

St James' RC Primary School Appraisal Policy for Support Staff

This policy has the School's Motto at its heart.

**Faith in action,
Growing together,
Walking in the footsteps of Christ**

Introduction

St. James' RC Primary School is committed to developing all support staff effectively in order to ensure that all staff have a positive impact upon the pupils' learning. In order to achieve this they need access to good professional development, high levels of expertise and opportunities for career progression.

Performance Management is integral to the schools intention of continuously improving the quality of all aspects of the education delivered to pupils. It is expected that support staff are able to contribute to the raising of standards by meeting the needs of students and teachers to the benefit of all.

The process is tailored to:

- Meet the needs of the pupils and the school as a whole;
- Assist the school in meeting its aims as identified in the School Development and Improvement Plan;
- To support the development of support staff in gaining access and support to develop their career.

All colleagues at St. James' RC Primary School should have a clear vision of the role they play in providing a high quality environment and experience for each other and for the pupils.

Performance Management is important and is a shared responsibility.

Aims and Purpose

The school's policy is intended to ensure that each member of staff's performance is reviewed and that targets are set on an annual basis. An exchange of views will take place between the job holder and the reviewer (usually their line manager).

The benefits of performance management in terms of improved communication and enhanced performance, both for the individual and the school, can only be achieved by the continuous commitment of all those involved in the process.

The performance management policy has been designed to meet the following specific objectives:-

- To assist all support staff in performing their roles to the best of their ability and maximising their contribution to the school's overall objectives.

- To identify individual training needs
- To highlight the potential that each individual has to develop within their current position
- To provide a framework where line managers can support their team.

Performance review is much more than simply filling in forms. It provides an important record to review performance and set future targets, and it is essential that it is completed accurately. Above all, however, development and performance improvement is viewed as a continuous process contributing to meeting the aims of the school.

Roles

The individual is the member of the support staff whose performance is being reviewed, their responsibilities are:-

- To understand the performance management process;
- To understand fully the requirements of their job;
- To discuss and agree their objectives with their reviewer;
- To receive feedback in a constructive way.

The reviewer is a member of staff who leads the performance management review process including meetings and report writing. A reviewer will normally be the individual's line manager. Reviewers must have adequate contact with the individuals for whom they are responsible so that meaningful objectives can be set.

The reviewer's responsibilities are:-

- To ensure they understand the performance management review process;
- To ensure the process starts at the appropriate time and to complete all the necessary stages throughout the reporting period;
- To discuss and agree objectives and training needs with the individual;
- To support the individual in their development;
- To monitor the individual's performance and provide feedback as necessary;
- To prepare adequately for performance management review interviews.

Practices and Procedures

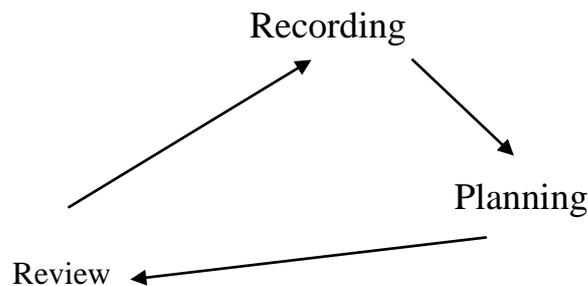
A formal system of performance management makes sure that performance review happens regularly to a set standard and to agreed deadlines. It means that performance review is backed up by sound evidence and based on firm objectives.

The performance management process will follow these key principles:-

- Fairness established by the avoidance of unconscious discrimination and unsupported assumptions about an individual's performance;

- All support staff should be encouraged and supported to achieve their potential through a cycle of agreeing objectives, undertaking development and the review and assessment of their performance.

The process involves a three-stage annual review cycle, with monitoring being undertaken through the cycle:-



Planning

The cycle commences with the individual being given a copy of the ‘Support Staff Introduction to Performance Management’ (Appendix A). The Support Staff Performance Management Self Review (Appendix B) can be used. A meeting time and place will be arranged for the review.

Review

The review will take place in a suitable environment and allow sufficient time to discuss all areas of performance management. At the interview the individual and reviewer will discuss and agree:-

- Previous objectives;
- Future objectives;
- Training and development needs.

Objectives should be challenging but realistic and take account of the job description and existing skills and knowledge base. Agreeing objectives does not mean itemising every activity but picking out key expectations. The range of objectives should match the nature of the job, including leadership or management areas as appropriate. When someone has a wide range of managerial duties, objectives might focus on specific areas of this work. The success criteria must be clearly defined at this point to make future measurement transparent.

Recording

The agreed objectives will be recorded by the Reviewer on the official Performance Management for Support Staff Form. Once written, the individuals will sign the Performance Management for Support Staff Form which will then be sent to the Head teacher for checking

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and signing. A complete copy will be held by the individual holder and a second copy will be added to the Performance Management file. Individuals are encouraged to keep a record of their own professional development, agreed objectives, courses and training undertaken.

Links between pay, career stages and performance management and information from the performance review can be used to inform aspects of the pay structure.

Confidentiality

The principles of GDPR will be followed at all times by those who have access to the documents. The whole performance management process will be treated with strict confidentiality at all times. Only the reviewee's line manager will be provided with access to the reviewee's plan. The reviewee's performance management information will be stored in the Head Teacher's office.

Monitoring and Evaluation

This policy will be updated in line with any new developments in the school and/or any new government guidance.

It was last reviewed in: September 2018
It will next be reviewed in: September 2021

This statement of policy was approved by the Governing Body at their meeting on:-

Date: _____

Signed:

_____ (Chairperson)

_____ (Head teacher)

Updated: Autumn Term 2018
Revise: Autumn Term 2021

Support Staff Introduction to Performance Management – Appendix A

Introduction to performance management for support staff.

Performance Management is an ongoing cycle involving three stages – planning, review and recording.

The process

Your reviewer (usually your line manager) will ask you to attend a meeting. They will give you this pack which includes a self review form, and, where available, a copy of your job description.

1. Planning

Both you as the individual/job holder and the reviewer need time to prepare for the review. It is important that you take the time to complete the self review form as this will help inform the reviewer and they too can be properly prepared. You should complete the self review form and bring this to the review meeting.

2. Review

The reviewer will set the scene by explaining the purpose of the review and what will happen. The review meeting agenda will include:-

- A two way open and constructive discussion covering all aspects of the job so that the purpose of the work is clear.
- A shared desire for quality performance and a commitment to recognise and tackle obstacles.
- Opportunities to plan for improvement in a supportive environment.
- Identification of the skills or knowledge necessary to carry out tasks.
- Addressing development needs so that job effectiveness is enhanced and staff are helped to progress.

As a guide when you are considering which objectives to set for the next year, you should make a minimum of three based on;

One related to the school

One related to personal development

One on any other area

3. Recording

After the review meeting, you, the individual/job holder, will prepare a written record of the discussed and agreed objectives on the Performance Management Personal Objectives Record Sheet.

Once you have completed the form, sign it and give it to your reviewer. They will check the detail and countersign the form. A completed document will be given to you for your records and a second copy will be held in the Performance Management File.

Support Staff Performance Management – Self Review- Appendix B

Name Job title

Review meeting date set for

Performance Management review is an opportunity has going in the last year and what you would like to happen in the coming year. You could look at your Job Description. What do you enjoy? What would be better if? What do you really not enjoy? Look at these headings and think about some targets you could set yourself.

1 What do you see as the overall purpose of your job?

2 What is it about your job that you like?

3 What is it about your job that you dislike?

4 What are your main skills?

5 Do you use all of them in your job?

6 How do you work most effectively? (I.e. deadlines, in a team etc)

7 What changes, if any, do you see happening in your job over the next 12 months?

8 What do you see as your major achievements in the last year?

9 What do you see as your major disappointments in the last year?

10 What do you see as your personal development needs? How could these be met?

11 What do you see as your key objectives or tasks for the next twelve months?

12 What sort of work or type of jobs would you like to do in the future?

13 Please state anything else you wish to discuss