THE SALTERNS ACADEMY TRUST: ADMIRAL LORD NELSON SCHOOL

SUPPORT STAFF APPRAISAL POLICY

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ARTICLE 42: All adults and children should know about the UNCRC.

1. **INTRODUCTION**

    Appraisal in this school 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 roles effectively. It will help to ensure that Support Staff are able to continue to improve and develop their professional practice.

    The appraisal procedure will also be used to address any concerns that are raised about Support Staff's performance. If concerns are such that they cannot be resolved through the appraisal process, there will be consideration of whether to commence the capability procedure.

    All Support Staff should be made aware of and have access to the appraisal policy.

2. **APPLICATION OF THE APPRAISAL POLICY**

    This policy applies to all Support Staff employed at the school, except those on contracts of less than one term and employees on the capability procedure.
    This policy does not apply to staff who work at the school as part of a Service Level Agreement with their employer.

3. **THE APPRAISAL PERIOD**

    The appraisal period will run **for 12 months**, normally from September to August.

    Support Staff 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 period will be determined by the duration of their contract.

    Where a member of Support Staff starts their employment at the school part-way through a cycle, the Headteacher shall determine the length of the first appraisal cycle for the member of Support staff, with a view to bringing his/her cycle into line with the cycle for other Support Staff as soon as possible.

    Where a member of Support Staff transfers to a new post within the school part-way through a cycle, the Headteacher shall determine whether the cycle shall begin again and whether to change the appraiser.

4. **APPOINTING APPRAISERS**

    The choice of appraiser is for the Headteacher. Where the member of Support Staff is of the opinion the appraiser appointed is unsuitable, s/he may submit a written request to the Headteacher for the appraiser to be replaced, stating the reasons for the request. The concerns will be carefully considered.

    Where it becomes apparent that the appraiser appointed by the Headteacher will be absent for the majority of the appraisal cycle, the Headteacher may perform those duties herself/himself or delegate those duties to another member of staff for the duration of that absence.

    If the Headteacher appoints an appraiser who is not the member of Support Staff's line manager, the appraiser to whom s/he delegates those duties will have an appropriate position in the staffing structure, together with the necessary background knowledge, skills and training to undertake the role.

Where a member of Support Staff is experiencing difficulties or there are concerns about performance, the Headteacher may undertake the role of appraiser.

5. **SETTING OBJECTIVES**

5.1. Objectives will be set before, or as soon as practicable after, the start of each appraisal period. The objectives set will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the appraisee's role. In setting the objectives, the appraiser will have regard to what can reasonably be expected in the context of roles, responsibilities and experience, consistent with the school's strategy for achieving a manageable workload for all staff.

5.2. The appraiser and appraisee will seek to agree the objectives. Objectives may be revised if circumstances change. Should the objectives not be agreed, the final decision on allocation of objectives rests with the Headteacher. Appraisees may at any point append their comments alongside their objectives.

5.3. The school is committed to ensuring consistency of treatment and fairness in the operation of the appraisal process. Support Staff objectives and written appraisal records will be reviewed to check consistency of approach.

5.4. Support Staff will have no more than 3 objectives.

5.5. The objectives set for Support Staff will, if achieved, contribute to the school's plans for improving the school's educational provision and performance and improving the education of students at the school.

6. **REVIEWING PERFORMANCE**

6.1. **Evidence**

Evidence considered for the achievement of objectives may include data, written documentation, observation or evidence from others with professional knowledge including self-assessment from the Appraisee (Appendix 1/Appendix 2).

The evidence used for appraisal purposes will be clear, appropriate and fit for purpose. Evidence should demonstrate competencies relating to personal job role and responsibilities and their investment in professional learning and development.

Classroom observations may be appropriate for those staff working with students in the classroom and will be undertaken is accordance with school's agreed classroom observation protocol (Appendix 3).

6.2. **Development and Support**

Appraisal is a supportive process which will be used to inform continuing professional learning and development. The school wishes to encourage a culture in which all Support Staff take responsibility for improving their practice and effectiveness in role through appropriate professional development. Professional Learning and Development will be linked to school improvement priorities and to the on-going professional development needs and priorities of individual members of Support Staff. All Support Staff will be expected to meet the ALNS Professional Learning Expectations for Support Staff.

The school's Professional Learning and Development programme will be informed by the training and development needs identified as part of the appraisal process. The Governing Body will ensure in the budget planning that, as far as possible, resources are made available in the school budget for appropriate training, and support agreed for appraisees, maintaining access on an equitable basis over time.

4

An account of the training and development needs of members of support staff including the instances where it did not prove possible to provide any agreed Professional Learning and Development, will form part of the Headteacher's annual report to the Governing Body about the operation of the appraisal process in the school.

With regard to the provision of Professional Learning and Development, in the case of competing demands on the school budget, a decision on relative priority will be taken with regard to the extent to which:

- the training and support will help the school to achieve its priorities; and

- the Professional Learning and Development identified is essential for an appraisee to meet their objectives.

The school's priorities will have precedence.

Account will be taken in the review meeting of where it has not been possible for Support Staff to fully meet their performance criteria because the support recorded in the planning statement has not been provided.

7. **ANNUAL ASSESSMENT/REVIEW MEETING**

One interim review meeting (Appendix 6) take place during each appraisal cycle in addition to the annual Appraisal Review meeting which takes place in the Autumn Term each year.

Each member of Support Staff's performance will be formally assessed in respect of each appraisal period.

Support Staff will be required to submit their Appraisal Evidence folder to their appraiser at the annual Appraisal Review meeting (see Appendix 4). This evidence folder will form the basis of the discussion that leads to the assessment at the meeting.

The Support Staff Appraisal Review Report will be produced by the Appraiser as the outcome of the Appraisal Review Meeting and the Appraisee As soon as practicable following the end of each appraisal period, the member of Support Staff will have the opportunity to comment on the written appraisal report. The Appraisal Report will include:

- details of the member of Support Staff's objectives for the appraisal period in question;

- an assessment of the member of Support Staff's performance against their objectives;

- an assessment by the Appraisee and Appraiser of performance against the ALNS expectations for Support Staff (as outlined in Appendix 1);

- a narrative summary by the Appraiser of overall performance for the Appraisal cycle;

- a space for the member of Support Staff's own comments;

- an overall judgement about performance in the Appraisal cycle.

A review meeting will take place to discuss the content of the report and any further action required and to inform objective setting for the next cycle (Appendix 5).

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

8. **SUPPORT STAFF EXPERIENCING DIFFICULTIES/CONCERNS ABOUT THEIR PERFORMANCE**

When dealing with a member of Support Staff experiencing difficulties, the objective is to provide support and guidance through the appraisal process in such a way that the member of Support Staff's performance improves and the problem is therefore resolved.

Where it is apparent that a member of Support Staff is experiencing difficulties at school, Structured Managerial Support will be offered as soon as possible, without waiting for the formal annual assessment.

If an appraiser identifies through the appraisal process that the member of Support Staff is experiencing confirmed difficulties, or it is identified via another source of information that there are concerns about any aspect of the member of Support Staff's performance, the appraiser, the Headteacher, or a member of the leadership team, will, as part of the appraisal process give the member of Support Staff at least 5 working days' notice that a meeting will be held to discuss targets for improvement alongside a programme of Structured Managerial Support. The member of Support Staff will be given a copy of the capability procedure.

The member of Support Staff will also be advised to contact their Trade Union or a work colleague.

The appraiser, Headteacher or a member of the leadership team will:

- give clear written feedback to the member of Support Staff about the nature and seriousness of the concerns;

- give the member of Support staff the opportunity to comment on and discuss the concerns;

- in consultation with the member of Support Staff at the meeting, will establish an action plan with support (for example coaching, training support, mentoring,), that will help address those specific concerns;

- make clear how progress will be monitored and when it will be reviewed;

- explain the implications and the process if no, or insufficient improvement is made.

The member of Support Staff's progress will continue to be monitored as part of the appraisal process and a reasonable time given for their performance to improve. The length of the support period will depend on the circumstances of the individual case but will be a maximum of 15 weeks.

Appropriate support as agreed in the Action Plan will be given, in order that the aim of recovering and improving performance can be achieved. During this monitoring period the member of Support Staff will be given regular feedback on progress and arrangements will be made to modify the support programme if appropriate.

If sufficient progress is made so that the member of Support Staff is performing at a level that indicates there is no longer a possibility of capability procedures being invoked, the member of Support Staff should be informed of this at a formal meeting with the appraiser, Headteacher or member of the leadership team. Following this meeting the appraisal process will continue as normal.

If no, or insufficient, improvement has been made over this period, the member of Support Staff will be invited to a transition meeting to determine whether capability proceedings need to commence.

The member of Support Staff may be accompanied by a Trade Union representative or work colleague and will have at least 5 working days' notice of the meeting.

9. **APPEALS**

Appraisees have a right of appeal to the Headteacher or the Local Governing Body if the Headteacher is the Appraiser) against any of the entries in the written appraisal report. Appeals should be made in writing within 5 working days of receiving the written appraisal report.

10. **GENERAL PRINCIPLES UNDERLYING THE POLICY**

10.1. **Consistency of Treatment and Fairness**

The Governing Body is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.

10.2. **Confidentiality and Professional Relationships**

The appraisal process will be treated with confidentiality. Only the appraiser's line manager or, where s/he has more than one, each of her/his line managers will be provided with access to the employee's written appraisal report. This will be done upon request and only where this is necessary to enable the line manager to discharge her/his line management responsibilities.

The Governing Body recognises that the reviewer will consult with, and seek to secure the agreement of, the employee before seeking information from other colleagues about the work of the employee as part of the normal appraisal process.

However, the desire for confidentiality does not override the need for the Headteacher and Governing Body to quality-assure the operation and effectiveness of the appraisal system. The Headteacher or appropriate colleague might, for example, review individual's objectives and written appraisal records personally – to check consistency of approach and expectation between different appraisers.
This quality assurance is delegated by the Local Governing Body to the Headteacher in the Autumn Term and the Headteacher will provide a written report to Governors in the spring term.

10.3. **Monitoring and Evaluation**

The Governing Body and Headteacher will monitor the operation and effectiveness of the school's appraisal arrangements.

The Headteacher will provide the Governing Body with a written report on the operation of the school's appraisal policy annually. The report will not identify any individual by name.

An account of the training and development needs of members of staff including the instances where it did not prove possible to provide any agreed Professional Learning and Development will form part of the report.

The report will include an assessment of the impact of the policy on all staff.

The Headteacher will report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination.

10.4. **Retention**

The appraisal records will be retained for a minimum period of 6 years after leaving

employment.

THE SELF-ASSESSMENT PROCESS

Each member of Support Staff will conduct a self-assessment with reference to relevant standards, competencies, Expectations and skills, job descriptions and person specifications.

The self-assessments will then be presented in the electronic Appraisal Review Folder and discussed at the Appraisal Review meeting to review evidence judge performance for the previous cycle and set objectives for the coming appraisal period and to determine any professional development requirements.

How to conduct the Self-Assessment and use it to inform Appraisal Objectives

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

The Self-Assessment document makes use of the following ratings: 'Partly Meets Expectations, 'Meets Expectations' and 'Exceeds Expectations'.

Staff are asked to rate their performance in the following key Skills and Expectations areas prior to their Appraisal Review Meeting:

- Job and Professional Knowledge/Skills
- Commitment and Motivation
- Planning and Personal Organisation
- Relationships with Colleagues
- Customer Focus
- Communication
- Problem Solving and Decision Making

For Managers, there are two additional Self-Assessment areas:

- Managing Objectives
- Managing People

Steps in conducting the Self-Assessment

1. Consult the national and/or school based standards/competencies relevant to the post and in the employee's job description and/or person specification.
2. Read the descriptors at the end of this Appendix.
3. Put a Y/N in the relevant grading column for each area on the Self-Assessment form (Appendix 4) with notes for providing evidence.
4. If there is any area where your grading is 'Partly Meets Expectations' use the final column on the Self-Assessment form (Appendix 4) to suggest a possible appraisal objective for the following cycle. If your grading is either 'Meets Expectations' or 'Exceeds Expectations', suggest a possible objective to help maintain or further develop existing good practice.

Skills and Expectations

The following Expectations and skills form part of the Self-Assessment and will inform Appraisal objectives for the next cycle.

1. *Job and Professional Knowledge/Skills:* Developing and maintaining a high level of job and professional knowledge/skills and using these to provide and excellent service and achieve organisational objectives.

2. *Commitment and Motivation:* Taking personal responsibility for your own development, demonstrating self-motivation and commitment towards achieving results and applying yourself in a positive manner to the work of the organisation.

3. *Planning and Personal Organisation:* maximising efficiency, prioritising workload appropriately and focussing on the right areas to ensure the achievement of own/team and organisational objectives.

4. *Relationships with Colleagues*: Building and maintaining productive and harmonious working relationships within own team and across the wider organisation.

5. *Customer Focus:* Responding proactively to customers' needs, both internal and external, to ensure the delivery of high quality, efficient services.

6. *Communication:* Effectively communicating appropriate information through a range of mechanisms to ensure clarity and understanding and achieve organisational objectives.

7. *Problem Solving and Decision-Making:* Analysing problems and evaluating options and risks to identify most appropriate solutions and taking effective action through sound judgement.

8. *Team Working:* Working effectively with others within own team and across the wider organisation to achieve results in the job, team goals and organisational objectives.

Additional Skills and Expectations for Managers

9. *Managing Objectives:* Making the best possible use of your resources at work, prioritising appropriately, consulting with others and ensuring resources and efforts are focused on key organisational objectives and goals.

10. *Managing People*: Effectively leading and managing a team, dealing with team and individual problems, counselling and coaching others to achieve results and encouraging and supporting the team in their activities.

Judging Performance

Exceeds Expectations: An employee who has **no** significant areas for development would normally qualify for an 'Exceeds Expectations' rating in each category.

Meets Expectations: An employee who has a few areas for development would normally qualify for a 'Meets Expectations' in each category.

Partly Meets Expectations: An employee who has a significant number of areas for development would normally qualify for a 'Partly Meets Expectations'.

SKILLS AND EXPECTATIONS

1. Job and Professional Knowledge/Skills

Strengths	Areas Requiring Improvement
• Develops and maintains a high professional knowledge base. • Is aware of best practice and constantly seeks ways to apply it. • Keeps up to date with internal and external changes affecting job. • Demonstrates commitment to continuous professional development. • Quickly assimilates new information/ knowledge. • Able to fully utilise job-related Technology. • Attends all relevant training. • Sets high professional and personal standards. • Effective networker. • Able to fulfil Health and Safety responsibilities.	• Is still not yet developing a professional knowledge base, or may have allowed skills to erode over time. • Has not kept up to date with relevant changes affecting job. • Not yet displaying a full commitment to continuous professional development. • Has not attended all relevant training. • Not yet willing to admit to current capabilities. • Less effective at networking.

2. Commitment and Motivation

Strengths	Areas Requiring Improvement
• Takes personal responsibility for own development. • Looks for ways of improving job performance • Self-motivated and committed to achieving results. • Positive and enthusiastic approach. • Sensitive and respectful towards others • Takes responsibility to resolve difficult issues. • Handles conflict well. • Tactful and diplomatic. • Understands and is sensitive to organisational culture. • Keeps emotions under control. • Fair minded and even handed in approach to others. • Responds well to pressure.	• Not yet accepting personal responsibility for own development. • Does not yet exhibit interest in improving job performance. • Can lack self-motivation and may currently only do minimum to get by. • Often indecisive when approached for advice/ decision. • Does not yet demonstrate a positive attitude and approach. • Not yet willing to take tough decisions. • May appear to lack self-confidence and be perceived as anxious in dealings with others. • Can be insensitive/abrupt when dealing with others. • Not yet able or willing to confront and resolve difficult issues. • Does not yet show an understand of the organisational culture/climate. • May be perceived as showing favouritism in dealings with others.

3.   Planning and Personal Organisation

Strengths	Areas Requiring Improvement
• Focuses resources/effort appropriately. • Understands need for change, willing to working practices. • Prioritises workload appropriately. • Adaptable and flexible approach. • Plans ahead, sets timescales and deadlines and adheres to them. • Perseveres when faced with difficulties, tenacious and determined. • Focuses on achieving results. • Checks and critiques own work performance. • Prepared to tackle major challenges. • Anticipates problems and responds effectively.	• Does not yet focus effort/resources appropriately. • To yet willing to accept change, inflexible, operates in "comfort zone". • Not yet actively prioritising workload, has to be directed. • Not yet planning ahead. • Not yet structured and focused in working practices. • Not yet setting clear goals and targets for self. • Often gives up when faced with obstacles. • Not yet achieving results. • Does not yet have insight into own work performance. • Not yet actively anticipating problems. • Not currently giving attention to organisation/ team objectives in prioritising own work.

4.   Relationships with Colleagues

Strengths	Areas Requiring Improvement
• Sensitive and respectful towards all colleagues. • Challenges poor behaviour among colleagues. • Actively builds working relationships at all levels • Deals effectively with conflict. • Tackles and resolves issues appropriately to achieve best outcomes. • Listens well and respects the opinions of colleagues.	• Sometimes insensitive or disrespectful towards colleagues. • Sometimes talks inappropriately about colleagues. • Sometimes is perceived and behaves unreasonable towards colleagues. • Not yet actively challenging poor behaviour among colleagues. • Not yet confident handling conflict. • Sometimes has difficulty seeing other points of view.

5.   Customer Focus

Strengths	Areas Requiring Improvement
• Shows willingness to help customers. • Responds effectively to queries, provides accurate information. • Adopts a pleasant, helpful and professional manner. • Delivers on time for the customer, whether internal or external. • Effective at drawing out information and understanding customer needs. • Keeps the customer informed of any changes to arrangements etc. • Explains problems/issues to customers. • Adjusts style to suit the audience – formal/ informal. • Calms volatile situations. • Deals effectively with angry customers, eg defuses the situation, calls for assistance. • Sensitive to pressures on customers and acts to ensure problems quickly resolved. • Looks for way to improve service deliver.	• Not yet developed a consistently friendly, efficient and helpful demeanour with customers. • Sometimes provides incorrect information, makes errors/mistakes in communications. • Does not yet respond to queries within reasonable timescales. • Does not yet fully understand customer needs. • Reacts only to specific requests, is not yet pro-active in anticipating customer responses needed. • Does not yet fully appreciate or respond to the needs of internal customers. • Sometimes articulates inappropriately that customer expectations are unreasonable. • Is not yet able to draw out relevant information from customers. • Sometimes fails to keep the customer informed. • Blames problems on others and is not yet able to accept responsibility.

6.   Communication

Strengths	Areas Requiring Improvement
• Open, clear and consistent communication style. • Passes relevant information on to colleagues. • Actively listens and lets others speak, encourages open discussion. • Clarifies information and asks questions. • Checks understanding. • Keeps other informed. • Explains things clearly and concisely, gives clear instructions. • Writes well, uses appropriate tone, avoids unnecessary jargon and ensures information is accurate and complete. • Ensures communications is a two way process. • Adapts style to the situation, uses language appropriate to the audience. • Communicates in a planned way.	• Sometimes has a confused communications style, which is difficult to understand. • Not yet passing on relevant information, sometime withholding it. • Sometimes interrupts others and is perceived to not listen. • Not yet actively obtaining all relevant information. • Sometimes passes on inaccurate information. • Sometimes is perceived to misinterpret information. • Not yet actively keeping others informed. • Not yet explaining things well, verbal communication may be unstructured. • Sometimes communicates excessively/giving too much detail. • Does not yet show good written communication; uses jargon/incorrect English and inaccurate or incomplete which may be perceived to be misleading. • Does not yet show the ability to adapt style to audience or gauge understanding.

7.   Problem Solving and Decision-making

Strengths	Areas Requiring Improvement
• Willing to accept personal responsibility for finding and implementing solutions. • Uses initiative appropriately to find practicable/ workable solutions. • Demonstrates patience and common sense. • Seeks advice and consults others appropriately. • Works through problems, analyses well, assesses risks and seeks out information. • Exercises sound judgement and applies knowledge. • Refers to line manager where appropriate. • Takes an unbiased and objective approach. • Able to provide rationale for decision. • Able to detect patterns and trends. • Anticipates impact and consequences and takes appropriate action. • Keeps problems in perspective. • Responds quickly to urgent issues. • Has the confidence to decide when no action is necessary • Explores alternative outside familiar territory. • Willing to take unpopular/tough decisions • Regularly review decisions to see if they are still working.	• Seems unwilling to accept personal responsibility for finding and implementing solutions. • May appear to lack initiative. • Sometimes does not seek advice and consult appropriately. • Is perceived to not elicit all relevant information, may look at problem in isolation. • Sometimes does not think the problem and risks through logically. • Is perceived to jump to conclusions, may make snap decisions or over-react. • May opt for a quick fix when it is not appropriate. • Does not yet show good judgement. • Can refer issues to line manager inappropriately. • May not show objectivity in decision-making. • Is perceived to procrastinate or unable to make a decision. • Does not yet demonstrate learning points from problem situations. • Does not yet show tackling of the big issue. • Does not yet demonstrate the willingness to take unpopular/tough decisions. •

8.   Team working

Strengths	Areas Requiring Improvement
• Offers assistance and support without prompting. • Willing to listen and offer help/advice when needed. • Communicates well with all team members. • Encourages input from others and acknowledges their work. • Contributes to team to best of ability. • Prepared to listen and responds well to advice/guidance. • Sees own team within the context of the wider organisation. • Pulls together cross functional teams. • Represents the team effectively, internally and externally. • Publicly credits others who have performed well • Speaks in positive terms about other team members.	• Does not yet demonstrate assistance when required or when others clearly struggling. • Can be perceived to blame others within the team for problems. • May appear to be concerned with doing own job, ignores the needs of others. • Is perceived to create a negative atmosphere within the team. • Not yet able to contribute to team when capable. • Often puts own agenda ahead of team/ organisational needs. • Is perceived to assume everyone sees issues in his/her terms. • May be poor representative for the team. • May appear to pay no attention to impact on colleagues of how own work is delivered and at what pace.

Additional Skills and Expectations for Managers

9. Managing Objectives

Strengths	Areas Requiring Improvement
• Focuses resources on appropriate issues. • Sees the important underlying issues. • Strong critical awareness about what needs doing. • Knows what to tackle personally or to delegate. • Views objectives as part of the organisational whole. • Recognises the importance of aligning efforts with colleagues. • Seeks to get involved in wider initiatives and projects. • Effective at planning, monitoring and reviewing. • Competent to fulfil Health and Safety management responsibilities.	• Is not able to prioritise actions according to immediate demands. • Does not yet see the longer term or wider organisational implications. • Is not yet able to network. • Does not yet engage with organisation wide initiatives or projects. • Is not yet able to take a strategic role and co-ordinate others. • Not yet critically minded in appraisal of what needs doing. • Does not yet manage time effectively.

10. Managing People

Strengths	Areas Requiring Improvement
• Strong insight into managing people. • Understands how to build and maintain strong relationships. • Strong insight into how to motivate others. • Provides strong leadership and direction. • Demonstrates coaching/counselling skills. • Communicates and consults on change. • Considers impact of actions on on-going relationships with staff. • Takes a pro-active approach to dealing with staff issues. • Non-judgemental approach to dealing with people. • Deals positively and constructively with problems. • Leads by example, positive role model. • Concerned for the wellbeing of staff. • Promotes equality of opportunity. • Manages change effectively and concerned for impact on team/individuals.	• Does not yet exhibit handling of staffing issues and problems. • Is not yet able to reflect on own view of team and ensure all staff are treated with respect. • May appear to dismiss problems, be judgemental or react negatively to issues. • Does not yet demonstrate insight into managing people. • Not yet able or willing to motivate team/individuals. • Does not yet show support/coaching. • May be perceived as unwilling to tackle team motivation/performance issues. • Does not yet lead by example, poor role model. • Can be perceived as being unconcerned for the wellbeing of staff. • Is perceived as managing change ineffectively. • Not yet able to promote equality of opportunity.

SUPPORT STAFF SELF-ASSESSMENT AND PROFESSIONAL DEVELOPMENT OBJECTIVE PLANNER

Exceeds Expectations: An employee who has no significant areas for development would normally qualify for an 'Exceeds Expectations' rating in each category.

Meets Expectations: An employee who has a few areas for development would normally qualify for a 'Meets Expectations' in each category.

Partly Meets Expectations: An employee who has a significant number of areas for development would normally qualify for a 'Partly Meets Expectations'.

Skills and Expectations for all support staff	Exeeds Expectations	Meets Expectations	Partly Meets Expectations	Evidence	Possible Appraisal Obective
		(Mark one column with 'x')			
Job and Professional Knowledge/Skills (see any national standards/competencies, school standards/competencies or job description relevant to your post)					
Commitment and Motivation (see discriptors)					
Planning and Personal Organisation (see descriptors)					
Relationships with Colleagues (see descriptors)					
Customer focus (see descriptors)					
Communication (see descriptors)					
Problem Solving and Decision-Making (see descriptors)					
Skills and Expectations for Managers					
Managing Objectives (see descriptors)					
Managing People (see descriptors)					

CLASSROOM OBSERVATION PROTOCOL

The governing body is committed to ensuring that classroom observation is developmental and supportive and that those involved in the process will:

- Carry out the role with professionalism, integrity and courtesy;

- Evaluate objectively;

- Report accurately and fairly; and

- Respect the confidentiality of the information gained.

The total period for classroom observation arranged for any member of staff for appraisal purposes will not exceed three hours per appraisal cycle having regard to the individual circumstances of the member of staff.

There will be a reasonable amount of time between classroom observations, irrespective of the purpose of those observations.

The arrangements for classroom observation will be included in the planning and review statement and will:

- Include the amount of observation;

- Specify its primary purpose;

- Specify any particular aspects of the member of staff's performance which will be assessed;

- Specify the duration of the observation;

- Specify when the observation will take place; and

- Specify who will conduct the observation.

Where evidence emerges about the reviewee's teaching performance which gives rise to concern during the cycle, classroom observations may be arranged in addition to those recorded at the beginning of the cycle, subject to a revision meeting being held in accordance with the regulations.

Classroom observation will only be undertaken by those who have the appropriate professional skills to be able to undertake observation and who can provide constructive oral and written feedback and support of the reviewees.

Oral feedback from classroom observation for the purposes of performance management will be given as soon as possible after the observation and no later than the end of the following working day.

Written feedback will be provided within five working days of the observation taking place.

The written record of feedback will include the date on which the observation took place, the lesson observed and the length of the observation. The reviewee will be able to append written comments to the feedback document. No written notes in addition to the written feedback will be kept.

Members of staff will have access to all written accounts of the observations after their lessons.

Visits to classrooms by headteachers, senior staff or leaders of Teaching and Learning in order to support

members of staff or talk to pupils are separate from this classroom observation protocol.

A headteacher has a duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained.

The headteacher, senior staff and subject leaders have a right to drop in to inform their monitoring of the quality of teaching and learning.

REVIEW OF CYCLE JUST ENDED

OBJECTIVES REVIEWED   19

Objective	Evidence to show objective has been met	Exceeded/Met/Partly Met/Not met

SUMMARY OF EXPECTATIONS

Skills and Expectations	Appraisee Judgement			Appraiser Judgement		
	Exceeds Expectations	Meets Expectations	Partly Meets Expectation	Exceeds Expectations	Meets Expectations	Partly Meets Expectation
Job and Professional Knowledge/Skills						
Commitment and Motivation						
Planning and Personal Organisation						
Relationships with Colleagues						
Customer focus						
Communication						
Problem Solving and Decision-Making						
Skills and Expectations for Managers						
Managing Objectives						
Managing People						

	Indiviudal Objectives		Skills and Expectations
Exceeds Expectations	All objectives are achieved. Performance is exceptional in all respects;	and	Your skills and Expectations consistently exceeds expectations
Meets Expectations	All objectives are achieved that are feasible within the previous cycle. Performance meets the standards required;	and	Your skills and Expectations consistently meets the required standard.
Partly Meets Expectations	Some objectives were achieved. A number of key tasks may not have been achieved to the required standard.	and	Your skills and Expectations fall short of the required standard on some occasions.

Assessment of appraisal and cycle just ended	Reviewee Comments

AGREED OBJECTIVES

Objectives for the next cycle including any relevant whole school/team objectives

Name	Objective 1	Objective 2	Objective 3	SIP Reference	Professional Learning and Development needs

ACTION PLAN

Agreed Objective	Success Criteria	Actions/Interim Milestone including Dates	Sources of evidence of activity and outcomes
0			
0			
0			

SKILLS AND EXPECTATIONS
Job and Professional Knowledge/Skills: Developing and maintaining a high level of job and professional knowledge/skills and using these to provide and excellent service and achieve organisational objectives.
Commitment and Motivation: Taking personal responsibility for your own development, demonstrating self-motivation and commitment towards achieving results and applying yourself in a positive manner to the work of the organisation.
Planning and Personal Organisation: maximising efficiency, prioritising workload appropriately and focussing on the right areas to ensure the achievement of own/team and organisational objectives.
Relationships with Colleagues: Building and maintaining productive and harmonious working relationships within own team and across the wider organisation.
Customer Focus: Responding proactively to customers' needs, both internal and external, to ensure the delivery of high quality, efficient services.
Communication: Effectively communicating appropriate information through a range of mechanisms to ensure clarity and understanding and achieve organisational objectives.
Problem Solving and Decision-Making: Analysing problems and evaluating options and risks to identify most appropriate solutions and taking effective action through sound judgement.
Team Working: Working effectively with others within own team and across the wider organisation to achieve results in the job, team goals and organisational objectives.
Additional Skills and Expectations for Managers
Managing Objectives: Making the best possible use of your resources at work, prioritising appropriately, consulting with others and ensuring resources and efforts are focused on key organisational objectives and goals.
Managing People: Effectively leading and managing a team, dealing with team and individual problems, counselling and coaching others to achieve results and encouraging and supporting the team in their activities.

INTERIM REVIEW

Objectives	Progress made towards success Criteria	Evidence Gathered (i.e. Observations, Data, Minutes, Courses attended etc.)	Actions needed to meet Objectives
0			
0			
0			