



## **Support Staff Appraisal Policy**



Support Staff Appraisal Policy  
Agreed by LGB Spring Term 2017

## **Support Staff Appraisal: Purpose and Procedures**

The commitment of support staff to the work of our schools is a key factor in achieving success. They are increasingly expected to take on wider and deeper roles both in support of teaching and learning and in many other aspects of the school's work. To help them perform these roles effectively, and to recognise their achievements, they need a rigorous and constructive annual appraisal process linked to individual development planning.

This Appraisal 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.

### **1. Application of the Policy**

The policy applies to all members of support staff employed by the school except those on contracts of less than one term. The appraisal period will normally run for twelve months

### **2. Support Staff Appraisal**

Appraisal will be a supportive and developmental process designed to ensure that all support staff have the skills and support they need to carry out their role effectively. It will help to ensure that staff can continue to improve their professional practice and to develop.

### **3. Appointment of Appraisers**

The Headteacher will decide who will appraise members of support staff.

### **4. Setting Objectives**

Objectives for each member of support staff will be set at the start of each appraisal period. The objectives will take account of the following:

- relevant national and/or school determined standards, competencies, skills and behaviours;
- the individual's job description and/or person specification.

The objectives set will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the individual's role and level of experience. Full time staff will normally have a maximum of three objectives.

## **5. The annual audit/assessment process**

Each member of staff will conduct a self-audit with reference to relevant standards, competencies, behaviours and skills, job descriptions, person specifications and the school's definitions of PRI ratings.

Each member of staff's appraiser will complete the audit in the same way.

The audits will then be exchanged at least a week before the Professional Dialogue meeting to allow the appraiser and the appraisee to assemble any necessary evidence.

Appraisee and appraiser will then attend a Professional Dialogue meeting of 30-45 minutes. The aim of the meeting will be to review the previous year's work; to set objectives for the coming year and to determine any professional development requirements.

## **6. What to do if there are disagreements**

Where there are disagreements about performance and objectives refer to the school's policy for details as to how these should be resolved.

## **7. Observation**

Observation of work practice is important both as a way of assessing staff performance in order to identify any particular strengths and areas for development they may have and of gaining useful information which can inform school improvement more generally. All observations will be carried out in a supportive fashion by those with knowledge of the appraisee's work and appropriate and timely oral and/or written feedback will be given.

## **8. Development and support**

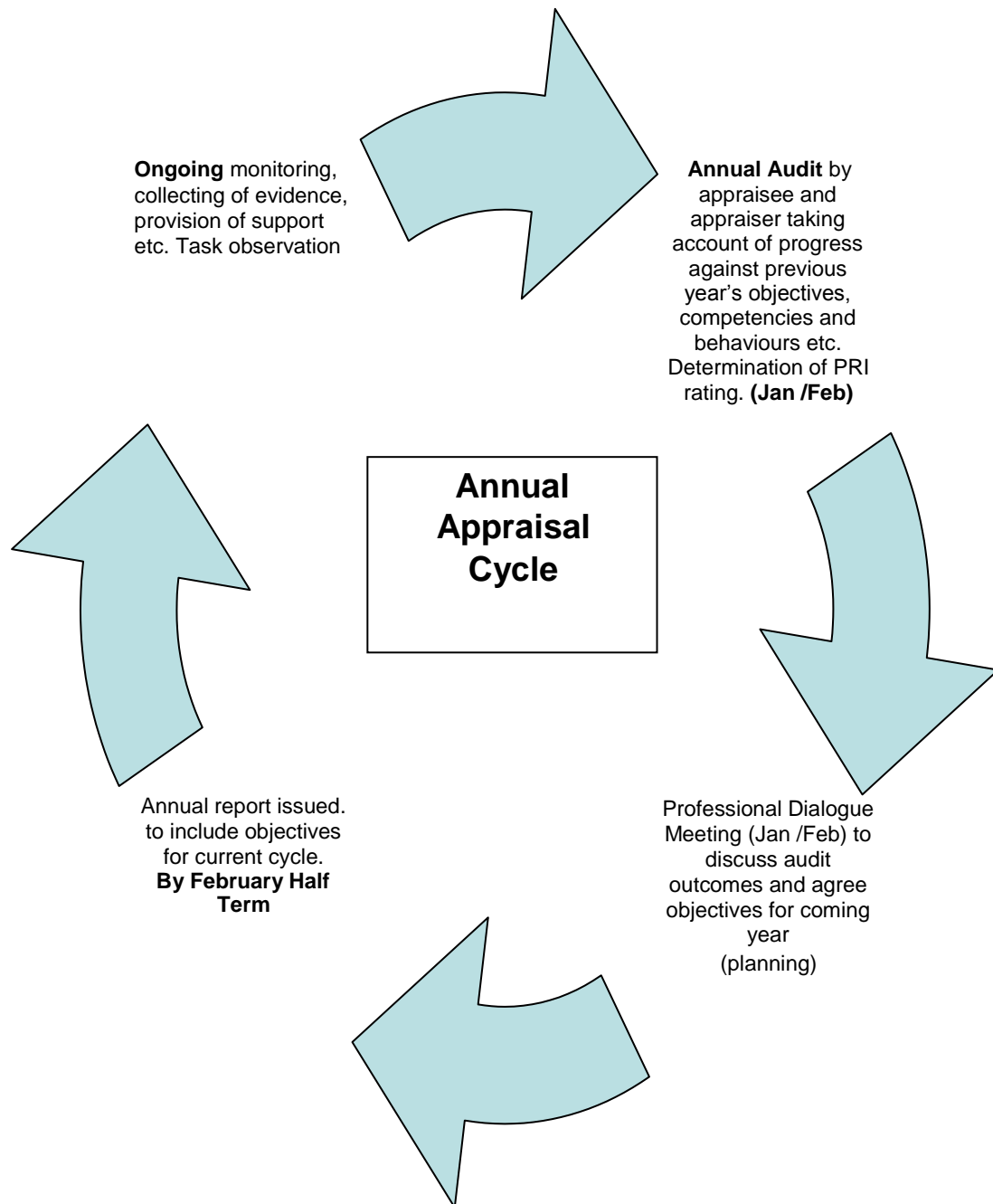
Appraisal is a supportive process which will be used to inform continuing professional development. The aim is to encourage a culture in which all staff take responsibility for improving their skills through appropriate professional development. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual staff.

## **9. Feedback**

Staff will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has come to light. Feedback will include discussion with the member of staff, will highlight areas of strength as well as any areas that need attention and will determine any appropriate action required.

Where there are concerns about any aspects of the individual's work these will be addressed via the procedures set out in the school's Appraisal Policy.

## Flowchart of Annual Appraisal Cycle



### **How to conduct the audit and use it to inform appraisal objectives**

The purpose of the audit is to determine areas of an employee's work where further development may be beneficial and, therefore, on which appraisal objectives should focus.

The audit document makes use of the terms Area of Strength, Area of Competency, Area for Development, N/A in current role.

Staff and their line managers/appraisers are asked to rate their performance by completing the audit provided. The audit will provide the basis for discussion in the target setting meeting. Either party is free to make notes to support this process.

### **How to complete the planning statement**

1. At the professional dialogue meeting, follow the discussion of audit outcomes outlined above to help determine appropriate appraisal objectives for the new appraisal cycle.
2. Consult descriptors and relevant standards/competencies to help ensure objectives are appropriate to the appraisee's role and to the school's needs.
3. Consult exemplar objectives for further guidance.
4. Complete the suggested planning statement including details of training and development needs, success criteria etc.
5. Seek to negotiate objectives but, where there is disagreement, the appraiser's decision takes precedence.

## **APPENDICES**

**Forms and exemplars to assist you with the performance management process for support staff**

# Support Staff Performance Management 2016-17



## Support Staff Performance Management Cycle

- Jan 2017 - Audits linked to Standards for Support Staff and HLTAs distributed to staff.
- Jan 2017 - Support Staff and HLTAs complete audit
- Spring 1 - Baseline assessment and observation of practice within class/delivering interventions.
- Spring 1 - Target Setting Meeting- support plan agreed.
- Ongoing - Individual staff overview profile to be updated with information on CPD, feedback from lesson observations involving the member of support staff and with any significant performance data linked to intervention groups.
- October 2017 - Mid-term Review
- Jan 2018 - Final Performance Management Review/ Start of new Performance Management Cycle.

<u>Reviewer</u>	<u>Reviewees (TAs)</u>

<u>Reviewer</u>	<u>Reviewees</u>

## Support Staff Performance Management/ Profile Overview 2016-17

Name: \_\_\_\_\_ Role: \_\_\_\_\_ Reviewer: \_\_\_\_\_

### Performance Management Targets

Targets	Link to National Occupational Standards for Supporting Teaching and learning	Training and Support to be given	Success Criteria	Review Date

### Feedback from participation in Lesson Observations

Date of Observation	Teacher/Subject being observed	Role within lesson	Feedback (to include next steps)



**Impact of Intervention Groups (Including RWInc Groups)**

Details of Intervention	Length of Intervention	Progress Made	Comments from monitoring/observations

**Training/Professional Development Opportunities**

Date	Details of Training	Next steps

**Comments from Target Setting or Review Meeting:**

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Name:

## HLTA Performance Management Audit

Date

Standard	Area of Strength	Area of Competency	Area for Development	N/A within current role
Have high expectations of children and young people and a commitment to helping them fulfil their potential.				
Establish fair, respectful, trusting, supportive and constructive relationships with children and young people.				
Demonstrate the positive values, attitudes and behaviour they expect from young people.				
Communicate effectively and sensitively with children, young people, colleagues, parents and carers.				
Recognise and respect the contribution that parents and carers can make to the development and wellbeing of children and young people.				
Demonstrate a commitment to collaborative and co-operative working with colleagues.				
Improve their own knowledge and practice including responding to advice and feedback.				
Understand the key factors that affect children and young people's learning and progress.				
Know how to contribute to effective personalised provision by taking practical account of diversity.				
Have sufficient understanding of area(s) of expertise to support development, learning and progress of children and young people.				
Achieved a nationally recognised qualification level 2 or above in English/literacy and Mathematics/numeracy.				
Know how to use ICT to support their professional activities.				
Know how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support.				
Understand objectives, content, and intended outcomes for the learning activities in which they are involved				
Know how to support learners in accessing the curriculum, in accordance with SEN code of practice and disabilities legislation.				
Know how other frameworks, that support development/well-being of children, impact upon their practice.				
Use their area(s) of expertise to contribute to the planning and preparation of learning activities.				

Use their areas of expertise to plan their role in learning activities.				
Devise clearly structured activities that interest and motivate learners and advance their learning.				
Plan how they will support the inclusion of the children and young people in the learning activities.				
Contribute to selection and preparation of resources suitable for children's interests and abilities.				
Monitor learners' responses to activities and modify their approach.				
Monitor learners' progress in order to provide focussed support and feedback.				
Support the evaluation of learners' progress, using a range of assessment techniques.				
Contribute to maintaining and analysing records of learners' progress.				
Use effective strategies to promote positive behavior.				
Recognise and respond appropriately to situations that challenge equality of opportunity.				
Use their ICT skills to advance learning.				
Advance learning when working with individuals.				
Advance learning when working with small groups.				
Advance learning when working with whole classes without the presence of the assigned teacher.				
Organise and manage learning activities in ways which keep learners safe.				
Direct the work, where relevant, of other adults in supporting learning.				

Name: \_\_\_\_\_

Support Staff Performance

**Management Audit**

Date: \_\_\_\_\_

Standard	Area of Strength	Area of Competency	Area for Development	N/A within current role
1. Provide support for learning activities.				
2. Support children's development.				
3. Help to keep children safe.				
4. Contribute to positive relationships.				
5. Provide effective support for your colleagues.				
6. Support literacy and numeracy activities.				
7. Support the use of ICT for teaching and learning and use ICT to support pupils' learning.				
8. Observe and report on pupil performance.				
9. Support children's play and learning.				
10. Contribute to supporting bilingual /multilingual children.				
11. Support a child with disabilities or special educational needs.				
12. Contribute to moving and handling individuals.				
13. Support individuals during therapy sessions.				
14. Support children and young people's play.				
15. Provide displays.				
16. Invigilate tests and examinations.				
17. Support pupils' learning activities.				
18. Promote positive behavior.				
19. Develop and promote positive relationships.				
20. Support the development and effectiveness of work teams.				
21. Plan, deliver and evaluate teaching and learning activities under the direction of a teacher.				

22. Contribute to the planning and evaluation of teaching and learning activities.				
23. Support literacy development.				
24. Support numeracy development.				
25. Support implementation of the early years curriculum				
26. Support teaching and learning in a curriculum area.				
27. Observe and promote pupil performance and development.				
28. Contribute to assessment for learning.				
29. Prepare and maintain the learning environment.				
30. Promote the transfer of learning from outdoor experiences.				
31. Promote literacy and numeracy support to enable pupils to access the wider curriculum.				
32. Support gifted and talented pupils.				
33. Support bilingual/multilingual pupils.				
34. Provide bilingual/multilingual support for teaching and learning.				
35. Contribute to the prevention and management of challenging behaviour in children and young people.				
36. Support children with disabilities or special educational needs and their families.				
37. Support pupils with communication and interaction needs.				
38. Support pupils with cognition and learning needs.				
39. Support pupils with behaviour, emotional and social development needs.				
40. Support pupils with sensory and/or physical needs.				
41. Assist in the administration of medication.				
42. Work with children and young people with additional requirements to meet their personal support needs.				
43. Promote children's well-being and resilience.				
44. Work with young people to safeguard their welfare.				
45. Enable young people to be active citizens.				

46. Support young people in tackling problems and taking action.				
47. Support children and young people during transitions in their lives.				
48. Facilitate children and young people's learning and development through mentoring.				
49. Contribute to improving attendance.				
50. Support children and families through home visiting.				
51. Lead an extra-curricular activity.				
52. Plan and support self-directed play.				
53. Contribute to maintaining pupil records.				
54. Monitor and maintain curriculum resources.				
55. Organise cover for absent colleagues.				
56. Organise and supervise travel, escort and supervise pupils on visits and out of school activities.				
57. Liaise with parents, carers and families.				
58. Provide information to aid policy formation and the improvement of practices and provision.				
59. Develop and maintain working relationships with other practitioners.				
60. Provide leadership for your team/area of responsibility.				
61. Allocate and check work in your team.				
62. Lead and motivate volunteers.				
63. Provide learning opportunities for colleagues, support learning by mentoring in the workplace, support competence achieved in the workplace.				

**A signed copy of this Policy is  
kept in Executive Principal's  
Office**