



# **An Daras Multi Academy Trust**

## **Support Staff Performance and Development**

### **Appraisal Policy**

The An Daras Multi Academy Trust (ADMAT) Company

An Exempt Charity Limited by Guarantee

Company Number/08156955

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Recommended	
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Advisory Committee	ADMAT Resources, Staffing and Safeguarding Committee
Linked Documents and Policies	Teaching Assistant Standards ADMAT TA/HLTA Non-Negotiables The Green Book ADMAT Whole School Pay Policy ADMAT Performance Management Policy



## Support Staff Performance and Development Appraisal

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### 1.0 Introduction

Revised appraisal arrangements for all school support staff working under the Terms and Conditions of Employment for Local Authority Employees (i.e.: 'The Green Book') will come into effect from 1<sup>st</sup> September 2016 in accordance with the 2014 Collective Agreement and arrangements for the introduction of Contribution Related Pay in October 2017.

Schools are given the freedom to design appraisal arrangements to suit their own individual circumstances. If they wish, schools may create their own appraisal policy. In such circumstances, schools will need to ensure their policies implement the principles of the contribution-related pay arrangements as set out in 3.9 of this Policy document.

All schools whose support staff are working under the Terms and Conditions of Employment for Local Authority Employees are obliged to include the Council's scheme for contribution related pay and rating criteria in conjunction with their support staff Performance Management Appraisal System.

Should schools choose to develop different reward arrangements to those outlined in this document under CRP; they will need to re-open trade union negotiations on an individual basis.

Performance and development appraisal is a process to assist all staff in the development of their professional skills; it provides a scheme to feedback on a person's performance, aids with career

aspirations, including training and development opportunities. The procedure is a mechanism to support the person and should be used as a positive and helpful process.

The process as outlined is also designed to facilitate the School's achievement of its aims and objectives as set out in its School Improvement Plan. It enshrines the principles of monitoring, assessment and continuous improvement in educational standards delivered by the school.

This policy is recommended for all schools that wish to adopt Cornwall Council's Performance and Development Appraisal (PDA) System in conjunction with Contribution Related Pay (CRP) Scheme and rating criteria.

## **2.0 Performance and Development Appraisal Policy (School Support Staff)**

The Board of Directors of An Daras Multi Academy Trust adopted this policy in June 2017

It will review it in a maximum of 3 years.

They delegate application of this policy to the Local Governing Bodies of individual schools

### **2.1 Purpose**

This policy sets out the framework for a clear and consistent assessment of the overall performance of all members of the school's support staff and for supporting their development within the context of the school's plan for improving educational provision and performance. It also sets out the arrangements that will apply when staff fall below the levels of competence that are expected of them.

### **2.2 Application of the policy**

The policy applies to all members of support staff employed by the MAT and working under the Terms and Conditions of Employment for Local Authority Employees (i.e.: 'The Green Book') except those on contracts of less than one term, and those who are subject to the school's capability policy. The MAT Board of Directors should ensure alternative arrangements are in place for other staff groups.

## **3.0 Performance and Development Appraisal**

Performance and development in this school will be a supportive and developmental process designed to ensure that all 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 in their respective roles. (See **Appendix 3** for MAT TA/HLTA Non-Negotiables and Teaching Assistant Standards)

### **3.1 The Performance and Development Period**

The appraisal period will normally run for twelve months from 1<sup>st</sup> September to 31<sup>st</sup> August.

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 the employee's contract.

### **3.2 Appointing Reviewers**

The Headteacher/Head of school and Local Governing Body will be responsible for securing the school's adherence to the Performance Management Policy, this policy and best practice in staff appraisal. This will include the following themes: -

- a) Align individual and school objectives;
- b) Ensure line managers responsible for conducting appraisals are familiar with the performance management policy and have good skills supported by appropriate training in undertaking staff appraisals;
- c) Ensure employees know what is expected of them in terms of their individual performance objectives and behaviours;
- d) Ensure that employees know how their contribution will be evaluated in the performance management process;
- e) Provide formal opportunities for feedback on work related issues;
- f) Facilitate staff development through the preparation and review of development plans.

The Headteacher/Head of School will decide who will manage the performance of the support staff. It is recommended that the Headteacher/Head of School should delegate the responsibility to undertake the staff appraisals to the relevant line manager where appropriate to: -

- a) Ensure managers' involvement in the appraisal of staff they supervise;
- b) Ensure management support for the individual being appraised with regard to the development needs and targets agreed.

### **3.3 Setting Objectives**

Objectives for each member of support staff will be set before or as soon as practicable after, the start of each appraisal period. The objectives set for each person will be Specific, Measurable, Achievable, Realistic and Time-bound (SMART) and will be appropriate to the reviewee's role and level of experience. The appraising manager and member of staff will seek to agree the objectives but, if that is not possible, the appraising manager will determine the objectives. Objectives may be revised if circumstances change. (see **Appendix 2** for MAT Annual Performance Objective template)

Objectives set for each employee will, if achieved, contribute to the schools plans for improving the school's educational provision and performance and improving the education of pupils at the school. This will be ensured through a process of linking objectives to the School Improvement Plan.

It should be noted that both the appraising manager and member of staff can request a review of the objectives if circumstances within the school significantly change.

### **3.4 Reviewing Performance**

#### **Lesson Observation**

*(NB: If lesson observation is used for support staff, this will only apply to Teaching Assistant and Higher-Level Teaching Assistant roles, whose work is focused on the delivery of teaching and learning in the classroom.)*

The MAT believes that observation of classroom responsibilities is important as a way of assessing the performance of teachers, and in some circumstances, other relevant support staff e.g. Higher-Level Teaching Assistants (HLTA), to identify any strengths, they may have and/or areas for development they may require. Lesson observations can provide a useful means of gaining information which can inform school improvement more generally.

Lesson observations will only be utilised as a means of appropriate performance assessment where relevant to the role. Lesson observations will be undertaken in accordance with the established practices and principles for conducting lesson observations, as set out in the MAT Whole School Performance Management Policy.

Other support staff employees who have duties and responsibilities outside the classroom should also expect to have their performance in respect of those duties and responsibilities assessed.

All observation will be carried out in a supportive fashion.

### **3.5 Development and support**

Performance management is a supportive process which will be used to inform continuing professional development by encouraging all staff to identify training and/or development opportunities. The school wishes to engender a culture in which all staff take responsibility for improving their skills through appropriate development. Development will be linked to school's improvement priorities and to the ongoing professional development needs and priorities of individuals.

### **3.6 Feedback & Review**

All employees will receive constructive feedback on their performance regularly throughout the year. Performance and development priorities will be reviewed and addressed on a regular basis throughout the performance and development year in interim meetings which will take place each term or more frequently if necessary.

As with teaching staff, where classroom observations are undertaken as an appropriate means of assessment where applicable to the role, feedback will be provided in accordance with the established practices and principles for conducting lesson observations, as set out in the MAT Whole School Performance Management Policy that applies to teachers.

### **3.7 Performance Improvement**

Feedback will highlight areas of strength as well as any areas that need attention. However, where there are concerns about any aspect of the member of staff's performance, the manager responsible for the appraisal will meet the member of staff as part of the performance management process to discuss the concerns with a view to arranging a period of support for the member of staff to facilitate the required improvements. Staff should be advised to seek the support and assistance

from their own trade union representative. The manager responsible for managing performance will undertake the following actions in such circumstances.

- Give clear feedback to the member of staff about the nature and seriousness of the concerns;
- Give the member of staff the opportunity to comment and discuss the concerns;
- Agree any support (e.g. coaching, mentoring, etc) that will be provided to help address those specific concerns;
- 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. The amount of time is up to the school but should reflect the seriousness of the concerns);
- Explain the implications and process if no – or insufficient – improvement is made.

The agreed strategies for performance improvement will be written into an Improvement Support Plan for the member of staff.

When progress is reviewed, if the responsible manager is satisfied that the member of staff has made, or is making, sufficient improvement, the performance and development process will continue as normal, with any remaining issues continuing to be addressed through this process.

### **3.8 Annual Review**

Each member of support staff's performance will be formally assessed in respect of each performance and development period. (see **Appendix 1** for MAT annual performance framework).

At the end of the performance year, an annual performance assessment will take place, which marks the end to the annual performance process. Normally the annual review will take place before the end of October for all staff (teaching and support staff). Inevitably there may be exceptions to this but it is best practice to review the previous year's work and to set objectives for the forthcoming year as close to the start of the new performance year as possible.

The member of staff will receive, as soon as is practicable following the end of the performance period a draft performance and development appraisal report. The employee will have the opportunity to comment on the content of their performance report prior to its finalisation as the performance record. The report will include:

- Details of the objectives for the period in question;
- An assessment of the employee's performance in their role and responsibilities against their objectives and expected behavioural standards;
- An assessment of the person's training and development needs and identification of any action that should be taken to address them;
- A recommended contribution related pay rating based on the overall performance contribution to the school's aims and objectives.

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

### **3.8 Contribution Related Pay**

Contribution Related Pay (CRP) is to be implemented in place of service based increments with effect from 1 October 2017. The changes to the pay structure and its associated framework apply to all 'Green Book' employees including support staff in local authority maintained schools. CRP payments with effect from 1 October 2017 will be based on the contribution of school support staff in the appraisal year commencing 1 September 2016 and ending 31 August 2017.

The MAT will follow Cornwall Council determination of the value of CRP reward payments to be awarded each year. CRP payments will apply for relevant employees achieving a qualifying rating in addition to national pay awards which will be paid to all employees regardless of their level of contribution. Appraisal schemes in schools from 1 September 2016 must also incorporate the rating scheme.

CRP will apply to all the MAT's employees whose contracts incorporate the National Scheme of Conditions of Service for Local Government Employees (known as 'the Green Book').

Full details of the Contribution Related Pay scheme and Rating criteria can be found in the MAT Pay Policy – Support Staff (September 2016).

### **4.0 Transition to Capability**

If the manager responsible for performance management (Headteacher/Head of school, Senior manager or line manager as appropriate) is not satisfied with progress, despite a reasonable degree of additional support and guidance to support performance improvement having been provided to the employee throughout the performance process, or if separate concerns have been identified outside of the performance cycle, the employee will be notified verbally and in writing that the performance process will no longer apply and that their performance will be managed under the Capability Procedure.

It is important that the manager responsible for the performance process has taken all appropriate steps and measures to assist the person to address their performance; these measures should have been discussed with the person to address their performance; these measures should have been discussed with the person and should be recorded in the performance management records as being offered and undertaken.

Moving to the formal Capability Procedure is a serious step and both parties should be aware of the potential consequences.

### **5.0 Confidentiality**

Access to the written appraisal report will normally be limited to the reviewee, the reviewer, the Headteacher/Head of School and /or nominated member of the senior leadership team.

### **6.0 Equality, consistency and quality assurance**

The Headteacher/Head of School will have overall responsibility for the quality assurance of the appraisal process for support staff across the school and may delegate this responsibility to a member or members of the senior leadership team.

The MAT Board and Local Governing Body is committed to ensuring consistency of treatment and fairness will abide by all relevant equality legislation. The Local Governing Body will monitor and evaluate its performance management outcomes to ensure consistency, equity and fairness in relation to the School's Equal Opportunities Policy.

Currently some schools moderate across clusters with other schools in terms of performance outcomes. This is a recommended approach for cross-school's quality assurance.

## **7.0 Employee Concerns**

The school's process for addressing employee concerns is set out below and is consistent with the Council's process.

If an employee has a concern about the conduct and outcomes of the appraisal process (including but not limited to the determination of ratings) this should be raised by the employee with his/her manager/Headteacher/Head of School in the first instance. Following discussion with the manager/Headteacher/Head of School, if the concerns are unresolved the employee may raise the concern with the Headteacher/Head of School /a Local Governor. The concern will be reviewed with due regard to the available information and, subject to the Headteacher/Head of School /Local Governor's discretion, a meeting may be arranged with the employee to discuss the concerns.

About concerns raised in relation to year end ratings, the MAT Board delegates its responsibilities for the moderation of these to the Committee of the Local Governors. Representatives of this Committee involved in the moderation process must have had no prior involvement in the management of any concerns regarding the appraisal process or ratings' decisions. The outcome of this LG Committee's moderation of the ratings will be final.

## **8.0 Retention of documents**

The MAT Board, the Local Governing Body and Headteacher/Head of School will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.

This Policy agreed by the MAT Board in **June 2017**.

Model initially prepared by

Kevin Pearce  
Employment and Reward Strategy Manager  
People and Organisational Development  
14 July 2016

Cornwall Council  
County Hall  
Treyew Road  
Truro TR1 3AY  
Telephone: 0300 1234 100  
Email: [enquiries@cornwall.gov.uk](mailto:enquiries@cornwall.gov.uk)  
[www.cornwall.gov.uk](http://www.cornwall.gov.uk)