

# Support Staff Professional Development (Appraisal) Policy 2021-2023

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## Statement of intent

The Charter Schools Educational Trust (the 'Trust') believes that all staff should be treated fairly and equally. This policy has been implemented to assess the overall performance of support staff in the context of their job description, and their respective school's (or Trust's) overall development plan. All staff will have access to CPD and promotion. The Trust ensures that each member of staff's performance is reviewed, and targets are set annually.

This policy is designed to meet the following objectives:

- Assisting support staff in performing their roles to the best of their ability.
- Maximising the performance of support staff and monitoring their contribution to the school's overall objectives.
- Highlighting any potential areas for improvement and planning training and guidance to support with professional development and career acceleration.
- Providing a framework for management to support their team.

## Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- Employment Act 2002
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018

This policy operates in conjunction with the following Trust and school policies:

- Teacher Professional Development and Appraisal Policy
- Teacher Capability Policy
- Support Staff Pay Policy
- Privacy Notice for Workforce
- Data Protection Policy
- Staff Code of Conduct

## 1. Roles and responsibilities

The Headteacher (also read Head of School or Executive Headteacher, or CEO for central Trust staff) is responsible for:

- Ensuring the SLT and/or line managers set appropriate targets and conduct mid-term and full-term reviews for all support staff.
- Ensuring support staff understand the professional development and review process.
- Ensuring the professional development and appraisal process is conducted at the correct time and is reviewed and completed within an adequate time period
- Ensuring line managers discuss and agree objectives and training needs with each staff member who is subject to review.
- Supporting the staff member in their development.
- Monitoring the staff member and providing feedback when necessary.
- Delegating these tasks to the deputy Headteacher (or leader with similar seniority) when the Headteacher is unable to conduct the performance management process.
- Ensuring that feedback following the review process is constructive.

All members of support staff are responsible for:

- Understanding the professional development and appraisal process.
- Having a full understanding of the requirements of their job.
- Agreeing any changes to their job descriptions.
- Discussing and agreeing their objectives with their line manager or member of the SLT.

## 2. The Professional Development and Review Process

The annual objective-setting process for staff should take place in September, at the start of the academic year. Ahead of the review meeting, the support staff member ('staff member') will self-evaluate their knowledge, skills and experience against their job description and, where relevant, professional or nationally agreed standards.

The support staff member should use this self-audit to identify areas for professional development during the following academic year.

The staff member will bring their written self-audit to a planned meeting with their immediate line manager (the 'reviewer').

The reviewer will liaise with the staff member to agree a set of professional development objectives and any training or support needed to be successful for the coming year. The reviewer will consider the staff member's self-audit, departmental and school/Trust development plans.

The staff member should receive no more than three objectives for the year ahead and these will be agreed between the reviewer and staff member. Where the reviewer and staff member cannot agree on the objectives, the reviewer will make the final decision.

After a review meeting, the member of staff and their reviewer will prepare a 'Written Record of Agreed Objectives' (see Appendix 1). Once the record has been completed, it will be signed by both parties. A completed and signed form will be kept in the staff member's HR file.

At a mid-year point, the reviewer and staff member will revisit the written record of agreed objectives to evaluate progress and identify if further training and support is needed to ensure the staff member develops in line with the objectives set. Unless there is a concern about the staff member's performance no written record will be made of this meeting.

At the end of the academic year, the reviewer and the staff member will meet to revisit the written record of agreed objectives and evaluate the staff member's performance and professional development. The reviewer and staff member will also review the job description of the staff member and agreed changes will be made (see below section on job descriptions).

Any pay recommendations will be made to the Headteacher for school-based staff or CEO for central team staff.

### 3. Recording information and confidentiality

The completed and signed written record of agreed objectives and its review will be kept in the staff member's file. This will be kept in line with the Trust's Records Management Policy and Data Protection Policy.

The rules outlined in the Data Protection Act 2018 and UK GDPR will be always followed during the performance review process. All documents produced during this process will be treated with the strictest confidentiality, and in line with the Staff Code of Conduct.

Only authorised personnel will have access to the files and the staff member who was subject to the review will be told who has access. The following members of staff will have access to the files:

- The staff member concerned
- The CEO
- The Headteacher (or Head of School/Executive Headteacher for school-based staff)
- The Chair of Local Governors (under exceptional circumstances)
- The Chair of Trustees (under exceptional circumstances)
- The HR officer or School Business Manager (where these posts exist)

### 4. Job descriptions

After the review has taken place, the relevant Head of Department will review and update the existing job descriptions where necessary.

Any changes made to the job description must be agreed with the person who holds the position. Changes will be discussed and agreed towards the end of the performance review. A review of existing job descriptions will take place annually.

## 5. Professional Development and Appraisal monitoring

The Headteacher and CEO will regularly monitor or receive feedback regarding the performance and progress of support staff. Any agreed objectives will be referred to when measuring progress.

Where relevant for teaching support staff, lesson observations will take place, and these should be agreed upon beforehand. Lesson observations will only take place where it is relevant to the objectives and will be developmental in character.

## 6. Summary statements

The staff member being reviewed will have the opportunity to present a written response to the findings of any review. Any written statement will be required to include:

- Details of the staff member's objectives before and after the current review.
- A performance assessment, along with the last-up-date job description.
- A summary of the staff member's training development needs.
- A recommendation on pay progression, where relevant.

## 7. Support staff experiencing professional difficulties

If a staff member is struggling to perform at an acceptable level commensurate with their job description and experience, they should raise the issue with their line manager in the first instance.

Similarly, the line manager may also raise concerns about the performance of the staff member. The staff member and the line manager will meet informally and decide if the staff member requires a support plan. Typically, the line manager will make the decision as to whether the staff member requires a support plan to improve their performance. If a support plan is required, the plan addresses the following points:

- Gives clear feedback about the areas of concern.
- Gives the staff member the opportunity to make comments and discuss any concerns to establish the causes of inferior performance.
- Identifies any training needs.
- Clarifies the required standards.
- If appropriate, agree revised objectives.

Support staff will be kept on a support plan for one month, at which point their performance will be reviewed. If the staff member has made sufficient progress, they will be taken off a support plan.

If the staff member has not made sufficient progress, they will be subject to a capability meeting, at which it will be decided whether further support measures will be implemented, or if the individual should be considered for dismissal.

Support staff can also choose to raise professional difficulties with the senior leadership team, HR officers and the headteacher if they feel unable to speak to their line manager. In this instance, the headteacher may allocate a senior leader to complete the informal meeting and potential support plan if the staff members concerns are deemed valid.

## 8. Training

The school (and Trust) support staff CPD programme will be informed by the needs identified in the performance review of each support staff member.

Within schools, the Headteacher will ensure that the budget planning process, as far as possible, allocates appropriate resources to any training and support needs agreed for the support staff.

For centrally based staff, the CEO will ensure that the budget planning process allocates appropriate resources to any training and support needs agreed for these support staff.

Any training that is undertaken will be recorded and will form a part of the Headteacher's annual report to the Local Governing Body and the CEO annual report to Trustees.

## 9. Performance-related pay

The Trust's Support Staff Pay Policy establishes how pay decisions will be made in relation to performance-related pay.

Support staff will be set objectives that are specific, measurable, attainable, and not be so challenging that a work-life balance cannot be achieved. Objectives will have agreed timescales by when they will be achieved. Staff will not have to meet all objectives to progress one point annually within an agreed band, but progress against objectives will support performance and career development.

Members of staff who demonstrate exceptional progress against their professional development targets and can demonstrate significant additional impact of this work on school and Trust outcomes, can be considered for an additional point increase up to the value of two full points in any one year.

Pay progression will not be possible if the member of staff is at the top of their scale. Where required, jobs will be re-evaluated.

If a staff member does not receive pay progression, the Headteacher (or CEO) will provide a written explanation.

Staff can raise a formal appeal against the school in accordance with the Support Staff Pay Policy.

## 10. Monitoring and review

The CEO and Trust Board will conduct a review of this policy annually.

After the review is completed, a written record of the findings will be made and stored in the Trust central office.

The next scheduled review date for this policy is June 2023.

## Appendix 1 - Written Record of Agreed Objectives (and Review)

School information	
Name of School	
Name of Employee	
Reviewer and Job role of Reviewer	
Dates for setting objectives and review	

Performance objectives	
OBJECTIVES	What does this look like when successfully achieved?
Objective 1:	
Objective 2:	
Objective 3 –	
Signature of member of staff:	
Signature of reviewer:	
Date	
July – final review comments about progress towards targets	
Signature of member of staff:	
Signature of reviewer:	