



Support Staff Appraisal Policy

This policy meets the requirements for the appraisal of support staff within Bracknell Forest Council and is adapted from the Local Authority's model policy.

Date approved: April 2016

Date of Next Review: April 2018

Wildmoor Heath School has adopted the Bracknell Forest Model Support Staff Appraisal Policy (see following pages)

This policy can also be found at: <http://schools.bracknell-forest.gov.uk/hr.htm>



Article 28

Every child has the right to an education.

Article 29

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment



BRACKNELL FOREST COUNCIL

SCHOOL SUPPORT STAFF PERFORMANCE
APPRAISAL POLICY

Date Published	Sept 2014
Version	V2
Review Date	October 2017

Introduction

The overall aim of this scheme is to improve the performance of the school by helping the support staff develop their potential and maximise their own contribution. A separate policy is in place for the performance appraisal arrangements for teachers.

It is in everyone's interest to ensure that all employees know what is expected from them and any performance standards that need to be met. It is also important that each employee and their manager or supervisor has an opportunity to discuss how work is going on a regular basis. The discussion should include any issues that might arise during the year which impact on the employee's ability to get the work done to the standard / timescales required.

There are a number of specific aspects to working for the school which managers should ensure that their staff are competent to deal with. These will vary depending on the role which the employee undertakes, but may include some of the following:

- Identified school priorities;
- Pupil attainment;
- Data Protection and Information Security;
- Safeguarding Young People;
- Financial Integrity;
- Health and Safety;
- Equality and Diversity;

The Purpose

The performance appraisal process is designed to:

- Provide feedback on performance and set work objectives for the year ahead;
- Make sure the line manager and employee are clear about the purpose of their Job;
- Help employees see how their job fits with the overall school aims/development plans;
- Enable the manager to plan how work is allocated fairly and effectively among team members;
- Clarify the skills and qualifications required for the role;
- Address staff development needs;
- Help support employees to progress in their chosen career.

Timetable

The performance management appraisals will take place during the autumn term with agreed reviews taking place during the year.

APPRAISAL MEETING REVIEW

Purpose

The appraisal meeting is an opportunity for a 2 way conversation to recognise the contribution made by an individual over the last 12 months, the time to set work targets/objectives for the coming year and an opportunity to identify training needs.

Self-Review

A staff member should be asked to review their own performance prior to the appraisal meeting. This document is a focus for the appraisal meeting.

Performance Review

A staff member should be allocated an assessment of their overall performance. Where performance expectations are being met for their role they should be advised accordingly. Similarly, where performance does not meet the required standards, the employee should be advised accordingly and, where appropriate, performance improvement plans implemented.

Summary of discussion

A short summary of the conversation should be agreed and noted. Performance should have been discussed on an ongoing basis throughout the year and therefore this part of the appraisal interview should be a recap of previous discussions that have taken place. As with any performance management process, there should be 'no surprises'.

ANNUAL OBJECTIVES / CPD PLAN

Purpose

As part of the appraisal process individual job targets and CPD needs will be agreed between manager and an employee.

Objectives

The objectives should be derived from the employee's job description and the School Development Plan. Targets may also relate to skills, behaviours or competencies required for the role or an existing development need.

The objectives should be **SMART**

Specific – Objectives should specify what they want to achieve.

Measurable – be able to measure whether the objectives are being met.

Achievable - Are the objectives set, achievable and attainable?

Realistic – Can they realistically achieve the objectives?

Time – When do the set objectives need to be met?

Performance Measures

A performance measure should show whether a target is being met. The manager and an employee should set the measure jointly so there is an agreed understanding of what good service/performance looks like. The collection of evidence to support the measurement should be easy to collate so that it does not become an onerous or time consuming activity.

Target Completion Date - This date should be jointly agreed and monitored during review sessions.

Personal Development / CPD

The employee's development and learning needs should be identified and recorded so that they:

- Deliver their job targets;
- Develop their teamwork, leadership and/or managerial qualities, as appropriate;
- Match their behaviours and style of working to the school's values;
- Develop their experience and skills to meet longer term job requirements or career aspirations, where these are compatible with School development Plan;

Any generic development needs (e.g. behaviour management) will be identified at a high level (and may not need to be recorded on an individual plan). However, any specific activity should be identified and recorded. This should include the type of event required (i.e. training course, coaching, work shadowing, mentoring/buddying etc), costs and completion date

Comments to support any changes made throughout the year - Progress towards achieving targets/outcomes should be discussed during regular meetings as appropriate. Some targets may need to be amended to reflect a change in policies, circumstances, school priorities during the course of the year – if this occurs the changes should be recorded in this section.

Employee Signature – to confirm employee's acceptance of the objectives, performance measures and target completion dates.

Date – Date signed

Line managers Signature– to confirm objectives, performance measures and target completion dates.

Date – Date Signed

Any other Comments – any other relevant comments/items discussed.

MID YEAR APPRAISAL REVIEW

Purpose

A mid-year review of progress towards objectives should be carried out.

It is important that the personal development plan is reviewed on a regular basis during 1-2-1 meetings to ensure that both the manager and the employee have an opportunity to discuss progress towards achievement of the plan. As a result of these discussions the original plan can be amended or added to as appropriate.

WILDMOOR HEATH SCHOOL – TEACHING ASSISTANT’S PERFORMANCE MANAGEMENT OBJECTIVES

Name:

Period covered: September 2014 – July 2015

Performance objectives	Success Criteria	Evidence	Monitoring arrangements	CPD
<p>1. Pupil progress & attainment</p> <p>To support children’s learning effectively so that the percentage of boys, SEN and PPG children working at and above age related expectations (ARE) in all core subjects, but particularly in writing, is increased.</p>	<ul style="list-style-type: none"> Assessment for learning techniques are used to support learning: <ul style="list-style-type: none"> Effective questioning used to promote higher order thinking skills and to accurately assess children and to identify misconceptions Children work collaboratively (e.g. talking partners) Verbal and written feedback makes children think about their work and helps them make immediate improvement 1:1 reading and guided reading /writing / maths and phonics sessions are focussed on specific targets and / or learning objectives set by teacher. SEN, PPG, boys and other groups make better than expected progress and the gap between them and their peers is narrow or narrowing. PPG/SEN/Boys say they are challenged and well supported in lessons Intervention programmes (e.g. RAPs and IEPs) are carried out as directed by the class teacher. Feedback is given to teachers so that they know what the children you worked with have achieved in each lesson and what they need to work on. Action is taken to improve the subject knowledge and skills needed to effectively support specific groups. 	<p>Assessment data (Teacher)</p> <p>RAPs (Teacher)</p> <p>SEN / PPG reviews</p> <p>Work & planning scrutiny</p> <p>Lesson observations & drop in feedback</p>	<p>Lesson Obs and Drop Ins (SLT)</p> <p>Interim review by teacher</p> <p>Pupil voice</p> <p>RAP and IEP reviews</p>	<p>(CPD is discussed with TA and should include reference to in-house training as well as external)</p>
<p>2. Quality of support (CPD)</p> <p>To improve the quality of support so that it is highly effective by...</p> <p>(TAs to identify specific 1-2 areas to work on, e.g. marking and feedback, effective questioning, the teaching of reading, writing, phonics, SEN etc – linked to SDP.)</p>	<ul style="list-style-type: none"> Secure knowledge and understanding of the Literacy and Numeracy being taught TAs are familiar with and follow key school policies (e.g. Marking & Feedback, Teaching, Learning & Curriculum, SEN, Inclusion etc). Agree success criteria that reflect chosen area. 	<p>Regular feedback from class teacher</p> <p>Lesson observations & drop in feedback</p> <p>Training record</p> <p>Add other</p>	<p>Lesson Obs and Drop Ins (SLT)</p> <p>Interim review by teacher</p> <p>Pupil voice</p>	<p>(CPD is discussed with TA and should include reference to in-house training as well as external)</p>
<p>3. Whole School</p> <p>To effectively support the teaching of writing, particularly in a small group.</p>	<ul style="list-style-type: none"> Familiar with and following the school’s policies on handwriting and the teaching of writing. Secure knowledge of spelling, grammar and punctuation (SPaG), phonics for writing and the features of texts (e.g. Sue Palmer’s Writing Frames). Effective shared and modelled writing in small group work Uses Pie Corbett techniques (e.g. Box it Up, talk for writing) in small groups. Uses ‘edit and improve strategy’ and / or verbal feedback to move the children on. Children supported to write across the curriculum. Children write more and for longer (sustained / stamina). 	<p>Regular feedback from class teacher</p> <p>Lesson observations & drop in feedback</p> <p>Pupil voice notes</p>	<p>Lesson Obs and Drop Ins (SLT)</p> <p>Interim review by teacher</p> <p>Pupil voice</p>	<p>(CPD is discussed with TA and should include reference to in-house training as well as external)</p>

SignedReviewee

SignedReviewer

Date.....

20/11/2014

Wildmoor Heath School - TA Self- Review



TA	
Appraiser	
Period	
Date of Meeting	

1. How well have you achieved the objectives set at the beginning of the year? What have you done well? What didn't go so well?

2. How else have you contributed to raising standards or developing the school?

3. What CPD / training have you had this year? What has been the impact?

4. Have there been any changes to your role and / or expectations since your previous appraisal?

Signed _____ Date _____