



Support Staff Appraisal

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(This policy supersedes all previous Support Staff Appraisal policies)

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Amendments

Policy Date	New Version Number	Summary of change	Comments

Union Consultation

Date	Action (meeting, email etc)	Comments	Attendance
10/07/17	Meeting with Union Reps		UNISON, GMB, NASUWT, ATL, NUT

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Education South West Support Staff Appraisal Scheme Overview

Every member of Education South West support staff should receive a rigorous, constructive annual appraisal leading to an individual plan for development.

The Support Staff appraisal Scheme is open to all employees within the Trust that are not covered by School Teachers' pay and conditions and performance management/appraisal criteria. It aims to provide a single set of paperwork to use across Trust schools thereby providing consistency for employees and managers.

Support staff appraisals should be conducted as part of a cycle complimenting the performance management arrangements for teachers, so that shared learning objectives can be established. In common with the teacher's performance management scheme the support staff appraisal scheme follows a cycle of planning, ongoing monitoring/support/dialogue and review. However, the support staff appraisal scheme differs from the arrangements for teachers in that it does not link to pay progression criteria.

In order that the Trust can demonstrate the link between support staff appraisal, school improvement and its development plan it is good practice to consult all support staff on the School Improvement Plan and the self-evaluation process. The School Improvement and Development Plan and the schools Self Evaluation Form are key documents in the appraisal process and appraisers are expected to explore the alignment of objectives with the school's priorities and plans. Objectives should also reflect the appraisee's professional aspirations.

Prior to the introduction of any appraisal scheme it is fundamental that every member of staff has a comprehensive job description reviewed on a regular basis and a clear line management structure.

What is Staff Appraisal?

Appraisal is a constructive process that encourages positive feedback about performance and gives a mechanism for the agreement of objectives, development needs and career plans for all staff.

It is important for managers to let their staff know how well they are performing and each person needs to be sure of how their role contributes to raising standards and of their development needs.

Everyone needs to have clear objectives for the year ahead and the right skills and competencies to do their job. Employees should know how they are doing in their jobs and understand how their work makes a difference to the school and the wider community.

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Why do we have Appraisals?

- So that the work done by staff for the school can be valued and appreciated within the boundaries of professional dialogue/conversation
- So that staff have the opportunity to reflect on their current role and responsibilities (with reference to their job description)
- So that staff have the opportunity to consider their future career plan and personal continuing professional development needs
- So that the school can find out what continuing professional development staff need to do their job well. This will support performance and raise standards
- So that staff can have a say about what the school does and how it does it
- So that the school can identify good practice to share within school or with local Learning Communities
- So that the school can keep pace with the changes coming from Central Government and the demands of local communities

The appraisal scheme is a two way process that means both appraisee and manager contribute. It is about:

- Receiving feedback on how well people did in their job last year
- Making the link between the individual's job and raising standards
- Identifying the skills and knowledge people need to do their job
- Giving clear objectives for the coming year so that each individual knows what their manager expects of them
- Identifying the training and learning people need to do their job
- Talking about what the next job might be

Who is it for?

The scheme is for all support staff employed in schools but does not apply to casual staff. The inclusion of temporary staff is at the discretion of the Headteacher/Business Manager/Chief Executive Officer and will depend on individual circumstances; however, good practice would be to include staff who are employed for more than a term. Targets for temporary staff must be reasonable and proportionate to their employment.

Is it Confidential?

The conversation in the appraisal interview is private but the outcome of the appraisal is the completed appraisal form. The appraisal form will be seen by the appraisee, their line manager (the appraiser) and their manager's manager. All 3 parties are required to sign the form.

Some information from the form may be used to help create team or school learning/development plans. Confidential information should not be recorded on the form. Managers can make their own notes on confidential matters and these should not be shared without the permission of the appraisee, neither should they contain any information the appraisee is unaware of. At the close of the meeting the appraisee and the appraiser should be clear what, if any, information is deemed to be confidential.

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What is the Process?

The process begins with the senior staff and is then cascaded down throughout the school. Managers should only begin to appraise their staff after they have received their own appraisal (support staff) or performance management (teaching staff).

Wherever possible the role of Appraiser should be the Appraisee's line manager. However, in consideration of the workload on individuals, schools may wish to place a limit on the total number of staff (including teachers and support staff) for which one individual is expected to undertake appraisals/reviews.

Appraisals should take place on an annual basis in accordance with locally determined arrangements. Schools may wish to consider how and when support staff appraisals should take place in order that they compliment the performance management arrangements for teaching staff and that shared learning objectives can be established. The scheme also incorporates an interim review which takes place six months later; this is recommended as good practice. Whether, or not, a formal interim review takes place, it is key that there are mechanisms to allow regular professional dialogue between the employee and their manager to discuss progress towards objectives during the year.

The Appraisal Form (*Appendix 1*) has been designed specifically to achieve the aims of the appraisal process.

The scheme also includes a Lesson Observation Assessment form (*Appendix 3*) which may be used specifically for classroom based staff. Lesson observations are recommended as good practice within the scheme.

Schools should consult with staff and determine locally whether they wish to include lesson observations as part of their support staff appraisal scheme. If lesson observations are to be included they should be used for all classroom based support staff at the school. The observation should be discussed and arranged in advance and have an agreed focus which is clearly relevant to the appraisee's professional development and targets.

Whilst the form includes a number of categories, which are intended to cover the key areas of work for classroom based staff, it is not necessary to comment on every objective; the ones of particular relevance to the appraisee should be agreed in advance.

How does the Scheme Work?

- Everyone sits down with their manager or supervisor once a year to review their job description and talk about their performance, objectives, continuing professional development and future jobs. This will be written down and both manager and appraisee will keep a copy.
- It is good practice for managers to formally review progress with staff after six months. However, as a minimum, there should be regular professional dialogue to discuss progress towards objectives.

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- People who are new to the job will have an appraisal as soon as they start.
- If employees move schools or jobs within the Trust then they will have an appraisal when they start the new job, using the last appraisal as a starting point.

The Meeting

How long does the interview last?

This is to be agreed between the manager and the appraisee and may differ depending on the complexity of the job and the individual's circumstances. As a guide, one hour should be set aside.

Preparation time

It is important to give preparation time to both the appraisee and the manager. A self-review form is available for the appraisee to use in preparation for the meeting if they wish (Appendix 2); this is not mandatory, but is strongly recommended.

Where?

The appraisal interview is confidential and requires a quiet room and the concentration of both parties. If you have difficulties in finding a room, ask someone who has a room of their own if they would mind moving out of their room for the duration of the interview.

Professional development needs

The school will collate and make plans locally for professional development activities. Development needs are a joint responsibility between the employee and their manager and each party plays an active role. Decisions on access to some specific CPD activities may need referral to a more senior level.

In the case of competing demands on the school budget, a decision on relative priority should be taken with regard to the extent to which (a) the CPD is essential for the appraisee to meet their objectives; (b) the training and support will help the school to achieve its priorities and (c) the appraisee's personal development needs and aspirations. The school's priorities should take precedence.

Needs which are common may be met more effectively by a course or shared learning opportunity.

It is good practice to organise joint training of support staff and teachers where possible, as this can greatly benefit joint working and the delivery of learning in the classroom.

Once CPD activities are agreed and recorded, it is the manager's responsibility to facilitate them and the appraisee's responsibility to undertake them.

What happens if you don't agree?

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If you do not agree with what your manager has put on the form, the first thing to do is to discuss your concerns directly with them in an effort to resolve things. It may be necessary to make your line manager's manager aware of any disagreement in order that they can arbitrate.

Where your line manager is the Headteacher/Business Manager/Chief Executive Officer the Chair of Governors/Board would take the role of the 'line manager's manager'.

If you feel aggrieved with any part of the process you should speak to your line manager in the first instance. If you remain dissatisfied then you can raise this with your line manager's manager in accordance with the local procedures. Every effort will be made to resolve disputes amicably.

Review of policy

This policy is reviewed every three years or upon change of relevant legislation. We will monitor the application and outcomes of this policy to ensure it is working effectively.

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Education South West Support Staff Appraisal Scheme Appraiser Guidelines

This scheme is applicable to all employees within the Trust that are not covered by school teachers' pay and conditions and performance management criteria.

The appraisal scheme is designed to be a constructive process during which the appraiser provides positive and constructive feedback about the employee's performance and works with them to agree objectives, development needs and career plans for the next year.

Appraisal process

By Whom?

The appraiser will be a nominated for the purposes of this document will be referred to as "manager".

Wherever possible the role of Appraiser should be the Appraisee's line manager. However, in consideration of the workload on individuals, schools may wish to place a limit on the total number of staff (including teachers and support staff) for which one individual is expected to undertake appraisals/reviews. Where the Appraiser is not the line manager it will be important to identify and agree other individuals who have knowledge of the appraisee and their post, whether it is appropriate for them to feed into the appraisal process and what form this might take.

When / Where?

Appraisals should be done annually and ideally reviewed six monthly (see section 11). The meeting should be scheduled ideally for at least an hour and should be held in a private place where there will be no interruptions.

1. Preparation

Prior considerations:

- Give adequate notice
- Allow time for the appraisal
- Give the appraisee time to prepare for the appraisal (see below for timescales and provision of preparatory documents)
- Outline the way in which you intend to conduct the appraisal: purpose / format / possible duration
- Limit the number of appraisals to one or two per day
- Book a room where you will not be interrupted and where both parties will feel at ease.

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Before the meeting you should:

- Ensure you are familiar with the school's CPD plan
- Familiarise yourself with the appraisee's job description and current objectives
- Read notes from the last appraisal and/or 6 monthly review meeting and/or supervision or other professional dialogue throughout the year
- Make notes of the things you wish to raise relating to each of the sections on the form
- Where appropriate and agreed in advance, collect and consider information from other relevant parties who may work directly with the appraisee
- Be clear about any critical incidents or events you want to refer to (although these should have been discussed at an earlier date as part of day to day supervision)
- Be prepared to deal with any sensitive issues you wish to raise
- Identify any changes to job requirements e.g. review working hours etc (establish whether these are such that a referral to a senior manager is required e.g. job description does not accurately reflect current responsibilities)
- Identify new objectives you wish to discuss and agree
- Ensure the appraisee has a self-review form (Appendix 2) (this should be issued at least 2 weeks before the appraisal meeting) and has adequate time to prepare
- Collect details of any relevant training or development opportunities which can be made available to the appraisee
- **Remember, there should be no surprises for the appraisee**

In addition, for **classroom based staff**, an observation will form part of the appraisal process, you should (at least **2 weeks before**):

- Agree and plan a date for the classroom observation and who is best placed to undertake it
- Review and agree the focus of the observation; this will relate directly to (a) the objectives and development plan recorded on last year's appraisal form; and (b) any specific areas for future development which may result in new objectives for the coming year; or (c) an area specifically requested by the appraisee.

Then, following the observation and in readiness for the meeting:

- Ensure the appraisee received brief feedback, within 24 hours of the observation and has been provided with their own copy of the document (*Appendix 3*)
- Have a copy of the completed observation sheet available and be prepared to discuss it in more detail
- Ensure that the appraisee has had adequate time to prepare, using the self-review form and confirm that they will be bringing this and/or other relevant notes to the meeting. This could also be provided prior to the meeting if agreed with the employee.

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2. Working for your School (and the Trust)

You should discuss with the appraisee how their work contributes to the success of the school and the overall goals of the Trust by considering links with:

- School Development plan
- School Self Evaluation Form
- Department/team plan

or any other relevant documents

3. Classroom Observation and Self Review (if applicable)

Discuss the key points from the observation and the self-review in the context of last year's objectives and any further learning and development needs identified. Learning and development needs should be carried through to the remaining sections of the form as appropriate.

4. Annual Review of Objectives

Objectives are concerned with what is achieved, but **how** it is achieved is equally important.

Discuss the following with the appraisee:

- What was achieved overall by you and the appraisee?
- How well was it achieved?
- Were there any barriers to achievement?
- What could have been done differently?
- What was the quality of working relationships?
- If the objectives were not achieved, what were the reasons? What might have been done differently?
- How well does the appraisee feel they have been supported over the past year – are there times when things have got in their way?

Ensure you praise good work.

Do not 'duck' issues or concerns of underperformance – discuss them, find out what the problem is, plan learning needs and set standards for improvement.

Remember, there should be no surprises for the appraisee as issues should be raised during regular professional dialogue and/or supervision sessions. Do not leave issues aside until appraisal or review meetings.

Remember that the Appraisal Process is confidential.

Most people want to do a good job and be valued. Many factors can affect performance: lack of knowledge, skill or confidence, motivation or morale,

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poor or difficult relationships in the workplace, personal or family problems and insufficient or too much scrutiny from a manager.

Responding to learning needs is important, but you will also need to explore what else may affect an individual's achievements at work.

- What objectives were set last time and have they been met?
- Does the performance match the organisation's expectations?
- Could performance be improved, and if so, how?
- What support must be given to gain better performance?
- Were the objectives SMART?

Any development needs will need to be recorded in the development plan.

5. Annual Review of Personal Development

Review last year's development plan:

- Were development objectives met last year?
- How well were they met?
- Has performance improved as a result?
- How has the improvement in performance been demonstrated? (Use specific examples)
- How has the improvement in performance benefited the school/team?
- What is being done differently as a result of the development?
- If development objectives were not met – why?

Any outstanding development needs should then be recorded in this year's development plan.

6. Objectives for next year

Objectives may come from a number of places:

- School / department / team plans
- National and local competency standards and job profiles
- As an outcome of reviewing last years performance

Prepare any objectives linked specifically to the School Development Plan/School Self Evaluation Form in advance and be ready to explain how they reflect the needs of the school.

Objectives should be expressed in a way that staff can understand and relate to. They should enable individuals to know what they are expected to achieve and how their objectives relate to overall performance. Objectives should be such that, if they are achieved, they will contribute to improving the progress of pupils at the school.

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All objectives need to be **SMART**:

Specific – precise and unambiguous so that both of you know what is being aimed for.

Measurable – measures are the way to tell if something has been achieved (or not). Describe what success will look like in ways that can be measured.

Achievable - can this objective be achieved? Are there any barriers that may impact on the employee's ability to achieve the objective?

Relevant – does the personal objective fit with the objectives of the school/team? The objective must be within the remit of the individual's job.

Timed – give a date by when the objective should be achieved or reviewed.

Objectives should reflect a balance between ongoing work and new areas of work. The number of objectives will depend on their size and scope. As a guide, between 4 and 8 may be appropriate.

If the objectives take someone into a new area of work, you should consider what they will need to perform well. However, if someone is experienced and skilled at their job, what else might they need to sustain their motivation and job satisfaction?

7. Development Plan

The development plan must also set objectives and be **SMART**.

Development objectives may come from a variety of sources:

- National standards
- Review of last year's performance
- Objectives for next year (i.e. new skills to achieve the coming years objectives)
- Competency frameworks – comparing current performance against the competency profile
- Accredited professional development programmes e.g. NVQ attainment
- The appraisee's views of areas of personal improvement and training that would enable them to perform more effectively in their job
- Feedback from others e.g. peers
- Career plans
- Required literacy & numeracy qualifications (e.g. level 2 NVQ)
- Continuing professional development (CPD)

You may wish to review any CPD activities already provided.

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Development needs are a joint responsibility between the employee and their manager and each party plays an active role in professional development.

With regard to the provision of continuing professional development, 'CPD', in the case of competing demands on the school budget, a decision on relative priority should be taken with the regard to the extent to which (a) the CPD identified is essential for the appraisee to meet their objectives; b) the training and support will help the school to achieve its priorities and (c) the appraisee's personal development needs and aspirations. The school's priorities should take precedence, however staff should not be held accountable for failing to make good progress towards meeting their targets where CPD support recorded on the appraisal form has not been facilitated.

CPD can take a number of forms. In addition to the more traditional 'training course', development opportunities could include in-school and cross-school activities, such as coaching and mentoring, learning from others' practice through structured, supportive, developmental observation, and other forms of professional collaboration.

Once CPD activities are agreed and recorded it is the manager's responsibility to facilitate them and the appraisee's responsibility participate in them.

8. Career Plan

Discuss any career ambitions the appraisee may have and how they will achieve them. Do you both agree that the appraisee is ready to look for opportunities for progression? Think about what positions or areas of work would be appropriate. Relevant development needs will need to be recorded in the development plan.

9. Comments

This is an opportunity for the appraisee to raise any issues that have not been covered as part of the appraisal process. They may wish to discuss:

- Your performance and how this has affected their own
- The appraisal and its impact on them
- Other issues e.g. health or wellbeing matters – it may be necessary to arrange a further meeting to discuss other issues in more detail e.g. to complete a risk assessment etc.

Alternatively the Appraisee may wish to take time to reflect on what has been discussed and to feed back on the process at a later date.

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10. Signatures

Complete and sign the form and then send it to the employee for signature; once returned the form should be endorsed by your line manager and a copy provided to the employee.

11. Review of Progress and Objectives

It would be good practice to undertake a review six months after the annual appraisal. This should be planned in the same way as the annual meeting and provides an opportunity to revisit objectives and consider progress towards achievement.

If a six month review is not undertaken, as a minimum there should be a mechanism to allow for ongoing regular professional dialogue in order that progress towards objectives is discussed and recorded on the appraisal form during the year.

It is also important to discuss any need to amend objectives during the year in order that they reflect changed priorities or circumstances. If objectives are amended this must be recorded formally on the appraisal form.

12. Review of Development

Again, there should be an opportunity, during the year, to discuss and record what has been learned and how the appraisee has improved the way they do their job.

Remember, it is important for the line manager to maintain ongoing professional dialogue with the appraisee, as part of day-to-day management, in respect of performance or development. You must not wait for formal review meetings if there are issues which need to be discussed.

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Education South West Support Staff Appraisal Scheme Appraisee Guidelines

This scheme is open to all employees within schools that are not covered by school teachers' pay and conditions and performance management criteria.

The appraisal scheme is designed to be a constructive process that encourages the line manager to provide positive and constructive feedback about your performance and to agree objectives, development needs and career plans for the next year.

Appraisal process

By Whom?

Your appraisal should be done by a nominated manager, which will normally be your Line manager, or in some cases may be the Head Teacher, SENCo, Head of Department, Member of SMT, or a HLTA – who for the purposes of this document will be referred to as “manager”. Where your Appraiser is not your direct line manager it will be important to identify and agree other individuals who have knowledge of your work and whether it is appropriate for them to feed into the appraisal process and what form this might take.

When / Where?

Appraisals should be done annually and ideally reviewed six monthly (see section 11). The meeting should be scheduled for at least an hour and should be held in a private place where there will be no interruptions.

2. Preparation

Before the meeting you and your manager should:

- Agree the date, venue, time and approximate time required
- Make your own notes of the things you want to raise in the meeting relating to each of the boxes on the form. It is good practice to use the Self Review Form (Appendix 2) to reflect upon the areas you wish to discuss.
- Agree who (if anyone) will be asked for feedback on your performance e.g. peers, managers

In addition, for **classroom based staff**, where the local agreement is that an observation will form part of the appraisal process, you and your manager should (**at least 2 weeks before**):

- Agree and plan the date of your classroom observation and who will undertake it

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- Review and agree the focus of the observation. This will relate directly to (a) the targets and development plan recorded on last year's appraisal form; and (b) any specific areas for future development which may result in new targets for the coming year; or (c) an area you specifically request.

Following the observation and in readiness for the meeting:

- You will receive brief feedback on the observation, within 24 hours, and a copy of the completed observation form (*Appendix 3*)
- Prepare for more detailed discussions following on from the observation, which will be held-over for the appraisal meeting (the self-review form can be used to record your thoughts)
- Ensure you have prepared your self-review form, or other notes, and have them ready to take to the meeting. This can be provided in advance of the meeting if agreed with your manager.

3. Working for your School (and the Trust)

You will discuss with your manager how your work contributes to the success of the school (and the overall goals of the Trust) by considering links with:

- School Development plan
- School Self Evaluation Form
- Department/team plan

or any other relevant documents

4. Classroom Observation and Self Review (if applicable)

Discuss the key points from the observation and your self-review in the context of last year's targets and any further learning or development needs identified. Learning and development needs should be carried through to the remaining sections of the form as appropriate.

5. Annual Review of Objectives

You and your manager will review your performance over the past year. It is important to discuss not just **what** has been achieved but **how**.

- What was achieved overall by you and your manager?
- How well was it achieved?
- Were there any barriers to achievement?
- What could have been done differently?
- What was the quality of working relationships?
- If the objectives were not achieved, what were the reasons? What might have been done differently?
- How well you have been supported over the past year – are there times when things have got in your way?

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Your manager will praise good work but may also wish to explore what may have affected your achievements at work.

Any development needs will need to be recorded in the development plan.

6. Annual Review of Personal Development

You and your manager will review last year's development plan:

- Were development objectives met last year?
- How well were they met?
- Has performance improved as a result?
- How has the improvement in performance been demonstrated? (Use specific examples)
- How has the improvement in performance benefited your school/team?
- What is being done differently as a result of your development?
- If development targets were not met – why?

Any outstanding development needs should then be recorded in this year's development plan.

7. Objectives for next year

Objectives may come from a number of places:

- School / department / team plans
- National and local competency standards and job profiles
- As an outcome of reviewing last years performance

Your manager will be able to explain how any suggested objectives might link specifically to the School Development Plan/School Self Evaluation Form.

Your objectives should be clear and understandable and should enable you to know what you are expected to achieve. Your objectives should be such that, if they are achieved, they will contribute to improving the progress of pupils at the school.

All objectives need to be **SMART**:

Specific – precise and unambiguous so that both of you know what is being aimed for.

Measurable – measures are the way to tell if something has been achieved (or not). Describe what success will look like in ways that can be measured.

Achievable - can this objective be achieved? Are there any barriers that may impact on your ability to achieve the objective?

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Relevant – does the personal objective fit with the objectives of your school/team? The objective must be within the remit of your job.

Timed – give a date by when the objective should be achieved or reviewed.

Objectives should reflect a balance between ongoing work and new areas of work. The number of targets will depend on their size and scope. As a guide, between 4 and 8 may be appropriate.

8. Development Plan

The development plan must also set objectives and be **SMART**.

Development objectives may come from a variety of sources:

- National standards
- Review of last year's performance
- Objectives for next year (i.e. new skills to achieve the coming years targets)
- Competency frameworks – comparing current performance against the competency profile
- Accredited professional development programmes e.g. NVQ attainment
- Your own views of areas of personal improvement and training that would enable you to perform more effectively in your job
- Feedback from others e.g. peers
- Career plans
- Required literacy & numeracy qualifications (e.g. level 2 NVQ)
- Continuing professional development (CPD)

Your manager may ask what continuing professional development activities you have already undertaken and you can discuss the success of these together.

Development needs are a joint responsibility between you and your manager and each party plays an active role in your professional development. Some specific CPD requirements may need to be referred to a senior manager.

With regard to the provision of continuing professional development, 'CPD', in the case of competing demands on the school budget, a decision on relative priority should be taken with regard to the extent to which (a) the CPD identified is essential for you to meet the objectives; (b) the training and support will help the school to achieve its priorities; and (c) your own personal development needs. The school's priorities should take precedence, however staff should not be held accountable for failing to make good progress towards meeting their targets where CPD support recorded on the appraisal form has not been facilitated.

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CPD can take a number of forms. In addition to the more traditional 'training course', development opportunities could include in-school and cross-school activities, such as coaching and mentoring, learning from others' practice through structured, supportive, developmental observations, and other forms of professional collaboration.

Once CPD activities are agreed and recorded it is the manager's responsibility to facilitate them and your responsibility to participate in them.

9. Career Plan

Discuss any career ambition you have with your manager and how you will achieve it. Do you both agree that you are ready to look for opportunities for progression?

Think about what positions or areas of work would be appropriate. Relevant development needs will need to be recorded in your development plan.

10. Comments

This is an opportunity to raise any issues that have not been covered as part of the appraisal process:

- Feedback to your manager on their performance and how this has affected your own
- The appraisal and its impact on you
- Discuss any other issues you wish to raise e.g. health or wellbeing matters – it may be necessary to arrange a further meeting to discuss other issues further e.g. to complete a risk assessment etc.

Alternatively, you may wish to reflect on what has been discussed and feedback at a later date; this should be agreed with the Appraiser.

Remember, the appraisal process is confidential.

11. Signatures

After your manager has completed and signed the form, they will send it to you for your signature; return this to your manager, who will then forward you a copy endorsed by your manager's line manager.

12. Review of Progress and Objectives

It would be good practice to undertake a review six months after the annual appraisal. This should be planned in the same way as the annual meeting and provides an opportunity to revisit objectives and consider progress towards achievement.

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If a six month review is not undertaken, as a minimum there should be a mechanism to allow you and your manager to have ongoing professional dialogue about your progress towards objectives and for this to be recorded on the appraisal form during the year.

It is also important to discuss any need to amend objectives during the year in order that they reflect changed priorities or circumstances. If objectives are amended this must be recorded formally on the appraisal form.

13. Review of Development

Again, there should be an opportunity, during the year, to discuss and record what have you learned and how have you improved the way you do your job.

Remember, it is important that you maintain ongoing dialogue with your line manager, as part of day-to-day supervision, in respect of your performance or development. You must not wait for formal review meetings if there are issues you wish to discuss.

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Appendix 1

Support Staff Appraisal Scheme for Schools Appraisal Form

Name: _____ Date of Meeting: _____

Job: _____ Venue: _____

Manager: _____ Job: _____

1 Preparation

It is important that you prepare for your meeting; refer to a copy of your previous appraisal form, use the self-review form provided in the pack as a prompt (DOCUMENT 5). Read the scheme Overview (DOCUMENT 1) and the Appraisee Guidelines (DOCUMENT 3). Note below the key things you want to talk about:

2 Working for Education South West & your School

Discuss with your manager why your job is important and how it fits with your department, the school and impacts on the community:

3 Classroom Observation (if applicable) (Classroom based staff only)

Focus of observation and summary of key points:

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4 Annual Review of Objectives

Refer to last years appraisal form and note what have you achieved and how well you have achieved it:

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5 Annual Review of Development

What you have learned and how you have improved the way you do your job:

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6 Objectives/Action Plan for Next Year

Agreed objectives	How you will know when you have achieved your objectives	By when

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7 Development Plan

What I need to learn	How you will meet your needs and who will help you	By When

8 Career Plan

Discuss your career ambition, if you have one, with your manager and how you will achieve it:

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9 Comments

Your opportunity to discuss anything not already raised and to comment on your appraisal:

a) Your comments:

b) Your manager's comments:

10 Signatures

Signed (you)	
Date	
Signed (your manager)	
Date	
Signed (your manager's manager)	

Date of review meeting (if applicable)	
Venue	

11 Six Month Review/Notes from Supervision, or other forms of professional dialogue throughout the year

What have you achieved and how well you have achieved it

--

12 Review(s) of Development

What you have learnt and how you have improved the way you do your job

--

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Appendix 2

Appraisee Self Review Form

Areas to consider include:

1. Preparation - to be completed with reference to previous review & with reference to job description
--

Review of Job Description. Is still appropriate? If not, why not? How might this be addressed?
--

2. Do you feel that the appropriate resources are available for the job?
--

3. Do you feel you are able to organise your job e.g. time management and communication with others?
--

4. What extra contributions have you made through your work to school life?

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--

5. What appreciative and critical comments have you received from others?

--

6. What aspects of your job satisfy you the **most** and what the **least**? List your successes and those things that you are still concerned about:

Most:

Least:

--

7. What areas of your present work would you like to improve upon?

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8. Are there other areas you would like to extend your work into, that you cannot be involved in at present? Are there any new skills or competencies you would like to develop in the coming year?

9. If lesson observations are part of the schools local appraisal policy, and you are a classroom based member of staff, what focus would you like your lesson observation to have as part of next years review?

Additional Comments

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Appendix 3

LESSON OBSERVATION ASSESSMENT– Classroom Based Staff

The date, time and particular focus of the observation must be agreed in advance with the appraisee

Name: _____ Date of Observation: _____ Job Title: _____

Venue: _____ Observer: _____ Observers Job Title: _____

Description/Overview of Activity:

(E.g. number in the class/group, ability/composition of group (gender/ethnicity/social), physical setting for activity, reason for observation of this particular area.)

Objective	Comment (agreed and relevant objectives only)
1. Professional values & practice	
a) Attention to welfare and personal care of pupils (including those with special educational needs).	
b) Preparation for classroom, including organising and managing learning activities and resources safely.	
c) Awareness and ability to respond to pupil problems / progress and achievement.	

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d) Being aware and responding to individual pupil needs.	
2. Knowledge & understanding	
a) Understanding of main lesson objectives and expected outcome for targeted pupils	
b) Use of non-verbal communication to emphasise vocabulary.	
c) Appropriate subject knowledge and understanding	
d) Ability to use ICT to advance pupil's learning	
e) Demonstrate a range of strategies and teaching methods to establish a purposeful learning environment	
3. Teaching & Learning	
a) Following the teacher's planning, contributing to planning or planning own role in lesson	
b) Prepare for lesson, including organising and managing learning activities and resources safely	
c) Questioning of pupils to establish current knowledge level, ensure they understand what they are to do, what they will learn and what outcome is expected of them.	

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d) Working with the teacher to manage pupil behaviour and reporting difficulties, mistakes and misconceptions in accordance with school behaviour guidelines.	
e) Keep pupils focused, engage and help to maintain pace – Re-focus as necessary, differentiate according to need	
f) Encourage pupils to interact with each other and engage with the teacher or support staff member	
g) Encouraging pupils to act independently as appropriate	
h) Working with pupils to achieve productive outcomes	
i) Monitoring pupils' responses to learning task and feeding back to the teacher	

Strengths:

Areas for Development:

Actions (to be discussed and agreed at Appraisal Meeting):

Your Comment:

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