



INSPIRE MULTI ACADEMY TRUST

SUPPORT STAFF APPRAISAL POLICY

OCTOBER 2020

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The Board of Trustees of Inspire Multi Academy Trust adopted this support staff appraisal policy in October 2020.

1. INTRODUCTION

- 1.1 This policy sets out the framework for a clear and consistent assessment of the overall performance of support staff, and for supporting their development within the context of the individual Academy Improvement Plan/Trust Improvement plan and the standards expected of them.
- 1.2 The HR & Finance Manager is responsible for overseeing the appraisal policy for support staff and will monitor its implementation and results. Access to appraisal documents will be limited to the appraisee, the appraiser, HR & Finance Manager, Chief Executive Headteacher and the Trust Personnel and Performance Management Committee.
- 1.3 This policy does not form part of any employee's contract of employment and it is non-contractual. It may be amended, withdrawn, suspended or departed from at the discretion of the Trust. The Trust may also vary any parts of this procedure, including any time limits as appropriate in any case.
- 1.4 A separate policy sets out the formal capability procedure and reflects the ACAS Code of Practice on disciplinary and grievance procedures.
- 1.5 Trade Unions and Professional Associations have been consulted on this policy.
- 1.6 The Board of Trustees will ensure that all staff are briefed on appraisal arrangements.

2. PURPOSE

- 2.1 This policy sets out the framework for a clear and consistent assessment of the overall performance of support staff, for supporting their development within the context of the trust's plan for improving educational provision and performance, and the standards expected of staff. A separate policy sets out the arrangements that will apply when support staff fall below the levels of competence that are expected of them (see the Capability Procedure for Support Staff).
- 2.2 The aim of the appraisal policy is to:
 - continually improve the performance of individuals and the Academy by enhancing skills, flexibility, motivation and working relationships
 - provide clear identification of the individual's contribution to the Academy and Trust's priorities based on agreed objectives
 - identify and review the individual's development and training needs in order to meet those objectives
 - provide a framework and enthusiasm for self-development and training needs in order to meet those objectives
 - identify organisational and/or operational changes which may be needed to facilitate enhanced performance
 - improve communication by reflecting on performance and providing constructive feedback

3. CONSISTENCY OF TREATMENT AND FAIRNESS

- 3.1 The Board of Trustees are committed to ensuring consistency of treatment and fairness in the operation of appraisal by ensuring that there is consistency between those who have similar experience and similar levels of responsibility and comply with the trust's appraisal policy and the requirements of equality legislation.
- 3.2 The Chief Executive Headteacher and HR & Finance Manager will provide verbal feedback to the Board of Trustees on the appraisal process that has been implemented.
- 3.3 The appraisal policy will be reviewed annually by the Board of Trustees.

4. APPRAISAL PERIOD

- 4.1 The appraisal period will run for 12 months from 1st September to 31st August.

5. APPOINTING APPRAISERS

- 5.1 Individual Academy Head teachers/Lead Head teacher/Chief Executive Head teacher will determine who will appraise members of staff covered by this policy.
- 5.2 The number of reviews that any line manager will be expected to undertake per cycle should be mindful of their role, workload and work/life balance and should be by agreement.
- 5.3 Where a member of staff has more than one line manager the individual Academy Head teacher/Lead Head teacher/Chief Executive Head teacher will determine which line manager will be most suitable to manage and review the member of staff's performance.

6. SETTING OBJECTIVES

- 6.1 The setting and agreement of objectives is fundamentally important to the effective operation of an appraisal system.
- 6.2 Objectives for each member of staff will be set before or as soon as practicable after, the start of each appraisal period. The objectives set for each member of staff will be Specific, Measurable, Achievable, Realistic and Time-bound, will be equitable in relation to other staff with similar roles and responsibilities and will be appropriate to their role and level of experience. Objectives may be revised by agreement if circumstances change.
- 6.3 The number of objectives will depend on the size and scope of the role up to a maximum of three. Objectives will be clearly linked to the employee's job description, team objectives or the strategic priorities of the Trust. Once the objectives are set, development needs should be considered to enable the individual to perform well. This should also include consideration of motivation, job satisfaction and career plans.

- 6.4 Appraisal is an assessment of overall performance. Agreed appraisal objectives cannot cover the full range of roles/responsibilities but will focus on the priorities for an individual. At the review stage there is an assumption that the member of staff is meeting the requirements of their job description, the relevant professional duties and the relevant standards.

7. SPECIAL CONSIDERATIONS

7.1 Part time Staff

All staff have the right to an appraisal regardless of the hours they work. Careful consideration should be given to setting appropriate and realistic objectives taking into account the hours worked.

7.2 Job Sharing Arrangements

The job holders should have an individual appraisal with their line manager. It is likely that the job share partners will have a combination of individual and joint objectives although this may vary from year to year depending on circumstances. However individual development needs are likely to be different.

7.3 Temporary Staff

Temporary staff who are on a contract for longer than one term should be included in the appraisal process in that they should have a meeting to set and agree objectives, which should be reasonable and proportionate for the length of the contract.

7.4 Agency Staff

It is not a requirement that agency support staff are formally included in this process. Where the individual Academy has support staff on long term assignments it would be good practice for the line manager to meet with them to ensure they are aware of key objectives within the individual Academy.

7.5 Staff holding more than one support role in the individual Academy

The employee should have one appraisal. Individual Academy Head teacher/Lead Head teacher/Chief Executive Head teacher should agree who is the most appropriate person to conduct the appraisal process and the nominated manager should liaise with the other manager in terms of setting appropriate objectives and obtaining feedback on the employee's performance in the role.

8. REVIEWING PERFORMANCE

- 8.1 Reviews will be undertaken to revisit objectives and consider progress towards achievement as well as monitoring the completion, quality and impact of the development opportunities identified. If objectives are amended to reflect changing priorities or circumstances, this must be recorded on the appraisal documentation and a

revised copy should be passed to the Individual Academy Head teacher/Lead Head teacher/Chief Executive Head teacher. The appraiser will inform the appraisee of the time and location of the meeting at least one week in advance to provide sufficient time for reflection and planning.

- 8.2 It is important for the appraiser to maintain ongoing professional dialogue with the appraisee in respect of performance and development as part of day-to-day line management. It is not appropriate to wait for formal meetings if there are issues that need to be discussed.

9. DEVELOPMENT AND SUPPORT

- 9.1 Appraisal is a supportive process, which will be used to inform continuing professional development. The trust's CPD programme will be informed by the training and development needs identified during the appraisal process. The Trust wishes to encourage a culture in which all employees take responsibility for improving their practice through appropriate and high quality professional development. Professional development will be linked to individual Academy improvement priorities and to the ongoing professional development needs and priorities of individual staff.

- 9.2 The trust will ensure that within the budget planning process that, as far as possible, appropriate resources are allocated in each academy budget for training and support.

- 9.3 An account of the training and development needs of staff in general, including the instances where it did not prove possible to provide any agreed CPD, will form part of the verbal feedback to the personnel committee about the operation of the appraisal process in the academy.

- 9.4 With regard to the provision of CPD in the case of competing demands on the individual Academy budget, a decision on relative priority will be assessed with regard to the extent to which:

(a) the CPD identified is essential for an appraisee to meet their objectives; and

(b) the extent to which the training and support will help the trust to achieve its priorities. The trust's priorities will have precedence. Staff should not be held accountable for failing to make good progress towards meeting their objectives where the support recorded in the planning statement has not been provided.

10. FEEDBACK

- 10.1 Staff will receive constructive feedback on their performance throughout the year. Feedback will highlight particular areas of strength as well as any areas that need attention. Where concerns are raised, the member of staff will receive appropriate support as part of the appraisal process. The academy-based support to be offered will be agreed in advance and may include coaching, mentoring, observation, professional collaboration, additional training and visits to other Academy's. The length of any

period of support will be subject to agreement. Where there are concerns, the appraiser will meet the member of staff to:

- give clear feedback to the employee about the nature and seriousness of the concerns;
- give the employee the opportunity to comment and discuss the concerns;
- agree any support (e.g. coaching, mentoring, structured support), that will be provided to help address those specific concerns
- revise objectives, if appropriate (in this circumstances it will be necessary to allow sufficient time for improvement to occur)
- explain the implications if no or insufficient progress or improvement is made

10.2 When progress is reviewed, if the appraiser is satisfied that the employee has made, or is making, sufficient improvement, the appraisal process will continue as normal, with any remaining issues continuing to be addressed through that process.

11. TRANSITION TO CAPABILITY

11.1 If after a period of support sufficient progress has not been made, then the academy may consider moving to capability. A clear distinction must be made when the employee moves from the supportive appraisal process to capability.

12. ANNUAL ASSESSMENT

12.1 The performance of each employee covered by this policy will be assessed in respect of each appraisal period.

12.2 At the end of the cycle, assessment of performance will be on the basis agreed at the beginning of the cycle.

12.3 The employee will receive the final appraisal documentation as soon as practicable possible following the end of each appraisal period and have the opportunity to comment in writing. The appraisal report will include:

- details of the employee's objectives for the appraisal period in question;
- an assessment of the employee's performance of their role and responsibilities against their objectives and the relevant standards;
- an assessment of the employee's training and development needs and identification of any action that should be taken to address them

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

13. APPEAL

- 13.1 Any appeal against the contents of the final appraisal documentation should be made in writing to the Chief Executive Headteacher (or the Chair of the Trust where the Chief Executive Headteacher is the employee's appraiser) within 10 working days of receipt.

14. RETENTION OF STATEMENTS

- 14.1 Appraisal planning and review documentation will be retained for a minimum period of 6 years.

15. MONITORING AND EVALUATION

- 15.1 The Board of Trustees will monitor the operation and outcomes of appraisal arrangements.

- 15.2 The Chief Executive Headteacher/HR & Finance Manager will provide the Board of Trustees with verbal feedback on the operation of the Trust policy annually. The feedback will not contain any information that would enable any individual to be identified.

The feedback will include:

- the operation of the appraisal policy;
- the effectiveness of the trust's appraisal procedures;
- employees training and development needs

- 15.3 The Trust is committed to ensuring that the appraisal process is fair and non-discriminatory. The Chief Executive Headteacher/HR & Finance Manager will give feedback on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination under any of the following categories:

- Race
- Sex
- Sexual orientation
- Disability
- Religion and belief
- Age
- Part-time contracts
- Trade union membership

16. REVIEW OF THE POLICY

- 16.1 The Board of Trustees will review the appraisal policy every school year at its first meeting of the academic year.

- 16.2 The Board of Trustees will take account of the Chief Executive Headteacher/HR & Finance Manager's feedback in its review of the appraisal policy. The policy will be

revised, as required, to introduce any changes in regulation and statutory guidance to ensure that it is always up to date.

- 16.3 The Personnel Committee will seek to agree any revisions to the policy with the recognised trade unions having regard to the results of the consultation with all support staff.
- 16.4 To ensure support staff are fully conversant with the appraisal policy, all new staff who join the Trust will be briefed on them as part of their introduction to the individual Academy/Academy Trust.