

**Honiton Community College
Academy Trust**



This guidance was agreed by the Personnel Committee of
Honiton Community College Academy Trust
on 7th May 2014
and will be reviewed every 3 years.

ASSOCIATE STAFF APPRAISAL SCHEME GUIDANCE

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Associate Staff Appraisal Scheme Overview

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

The Honiton Community College Support Staff Appraisal Scheme is open to all employees within the college that are not covered by school teachers' pay and conditions and performance management criteria. It aims to provide a single set of paperwork for use by the college, thereby providing consistency for employees and managers. This scheme is modelled on that used by Devon County Council for maintained schools.

Associate 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 school can demonstrate the link between associate staff appraisal, college improvement and its development plan it is good practice to consult all support staff on the College Improvement Plan and the self-evaluation process. The College Improvement Plan and the college's 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.

Why do we have Appraisals?

- So that the work done by staff for the college 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 college 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 college does and how it does it
- So that the college can identify good practice to share within college or with local Learning Communities
- So that the college 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 the college but does not apply to casual staff. The inclusion of temporary and seconded staff is at the discretion of the Principal/Governing Body 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 can be seen by

the appraisee, the appraiser and the appraisee's line manager as well as the Principal.

Some information from the form may be used to help create team or college 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.

What is the Process?

The process begins with the senior staff and is then cascaded down throughout the college. Where possible, managers should only begin to appraise their staff after they have received their own appraisal (associate 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, the college may wish to place a limit on the total number of staff (including teachers and associate 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. The college may wish to consider how and when associate 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, 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 Associate Staff Self Appraisal Form (*Appendix 1*) has been designed specifically to achieve the aims of the appraisal process.

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

Lesson Observations will be used as part of the associate staff (classroom based) appraisals. If lesson observations are to be included they should be used for all classroom based associate 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 or be a whole college focus

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.
- 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.
- People who are new to the job will be appraised under the college induction policy as soon as they start.

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 appraisal form is available for the appraisee to use in preparation for the meeting if they wish (*Appendix 1*); 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 college 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 college 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 college to achieve its priorities and (c) the appraisee's personal development needs and aspirations. The college'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?

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 Principal the Chair of Governors 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.

Support Staff Appraisal Scheme Appraiser Guidelines

This scheme is applicable to all employees within the college 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 manager, which may be the Line Manager, Principal, SENCo, Head of Department, Member of ELT, or a HLTA – who 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, the college may wish to place a limit on the total number of staff (including teachers and associate 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 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.

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
- It is recommended that the appraisee complete a self appraisal form before the appraisal meeting. The appraisee can access the form on the shared drive.
- 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, where the local agreement is that 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

2. Working for your College

You should discuss with the appraisee how their work contributes to the success of the college by considering links with:

- College Improvement Plan
- College 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, 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 college/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:

- College / 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 College Improvement Plan/College 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.

Where possible 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, but Honiton Community College normally sets 3 objectives.

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.

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 college 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 college to achieve its priorities and (c) the appraisee's personal development needs and aspirations. The college'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-college and cross-college/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.

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

Six monthly reviews will be undertaken. This should be planned in the same way as the annual meeting and provides an opportunity to revisit objectives and consider progress towards achievement.

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.

Support Staff Appraisal Scheme Appraisee Guidelines

This scheme is open to all employees within the college 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 Principal, SENCo, Head of Department, Member of ELT, 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 reviewed six monthly (see section 12). 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 Associate Staff Self Appraisal Form (*Appendix 1*) 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
- 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 may be held-over for the appraisal meeting (the self review form can be used to record your thoughts), but if appropriate might be discussed after the observation and lead to an additional action within the current appraisal cycle
- 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

You will discuss with your manager how your work contributes to the success of the college by considering links with:

- College Improvement Plan
- College 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?

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 college/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:

- College/ 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 College Improvement Plan/College 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.

Where possible 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?

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, but Honiton Community College normally sets 3 objectives.

8. Development Plan

The development plan must also set objectives and wherever possible 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 college 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 college to achieve its priorities; and (c) your own personal development needs. The college'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-college and cross-college/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 feed back 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.

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.

Appendix 1

Honiton Community College Academy Trust



ASSOCIATE STAFF SELF APPRAISAL FORM

APPRAISEE:

APPRAISER:

Core Criteria

Please complete using: **ALWAYS** **OFTEN** **SOMETIMES** **RARELY**

PERFORMANCE Contribution to the College / team, quality, accuracy, timeliness, attention to detail, delivery of projects		Core Criteria	
		Appraisee	Appraiser
C1	Is familiar and uses relevant organisational policies, procedures, standards and regulations		
C2	Takes responsibility for their work and personal development		
C3	Listens and acts on feedback		
C4	Delivers tasks in an appropriate timeframe and to standard		
C5	Develops resilience to overcome setbacks and deliver results		
C6	Delivers work which is accurate, professional and meets deadlines set		

PROFESSIONAL EXPERTISE Professionalism of delivery, professional competency		Core Criteria	
		Appraisee	Appraiser
C7	Anticipates and seeks to solve problems		
C8	Plans and organises work, time and other resources effectively		
C9	Prioritises work and adapts to changing circumstances		
C10	Works to reduce errors and improve accuracy and quality		
C11	Maintain an up-to-date knowledge and understanding of the professional duties of the role and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity		
C12	Have a secure knowledge and understanding of their work areas and related expertise including: the contribution that their areas can make to whole school achievement		
C13	Know the local arrangements concerning the safeguarding of children and young people		

COMMUNICATION Effectiveness of communication with a wide range of people		Core Criteria	
		Appraisee	Appraiser
C14	Uses appropriate verbal and written communication methods in a clear and concise way		
C15	Adapts message and communication style to appeal to the		

	interest and level of the audience		
C16	Handles sensitive information in a confidential manner		
C17	Questions and challenges information in a tactful, diplomatic and sensitive manner		
C18	Displays empathy when delivering sensitive and difficult messages		
C19	Develops and maintains positive relationships with others		
C20	Seeks to translate information and delivers key messages appropriately		
C21	Actively listens to others and demonstrates understanding of what has been said		
C22	Communicates changes to others		
C23	Using a range of influencing and negotiation methods to gain the best outcome or result		

PERSONAL QUALITIES Commitment, reliability, flexibility, use of initiative, 'can do' attitude, confidentiality		Core Criteria	
		Appraisee	Appraiser
C24	Is punctual and meets deadlines		
C25	Positively represents and acts as a credible ambassador for Honiton Community College Academy Trust		
C26	Shows enthusiasm, a positive attitude and takes pride in their work		
C27	Holds positive values and attitudes and adopts high standards of behaviour in their professional role		

PROFESSIONAL DEVELOPMENT Look to continually improve their own practice		Core Criteria	
		Appraisee	Appraiser
C28	Evaluates own performance and is committed to improving practice through appropriate professional development		
C29	Act upon advice and feedback and be open to coaching and mentoring		

PEOPLE MANAGEMENT Applies only to staff who lead and manage a team		Core Criteria	
		Appraisee	Appraiser
LM1	Contributes to others understanding on how their work fits into Honiton Community College objectives		
LM2	Seeks to be a positive role model		
LM3	Understands the education sector and the work in which Honiton Community College operates		
LM4	Communicates a clear sense of purpose and direction to others		
LM5	Communicates change positively across the organisation		
LM6	Supports employees and gains commitment for change		
LM7	Identifies opportunities and develops innovative solutions		
LM8	Ensures risk management practices are followed and		

	adhered to		
LM9	Monitors performance against objectives and gives timely, constructive feedback		
LM10	Identify and addresses underperformance and supports with appropriate actions		
LM11	Helps others to identify their development needs and provides practical suggestions		
LM12	Seeks to resolve conflict between individuals, teams and groups		
LM13	Translates Honiton Community College objectives into practical, achievable plans and identifies measures to track progress		
LM14	Delegates responsibilities, tasks and decisions when appropriate		
LM15	Reviews and implements new practices and systems		
LM16	Monitors and ensures adherence to financial controls, policies, procedures, standards and regulations		
LM17	Works in partnership with others		
LM18	Ensures all team members understand their roles and areas of responsibility		

Signed:
Appraisee

Signed:
Appraiser

Date:

Appendix 2

Honiton Community College Academy Trust
ANNUAL APPRAISAL FORM FOR ASSOCIATE STAFF (including Support, Training and Development Needs)



APPRAISEE:

APPRAISER:

OBJECTIVE	SPECIFIC (DESCRIPTION OF OBJECTIVE AND WHAT SUCCESS WILL LOOK LIKE)	MEASUREABLE (WHAT EVIDENCE IS TO BE COLLECTED E.G... OBSERVATIONS, DATA, WRITTEN FEEDBACK, CONTRIBUTION TO CPD OF SELF AND OTHERS)	TIMESCALE
1. Department / College Improvement Plan Link:	The objective is: What will the outcome look like? Performance Criteria to be address:	Evidence: Two strategies I will use to meet the objectives are: 1. 2. Outcome: Impact:	

<p>2. Department / College Improvement Plan</p> <p>Link:</p>	<p>The objective is:</p> <p>What will the outcome look like?</p> <p>Performance Criteria to be address:</p>	<p>Evidence:</p> <hr/> <p>Two strategies I will use to meet the objectives are:</p> <p>1.</p> <p>2.</p> <p>Outcome:</p> <p>Impact:</p>	
<p>3. Department / College Improvement Plan</p> <p>Link:</p>	<p>The objective is:</p> <p>What will the outcome look like?</p> <p>Performance Criteria to be address:</p>	<p>Evidence:</p> <hr/> <p>Two strategies I will use to meet the objectives are:</p> <p>1.</p> <p>2.</p> <p>Outcome:</p> <p>Impact:</p>	

TRAINING AND DEVELOPMENT NEEDS	HOW WILL THIS TRAINING HELP YOU ACHIEVE YOUR TARGETS?

SIGNATURE OF APPRAISEE:

SIGNATURE OF APPRAISER:

DATE OF APPRAISAL:

Notes to the Appraiser:

This Appraisal form should be signed by yourself and the Appraisee. When signed please print and give a copy to the Appraisee and a copy to Jenny Bigmore. Please also e mail a copy to Jenny Bigmore.

Structure/Process	Teaching routines/Learning Activities that will create value, expectancy of success, motivation and progress
Warm Up Duration:	
Development Duration:	
Stretch Challenge Duration:	
Transferring of subject Subject content/Learning Habits Duration:	
Extension: Duration:	
Home Learning Duration:	
SUMMARY EVALUATION (related to the What (content) and the How (Habits), practice to develop, safety, health, contribution to the community, economic well being, Social, Emotional Aspects of Learning/Personal, Learning, Thinking Skills)	
LEARNING GOALS in light of this observation STAFF PERFORMANCE AND PROGRESSION <input type="checkbox"/> DEPARTMENT REVIEW <input type="checkbox"/> OTHER <input type="checkbox"/>	
STAFF PERFORMANCE AND PROGRESSION ONLY GRADING BOX	
In outstanding, 2 = good, 3 = satisfactory, 4 = inadequate. (OFSTED criteria overleaf)	Overall Quality of The lesson
Date, time, group and focus for follow-up observation, where applicable	

LESSON OBSERVATION



Teacher Observer Evidence form

Teacher:		Observer:	
Date / /		Time of day	
Observer type (please tick one box only)			
Lesson observation	Appraisal	Peer	BLP
Focus (Inspection trail or main purpose of the Activity)	Context (Lesson objective or description of activity)		
Information gathered for lesson observations only			
Year Groups (s)	Grouping	MC SU SA SL	Gender B G M I Subject Present

Evidence

Evidence of SMSC

Evaluation

Learning + Progress:		Quality of Teaching:	
Leadership and Management:		Behaviour:	
Use for grades if there is sufficient evidence:			Time spent in this lesson (mins)
Achievement of pupils	Quality of teaching	NQT	
Behaviour and safety of pupils	Leadership and management	BLP	

Overall Grade:

¹ Grouping codes: MC = Mixed ability class; SU = Setted, upper ability; SA = Setted, average ability; SL = Setted, Lower ability

Document Change History

The following amendments were made by the Personnel Committee of Honiton Community College on the 9th May 2011.

- Replaced SMT with ELT throughout,
- Replaced Head Teacher with Principal throughout,
- Page 5 'Who is it for?', second line – inserted the words 'and seconded' after 'The inclusion of temporary....',
- Page 5 'What is the Process' – inserted the words 'Where possible...' at the start of the second sentence, first paragraph,
- Page 5 'What is the Process' – removed the words 'this is recommended as good practice. Whether, or not, a formal interim review takes place...' from the end of sentence 3/start of sentence 4,
- Page 6, 'How does the Scheme Work?', bullet point 2 – removed 'It is good practice for...' from the start of the first sentence.
- Page 6, 'How does the Scheme Work?', bullet point 3 – replaced the words '...have an appraisal..' with '...be appraised under the College induction policy..',
- Page 8, 'When/Where?' – removed the word 'ideally' from before the words '...reviewed six monthly...',
- Page 13, Item 6, Paragraph 4 – inserted the words 'Where possible' in front of 'All objectives need to be SMART',
- Page 15, Item 11 – removed the first sentence 'It would be good practice to undertake a review six months after the annual appraisal' and replaced with the words 'Six monthly reviews will be undertaken',
- Page 15, Item 11 – removed the second paragraph (i.e. 'If a six month review is not undertaken, as a minimum threshold be a mechanism to allow for ongoing regular professional dialogue in order that progress towards the objectives is discussed and recorded on the appraisal form during the year'),
- Page 16, 'When/Where?' – removed the word 'ideally' from before the words '...reviewed six monthly...',
- Page 19, Item 7, Paragraph 4 – inserted the words 'Where possible' in front of 'All objectives need to be SMART',
- Page 20, Item 8, first sentence – inserted the words 'wherever possible' in front of the words 'be SMART'.


The following amendments were agreed by the Personnel Committee of Honiton Community College on the 7th May 2014:

Note:



**This policy originated from Devon County Council (Human Resources Directorate).
Date of original document February 2008.**

- 'Support Staff' replaced with 'Associate Staff' throughout
- Where applicable '*School Development Plan*' amended to '*College Improvement Plan*'
- Page 1 - Paragraphs 2 and 3 removed:
- 'As a prerequisite to reading this document schools are strongly encouraged to access the NJC joint guidance 'School Support Staff the Way Forward' (Training and Development section) which was prepared to encourage and support the use of effective training and development arrangements for support staff in schools: <http://www.lge.gov.uk/lge/core/page.do?pageId=51152>' and

- 'The Training and Development Agency for Schools provides information for those working in schools, who are not teachers, on training and development opportunities that will help support staff work more effectively and open up new career opportunities: <http://www.tda.gov.uk/support.aspx>'
- Where applicable 'Devon County Council' amended to 'Honiton Community College'
- Where applicable 'schools' changed to 'college'
- Page 1, Paragraph 3 *'The scheme is modelled on the Devon County Council Staff Appraisal Scheme with some changes to reflect school context'* amended to *'This scheme is modelled on that used by Devon County Council maintained schools.'*
- Page 5, 'Is it confidential' - *'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'* amended to *'The appraisal form can be seen by the appraisee, the appraiser and the appraiser's line manager as well as the Principal. All 3 parties are required to sign the form.'*
- Page 5 'What is the Process' - end of paragraph 4 *'and, if subscribing to the Devon Support Staff Appraisal Scheme for Schools, substitute forms should not be used'* removed.
- Page 5 'What is the Process' - paragraph 6 *'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'* amended to *'lesson observations will be used as part of the Associate Staff (Classroom based) appraisals'* and *'or be a whole college focus'* added to end of paragraph.
- Page 5 'How does the Scheme Work?' - final bullet point removed *'If employees move schools or jobs within the County Council then they will have an appraisal when they start the new job, using the last appraisal as a starting point.'*
- Where applicable *'self review form'* amended to *'self appraisal form'*.
- Page 8- bullet-point 10 *'Before the meeting you should' - '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'* to *'It is recommended that the appraisee complete a self appraisal form before the appraisal meeting. The appraisee can access the form on the shared drive.'*
- Page 13 and Page 19 - Paragraph after 'Timed' - the following to be added to end of paragraph *'but HCC normally sets 3 objectives'*.
- Page 13 and Page 20 - the following paragraphs deleted:
- *'In 2006 an annual personal 'green' objective was introduced for Devon County Council staff. Schools may wish to consider the local inclusion of a 'green' objective if appropriate'* and
- *'A Personal Challenge to Make Devon Greener (Note from the Chief Executive) - The Council aims, with our help, to make Devon England's greenest County. Many of us are already making a contribution through action at home and in our communities. I believe that we can do more and I want everyone who works for the Council to develop a personal green target as part of their staff appraisal. The guidance attached has been produced to help prompt some ideas but I'm sure you will have ideas of your own. Please select the link below for ideas on what you can do to 'green' your environment.  (34KB - Acrobat help)'*
- Page 15 'When/Where' - reference to section 11 corrected to section 12.
- Page 17 Following the observation and in readiness for the meeting' bullet point 2 amended from *'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)'* to *'Prepare for more detailed discussions following on from the observation, which may be held-over for the appraisal meeting (the self review appraisal form can be used to record your thoughts), but if appropriate might be discussed after the observation and lead to an additional action within the current appraisal cycle.'*