



Appraisal Policy Support Staff

**This Appraisal Policy has been approved and
adopted by the Xavier Catholic Education Trust
To be reviewed in January
2027**

Committee Responsible: HR Committee

Xavier Catholic Education Trust Mission Statement

Our mission is to provide an outstanding Catholic education for all the children in our schools. We will follow the example and teachings of Christ and everything we do will be inspired by gospel values. We will strive for excellence in all areas of our work and cherish every child in our care.

Purpose

The purpose of this policy is to ensure that the work performance and learning needs of support staff are managed effectively and fairly.

It aims to ensure that the Xavier Catholic Education Trusts ambitions and targets, as embodied in each school's development plan, are reflected in the appraisal of work performance and the planning which takes place to ensure the appropriate continuous development of all staff.

Application

This policy applies to all support staff at the school except those who are not employees (e.g. casual workers, agency staff) or those serving a probationary period. Support staff who are engaged on a temporary or fixed term contract likely to last for less than one year will have their performance managed in accordance with the principles underpinning this policy, although the process will be adjusted to take into account the known or likely duration of the contract.

Xavier Catholic Education Trust is mindful of its obligations under the Equality Act 2010 and this policy will be applied fairly and consistently to all support staff, with the exceptions outlined above.

Policy

The Xavier Catholic Education Trust recognises that employees perform most effectively when they have clear expectations of their job role and purpose, their objectives and performance criteria, and of the wider school development plan.

The Xavier Catholic Education Trust aims to ensure that every employee has a performance appraisal meeting at least once in every 12 months, at which previous performance and learning will be reviewed and objectives for the future will be set. The performance cycle should be completed prior to March of each year to enable pay progression recommendations to be made, in line with the pay policy.

The Xavier Catholic Education Trust will expect line managers to meet with staff on a regular basis to discuss progress towards objectives set at the annual appraisal meeting, to discuss work programmes, and to raise any other work-related issues.

The Xavier Catholic Education Trust will ensure that managers and staff have access to appropriate training and development to enable them to carry out their roles effectively.

Underperformance of a member of staff will be addressed through the Xavier Catholic Education Trusts procedures for the management of capability, during which time this policy will be suspended.

Roles and Responsibilities

The overall responsibility for employee appraisal within the school rests with the Local Governing Committee. The Headteacher is expected to ensure that staff appraisals are carried out within the school.

The Local Governing Committee is responsible for monitoring the overall operation and effectiveness of this policy and for its periodic review.

Line managers / appraisers are responsible for:

- Ensuring that new employees have work objectives set as part of induction.
- Conducting appraisals of staff at least once per year in line with this appraisal policy.
- Meeting employees on a regular basis to review progress (one-to-one or supervision meetings).
- Meeting with employees to discuss training and development needs linked to the effective delivery of the job role, achievement of objectives and career aspirations.

Employees are responsible for:

- Taking an active role in reviewing their own performance and objective setting.
- Engaging with and taking responsibility for their own learning and development.

The Appraisal Meeting

The appraisal meeting will be pre-arranged between the line manager (or performance appraiser if different) and the member of staff concerned. Usually at least one hour should be set aside for the meeting, more if the role is complex or if circumstances suggest this would be useful. The appraisal meeting should be conducted privately and therefore a quiet room should be booked for the purpose.

The appraisee is expected to prepare for the meeting and a self-review form is available for the appraisee to complete in advance of the meeting. Its completion is not compulsory but is recommended as an aid to preparation.

Appraisers are also expected to prepare before the meeting, although the process of informal evidence gathering should be ongoing throughout the year in order that the appraiser can make an informed judgement about performance, using examples. For learning support assistants, relevant evidence might consist of student work or progress data. For other support staff there may be evidence from project documentation or from co-workers, customers (e.g. 360 reviews, parents, other service users) or managers which can feed into the process.

Relevant occupational or professional standards may be used as a backdrop for the appraisal discussion where appropriate.

Objective Setting and Assessment

The appraisal meeting will consider past performance but also consider appropriate objectives for the following appraisal period.

It is recognised that the process of objective setting will be more appropriate to some support staff roles than others and that therefore it may not be practicable in all cases to set formal objectives, alternatively team objectives may also be set where relevant.

Objectives will, where possible, relate to the school's plans for improving educational provision where relevant to the individual's role; otherwise (or in addition) they may relate to progress in a specific task and/or professional development. They may be individual, team-based or whole school objectives.

Objectives should be challenging but also achievable, bearing in mind the member of staff's role and number of hours, as well as what might reasonably be expected of others in that position.

At the end of the appraisal cycle, the previous year objectives will be reviewed and where relevant inform pay progression (see pay policy). If the review highlights performance concerns at any point in the cycle, an informal improvement plan may be put in place or a recommendation to move to the capability procedures.

The Appraisal Form

Following the meeting, the appraiser will complete the appraisal form and provide a copy initially to the appraisee to allow him/her to comment on the content before it is finalised. If the appraisee does not agree with the content, he/she should initially discuss this with the appraiser. If this fails to achieve an outcome the appraisee is satisfied with, he/she may raise the matter with the appraiser's line manager or the Headteacher. In the event of continued dissatisfaction, the employee may seek to raise the matter formally, in accordance with the Trust's grievance procedure. Where the appraiser is the Headteacher, disagreement over the content of the completed appraisal form may be referred to the Chair of Governors.

Learning and Development

Identified learning and development needs will be collated to inform local plans for professional development activities. Needs will be prioritised by the Headteacher, bearing in mind the extent to which the identified CPD will support the school's development plan and is needed in order for the member of staff to achieve his/her set objectives. The school's priorities will ultimately take precedence when dealing with competing demands on the school's budget.

Engagement with Appraisals and Informal Reviews

All staff and line managers are encouraged to take responsibility for their own role within the appraisal process. Failure to engage with performance review may lead to a lack of clarity over job role, learning needs or expected standards of performance, resulting in underperformance and impact on the information required to make pay progression recommendations where relevant.

Confidentiality

The appraisal interview is essentially a private conversation between appraiser and appraisee in which both parties should feel able to speak openly and honestly about performance, the work environment, support received and any other relevant matters. The member of staff should state in the appraisal meeting if there are any particular areas of the discussion which they would wish to remain confidential and not recorded on the form.

Data Protection

When conducting an employee's appraisal, the Trust's processes personal data collected in accordance with its data protection policy. Data collected by the school as part of the operation of the appraisal process is held securely and accessed by, and disclosed to, individuals only for the purposes of managing his/her appraisal or to quality assure the operation and effectiveness of the appraisal system. Inappropriate access or disclosure of employee data constitutes a data breach and should be reported in accordance with the data protection policy immediately. It may also constitute a disciplinary offence, which will be dealt with under the school's disciplinary procedure. Appraisal forms will be retained by the employee, and a school copy placed in the personnel file.

Status of Policy and Review

The content and operation of this policy is reviewed as and when deemed necessary by the Governing Body. The policy is discretionary and does not confer any contractual rights.

Appendix – Template for Appraisal record

Professional Development / Appraisal – Summary

Name

Role

Performance management meetings are held on a regular basis between staff, their team and line managers. These meetings are not formally recorded. As part of the XCET Appraisal policy a formal review and planning meeting is held once a year and summarised below.

Before the meeting please complete the self - evaluation questions:

1. What are the aspects of your role this year that you feel have been particularly successful (think of at least 3)?

2. Are there any areas of your role that you have found difficult or have been less successful than you wanted?

3. How would you like to develop your career moving forward, what would you need in terms of training or different experiences/opportunities?

4. How well have you managed the balance between work and home life and your well-being?

Line manager

Evaluation of previous year
Complete prior to the meeting:

1. Areas that have gone well

2. Any area that could be improved related to Job role?

Pay progression (only complete if eligible for progression on pay range)

- 1. Pay progression recommended - Yes
- 2. No - improvement plan attached

Targets for this year

- 1. Team target
- 2. Personal target
- 3. Additional target
- 4. Well-being target

Signed.....