



Holly Park School

Appraisal Policy for Support Staff

Aims and Purpose

Holly Park 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 6 monthly mid-year review 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. 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

Why Manage performance?

Appraisal is aspirational and encourages a culture of high expectations and a culture of learning.

Good appraisal helps everyone in the organisation to know:

- What the school is trying to achieve
- Their role in helping the school achieve its goals

- How well the individual is doing
- The skills, behaviours and competencies they need to fulfil their role
- The standards of performance required
- How their performance can contribute to development of the school
- How to raise individual performance issues and jointly identify potential solutions
- Identify personal development opportunities and goals

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
- Feels valued and respected
- Has positive well-being

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

In September new targets will be agreed for the coming year.

The appraiser and appraisee should draft 2 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. Targets should be developmental for individual staff members.

The Mid-Year Review

Reviewing Performance

The school believes that staff should receive constructive feedback on their performance throughout the year. Part of reviewing performance may be observation of work practice. For staff working directly with children this may be an observation directly of them or as part of a teacher's observation. Observations will be carried out in a supportive fashion with professionalism, integrity and courtesy. Support staff will be given 5 days notice of the date and time of any specific observations and verbal feedback will be given by the end of the next

school day and written feedback within 5 working days unless circumstances make this impossible.

Meeting

Six months after the annual Performance Review meeting (February-March), 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

Each employee should have an annual Performance Review meeting with an appraiser at either the end of July or the beginning of September of that year. At this meeting the year's performance will be reviewed.

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 rate the individual's performance with reference to the Performance Rating Descriptors and inform the member of staff that they will be recommending this to the Headteacher for pay progression.

Any pay award given will then be back dated to April.

Example : Targets Set September 2017 Mid year review March 2018
 End of cycle Review July/September 2018
 Any pay award backdated to April 2018

This process aligns well to whole school priorities and the School Improvement Plan.

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 decided through 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". This may mean an alteration to the number of objectives or the weight of them.

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 4 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.

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

The Final Rating achieved in the Performance Review will determine pay.

Under Unified Reward the terminology is: satisfactory, Good and Outstanding.

However in line with Barnet Council and to make these terms clear to staff, we have made the analogy that: Satisfactory is meeting expectation, Good is exceeding expectation and outstanding is outstanding.

- Outstanding - 3%
- Exceeding expectations - 2.25%
- Meeting Expectations - 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 school year in July or the start of the new school year in September. Any pay increase will be back dated to the previous April. 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

The appraisee can make a formal appeal to the Pay Appeals Committee (a committee set up if needed – of governors who are NOT on the pay committee) against a decision on pay. The Appeal must be lodged within 10 working days of receipt of the Pay Committee’s decision.

The Pay Appeals Committee must consist of 3 governors who are not employees of the school and should have had no prior involvement in the process.

To make an appeal the appraisee must write to the chair of the Appeals committee (appointed within the committee themselves) and state their grounds for appeal.

The available grounds for appeal are,

That the person by whom the decision was made –

- a) Incorrectly applied the schools' 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.
- In a group – a team/phase meeting

- 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;

At Holly Park, we have an open door policy and supervision opportunities are available to staff before and after school as needed. More formal one to one supervision should be held half termly. Group supervision, may happen by means of a team meeting. Some staff, for example if they are newly qualified or less confident, may need supervision sessions to be held more regularly.

Appraisal and performance management clearly has some crossover with supervision.

Supervision and Appraisal at Holly Park are linked together closely. At Holly Park there are clear team leaders for supervision/Appraisal. Team leaders are:

EYFS Lead practitioner – for nursery TAs

Deputy Head – for Nursery Nurses

Head– for EYFS teachers

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.

Monitoring

The Headteacher will provide the governing body with a written report on the operation of the 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 Staffing and Pupil Welfare Committee who will review the policy annually

Appendix 1 – Appraisal Planning Statement

Appendix 2 – Appraisal Midyear Review Statement

Appendix 3 – Appraisal Review Statement



Appendix 4 – Performance Rating Descriptors

Document Control

Revision History

Version	Revision Date	Revised By	Revision
1.0	Spring 2017	Ann Pelham	Written to meet the introduction of Unified pay
1.1	Spring 2018	Ann Pelham	Amended in line with Council policy to change the term satisfactory to 'Meeting expectation.'
1.2	Spring 2019	S&Pw	Ratified at S&W committee
1.3	Spring 2020	S&Pw	Ratified at S&W committee
1.4	Spring 2021	S&Pw	Ratified at S&W committee
1.5	Spring 2022	S&Pw	Ratified at S&W committee
1.6	Spring 2023	S&Pw	Ratified at S&W committee
1.7	Spring 2024	S&PW	Ratified
1.8	Spring 2025	S&PW	Ratified

Signed by

	Name	Signature	Date
Headteacher	Ann Pelham		Spring 2025
Chair of Governors	Clare Hegarty		Spring 2025

Distribution

Shared with
<ul style="list-style-type: none">• Staff via school server• Governors via committee meetings

Date for next review
Spring 2026

Appendices



Appraisal planning statement (September)

Appraisee's name:

Appraiser's name:

Date of appraisal planning meeting:for appraisal cycle **September 2017 – July 2018**

OBJECTIVE 1 –

The appraisee will be expected to:	
Success criteria (what will be seen as the necessary action and/or outcomes for success):	
Evidence to collect:	

OBJECTIVE 2 -

The appraisee will be expected to:	
Success criteria (what will be seen as the necessary action and/or outcomes for success):	
Evidence to collect:	
Mid Year Review meeting to be held:	
APPRAISEE'S COMMENTS:	

Agreed by: (Name of appraisee).....

Agreed by: (Name of appraiser).....

Signed..... (Appraisee)

Signed..... Appraiser)

Date:

Date:



Mid-Year Appraisal Review Statement (February/March)

Date _____

Objective 1	Progress Made
Objective 2	Progress Made
Progress with Reference to performance Rating Descriptors	



Appraisal Review Statement (July/September)

Appraisee's name: Appraiser's name:

Date of appraisal review meeting:for appraisal cycle

Objective 1	Outcome of assessment made at the appraisal review meeting
	On the basis of evidence available (please tick, as appropriate):
	Objective met <input type="checkbox"/> Objective partially met <input type="checkbox"/> Objective not met <input type="checkbox"/>
Objective 2	Outcome of assessment made at the appraisal review meeting
	On the basis of evidence available (please tick, as appropriate):
	Objective met <input type="checkbox"/> Objective partially met <input type="checkbox"/> Objective not met <input type="checkbox"/>

Performance Rating Descriptors – **please highlight**

Rating Criteria	Performance Appraisal Objectives
Outstanding	All objectives are achieved. Performance is exceptional in all respects and always in excess of the standards required by the job. Performance descriptors are outstanding
Exceeding Expectations	All objectives are achieved. Performance in relation to performance descriptors meets the standard of exceeding expectation and go beyond and are judged to be outstanding
Meeting Expectations	Objectives are achieved. One objective may be partially met. Performance indicators meet the expectation. A few may exceed.
Below Expectation	Not all objectives were achieved. Several of the performance indicators are not achieved to meeting expectation.

On the basis of performance against objectives and against the Performance Rating Descriptors, the following pay progression is recommended (please tick):

Below expectation	No change	
Meeting Expectation	0.5%	
Exceeding Expectation	2.25%	
Outstanding	3%	

Comments:

Agreed by: (Name of appraisee).....

Agreed by: (Name of appraiser).....

Signed..... (Appraisee) **Date:**

Signed.....(Appraiser) **Date:**

Appendix 4 – Performance Rating Descriptors

	Outstanding	Exceeds expectations	Expected	Performance is consistently below expectations
Competency and Skills	Demonstrates an exceptional command of the knowledge and skills required. Work is of exceptionally high quality and quantity.	Demonstrates an expected, solid level of competence in job skills within the job description and excels in many aspects.	Demonstrates an expected, solid level of competence in job skills within the job description	In some situations fails to demonstrate the competence in job skills or knowledge to effectively complete required tasks
Initiative	Works on own initiative, adhering to all expected tasks and routines. Often suggests relevant and practical new ideas to the work place	Works independently adhering to all expected tasks and routines. Often uses own initiative.	Follows expected tasks and routines with minimal guidance	Needs supervision and guidance to follow expected tasks and routines.
Wider contribution	Often takes on extra work and responsibility for making significant contributions to the wider school's success, with proven impact. Contributes to the wider life of the school.	Sometimes takes on extra work and responsibility for making significant contributions to the wider school's success. Contributes to the wider life of the school.	Is adaptable to the changing needs and demands that may occur within their job role. Sometimes contributes to the wider life of the school	Has difficulty adapting to changing needs and demands that may occur within their job role.
Professional development	Is proactive in identifying own professional development needs in consultation with the school and will use own initiative to do this through research, reading and/or training and	Reflects on personal effectiveness and in consultation with a senior member of staff, is willing to address their own professional development through research, reading	In consultation with a senior member of staff, identifies training needs and carries out agreed actions and will implement with some impact. May identify some of their own training needs. Accepts	Demonstrates no interest to develop job knowledge or skills. Has difficulty accepting change

	will implement learning with effective impact and adaptation as necessary. Champions change.	and/or training and will implement with effective impact. Supports change and cooperates with its implementation	change and cooperates with its implementation	
Communication skills	Can communicate highly effectively both verbally and in writing, (including a variety of IT skills e.g. email, word, publisher) to a range of different audiences. Communication is always regular, timely, concise and effective while being sensitive to the need to adapt the means/style of communication to suit the audience	Consistently demonstrates effective written and verbal 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	Demonstrates effective written and verbal communication skills that are within the requirements of the job.	Written and/or verbal communication skills are not to the required standard
Punctuality, timekeeping and meeting deadlines	Shows consistently excellent timekeeping and punctuality. Is able to use initiative to manage own time and work load, juggling competing demands whilst ensuring all deadlines are met, sometimes ahead of time.	Shows consistently good timekeeping and punctuality. Is able to work independently, ensuring all deadlines are met.	Shows consistently good time keeping and punctuality. Completes expected tasks and routines, meeting most deadlines	Needs regular close supervision of time keeping and punctuality. Does not always meet deadlines
Teamwork	Promotes and plays a lead role in team working, actively helping to resolve shared	Initiates action to resolve shared team challenges and improve outcomes. Is a	Acknowledges the support of others and contributes to effective team-working.	Lacks a positive attitude to team-working.

	team challenges and improve outcomes. Is a role model for other staff, readily sharing knowledge, resources etc.	resource for less able or experienced colleagues, readily sharing knowledge, resources etc. Occasionally can act as a role model for others.	Demonstrates a co-operative approach to interactions with colleagues. Shows a willingness to share knowledge, resources etc appropriately.	Works ineffectively and uncooperatively with others Does not always acknowledge the support and contribution of others.
Professional behaviour including adherence to school values, ethos, policies and procedures	Follows all school policies and procedures and actively contributes to their development. Is a role model for others in following and implementing the policies. Actively contributes to a positive school ethos and demonstrates the school values in their daily work (including respect for individual differences and cultural diversity). Demonstrates exemplary leadership behaviours constantly within their role. Consistently demonstrates behaviour that promotes a positive work environment. Models positive behaviour when interacting with all children and adults.	Follows all school policies and procedures and actively contributes to their development. Actively contributes to a positive school ethos and demonstrates the school values in their daily work (including respect for individual differences and cultural diversity). Consistently demonstrates behaviour that promotes a positive work environment. Models positive behaviour when interacting with all children and adults	Follows all school policies and procedures Actively contributes to a positive school ethos and demonstrates the school values in their daily work (including respect for individual differences and cultural diversity). Models positive behaviour when interacting with all children and adults	Does not demonstrate a commitment to the school's values (including respect for individual differences and cultural diversity) or follow school policies and procedures. May not always be exhibiting positive behaviours for accepting responsibility and getting things done or is doing so inconsistently

				<p>Performance may already be the subject of capability or other action. If not, the appraiser should discuss with the Headteacher to consider remedial action</p>
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