



Appraisal Policy for Support Staff 2021-2022

Review Period: Annual

Status: Non-Statutory

Next Review: Autumn 2022

Surrey County Council Pay Policy Statement 2021 - 2022

The Pay Policy Statement was approved by a meeting of the full County Council on 25th May 2021 and is effective from 1st April 2021.

Surrey Pay comprises pay banks PS1/2 to PS14 and pay banks for senior managers PS15 to Chief Executive. Surrey Pay roles are aligned to a defined pay model as follows:

- Sport Salary Pay model
- Job Family Pay model
- Career Pay model
- Leadership Pay model

Surrey Pay is reviewed annually to come into effect from 1st April each year and staff will progress through the fixed pay points for their grade until the maximum of the grade is reached. Any increases to the pay points for Surrey Pay grades PS1/2 to PS14 as part of the annual pay review will take into account the NJC pay award for local government employees.

Annual individual pay progression will be subject to:

- Staff being in post at their current grade level on 1st October (or the first working day of the week) in the previous year. Staff appointed between October and March will receive their first increment after six months in role and will then fall in line with the April annual review
- Performance in the role
- Scope being available within the individual pay grade until the top of the grade is reached.

The Appraisal Policy Support Staff 2021 - 2022 is directly related to the information contained in this policy statement as well as published Surrey Banks for 2021-2022.

Purpose

The purpose of this policy is to ensure that the work performance and learning needs of support staff are managed effectively and fairly.

It aims to ensure that the school's ambitions and targets, as embodied in the school's development plan, are reflected in the appraisal of work performance and the planning which takes place to ensure the appropriate continuous development of all staff.

2. Application and Appraisal Periods

This policy applies to all support staff at the school except those who are not employees (e.g. casual workers, agency staff) or serving a probationary period. Support staff who are engaged on a temporary or fixed term contract likely to last for less than one year will have their performance managed in accordance with the principles underpinning this policy, although the process will be adjusted to take into account the known or likely duration of the contract.

The Governing Body is mindful of its obligations under the Equality Act 2010 and this policy will be applied fairly and consistently to all support staff, with the exceptions outlined above.

The appraisal period will run for twelve months from 1st September to 31st August in accordance with the time scale offered below. The length of the appraisal period will be determined by the known or likely duration of the contract.

- Autumn term – New objectives agreed
- Spring Term – Current objectives reviewed
- Summer Term – Final assessment and beginning to consider new objectives

3. Policy

The Governing Body recognises that employees perform most effectively when they have clear expectations of their job role and purpose, their objectives and performance criteria, and of the wider school development plan.

The Governing Body aims to ensure that every employee has a performance appraisal meeting at least once in every 12 months, at which previous performance and learning will be reviewed and objectives for the future will be set.

The Governing Body will expect line managers to meet with staff on a regular basis to discuss progress towards objectives set at the annual appraisal meeting, to discuss work programmes, and to raise any other work-related issues.

Two objectives should be set as follows:

1. Links to either SDP 2 (Teaching and Learning) or SDP 3 (Personal Development, behaviour and welfare)
2. Links to SDP 4 – Outcomes for children

Staff with a specific area of responsibility must list this in the appropriate section.

The Governing Body will ensure that managers and staff have access to appropriate training and development to enable them to carry out their roles effectively.

Underperformance of a member of staff will be addressed through the school's procedures for the management of capability, during which time this policy will be suspended.

4. Roles and Responsibilities

The overall responsibility for employee appraisal within the school rests with the Governing Body. The Headteacher is expected to ensure that staff appraisals are carried out within the school.

The Governing Body is responsible for monitoring the overall operation and effectiveness of this policy and for its periodic review.

Line managers / appraisers are responsible for:

- Ensuring that new employees have work objectives set as part of induction.
- Conducting appraisals of staff at least once per year in line with this appraisal policy.
- Meeting employees on a regular basis to review progress (one-to-one or supervision meetings).
- Meeting with employees to discuss training and development needs linked to the effective delivery of the job role, achievement of objectives and career aspirations.

Employees are responsible for:

- Taking an active role in reviewing their own performance and objective setting.
- Engaging with and taking responsibility for their own learning and development.

5. The Appraisal Meeting

The appraisal meeting will be pre-arranged between the line manager (or performance appraiser if different) and the member of staff concerned. Usually at least one hour should be set aside for the meeting, more if the role is complex or if circumstances suggest this would be useful. The appraisal meeting should be conducted privately and therefore a quiet room should be booked for the purpose.

The appraisee should reflect on the appraisal process and targets from the previous year in preparation for this meeting. The appraisee should also be considering any training they believe they may need in order to support Sunnydown continue to transform.

Appraisers are also expected to prepare before the meeting, although the process of informal evidence gathering should be ongoing throughout the year in order that the appraiser can make an informed judgement about performance, using examples. For teaching assistants, relevant evidence might consist of student work or progress data. For other support staff there may be evidence from project documentation or from co-workers, customers or managers which can feed into the process.

Relevant occupational or professional standards may be used as a backdrop for the appraisal discussion where appropriate.

6. Objective Setting

The appraisal meeting will consider past performance but also consider appropriate objectives for the following appraisal period. It is recognised that the process of objective setting will be more appropriate to some support staff roles than others and that therefore it may not be practicable in all cases to set formal objectives.

Objectives will, where possible, relate to the school's plans for improving educational provision where relevant to the individual's role; otherwise (or in addition) they may relate to progress in a specific task and/or professional development. They may be individual, team-based or whole school objectives.

Objectives should be challenging but also achievable, bearing in mind the member of staff's role and number of hours, as well as what might reasonably be expected of others in that position.

The objectives set will, if achieved, contribute to the School Development Plans (SDP) for improving Sunnydown School's educational provision and performance and improving the education and wellbeing of pupils at the school.

7. The Appraisal Process

Following the meeting, the appraiser will complete the appraisal form and provide a copy initially to the appraisee to allow him/her to comment on the content before it is finalised. If the appraisee does not agree with the content, he/she should initially discuss this with the appraiser. If this fails to achieve an outcome the appraisee is satisfied with, he/she may raise the matter with the appraiser's line manager or the headteacher. In the event of continued dissatisfaction, the employee may seek to raise the matter formally, in accordance with the school's grievance procedure. Where the appraiser is the headteacher, disagreement over the content of the completed appraisal form may be referred to the chair of governors.

Each staff member's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the Headteacher, the Governing Body will consult the external adviser.

This assessment is the end point to the annual appraisal process, but performance and development priorities will be reviewed and addressed throughout the year.

The appraisee 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. Support Staff will receive their written appraisal by 31st August. The appraisal report will include:

- details of the objectives for the appraisal period in question;
- an assessment of the training and development needs and identification of any action that should be taken to address them;
- an assessment of the appraisee's professional standards and identification of any action that should be taken to address them;

These written reports are accessible to the member of staff (appraisee), the appraiser, the school secretary and headteacher on OneDrive.

8. Learning and Development

An Appraisal is designed to be a supportive process which will be used to inform continuing professional development. The school wishes to encourage a culture in which all staff take responsibility for improving their contribution to Sunnydown through appropriate professional development. Professional development will be linked to the SDP and to the ongoing professional development needs and priorities of individual staff.

Identified learning and development needs will be collated to inform local plans for professional development activities. Needs will be prioritised by the headteacher, bearing in mind the extent to which the identified CPD will support the school's development plan and is needed in order for the member of staff to achieve his/her set objectives. The school's priorities will ultimately take precedence when dealing with competing demands on the school's budget.

9. Engagement with Appraisals and Informal Reviews

All staff and line managers are encouraged to take responsibility for their own role within the appraisal process. Failure to engage with performance review may lead to a lack of clarity over job role, learning needs or expected standards of performance, resulting in underperformance which can directly or indirectly put pupil progress at risk.

10. Confidentiality

The appraisal interview is essentially a private conversation between appraiser and appraisee in which both parties should feel able to speak openly and honestly about performance, the work environment, support received and any other relevant matters. The member of staff should state in the appraisal meeting if there are any particular areas of the discussion which they would wish to remain confidential and not recorded on the form.

11. Data Protection

When conducting an employee's appraisal, Sunnydown School processes personal data collected in accordance with its data protection policy. Data collected by the school as part of the operation of the appraisal process is held securely and accessed by, and disclosed to, individuals only for the purposes of managing his/her appraisal or to quality assure the operation and effectiveness of the appraisal system. Inappropriate access or disclosure of employee data constitutes a data breach and should be reported in accordance with the data protection policy immediately. It may also constitute a disciplinary offence, which will be dealt with under the School's disciplinary procedure.

12. Retention

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

13. Status of Policy and Review

The content and operation of this policy is reviewed as and when deemed necessary by the Governing Body. The policy is discretionary and does not confer any contractual rights.

Sunnydown Support Staff Appraisal Report 2019-2020

Appraisee's Name	
Appraiser's Name	

Assessment Period	2019/2020	Date of meeting:
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Part A: Planning for current academic year (cycle)

1. Agreed Objectives for current appraisal period (set using the SDP and Role Profile)

Objective 1 -	<i>Quality of Teaching, Learning and Assessment OR Personal Development, Behaviour and Welfare</i>	
Link to SDP Priority 2 or 3		
Link to Professional Standards	<i>Whole School Focus</i>	<i>Personal Development</i>

Performance Criteria (What the appraisee will have achieved/be doing when objective met)	Monitoring & Timescale (What evidence will be used - by when will evidence be needed)
Spring Review	Summer Final

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Final Assessment <i>Has the objective been met?</i>			Comments and evidence
Met	Partially Met	Not Met	

Objective 2	<i>Outcomes for Children and other learners</i>		
Link to SDP Priority 4			
Link to Professional Standards	<i>Whole School Focus</i>	<i>Personal Development</i>	

Performance Criteria (What the appraisee will have achieved/be doing when objective met)	Monitoring & Timescale (What evidence will be used - by when will evidence be needed)
Spring Review	Summer Final

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Final Assessment <i>Has the objective been met?</i>			Comments and evidence
Met	Partially Met	Not Met	

2. Identified Training and Development Needs (and subsequent review)

Name of Appraisee:

Date of Planning Meeting:

This section should identify any training and development needs. These activities need not be training courses but could include support in a range of different forms, such as coaching or mentoring, observing colleagues, project work or job shadowing.

Area to be Addressed (link to objective)	Action to be Taken	Spring (/ /)	Final Assessment (/ /)

NB: Copy to be discussed with Line Manager and a CPD request form to be completed and submitted to SLT

Part B: Additional Comments (if applicable)

1. Appraisee's Comments

The appraisee may provide written comments on this appraisal report.

2. Appraiser's Comments

The appraiser may provide written comments on this appraisal report.

3. Headteachers comments (if appropriate / requested)

5. Signatures

	Name	Signature	Date
Appraisee			
Appraiser			
Headteacher	Paul Jensen		
Chair of Governors (if appraised by Headteacher)	Teresa Parkinson		

4. Dates of reviews and final assessment

Date of Spring review	Date of Summer review	Date of final assessment meeting