual members of support staff.

The academy's CPD programme will be informed by the training and development needs identified as part of the appraisal process. Resources are made available in the academy budget for appropriate training, and support agreed for appraisees, maintaining access on an equitable basis.

8. Feedback

- Support staff will receive constructive feedback on their performance throughout the year and as soon as practicable after an observation has taken place or other evidence has come to light. Feedback will acknowledge good and outstanding performance and highlight particular areas of strength as well as any areas that need attention.
- If at any point during the usual appraisal cycle concerns arise about any aspect of a support staff member's performance, the appraiser will invite the member of staff in writing to meet formally to:
 - I. give clear feedback to the member of about the nature and seriousness of the concerns;
 - II. give the member of staff the opportunity to comment and discuss the concerns;
 - III. agree any support (e.g. coaching, mentoring, structured observations), that will be provided to help address those specific concerns;
 - IV. make clear how, and by when, the appraiser will review progress (it may be appropriate to revise objectives, and it will be necessary to allow sufficient time for improvement, which will not usually be less than 6 weeks, although this period may be shorter if there are serious concerns);
 - V. explain the implications and process if no, or insufficient, improvement is made.

- A written summary of the meeting should be sent to the member of staff following the meeting covering all the above points.
- The academy should contact KGA HR provider for advice when the performance of a member of support staff is of cause for concern. Where concern is being raised as above in relation to a staff member who is a trade union representative, it is advisable to consult with KGA HR provider to raise the matter with a senior trade union representative or full-time official.
- When progress is reviewed, if the appraiser is satisfied that the staff member 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.

9. Transition to the capability procedure

If the appraiser is not satisfied with the progress in the focused support period agreed, the member of staff will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the Capability Procedure. The member of staff will then be invited to a formal capability meeting.

10. Annual Assessment

Where appropriate, interim review meeting(s) may take place.

Each employee's performance will be formally assessed in respect of each appraisal period.

As soon as practicable following the end of each appraisal period, the member of support staff will complete their own performance review. The appraiser will add their comments. The final written appraisal must be available on Bluesky for the Principal by the end of January each year. The appraisal report will include:

- details of the employee's objectives for the appraisal period in question;
- an assessment of the employee's performance of their role and responsibilities against their objective
- an assessment of the employee's professional development needs and identification of any action that should be taken to address them;
- objectives for the following year

Appraisal statements will be stored electronically on Bluesky. Access to the appraisal statement will be limited to the appraisee, appraiser, line manager and the Principal.

Details on staff Continued Professional Learning (CPL) needs will also be available to members of the Strategic Leadership Team with responsibility for staff development.

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

11. Appeals

Appraisees have a right of appeal to the Principal against any of the entries in the written appraisal report.

12. Management of policy

The King's Group Academies Trustees has overall responsibility for the maintenance and operation of this policy. They will maintain a record of concerns raised and the outcomes.

King's Group Academies policies will be reviewed regularly and will include an evaluation for impact on workload and working hours.