

# Glynwood Community Primary School



## Non-Teaching Employees Appraisal Policy

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### Appendix 1 - Early Intervention Plan

## 1. Aim

Glynwood Community Primary School's Governing Body is committed to supporting every employee to reach their potential and achieve their personal goals, and believe an appraisal process is integral to this.

This policy aims to improve outcomes for students, and recognises the need for a formal system of continuing professional development for non-teaching employees. This will be a supportive and developmental process ensuring that all non-teaching employees have the skills and support they need to carry out their duties effectively.

## 2. Scope

This policy sets out the basis of appraisal and applies only to non-teaching employees employed by the Governing Body, except those on contracts of less than one term, those within their probationary period and those who are subject to formal capability procedures.

This policy will improve outcomes for students by:

- setting out the framework for a clear and consistent assessment of the overall performance of non-teaching employees;
- supporting and encouraging their development within the context of the school's plan for improving educational provision and performance, and the standards expected of non-teaching employees;
- addressing any concerns that are raised regarding the performance of a non-teaching employee;
- ensuring that all non-teaching employees are able to continue to develop.

This policy does not form part of an employee's contract of employment and is not intended to have contractual effect. The school reserves the right to amend its content at any time.

### 3. Responsibilities

The Governing Body will:

- conduct the school with a view to promoting high standards of educational achievement;
- ensure that non-teaching employees' performance is managed and reviewed in accordance this policy;
- abide by all relevant legislation and, in particular, will not discriminate on grounds of race, colour, ethnic origin, religion, belief, gender, marital status, sexual orientation, disability, trade union membership or age;
- ensure all appraisers have the knowledge and skills to apply this policy fairly;
- ensure that as far as possible resources are made available in the school's budget for appropriate training and support on an equitable basis;
- receive an annual update from the head teacher on the operation of this policy, the effectiveness of this procedure in achieving improved outcomes and the training and development that has taken place;
- ensure that all performance appraisal reports are retained in a secure place for a period of 6 years.

The appraiser will:

- appraise all non-teaching employees or be the appraiser for those non-teaching employees they directly line manage;
- have the necessary background knowledge, skills and training to undertake the role of appraiser;
- have an appropriate position in the school's staffing structure;
- discuss with the appraisee their performance and set specific, measurable, achievable, realistic and timely (SMART) objectives;
- provide constructive feedback throughout the year and as soon as possible should other evidence regarding their performance come to light.

The appraisee will:

- participate in arrangements for their performance appraisal;
- take responsibility for improving their performance through appropriate professional development;

- raise any concerns in relation to the appraisal process as part of their response at any appraisal meeting or within two working days of any appraisal meeting/receiving the appraisal report.

#### **4. The Appraisal Period**

The performance of all non-teaching employees will be reviewed on an annual basis. Therefore the appraisal period will run for twelve months from 1 April to 31 March.

Non-teaching employees 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 appraisal period will be determined by the duration of their contract.

Where a non-teaching employee starts their employment at the school part-way through the appraisal period, the head teacher will determine the length of their first period with a view to bringing this in line with the school's appraisal period.

Where a non-teaching employee transfers to a new post within the school their objectives will be revised in line with their new duties and responsibilities. In addition, the head teacher will determine whether there is a need to change the appraiser.

Where a non-teaching employee raises a grievance during the appraisal period in relation to the appraisal processes or appraiser, the Chair of the Governing Body (with advice from Human Resources) will determine whether or not it is appropriate to suspend the appraisal processes

#### **5. Review**

This appraisal policy for non-teaching employees was agreed by the Governing Body of Glynwood Community Primary School on 7<sup>th</sup> February 2018.

The Governing Body and head teacher will monitor the operation and effectiveness of the school's appraisal policy to ensure that the policy is having a positive impact on the outcomes for students.

It is a non-contractual policy and does not form part of an employee's contract of employment

The school may amend it at any time.

## **6. Appraisers**

All appraisers of non-teaching employees will have an appropriate position in the staffing structure and have the necessary background knowledge, skills and training to undertake the role.

The head teacher will determine the appraiser for all non-teaching employees at the commencement of the appraisal period. Where a non-teaching employee is of the opinion the appraiser appointed is unsuitable, they must submit a written request to the head teacher, stating the reasons for their objection. The head teacher will give consideration to the submission and where there are sufficient grounds found for the objection then an alternative appraiser will be offered, where possible.

Where it becomes apparent that the appraiser will be absent for the majority of the appraisal period, the head teacher may perform those duties or delegate those duties to another appraiser for the duration of that absence.

Where a non-teaching employee is experiencing difficulties with their performance and the head teacher is not the appointed appraiser, they will be available to support the appraisal process, if required.

## **7. Setting Objectives**

Objectives for all non-teaching employees will be set at the start of each appraisal period. In setting the objectives, appraisers will have regard to what can reasonably be expected in the context of roles, responsibilities and experience, consistent with the school's commitment to achieving a work life balance for all employees. Objectives will focus on the priorities for the non-teaching employee during the period and therefore the number of objectives will be limited to two.

The SMART objectives will be appropriate to the non-teaching employee's role and level of experience. The appraiser and appraisee will seek to

agree the objectives but, if that is not possible, the final decision on the setting of objectives will rest with the head teacher. The objectives set will be recorded within the appraisal plan and contain the criteria of what success should look like. If the objectives are not agreed the non-teaching employee may record any comments in writing as an appendix to the appraisal plan.

The appraiser will take into account any personal circumstances when setting objectives for example any reasonable adjustments necessary for any non-teaching employee with a disability. Objectives may also be revised if circumstances, both school and personal, change through the year. Any changes will be discussed and included in a revised appraisal plan.

The appraiser must set performance objectives over a shorter timescale where a non-teaching employee will be or has been absent for an extended period of time.

Objectives will be moderated across the school, by the appraisers and head teacher, to ensure they are consistent between non-teaching employees with similar experience and levels of responsibilities. The objectives set for all non-teaching employees will, if achieved, contribute to the school's plans for improving its educational provision and the outcomes for its students.

## **8. Development and Support**

All appraisal meetings will be used to identify continuing professional development needs. Any professional development agreed will be linked to the school's improvement priorities and to the ongoing professional development needs of all non-teaching employees.

In the case of competing demands on the school's budget for the provision of professional development, a decision will be taken by the head teacher and priority will be given in the following order:

- i. is a requirement of the post;
- ii. will most support the school to achieve its priorities;
- iii. is identified as essential for an appraisee to meet their objectives.

If any identified development or support is not made available in a timely manner then this will be taken into account when appraising performance.

## **9. Reviewing performance**

The school believes that the observation of work practices is important both as a way of assessing performance in order to identify any particular strengths and areas for development. The school will evaluate non-teaching employees objectively and fairly to provide constructive feedback on their performance throughout the year.

Therefore it is essential to hold review meetings during the appraisal period to monitor progress towards achieving the objectives and to assess if support is necessary to aid progress.

Review meetings are to ensure that:

- employee performance is being supported and development needs are being addressed;
- any changes to work priorities and targets brought about by changing school needs are agreed and recorded;
- early intervention is provided where an employee is falling short of expectations.

## **10. Annual Assessment**

At the end of the appraisal period, a meeting between the appraiser and appraisee will be held to discuss and assess the non-teaching employee's performance against the objectives on the basis of the criteria set at the beginning. If a challenging objective has not been fully achieved but good progress has been made towards achievement, it may still be assessed favourably.

Following this assessment, a written appraisal report will be provided to non-teaching employees no later than 30 April. The appraisal report will include:

- details of the objectives for the appraisal period in question;
- an assessment of the employee's performance of their role and responsibilities against their objectives;



- an assessment of the employee's professional development needs and identification of any action that should be taken to address them
- any concerns raised about the appraisal process during any appraisal meeting.

All non-teaching employees will also have the opportunity to comment in writing on their appraisal report. These comments must be forwarded within two working days to the appraiser, who will arrange to discuss these with the non-teaching employee. Following this discussion, the appraiser will take any appropriate action necessary including amending the appraisal report.

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

## **11. Non-Teaching Employees Experiencing Difficulties**

During the appraisal period, the appraiser may identify that a non-teaching employee is experiencing difficulties. The school's objective is to provide support and guidance through the appraisal process in such a way that the non-teaching employee's performance improves and the problem is resolved.

Where it is apparent that a non-teaching employee's personal circumstances are leading to difficulties at school, support will be offered as soon as possible, without waiting for the formal annual assessment and reference will be made to other school policies that may be able to provide support to the non-teaching employee.

The appraiser may identify difficulties arising through the appraisal process, or via other sources of information. If the appraiser determines the difficulties experienced by a non-teaching employee are such that, if not rectified, it could lead to formal capability procedures the appraiser will hold a meeting with the non-teaching employee to:

- give clear feedback about the nature and seriousness of the concerns;
- give the opportunity to comment on and discuss the concerns.

Where the appraiser remains concerned that the difficulties experienced by the non-teaching employee cannot be addressed without intervention,

they will arrange a meeting giving the non-teaching employee at least 5 working days' notice to discuss targets for improvement alongside a programme of support (early intervention plan). The non-teaching employee will be allowed to be accompanied to this meeting by a trade union representative or work colleague. A model early intervention plan is attached at appendix 1.

The appraiser will be supported by the school's school improvement partner or a relevant officer who has a knowledge and understanding of the performance expected.

In consultation with the non-teaching employee at the meeting, an early intervention plan will be established identifying the concerns which have led to a shortfall in performance, the targets set and the means to their achievement. Support will be established during the meeting (for example coaching, training, mentoring or visits to other classes or schools), that will help address those specific concerns. The plan will confirm how progress will be monitored and when it will be reviewed, and the implications if insufficient improvement is made.

The non-teaching employee's progress will continue to be monitored as part of the appraisal period and reasonable timescales given for the non-teaching employee's performance to improve as required by the early intervention plan. This will depend upon the circumstances and level of improvement required, but will be for a minimum period of 6 weeks.

During the monitoring period the appraiser will give regular feedback to the non-teaching employee on progress and will discuss and agree any modifications to the early intervention plan, if necessary. The appraiser will record all feedback in writing and provide a copy to the appraisee.

At the end of the monitoring period, the appraiser will hold a review meeting with the non-teaching employee to discuss achievements towards completing the early intervention plan, the monitoring that has taken place and the overall outcome. The non-teaching employee will be allowed to be accompanied at this meeting by their trade union representative or work colleague. The appraiser will have the same adviser present as attended the meeting to discuss the concerns.

If sufficient progress has been made and the non-teaching employee is performing at the expected level and standards the employee will be informed of this and the appraisal period will continue as normal.

If good progress has been made but there is still a shortfall between expected and actual performance the monitoring period may be extended and a further review date set and confirmed in writing.

If insufficient improvement has been made over the monitoring period, the non-teaching employee will be informed at the meeting that they are no longer being appraised in line with the appraisal policy and that their performance will be managed in line with the schools' capability policy and procedure. This will be confirmed in writing by the appraiser to the appraisee.

## Early Intervention Plan

