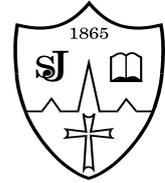


## Additional Staff Performance Management Policy

**St. James' C of E Primary**  
**Additional Staff Performance Management Policy**  
**Written by: Lisa Harford**  
**Written: November 2014**  
**Reviewed: November 2016**



### INTRODUCTION

**This policy has been written for the performance management of all staff within the school setting that are not teachers.**

### **Purpose and Procedures**

The commitment of support staff to the work of our schools is a key factor in achieving success. They are increasingly expected to take on wider and deeper roles both in support of teaching and learning and in many other aspects of the school's work. To help them perform these roles effectively, and to recognize their achievements, they need a rigorous and constructive annual appraisal process linked to individual development planning.

#### **1. Application of the policy**

The policy applies to all members of support staff employed by the school or local authority, except those on contracts of less than one term. The appraisal period will normally run for twelve months

#### **2. Support Staff Appraisal**

Appraisal 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 staff are able to continue to improve their professional practice and to develop.

#### **3. Appointment of Appraisers**

The head teacher will decide who will appraise members of support staff. All appraisers will be either on the Upper Pay Scale or holding a TLR/part of the school Senior Leadership Team.

#### **4. Setting Objectives**

Objectives for each member of support staff will be set at the start of each appraisal period. The objectives will take account of the following:

- relevant national and/or school determined standards, competencies,
- skills and behaviours
- the individual's job description and/or person specification
- the school's definition of PRI ratings where appropriate.

The objectives set will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the individual's role and level of experience. Full time staff will normally have a maximum of three objectives

#### **5. The annual audit/assessment process**

Each member of staff will conduct a self-audit with reference to relevant standards, competencies, behaviours and skills, job descriptions, person specifications.

Each member of staff's appraiser will complete the audit in the same way. The audits will then be exchanged at least a week before the Professional Dialogue meeting to allow the appraiser and the appraisee to assemble any necessary evidence.

Appraisee and appraiser will then attend a Professional Dialogue meeting of 20-30 minutes. The aim of the meeting will be to review the previous year's work and to determine; to set objectives for the coming year and to determine any professional development requirements.

#### **6. What to do if there are disagreements**

Where there are disagreements about performance or objectives refer to the school's policy for details as to how these should be resolved.

#### **7. Observation**

Observation of work practice is important both as a way of assessing staff performance in order to identify any particular strengths and areas for development they may have and of gaining useful information which can inform school improvement more generally. All observation will be carried out in a supportive fashion by those with knowledge of the appraisee's work and appropriate and timely oral and/or written feedback will be given. The observations will be agreed, if appropriate with the appraiser.

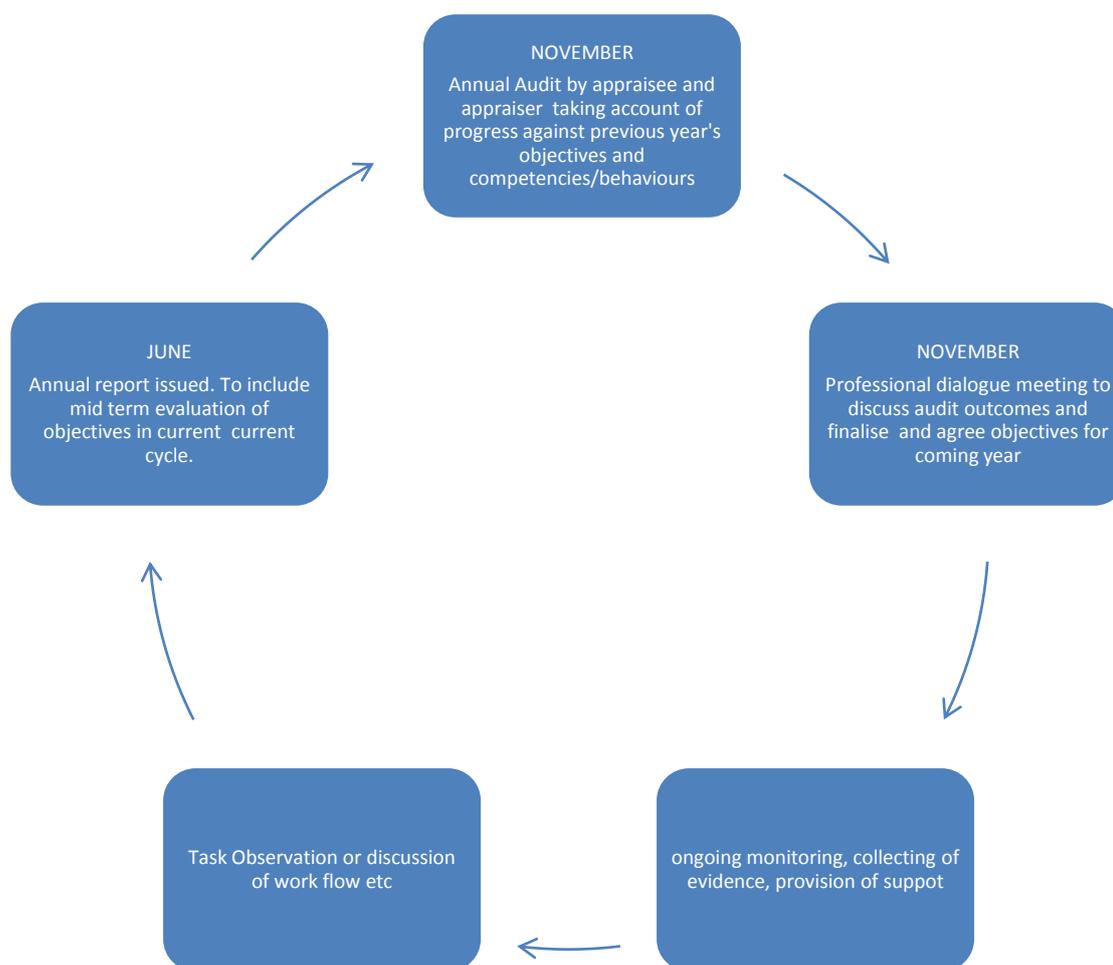
#### **8. Development and support**

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

#### **9. Feedback**

Staff will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has come to light. Feedback will include discussion with the member of staff, will highlight particular areas of strength as well as any areas that need attention and will determine any appropriate action required. Where there are concerns about any aspects of the individual’s work these will be addressed via the procedures set out in the school’s appraisal policy.

### Flowchart of Annual Appraisal Cycle



### How to conduct the audit and use it to inform appraisal objectives

The purpose of the audit is to determine those areas of an employee’s work where further development may be beneficial and, therefore, on which appraisal objectives should focus.

Staff and their line managers/appraisers are asked to rate their performance in the following key areas:

- Jobs and Professional Knowledge/Skills
- Commitment and Motivation
- Planning and Personal Organisation
- Relationships with Colleagues
- Customer Focus
- Communication Problem Solving and Decision Making

**For Managers, there are 2 additional audit areas:**

- Managing Objectives
- Managing People

**Steps in conducting the audit to be followed by the appraisee and appraiser:**

1. Consult the national and/or school based standards/competencies relevant to the post in the in the employee's job description and/or person specification
2. Read the descriptors in the Handbook for all other relevant areas
3. Put a tick in the relevant grading column for each area
4. If there is any area where your grading is either 'Not Met' or 'Partly Met' use the final column on the audit sheet to suggest a possible appraisal objective which would help the employee to develop/improve. If your grading is either 'Met' or 'Exceed', suggest a possible objective to help maintain or further develop existing good practice.

Steps 1-4 above should take no more than 30 minutes

5. Exchange audit documents a week before the scheduled Professional Dialogue meeting to allow both parties time to assemble any evidence they think they may need to support discussions.
6. At the meeting, discuss the audit outcomes and seek to agree which areas of work should form the focus for appraisal objectives for the new appraisal cycle,
7. Where there is disagreement, consider relevant evidence and, if necessary, refer to the school's policy for further guidance and/or refer to the Headteacher.

**How to complete the planning statement**

1. At the professional dialogue meeting, follow the discussion of audit outcomes outlined above to help determine appropriate appraisal objectives for the new appraisal cycle.
2. Consult descriptors and relevant standards/competencies to help ensure objectives are appropriate to the appraisee's role and to the school's needs.
4. Complete the suggested planning statement including details of training and development needs, success criteria etc.

5. Seek to negotiate objectives but, where there is disagreement, the appraiser's decision takes precedence. For more detailed guidance on resolving disagreements, refer to the school's policy.