

CARDINAL POLE CATHOLIC SCHOOL



Appraisal Policy for Support Staff

Approved by Governors

Signed:

A handwritten signature in black ink, enclosed in a rectangular box.

Date:

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08/03/2026

Contents

1. Cardinal Pole School Vision	3
2. Mission Statement	3
3. Introduction	3
4. Aims of the Process	3
5. Levels of Responsibility	4
6. The Review Cycle.....	4
7. Stage I – Planning	5
8. 360 Degree Feedback.....	6
9. Development and Support	6
10. Informal Action	6
11. Alternative Action.....	7
12. Annual Assessment	7
13. Staff Experiencing Difficulties.....	7
14. Appeals.....	8
15. Companion	9
16. Timings of Meetings	9
17. Venue for Meetings	10
18. Assistance.....	10
19. Summary.....	10
20. Review of this procedure	10
Appendix 1 - Guide to Setting Objectives	11
Appendix 2 - Preparing for the review and development meeting	12

1. Cardinal Pole School Vision

Cardinal Pole Catholic School is a learning community for all based upon partnership and respect. It is a strong and vibrant place which recognizes the importance and individual needs of every pupil and member of staff. Praise and encouragement is vital in creating a climate of learning and high expectations supported by teaching of the highest quality. The school is full of confident, creative and fulfilled young people and staff. They are celebrated as individuals – unique creations of God – who deserve our support, love and trust as they begin the great journey of life.

2. Mission Statement

Cardinal Pole Catholic School is a community of **service** guiding young people on a path to **opportunity**, **aspiration** and **reward**, founded on Catholic values.

1. Introduction

- I.1. This document is provided by the Governing Body of Cardinal Pole Catholic School in pursuance of the Health and Safety at Work etc. Act 1974 and subordinate legislation.
Information and the H&S Policy are available on the shared area T drive\Policies.
The School's HR officer can provide access to paper copies for visitors, contractors and other interested parties who do not have access to the electronic copy.
- I.2. The document acknowledges the School's legal responsibilities and outlines the objectives of the School for the health and safety of its staff, students and visitors.
- I.3. The document is issued to all school staff, who are to read, understand and comply with its requirements.

3. Introduction

Performance Management is a process to support the development of support staff to continually improve performance and develop skills, experience and careers.

This policy sets out the parameters of the process and covers the following:

- Aims of the Process
- Levels of Responsibility
- The Review Cycle
- 360 Degree Feedback

Also included is information for both managers and members of staff on how to prepare objectives and conduct a review.

4. Aims of the Process

In undertaking Performance Management, the aim of the school is to create an open and participative environment where support, guidance and direction is provided to support staff so that they can deliver the best possible service to pupils, parents, staff, governors and members of the community and as a result deliver the non-teaching support required to deliver an outstanding Ofsted grading for the school.

Performance Management is designed to fulfil the following aims and objectives:

- Review past performance in meeting objectives
- Link future objectives and targets to the School Development Plan and current priorities
- Set individual targets and objectives
- Identify training and development needs
- Enable staff to receive constructive feedback from their manager
- Provide an opportunity for staff to give constructive feedback to their line manager
- Acknowledge successes and achievements

- Identify areas for improvement in individual performance
- Review job descriptions and consider any changes which might be necessary

5. Levels of Responsibility

The Governing Body is responsible for:

- Ensuring that the Performance Management Policy is incorporated into the school's development plan
- Agreeing the Performance Management Policy with the Headteacher

The Headteacher is responsible for:

- Designing and implementing the school's Performance Management Policy
- Carrying out Performance Management reviews of Senior Managers managing support staff
- Ensuring that all managers carry out their responsibilities and undertake performance reviews of their staff
- Ensuring that individual plans and objectives are agreed for all support staff and that professional development is targeted
- Identifying areas of concern within review statements and addressing these issues with the manager concerned
- Acting as a review manager to review any complaint by a member of support staff with any aspect of their review

The Manager is responsible for:

- Setting objectives for the year ahead, ensuring that objectives relate to job descriptions, school priorities, special projects and personal development
- Monitoring progress against the agreed objectives throughout the year
- Meeting with the member of staff to review performance and identify achievements, including assessment of achievement against objectives and to discuss and identify professional needs and activities
- Writing a review statement and giving a copy of the statement to the member of staff within 5 days of the final performance review meeting and allowing 5 days for the member of staff to add any supplementary comments
- Ensuring all relevant documentation is completed and counter signed by the member of staff concerned
- Passing the completed performance review statement to their Senior Manager

The employee is responsible for:

- Agreeing objectives and an individual plan for the year ahead with their manager
- Participating fully in the Performance Management review process and ensuring that their views and ideas are expressed
- Completing all review documentation

6. The Review Cycle

There are four stages to the Performance Management Review:

Stage 1 - Planning:	Agreement of objectives and individual plan
Stage 2 - Monitoring:	Reviewing performance and progress throughout the year. Providing supportive action as needed
Stage 3 - Review:	Annual review meeting between the member of staff and manager to assess performance against objectives, review objectives and identify development needs

Stage 4 - Development: A personal development plan

The length of the review cycle will be one year and will run from the 1st April to 31st March.

7. Stage 1 – Planning

As planning is the first stage of the review, it is important for the manager and staff member to identify the focus of work for the year ahead. Whilst a job description will already be in existence, the manager and staff member should jointly review the job description ensuring it is up to date and has incorporated new initiatives or challenges that apply to that particular post.

The next step is to agree specific objectives for the coming year. These objectives should focus on delivering the best possible service to pupils, parents, staff, governors and members of the community and as a result deliver the support required to deliver an outstanding Ofsted grading for the school, as well as improving and developing individuals' skills and careers.

In setting objectives, Managers are advised to follow the SMART model for objective setting. Please see **appendix 1** for an explanation of SMART objectives.

No more than six objectives are to be set and agreed with the member of staff. All objectives should be recorded and these will apply for the review period, unless they need to be amended due to a change in circumstances.

If the member of staff disagrees with the objectives, the matter should be referred to a Senior Manager in the first instance or if necessary the Head Teacher for resolution and should not be left unaddressed.

A member of staff's individual plan agreed with the team leader will incorporate training and development which will be recorded on a Personal Development Plan (see Stage 4).

Sample forms for undertaking the planning stage of the performance management review are attached in **appendix 3**

Stage 2 – Monitoring Progress

To ensure the Performance Management process is successful and motivates the member of staff it is important that regular reviews are carried out throughout the year to ensure the objectives are still relevant.

Monitoring should take place at the least every three months and be undertaken during line management meetings.

Stage 3 – Reviewing Performance

A performance review should be carried out annually between the manager and member of staff. The review presents an opportunity to recognise the achievements of the member of staff over the previous year and to identify key areas for improvement and professional development.

To ensure that the review covers the key areas of achievement and development, it is important that both the member of staff and manager prepare for the meeting.

Appendix 2 provides a good structure for both the staff member and manager to follow in order to ensure that a review is successful.

After the review the line manager will write up the review notes, this will be kept as a formal record on the staff member's personal file.

The line manager will give staff member a copy of the notes to check for accuracy and to add any comments.

The staff member's signed copy should be returned to the manager who will also sign it.

The line manager should take two copies of the final completed review; the original copy should be passed to the staff member, the manager should keep one copy and the second copy to be passed to the HR Officer to be kept on record.

During the review areas of professional development should have been identified by both the member of staff and manager. These should be recorded on a personal development plan. See Stage 4 below.

Stage 4 – Personal Development Plan

Personal development planning is a vital component of the review process. Although a personal development plan should be a continuous process that ensures needs are met as they arise, the review process will most likely provide objective information from which to develop a new or existing personal development plan.

The last stage of the review cycle is therefore to ensure that all development points which have been raised in the performance review are consolidated into a new or existing personal development plan.

Personal development plans should be reviewed at least every three months by managers, although they generally should be incorporated into the day today management of staff members.

8. 360 Degree Feedback

360 Degree Feedback is when a member of staff collects feedback from their colleagues or 'customers' in order to provide evidence of achieving an objective.

Both managers and members of staff may wish to use 360 Degree feedback where the measurement of an objective is likely to be more qualitative than quantitative.

Managers should seek to include a 360-degree feedback component into the reviews of staff members who are heavily customer focused or work remotely from their manager.

This has the twofold benefit of enabling the manager to see evidence of 'customer' satisfaction and for the staff member to not only provide evidence that they are meeting their objectives but also to highlight additional work that their manager is unaware of which deserves recognition.

9. Development and Support

Appraisal is a supportive process which will be used to inform continuing professional development. The School wishes to encourage a culture in which all staff take responsibility for improvement through appropriate professional development. Professional development will be linked to the School's improvement priorities and to the ongoing professional development needs and priorities of individuals.

10. Informal Action

A line manager may identify concerns on an informal basis at any time about any performance falling short of the standard expected.

A line manager may also provide informal advice and appropriate support which may include training, coaching, mentoring, counselling, monitoring, working in a professional learning community, learning and development opportunities, supervision, occupational health, arrangements for sharing of good practice.

Informal action could include establishing the expectations that the School and/or the Governing Body has of staff and what support may be provided to help the member of staff to meet those expectations.

Informal action may be recorded in writing and may be referred to at a later stage as evidence that an informal approach was attempted and the success or failure of such an approach.

11. Alternative Action

There may be a situation where a line manager and/or the Appraiser considers that a recent promotion or job change has been a contributory factor in any unsatisfactory performance and that informal action has been, or is unlikely to be, effective.

The line manager/Appraiser may offer the member of staff the option of taking a voluntary demotion as an alternative to proceeding with action under this Appraisal Policy and Procedure.

12. Annual Assessment

Performance will be formally assessed in respect of each Appraisal Period.

This assessment is the end point to the annual Appraisal Period but performance and development priorities will be reviewed and addressed on a regular basis throughout the year at interim meetings (which shall be conducted in person or via other appropriate medium depending on the circumstances) which will take place at a mid way point.

The member of staff will receive, as soon as practicable following the end of each Appraisal Period a written Appraisal Report. The member of staff will have the opportunity to comment on the Appraisal Report in writing.

The Appraisal Report will include:

- (a) Details of the objectives for the relevant Appraisal Period;
- (b) An assessment of performance of their role and responsibilities against their objectives and the relevant Standards;
- (c) An assessment of training and development needs and identification of any action that should be taken to address them;
- (d) A recommendation on pay where that is relevant
- (e) A space for comments by the member of staff
- (f) Evidence of the basis of the decision made to achieve or not achieve the objective.

A review meeting will take place to discuss the content of the Appraisal Report and any further action required and to inform objective setting for the next Appraisal Period.

13. Staff Experiencing Difficulties

It is the School's aim, when dealing with a member of staff experiencing difficulties, to provide support and guidance through the appraisal process in such a way that performance improves and the problem is, therefore, resolved.

Where it is apparent that a member of staffs personal circumstances are leading to difficulties at School, the School will aim to establish informally whether the reason is due to ill-health, lack of competence or misconduct. Support will then be offered and/or appropriate action taken as soon as reasonably practicable, without waiting for the Annual Assessment of performance. Support could include informal advice and appropriate support which may include training, coaching, mentoring, counselling, monitoring, working in a professional learning community, learning and development opportunities, supervision, occupational health, arrangements for observation of other staff.

If an Appraiser identifies through the appraisal process, or via other sources of information, that the difficulties experienced by a member of staff are such that, if not rectified, could lead to the School's Capability Policy and Procedure being invoked, the appropriate person will meet with the member of staff and:

- (a) Give clear written feedback about the nature and seriousness of the concerns;
- (b) Give the member of staff the opportunity to comment on and discuss the concerns;
- (c) Give the member of staff at least 5 working days notice that a meeting will be held to discuss targets for improvement alongside a programme of support, and inform the member of staff that they have the right to be accompanied at any such meetings by a Companion;
- (d) In consultation with the member of staff at the above meeting, an action plan with support will be established (e.g. coaching, training, in-class support, mentoring, structured observations, visits to others) that will help address those specific concerns;
- (e) Make clear how progress will be monitored and when it will be reviewed; and
- (f) Explain the implications and process if no, or insufficient, improvement is made.

The member of staff's progress will continue to be monitored as part of the appraisal process and a reasonable time given for the member of staff's performance to improve. This will depend on the circumstances but will usually be for a reasonable period of between 4 and 12 working weeks, with appropriate support as agreed in the action plan above, in order that the aim of recovering and improving performance can be achieved. During this monitoring period the member of 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 such that the member of staff is performing at a level that indicates that there is no longer a possibility of the School's Capability Policy and Procedure being invoked, the member of staff should be informed of this at a formal meeting with the Appraiser or appropriate person. Following this meeting, the appraisal process will continue as normal.

If no, or insufficient, improvement has been made over this period, the member of staff will be invited to a transition meeting with the Appraiser to determine whether the School's Capability Policy and Procedure needs to be invoked or whether the appraisal process will remain in place. The member of staff will be given at least 5 working days' notice of such meeting and shall be entitled to be accompanied at the meeting by a Companion. The outcome of such meeting will be confirmed in writing to the member of staff within 5 working days of the meeting.

Prior to invoking the Capability Policy and Procedure, the Appraiser will seek to ensure that the member of staff has undergone an appropriate period of induction to their role, an up to date job description has been issued to them, professional standards and overall expectations of performance have been made clear and the performance has been monitored and feedback has been provided.

The Appraisal Report does not form part of any formal capability or disciplinary procedures. However, any relevant information from the appraisal process may be taken into account by those responsible for taking decisions about capability.

14. Appeals

Staff have a right of appeal against any of the entries in the written Appraisal Report and a separate right of appeal against a decision to invoke the School's Capability Policy and Procedure made at a meeting. If an appeal relates to a decision about pay, the employee is referred to the School's Pay Policy and Procedure.

An appeal lodged must be made in writing to the Clerk and lodged within 10 working days of receipt of the Appraisal Report or the letter.

Your appeal letter must set out the grounds of your appeal in detail.

The Appeal Meeting will normally be held within 20 working days of your appeal letter being received by the Clerk.

The Appeal Manager will confirm the outcome of the Appeal Meeting in writing to you within 5 working days of the date of the Appeal Meeting. The decision of the Appeal Manager is final and there will be no further right of appeal. The outcomes of the Appeal Meeting are that:

the Appeal Manager may uphold the entries made in the Appraisal Report and/or the outcome of the meeting

the Appeal Manager may uphold the employee's appeal and overturn the decision of the Appraiser. Where such appeal relates in whole or in part to entries in the Appraisal Report, the disputed entries shall be referred back to the Appraiser for reconsideration.

Where an appeal is against entries in the Appraisal Report and the outcome of a meeting, the appeals will be heard together.

15. Companion

Where a meeting is held, you may be accompanied by a Companion.

You must let the person appointed to hold such meeting know who your Companion will be at least one working day before the meeting.

If you have any particular reasonable need, for example, because you have a disability, you can also be accompanied by a suitable helper.

Your Companion can address the meeting in order to:

put your case;
sum up your case;
respond on your behalf to any view expressed at the meeting; and
ask questions on your behalf.

Your Companion can also confer with you during the meeting.

Your Companion has no right to:

- (a) answer questions on your behalf;
- (b) address the meeting if you do not wish it; or
- (c) prevent you from explaining your case.

Where you have identified your Companion and they have confirmed in writing to the relevant person appointed that they cannot attend the date or time set for the meeting, the relevant person will not usually postpone the meeting for a period in excess of five working days from the date set by the School to a date or time agreed with your Companion provided that it is reasonable in all the circumstances. Should your Companion subsequently be unable to attend the rearranged date, the meeting may be held in their absence or written representations will be accepted.

16. Timings of Meetings

The aim is that meetings under this procedure will be held at mutually convenient times but not be held on days on which you would not ordinarily work; may be extended by agreement between the parties if the time limits cannot be met for any justifiable reason.

17. Venue for Meetings

Any meeting held may be held off the School site to minimise any distress to the employee.

18. Assistance

Where matters fall to be decided under Paragraphs 9 or 10, the Diocesan Schools Commission may send a representative to advise the School.

19. Summary

Managers should meet with staff once a year for review purposes to set and agree work objectives and review progress on objectives set previously.

Managers should meet with staff regularly throughout the year to review and monitor the progress of objectives and agreed targets.

Managers will set objectives and review staff performance.

Objectives must be set which take into account training and development needs of the individual staff member.

The manager will write up the review notes that will be kept as a formal record on the staff member's personal file.

The staff member will sign the review form and add any comments. Where a staff member is not satisfied with the meeting or the written note, they may ask for a meeting with a senior manager.

The staff member's annual review and development form may only be disclosed to the Manager, Senior Manager and Head teacher.

20. Review of this procedure

This procedure was produced in May 2018 following guidance from the Catholic Education Service (CES) for use in Catholic Voluntary Aided Schools in England following consultation with the national trade unions. It may be adapted, as appropriate, for use in joint Church schools subject to the approval of the CES on referral by the relevant Catholic diocese. This procedure will be reviewed by the CES in readiness for the academic year 2020/2021.

Appendix I - Guide to Setting Objectives

Overview

In setting objectives, Managers are advised to follow the SMART model for objective setting. SMART objectives are as follows:

Specific
Measurable
Action oriented
Realistic
Time Bound and Trackable

Specific & Stretching

Objectives have to be clear and concise. They should also provide the reviewee with a challenge so that they will learn and develop as a result of the challenge

Measurable

If objectives are measurable, they will avoid factual disagreements and subjective assessments, and it will also be easier to monitor progress. Descriptive objectives can also be measurable, doing something “better” or “more accurately” does not provide a quantifiable measurement necessary to determine whether the objective is met but provides a standard for comparison and progress measurement.

Action oriented

The objective should be worded in a way which explains what needs to be done in order to achieve the objective e.g. create, prioritise, learn, reduce, develop, increase, improve, raise performance,

Realistic

Realistic objectives are practical, achievable and possible. Objectives must motivate members of staff to improve and to reach for attainable ends. The member of staff executing the objective must feel “I CAN DO IT”.

Realistic objectives are a balance between what is hard and easy to achieve.

The degree to which the objectives are achieved should impact directly on fulfilment of the role. If there is no impact, the objective is probably irrelevant.

Time Bound and Trackable

Time constraints encourage action to get the objective completed. Time constraints and deadlines must be precise to promote the urgency needed to move toward achieving objectives. If a member of staff's progress cannot be monitored, it is a poorly written objective and should be reworded.

Trackable objectives provide the opportunity to obtain warning of deviations, ‘fine tune’ performance, and coach for further development. If objectives are not trackable, not only is it impossible to monitor progress, but also vital opportunities for routine appraisal discussions are being missed.

Appendix 2 - Preparing for the review and development meeting

Member of staff:

In preparation for your review and development meeting you should have a copy of:

- your current job description
- your last review (or the objectives and targets set for the last year)

Consider the objectives set last year and think about:

- what you see as your achievements and successes
- what went well and what could have gone better
- any factors which helped/hindered you achieving your objectives/targets
- any training and development that you undertook in the last 12 months and its relevance/usefulness to you either personally or in enabling you to carry out your job
- any work you carried out which is not covered by your objectives or was not planned
- any knowledge or skills gaps you would like to work on
- what you would like to achieve in the year ahead
- your own personal and career development
- things which would enable you to achieve your objectives/targets better (for example, training needs)
- What support you have received from your manager to help you achieve your objectives and carry out your job. Is there any specific action your manager could take to help you further?
- your job description: is it clear/does it accurately reflect your duties?

If you did not have objectives set (for instance if you have completed less than one year's service at the school) it may help to refer to your job description or any supervision notes in order to consider your main achievements and challenges to date.

Line manager:

In preparation for your review and development meeting with a member of your staff you should have access to:

- a job description for the member of staff
- a copy of the staff supervision notes
- last year's objectives/targets staff member's

With these in mind you should consider:

- achievement or non-achievement of objectives/targets set by the member of staff and also the reasons which may have prevented any objectives being performed effectively
- the way in which the staff member's current job relates to, and how it fulfils the criteria outlined in the corporate plan
- potential objectives/targets set to take account of Equal Opportunities implications
- staff strengths and weaknesses prior to the process in order to provide constructive feedback in reviewing their progress and setting new targets
- any training needs that the staff may have

In addition, you should:

- have a brief meeting with the member of staff a week before the review meeting to clarify the process and share paperwork so that there are 'no surprises' plan the timing of the review discussion
- book a room for the meeting (make sure that you will not be interrupted)
- arrange office/duty cover

- have all the papers to hand (job description, review and development guide & forms, any notes, operational plan)

During the review and development meeting

Member of staff and line manager should consider the accuracy of the job description and current work objectives. Your manager will ask you to think about your previous objectives in order to review what you have achieved. If you do not have set objectives, go through the main areas of your job description. You will also discuss achievements in the year not planned.

The manager should use open questions (who, what, how etc.) to find out what factors helped/hindered the member of staff to achieve their objectives. This should highlight any training or developmental needs or external factors, which may contribute to or inhibit the member of staff in their work.

You should both agree realistic and measurable targets and objectives for the year ahead. You should also agree set standards for meeting these objectives.

It will help if you:

As the Line manager:

- are welcoming and put the staff at ease
- make sure there is no interruption
- think of the review as a two-way conversation (though the emphasis should be on the staff member)
- explain the purpose and positive aspects of the process
- use constructive language

As the member of staff:

- prepare your feedback before the meeting
- consider your objectives/targets and how your manager has assisted in helping and guiding you in the performance of your job and achievement of your objectives
- give specific examples of actions which could be taken by your manager to help you do your job better
- concentrate on key points rather than a long list
- stick to the facts - avoid personal conflict.
- be constructive: if you are giving negative feedback try and think of some suggestions / solutions to the issues you raise

Remember - feedback is a two-way process. It is not always easy receiving or giving feedback. Both staff and the line manager should feel able to give and receive feedback without interruption.

If appropriate, agree action to improve ways of working which may help both of you to carry out your jobs more effectively - be constructive with your feedback. Most importantly, try to end on a positive note.

Comments

Line manager's comments:

Line managers should use this section to draw out good performance and praise achievements. They should also address areas needing improvement and invite suggestions on how things can be improved. They should give clear and honest feedback.

This can be done either throughout the review so each aspect is covered or at the end.

Whichever method is chosen the manager should ensure key points are summarised and recorded to ensure mutual understanding.

Member of staff comments:

This section provides an opportunity to give honest and open feedback to your line manager and request support.