



**THIS POLICY COVERS ALL ACADEMIES/SCHOOLS WITHIN
ARDEN MULTI-ACADEMY TRUST**

Name of Policy	Appraisal –Associate Staff Policy	
Lead	Martin Murphy, CEO	
Governor Committee	Business & Personnel Committee	
Policy Status	Reviewed	2007
	Awaiting Governor Approval	No
	Governor Approved	7 th December 2021
Version No.	2	
Review Frequency	1 year	
Next Review	Autumn Term 2022	
Reviewed	Summer term 2015	
	February 2018	
	September 2019 – minor amendments to reflect Trust status	



HENLEY-IN-ARDEN
SCHOOL

Appraisal and pay progression guidelines

Appraisal is intended to support the development of all associate staff, to improve performance and to raise standards. Pay progression is considered as part of annual review and is a reflection of performance. Pay progression is not automatic.

Pay appraisal increases are actioned from 1st April in each year. However, actual pay increases follow the timing recommendations of the National Joint Council for Local Government Services (NJC). Review meetings take place in line with the teaching staff at start of the autumn term and all reviews must be completed by the advertised date.

In reviewing any member of staff's performance the performance indicators below should be used.

(a) Standards of Performance	The level to which an employee must perform the basic elements of the job (eg. the day-to-day quality and quantity of work)
(b) Targets	Performance against specific aims and objectives
(c) Flexibility and Contribution	The flexibility and wider contribution of an employee beyond the confines of the job
(d) Personal and Professional Conduct	The expectation that staff demonstrate consistently high standards of personal and professional conduct

In carrying out the performance review, the line manager/appraiser should:

- (a) Agree with the appraisee standards of performance relevant to the appraisee's post/job description;
- (b) Agree specific SMART targets which should be related to the School Development Plan/Department Action Plan where possible;
- (c) Consider the flexibility and wider contribution of the appraisee drawing on documented evidence to make an objective assessment. Line managers should encourage members of staff to keep a record of such contributions and to do so themselves;
- (d) Consider the personal and professional conduct of the appraisee.

Core standards/behaviour

It is strongly recommended that the number of standards agreed should not exceed a maximum of six while the number of targets should not exceed three, of which one should be a personal development target and one a service improvement target.

Both the line manager/appraiser and the appraisee are encouraged to keep supporting information. On completion of the annual review, the Appraisal and Development record (See Appendix 1) should be completed by the appraiser with the appraisee adding his/her comments.

Targets

A target or objective is a clear, precise format of what the employee wants to achieve sometime in the future. It has two parts: a forecast of the end result and indicators of success. Targets should be challenging, or pitched at a level of achievement where the employee is going to have to strive in order to achieve it. They should be:

- **Specific** - they should have an end result and should be unambiguous
- **Measurable** - they should ideally have precise indicators of success, both in terms of quality and quantity - however, this is not always possible
- **Agreed** - they must be realistic and both parties agree that they will be achievable
- **Aligned** - they should be in line with the overall context within which we are operating
- **Relevant** - they must be relevant to the job and to the Academy's plans
- **Timed** - they must have an end date

When considering achievement of objectives it is important to discuss the way that they were achieved. The following is a checklist of aspects to consider:

- **Job-related skills** e.g. professional/ technical/ administrative expertise, financial skills, IT skills
- **Communication skills** e.g. written communication, letters, reports, oral communications
- **Inter-personal skills** e.g. telephone skills, customer skills, team relationships and working
- **Self-management** e.g. personal organisation, time management
- **Judgement** e.g. decision-making, political sensitivity
- **Management of staff** (where appropriate)

Flexibility

Examples of flexibility and contribution may include:

- Contribution to team working and development
- Adapting to change and the changing needs of the school
- Covering for colleagues as required within the normal working week
- Demonstrating initiative, pro-activity and enthusiasm
- Demonstrating innovation within the work area concerned
- Willingness to learn and develop
- Willingness to share knowledge
- Working beyond the normal expectations of the job role
- Being flexible in accordance with the Flexibility Operating Principles (undertaking tasks at short notice and responding to operational emergencies)

Personal and professional conduct

To uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school by:

- Treating staff and students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a professional's position;
- Having regard for the need to safeguard students' well-being, in accordance with statutory provisions;
- Showing tolerance of and respect for the rights of others;
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs;
- Ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law;
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards in their own attendance and punctuality.

Associate staff pay progression criteria

	Criteria	✓
A Performing well above expectation Recommendation +2	<ul style="list-style-type: none"> • Has consistently performed role exceptionally well • Has met all 3 targets • Has demonstrated a positive willingness to adapt to change • Treats everyone with respect, consideration and in a professional manner at all times • Make a highly significant contribution which clearly benefits the school community in line with the School Mission Statement and the SDP • Continually evaluates own performance and seeks to improve • Continually contributes flexibly and beyond the confines of the job • Demonstrates consistently high standards of personal and professional conduct 	
B Performing in line with expectation Recommendation +1	<ul style="list-style-type: none"> • Performing role well • Has met all 3 targets • Demonstrates a willingness to adapt to change (and changing priorities) • Treats everyone with respect, consideration and in a professional manner • Makes a significant contribution which clearly benefits the school community in line with the School Mission Statement and the SDP • Continually contributes flexibly and beyond the confines of the job • Demonstrates consistently high standards of personal and professional conduct 	
C Performing adequately	<ul style="list-style-type: none"> • Generally performing role to an acceptable level • Has not necessarily met all 3 targets • Demonstrates a willingness to adapt to change (and changing priorities) • Treats everyone with respect, consideration and in a professional manner • Contributes flexibly and beyond the confines of the job 	

	<ul style="list-style-type: none"> • Demonstrates high standards of personal and professional conduct 	
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When the formal review cycle is completed, all documentation should be completed and sent to the Associate Headteacher. The governors' Personnel Committee will then be advised of the outcomes. Subsequently the governors' Personnel Committee will make the final decision on performance pay increments.

NB: There must be at least one progress meeting, normally in March, between the 'target setting' meeting and the annual review in order to monitor progress. This should be documented on the relevant form (see Appendix 21) and that form provides part of the evidence.

Additional guidance

Additional guidance to support the appraisal discussion is given in Appendix 3.

Appendix 1
Associate Staff – Appraisal

2021/22

Name

	Target	Final Review
1		
2		
3		

General Training Needs:

Signed

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Appraisee

.....
Manager

.....
Moderator

Associate Staff – Final Review of Core Standards/Behaviours (Appraisee to supply evidence)

	Core Standards/Behaviours	Met	Working Towards
1	Demonstrates a willingness to adapt to change (and changing priorities)		
2	Treats everyone with respect, consideration and in a professional manner		
3	Continually evaluates own performance and seeks to improve		
4	Standards of Performance - Has performed the basic elements of the job (the day-to-day quality and quantity of work)		
5	Flexibility and Contribution – Contributes flexibly and beyond the confines of the job		
6	Professional Standards – Demonstrates high standards of personal and professional conduct		

Manager Recommendation (manager to tick appropriate category)

	Criteria	✓
A Performing well above expectation Recommendation +2	<ul style="list-style-type: none"> • Has consistently performed role exceptionally well • Has met all 3 targets • Has demonstrated a positive willingness to adapt to change • Treats everyone with respect, consideration and in a professional manner at all times • Make a highly significant contribution which clearly benefits the school community in line with the School Mission Statement and the SDP • Continually evaluates own performance and seeks to improve • Continually contributes flexibly and beyond the confines of the job • Demonstrates consistently high standards of personal and professional conduct. 	✓
B Performing in line with expectation Recommendation +1	<ul style="list-style-type: none"> • Performing role well • Has met all 3 targets • Demonstrates a willingness to adapt to change (and changing priorities) • Treats everyone with respect, consideration and in a professional manner • Makes a significant contribution which clearly benefits the school community in line with the School Mission Statement and the SDP • Continually contributes flexibly and beyond the confines of the job • Demonstrates high standards of personal and professional conduct 	✓
C Performing	<ul style="list-style-type: none"> • Generally performing role to an acceptable level • Has not necessarily met all 3 targets 	✓

adequately	<ul style="list-style-type: none"> • Demonstrates a willingness to adapt to change (and changing priorities) • Treats everyone with respect, consideration and in a professional manner • Contributes flexibly and beyond the confines of the job • Demonstrates high standards of personal and professional conduct 	
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Supporting Evidence for Pay Progression (Category A)

(NB Appraiser to supply evidence for manager's recommendation)

Signed

Appraiser

Signed

Manager

.....

Date

Signed

Moderator

.....

Date

Pay Progression Outcome (Moderator to tick if appropriate)

+2 Awarded		+1 Awarded	
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Signed

Moderator

.....

Date

Signed

Governor

.....

Date

Appendix 2

Associate Staff Appraisal - Interim Review

March __

Name

	Target	Interim Review
1		
2		
3		
Additional Comments		

Signed

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Appraisee

.....

Manager

Appendix 3

GUIDANCE FOR LINE MANAGERS AND EMPLOYEES

PRE-DISCUSSION PREPARATION CHECKLIST

The aim of this checklist is to help you both:

- Plan a structured discussion covering a range of factors and to discuss an employee's performance in relation to meeting key objectives previously identified, or since starting the job;
- To discuss how the manager's performance affects the employee;
- Set key priorities and objectives for the next 12 months;
- Identify competencies needed and discuss what training and development is needed to meet those objectives and support improved performance;
- To have an open and honest discussion about all aspects of the job;
- To discuss longer term career and personal development.

REVIEWING PERFORMANCE

When considering achievement of objectives it is important to discuss the way that they were achieved. The following is a checklist of aspects to consider:

- **Job-related skills** e.g. professional/ technical/ administrative expertise, financial skills, IT skills
- **Communication skills** e.g. written communication, letters, reports, oral communications
- **Inter-personal skills** e.g. telephone skills, customer skills, team relationships and working
- **Self-management** e.g. personal organisation, time management
- **Judgement** e.g. decision-making, political sensitivity
- **Management of staff** (where appropriate)

FOR EMPLOYEES

To help with the discussion think beforehand about the following questions:

- What has gone well over the last 12 months?
- What has not gone so well?
- What should the priorities be for the next 12 months?
- What development needs are necessary in order to achieve objectives?
- What could the employee or the manager do differently in order to help effectiveness?
- Are you happy at work?
- What progress has been made on priorities and objectives since the last meeting?

- If they have not been achieved, why is this?
- Are there new priorities and objectives that need to be included or any amended?
- What learning and development activities have taken place since you last met and how have they contributed to the achievement of the objectives and performance standards?