

Viking Academy Trust



Appraisal Policy: Support Staff

Approved by the Trust: Term 1

Reviewed every three years unless statutory requirements dictate otherwise. This is not a statutory policy

Last review date: Term 1 2024.

Signed



Chair of Trust

Appraisal Policy: Support Staff

The Viking Academy Trust

Empowering Children Through Education: One Childhood One Chance

Schools in the Viking Academy Trust (VAT)

Chilton Primary School
Ramsgate Arts Primary School
Upton Junior School

This Appraisal Policy: Support Staff is for all aforementioned schools and staff working trust-wide.

POLICY RATIONALE

This Policy explains the appraisal system at the Viking Academy Trust. The Board of Trustees note that there is no nationally agreed system of Support Staff* appraisal but directs that the Appraisal system for members of the Support Staff is comparable to that for teaching staff where appropriate and that changes to the Policy should be made in consultation with the Support Staff. * Viking employees paid on Kent Range

The aim of appraisal in educational organisations is to improve the quality of education for the pupils through the development of staff and to bring about specific benefits for the individual and for the school/trust.

This Policy is designed to recognise the contribution each member of the Support Staff makes to the Viking Academy Trust by noting individual achievements and agreeing future areas of development.

ROLES AND RESPONSIBILITIES

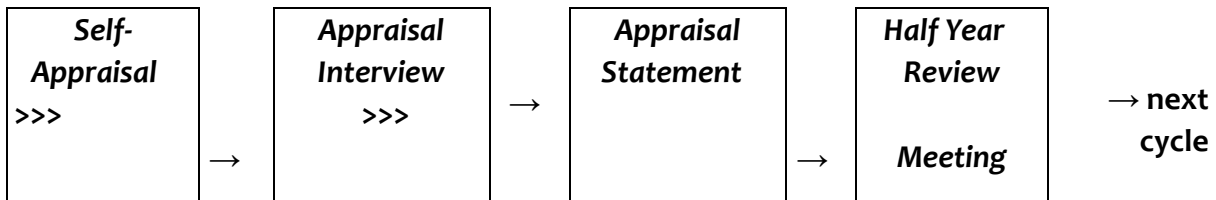
The Executive Headteacher (EHT) / Director of Education (DoE) will oversee the performance appraisal process for all support staff with delegated responsible to Heads of School / Central Leader. The Personal and Appraisal Committee (PA Committee) has been appointed by the Board to monitor the operation of the appraisal system.

Where the appraisee works for the Viking Academy Trust under more than one contract of employment, appraisal will take place for the primary contract, with reference made to the additional roles where appropriate. This will allow potential developmental needs to be explored for all posts contracted for during the appraisal cycle.

THE CYCLE

Support Staff Appraisal takes place within the context of the School Improvement and the School SEF, which in turn relate to national initiatives, as well as to the most recent Ofsted report. It is an ongoing event, comprising four stages:





The annual cycle links with the planning for School Improvement Plan. Professional development objectives are to be considered when the school's overall priorities for all staff development are set.

The whole cycle is to be completed by the end of the Summer Term each academic year. Appraisers and appraisees are to agree the timing of the Appraisal under the direction of the Head of School / Central Team leader.

THE CYCLE STAGE ONE

Preparation for the Appraisal Interview - Self-Appraisal. The self-appraisal provides an opportunity for Appraisees to reflect upon their work, to consider positive and negatives aspects of it, and to identify development needs. Prior to the Appraisal Interview each Appraisee is to complete the Self-Appraisal form (Appendix 1) and pass it to their Appraiser at least one week before their initial meeting. The HR department will share updated copies of the Job Descriptions every 3 years (unless role changes deem necessary within the time frame stated).

THE CYCLE STAGE TWO

The Appraisal Meeting: Successful appraisal meetings require careful preparation, are given adequate and uninterrupted time, keep to an agreed agenda and are conducted in a calm atmosphere of mutual trust and confidence. The agenda is to comprise of:

- a. An introduction by the Appraiser to clarify the purpose of the meeting.
- b. A discussion centred on the Appraisee's job description.
- c. The Appraisee's answers to the questions in the Self-Appraisal Form.
- d. A review of the Appraisee's targets*. At the start of the second and subsequent cycles, a review of the appraisee's performance in achieving their appraisal targets is to be carried out. * for education support staff this takes place in July /prior to 25th September.
- e. A review of the CPD undertaken by the Appraisee in the previous twelve months. In addition, the professional development needs of the Appraisee for the next Appraisal cycle should be discussed and recorded.
- f. Any other points either party may wish to discuss.

Non-Teaching staff will each have an appraisal report in line with VAT policy. The format of the appraisal report will be shared with staff groups at the start of the appraisal cycle. All staff should be assessed against the set of standards appropriate to the role they hold within the Trust.

Either party may record notes during the interview.

THE CYCLE STAGE THREE

The Appraisal Statement: The appraisee is responsible for record keeping and any evidence. Individual targets are to be reviewed for the previous year's appraisal and new targets are to be set for the following academic year. In addition, the Appraiser is to comment on the overall performance of the Appraisee. Completed self-appraisal forms should form part of the documentation.

Job Description. Any changes to a Job Description agreed at the appraisal meeting are to be recorded in writing and submitted to the Executive Headteacher / HR Director for approval. If the changes are approved, the HR Director is to give the Appraisee a copy of the new job description.

THE CYCLE STAGE FOUR

Approximately halfway through the annual cycle, the Appraiser and Appraisee are to arrange a brief meeting to discuss progress against the agreed aims and ensure they remain relevant.

ACCESS TO OUTCOMES

The appraisal statement is a personal and confidential document. The principles and provisions of the Data Protection Act of 2018 and the GDPR are to be followed at all times by those who have access to the documents. An Appraisee may request that no electronic record of her or his statement be retained by the appraiser.

The Executive Trust Leaders / trustees responsible for taking decisions, or making recommendations, regarding pay, promotion, dismissal or disciplinary matters may request access to a copy of an appraisal statement. The trust is to retain each appraisal statement for six years in accord with the Data Retention Policy.

TRAINING AND SUPPORT

The line manager for the Appraisee is to identify the training and development needs of each Appraisee from their Appraisal Statement and share with Head of School / Central leader. The EHT / HoS will consider making provision in the budget for any training and support agreed for appraisees.

When the provision of CPD is subject to budgetary restriction, a decision on relative priority will be taken with regard to the extent to which:

- a. The CPD identified is essential for the Appraisee to meet their objectives.
- b. The training and support will help the school to achieve its priorities. The school's priorities are to take precedence. Appraisees are not to be held accountable for failing to make good progress towards meeting their objectives' success criteria where any support recorded in the planning statement has not been provided.

COMPLAINTS



Appraisees are entitled to complain about the way their appraisal is being conducted. Complaints are to be made in writing to their Appraiser within seven working days from the declared point of dissatisfaction. If the Appraiser is unable to resolve the problem to the satisfaction of the Appraisee then the Appraiser is to raise the concern with either the Head of School, Central Leader or member of VELT (Viking Executive Leadership Team). Where the Appraiser is the Head or other senior leader, the Appraisee may raise the concern with the Chair of Governors/ Chair of PA committee. If the matter has still not been resolved, the Appraisee is to write to the Chair of Governors/PA Committee to request a formal review. The Review Officer (as appointed by the Chair or Vice Chair of the PA Committee is to investigate the complaint. The Review Officer should conduct the review within ten working days of referral and has the following options: to make no change to the appraisal statement, to add observations, to make amendments or to declare it void and order a new appraisal.

MONITORING AND EVALUATION

The Head / Central Leader is to discuss progress with the DoE/EHT and report to the LAB and Board annually on the effectiveness of the Support Staff Appraisal procedures.

Appendices:

1. Appraisal Timeline
2. Support Staff Self-Appraisal Form (Education)
3. Support Staff Self-Appraisal Form (Admin/Central/Premises).

Appendix 1: Appraisal Timeline

Date	Action
Term 6/1	Appraisal meeting held to review the appraisal period across the academic year to date (term ₁ 1-6). Finalise appraisal report. Appraisal reports shared with Heads of School. Moderation/QA take place by DoE/EHT
Term 1	First day of autumn term Appraisal cycle begins
Terms 1,2	Appraisal Meetings: Targets setting. CPD discussed. JD reviewed where appropriate.
Terms 3,4	Mid-year meetings held to review progress
Throughout the year	Formal and drop-in observations and monitoring take place, constructive feedback is provided (for education support staff roles)
Term 6	Review of targets. Appraisal paperwork completed (for education support staff roles)