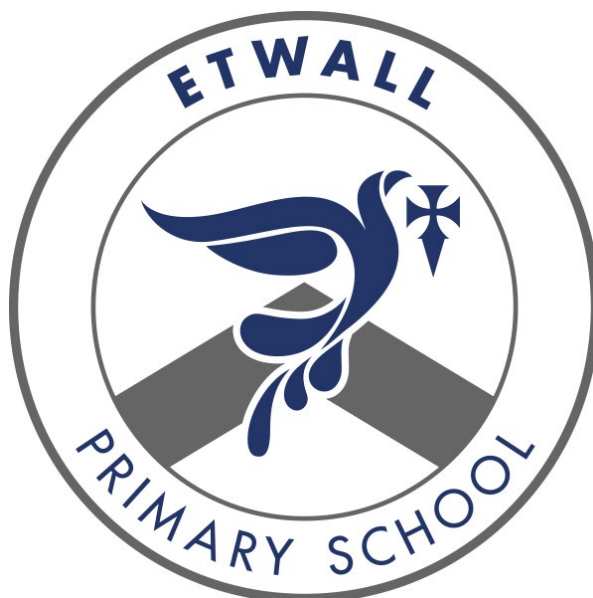


Document owner	Etwall Primary School	Approved by:	Full Governing Board
Author:	DCC	Full Gobs Minute Number:	85/24-25/rr
Version:	September 2025	Next Review	September 2027
Chair of Governors	Zoe Poynton	Signed by Headteacher	
This policy has been reviewed on 25/06/2025 and has been impact assessed in the light of all other school policies and the Equality Act 2010.			



School Support Staff Appraisal Policy



Date Last Updated	Confirmed Current
7 th March 2024	Sept. 2024

FOREWORD

This new document has been the subject of formal negotiation and consultation with the recognised Trade Unions and Professional Associations and was agreed and adopted by the Schools' Joint Consultative Committee.

The document replaces the School Support Staff Review & Development Policy which was provided in July 2011. Please ensure that you destroy all copies of the 2011 policy that you may have in school.

The update policy includes:

- The expectation that all support staff meet a set of core values and behaviours:
 - Build and sustain professional relationships
 - Show respect
 - Be committed to continuous development
 - Commitment to safeguarding
- An Informal Structured Support and Monitoring Procedure which enables managers to address any concerns about performance informally, hopefully mitigating the need for any formal competence procedures.
- Examples of an abbreviated appraisal from which schools could adopt in some circumstances to ensure all support staff have access to regular professional dialogue with their manager which is genuine and proportionate.
- General updating in terminology and references.

The policy is recommended to the Governing Boards of all Maintained Schools where the Local Authority is the employer and to the Governing Boards of those Academies, Aided and Foundation Schools which purchase the Human Resources Advisory Services. The basis of the recommendation is that the model policy sets out a framework for a clear and consistent assessment of the overall performance of all support staff and for supporting their development within the context of the School's Improvement plan, the standards expected of each employee and their own professional needs. It does not link to pay and it is not intended to be punitive.

When implementing this Policy Schools should work flexibly within existing school structures and responsibilities to build on existing practice. Any introduction of a new or revised approach to support staff review and development discussions should be undertaken only after the proper consideration of workload implications has taken place and in consultation with all staff involved. The operation of the appraisal process should not add to the workload of any individual.

The Governing Board needs to formally adopt the policy. The Governing Board of any school wishing or intending to adopt an alternative policy must conduct its own formal consultations with trade union representatives and staff.

Once adopted, you should ensure that all support staff are familiar with the new arrangements. Staff responsible for the appraisal of support staff should also have received the appropriate support and training to undertake this role.

March 2024



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1. Introduction

The school recognises the importance that each individual member of staff plays in the provision of excellent quality education for our students. The school is committed to making available to all staff high quality performance appraisal which will provide an opportunity to review, reflect and celebrate success. Support staff appraisal will through professional development and training opportunities assist all support staff to work to a high standard and achieve their full potential.

The school is committed to ensuring that support staff understand the core values and behaviours that are expected of all support staff.

Support staff are expected to:

- Build and sustain professional relationships
- Show respect
- Be committed to continuous development
- Be committed to safeguarding

The core values and behaviours are defined in Appendix 1.

2. Purpose

Appraisal in this school will be a supportive and developmental process, intended to foster professional dialogue between colleagues and designed to ensure that all support staff have the skills and support they need to carry out their role effectively. It will contribute to ensuring that all support staff are able to continue to improve their professional practice and to develop. There is no link between appraisal and salary progression for support staff.

This policy sets out the framework for a clear and consistent assessment of the overall performance of all support staff and for supporting their development within the context of the School's Improvement Plan, the standards expected of each employee and their own professional needs.

Assessment against the school's core values and behaviours is an Integral part of the appraisal process.

The policy is intended to reflect the principles of fairness, equity and confidentiality.

To support the continuous development of all support staff within the school, the support staff appraisal process involves:

- Reviewing performance of the core values and behaviours.
- Reviewing past performance against principal areas of accountability and previous objectives.

- Identifying obstacles that may be affecting performance.
- Setting future objectives, both personal and operational.
- Identifying, agreeing and planning training and development needs.
- Agreeing a plan of action for the future.

The effective operation of a support staff appraisal process can increase staff engagement by providing individuals with the opportunity to:

- Gain a clear picture of what is expected of them.
- Discuss priorities and be given clear direction.
- Discuss perceived strengths and areas for development and to receive feedback on performance.
- Feel heard and respected.
- Be offered constructive guidance on attaining agreed objectives.
- Discuss their future professional development and training needs.
- Identify any areas of difficulty and learn from past experiences

3. Application of the Policy

The policy applies to all support staff employed by the school, except those on contracts of less than one year.

It may be appropriate in some cases to use an abbreviated appraisal process. This would involve the use of an assessment grid like the ones suggested for Mid-Day Supervisors or cleaners attached as Appendix 2. An assessment grid can be developed by identifying the key competences from the job description/ person specification and job family profile and any occupational standards. The principles outlined below should be followed in a proportionate way to ensure that all staff have the opportunity to reflect on their performance, celebrate their achievements and engage in professional dialogue regardless of their role or the number of hours that they work.

4. Roles and Responsibilities

Governing Board

- Review the support staff appraisal policy on a regular basis.
- Review the operation of the support staff appraisal policy upon receipt of the Headteacher's report on the operation of the policy.

Headteacher

- Ensure the implementation of appraisal planning and review meetings for any support staff managers for whom they are responsible.
- Secure commitment to support staff appraisal for whom they are responsible.
- Set and sustain high standards for Appraisers carrying out reviews to ensure a collective, consistent approach.
- Ensure that all planning and review statements are consistent between those who have similar experience, roles and levels of responsibility.
- Ensure that all planning and review statements comply with the policy and any relevant equality legislation.
- Ensure that the Governing Board are provided with an annual report on the operation of the support staff appraisal policy

Appraiser

Hold an appraisal planning and review meeting each year, and an interim review meeting with each of the staff members for whom they are responsible, as reviewer, within the appropriate timescale.

- Maintain a professional dialogue throughout the year to ensure the action plan is implemented.
- Treat each employee in a fair and objective manner when assessing performance identifying development needs and agreeing objectives.
- Follow up any agreed actions arising from the meetings.
- Ensure that a written record of the discussion is completed on the school's agreed format. A model appraisal planning and review statement is available as appendix 3
- Identify opportunities and support so that staff members can develop any skills/knowledge necessary to achieve their agreed objectives.
- Provide the training and development needs agreed to the CPD Co-ordinator so that they may take an overview of the provision of appropriate training to individuals and groups of staff.

Appraisee

- Actively participate in the appraisal process remembering to draw upon existing records to acknowledge what has gone well
- Undertake any appropriate learning and development activities to support the achievement of the agreed objectives. (See paragraph 5 - Development and Support)
- Report any difficulties in undertaking key responsibilities, fulfilling objectives or accessing relevant CPD to the Reviewer without delay.

5. The Appraisal Process

Appointing Appraisers

The Headteacher will decide who will appraise support staff in the school. It is anticipated that appraisers will be those who hold some management role in relation to the individual's role and have an understanding of the appraisee's duties and responsibilities. The nominated appraiser will hold an appropriate position in the staffing structure and have the necessary, knowledge, skills and experience to undertake the role. It should be noted that the line management and appraisal of support staff in the classroom will not form part of the expectations of a classroom teacher unless this duty is included in the Job description of a TLR postholder.

If, for any reason, the nominated appraiser feels unable to conduct the role, an appropriately experienced alternative colleague may be appointed.

Where an individual has a concern about their nominated appraiser, they may write to the Headteacher, giving reasons. Where legitimate concerns are raised these will be carefully considered by the Headteacher and an alternative appraiser may be offered, if possible.

Where an individual is experiencing difficulties that relate to performance and the Headteacher is not the appraiser the Headteacher may undertake the role of appraiser.

Consideration should be given to the number of individuals allocated for each appraiser to appraise ensuring that this is not excessive in the context of the appraiser job role and workload.

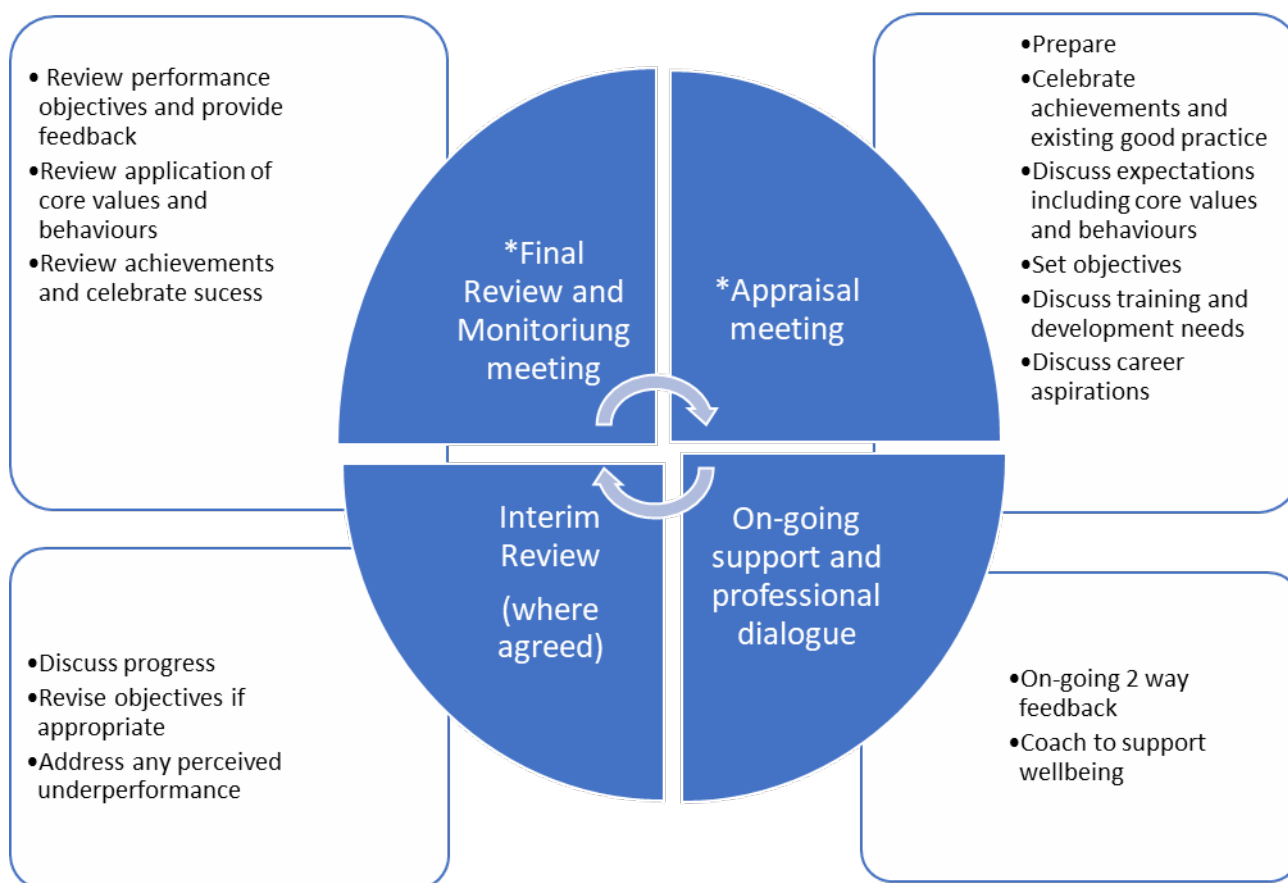
Appraisal Period

The appraisal period will normally run for twelve months. The appraisal cycle should link to the objectives outlined in the School Improvement Plan.

Employees who are employed on a fixed term contract of less than one year will have their performance managed in accordance with the principles underpinning this policy. The length of the period will be determined by the duration of their contract.

Where an employee starts their employment at the school part-way through a cycle, the Headteacher shall determine the length of the first appraisal cycle, with a view to bringing the cycle into line with that for other support staff at the school as soon as possible. The targets should reflect the length of the appraisal cycle.

Appraisal Cycle



- The final review meeting of one cycle and the initial appraisal meeting of the next cycle can take place at the same time

The Appraisal Meeting

The appraisal meeting will enable the line manager to:

- Gain a greater insight into the way the appraisee works and performs.
- Understand the job-holder's potential, needs, strengths and weaknesses.
- Celebrate success and motivate the appraisee for the future.
- Develop the appraisee by agreeing future objectives commensurate with grade and pay
- Identify training and development needs, particularly for those in new or changing circumstances.
- Apply a consistent approach to guidance and encouragement.

The appraisal meeting should be planned in advance. Appraisers will normally give at least 10 days' notice of a review meeting to enable their appraisee to prepare. The meeting should take place in a confidential and quiet location, which is free from interruptions and disturbance. Sufficient time should be set aside for the meeting. This meeting will be held within normal contracted working hours, wherever possible and will in all circumstances be paid.

The Appraiser should prepare by ensuring that they have a copy of the following documents:

- School Improvement Plan
- Job Description
- Previous appraisal document.

The appraiser should prepare for the appraisal meeting, by reviewing the objectives set during the previous appraisal cycle and considering what evidence is available to demonstrate progress.

The meeting will consist of:

A review of the previous year

- A reflection on the previous year.
- An assessment of the core values and behaviours.
- A review of progress with respect to the objectives set and discussion about evidence provided to demonstrate success.
- A discussion about any development that has taken place and how this has assisted an individual in their role.

An action plan for the year to come

- Set/agree objectives, relevant to the appraisee's grade and role and linked to the School Improvement Plan where possible and appropriate.
- Discuss and agree the evidence to be collected.
- Identify success criteria.
- Identify the support/training to be provided.

Objectives for each individual will be set at the start of each appraisal period. The objectives set for each individual, will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the individual's role and level of experience.

It is good practice for the number of objectives not to exceed 3. The number should be proportionate to the role and the number of hours worked. It is recognised that some objectives incorporate greater scope and breadth than others.

In setting the objectives, appraisers will have regard to what can be reasonably expected in the context of roles, responsibilities, and experience, consistent with the school's strategy for achieving a work/life balance for all staff. The objectives set for each individual should reflect the school's plans for improving the school's education provision and may reflect the requirement for all staff to meet the core standards and behaviours adopted by the school. Objectives should also take into account the professional aspirations of the individual. For some roles, it will be possible to link objectives to relevant professional or occupational standards, e.g., HLTA standards or National College competencies for School Business Managers.

The appraiser and appraisee will seek to agree the objectives. Objectives may be revised if circumstances change. Any amendment to the objectives or supporting requirements will be recorded in writing and the expectations of the individual clarified.

The measures of success for meeting the objectives should be made clear and recorded. Appraisees and their appraisers will identify expected sources of evidence for achievement of objective, but this will not preclude the addition of other sources of information that may become available, provided they are agreed to be relevant. Sources of evidence should be agreed, where possible.

The appraisal planning and review statement will also contain details of any support and development which the individual will receive to support them in achieving the objectives.

The individual may add comments on the appraisal planning and review statement.

An example Abbreviated Assessment Grid for Mid-day Supervisors, Cleaners and Caretakers are attached as Appendix 2.

An example appraisal planning and review statement is attached at Appendix 3.

The Headteacher will arrange for the appraisal process to be moderated to ensure objectives are consistent.

If agreement cannot be reached between the appraiser and appraisee, the appraiser will determine the objectives but the final decision rests with the Headteacher, through the moderation process.

Appraisers will consider whether reasonable adjustments to the objectives are appropriate, in the light of an individual's circumstances, for instance where the individual has a disability or has experienced long term absence.

Lesson Visits and Other Evidence

This school believes that, for some classroom-based posts viewing practice in the classroom is important in order to identify any particular strengths and areas for development they may have. All lesson visits will be carried out in a supportive fashion, in an atmosphere of constructive engagement, collaboration and co-operation by a qualified teacher. Any visits to the classroom as part of this appraisal process should be co-ordinated with the teacher appraisal lesson observations where possible to minimise the numbers of visits to classrooms required and, in any case, must have the agreement of the classroom teacher.

The lesson visit must be planned within the appraisal discussion.

The appraisers should agree:

- the focus of the visit linked to the school improvement plan.
- the maximum duration of the visit
- when during the appraisal cycle the visit will take place and who will conduct the visit. This may need to be an approximate time scale to enable further discussion with the classroom teacher and any other member of staff conducting the visit. Confirmation of when this visit will take place should be provided to the employee as soon as practical after the initial appraisal discussion and appropriate notice should be given.
- How and when feedback will be provided including written feedback and an opportunity to discuss or challenge the feedback.

The length of any visit should be proportionate to, the needs of the individual and the school. In each case 'proportionate' will be determined by the particular role and the focus of their objectives. It is anticipated that only one short visit will be required in any appraisal period.

It is recognised that lesson visit provides a 'snapshot', not an overview of an individual's performance.

Depending on the role it may be more appropriate to observe an individual working with small groups of students outside of the full classroom environment.

Where the Member of staff conducting the visit is not the appraiser, the appraiser should ensure that the scope of the visit and the feedback sought is clearly communicated. Proper consideration of the workload implications for the member of staff conducting the visit should be undertaken prior to them being asked to undertake this role. (see Paragraph 8)

Individuals who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

Feedback will be provided, taking account of the occupational standards relevant to the individual and appropriate development activities identified.

Development and Support

Appraisal is a supportive process which will be used to inform continuing professional development (CPD). The school wishes to encourage a culture in which all employees take responsibility for improving their professional skills through appropriate professional development.

The school is committed to providing appropriate and reasonable resources and opportunities to enable the professional development and training of all support staff. It is expected that support staff will engage seriously with the development and training opportunities provided. This may be delivered through coaching, mentoring, team meetings, network meetings, training events, professional studies or e-learning. Wherever possible these activities will be within normal contracted working hours but where staff are requested to and agree to attend training during non-contracted time, such hours will be paid. As much notice as possible will be given for these activities outside of normal contracted working hours and these hours will be paid in accordance with the contractual terms and conditions of the post holder. The school will ensure that employee's personal circumstances are taken into consideration.

Opportunities for professional development will be linked to school development priorities and to the ongoing development needs and priorities of individuals. Individuals will be expected to evaluate the impact of their CPD and may be asked to share their learning with colleagues, where appropriate for the role that they undertake, and in line with the school's approach to CPD.

The school's CPD programme will be informed by the training and development needs identified as part of the appraisal process. The Governing Board will take account of the resources needed for the operation of the appraisal process, in setting the school budget annually.

Where there are competing demands on the school budget with regard to the provision of CPD, a decision on the relative priority will be informed by the extent to which:

- a) The training/support will help the school achieve its priorities
- b) The identified CPD is essential for the appraisee to meet their objectives.

Account will be taken on the annual review of performance of whether the support/development recorded in the appraisal planning and review statement has been delivered.

Feedback and In-Year Monitoring

Individuals will receive constructive feedback on their performance throughout the year and as soon as practicable after any observation, where appropriate, has taken place, or other relevant evidence relating to the appraisal process, has come to light. Feedback will highlight particular areas of strength as well as any areas that need attention.

It is important to maintain ongoing professional dialogue to track progress towards the objectives and check on the provision of support and training. It is considered best practice that an interim review meeting is held if both appraiser and appraisee agree. Any meetings

taking place as part of appraisal will be held in working time or by agreement with appropriate pay

If there is a lack of progress towards objectives, or there are concerns that core standards and behaviours are not being met, relevant support/development activities, with the aim of rectifying the situation, will be put in place through the appraisal process. **See *informal structured support and monitoring*.**

Annual Assessment

Each individual's performance will be formally assessed in respect of each annual appraisal period. The objectives are the focus of this process.

This assessment is the end point to the annual appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year as appraisers maintain ongoing professional dialogue with their appraisee(s). There should be no surprises concerning the overall assessment of an individual's performance at the annual review meeting.

The individual will receive as soon as practicable, following the end of each appraisal period – and have the opportunity to comment in writing on - a written record of the appraisal review. The written appraisal review record, will be contained within the planning and review statement and will include:

- details of the individual's objectives for the appraisal period in question.
- consideration of the school's core values and behaviours.
- an assessment of the individual's performance of their role and responsibilities against their objectives and the relevant occupational standards
- an assessment of the individual's training and development needs and identification of any action that should be taken to address them.
- a space for the individual's own comments.

The appraisal review record will be drawn up in discussion between the appraiser and the individual.

The assessment will clearly relate to the success criteria set for each objective and the standards of performance defined for the individual's job role. The assessment of performance and of training and development needs will inform the planning process for the following appraisal period. It is expected that the discussion will include the utilisation and impact of training and professional development undertaken.

Representations

Where an appraisee is dissatisfied with the appraisal process, or the appraisal report, the appraisee should first seek to resolve their concerns with the appraiser directly within 10 days of receiving their appraisal planning and review statement. They may wish to discuss and get advice from their Trade Union representative.

Should it prove impossible to resolve matters through this route, the appraisee may make representations in writing to the Headteacher or another senior leader of the school who has been delegated this responsibility.

6. Informal structured support and monitoring

When responding to an individual who is experiencing difficulties in meeting the requirements of their role, action will be taken to provide support and guidance, through the appraisal process, to enable their performance to improve and meet expectations.

If an appraiser identifies through the appraisal process, or through other sources of information, that an individual is experiencing difficulties such that, if not rectified, the formal competence procedure may be implemented, the appraiser will inform the Headteacher, who will decide whether to appoint a new appraiser.

Where there are concerns about any aspects of the individual's performance the appraiser will meet the individual formally to:

- give clear written feedback to the individual about the nature and seriousness of the concerns
- give the individual the opportunity to comment and discuss the concerns
- make mutually suitable arrangements, or give 5 working days' notice, to meet the individual to discuss targets for improvement and any support (e.g., coaching, mentoring), that will be provided to help address those specific concerns
- in consultation with the individual at the above meeting, establish an action plan with clear expectations, success criteria and support to be provided
- make clear in the plan how, and by when, the appraiser will review progress. It may be decided to revise objectives, and it will be necessary to define sufficient time for the necessary improvement (the amount of time will reflect the nature of the improvement required and the seriousness of the concerns)
- explain the implications and process if no – or insufficient – improvement is made.

The employee may be accompanied by a trade union representative, friend or colleague if they so wish.

The individual's progress will continue to be monitored as detailed in the plan. The provision of the support will also be monitored. During this period the individual will be given feedback on a regular basis in accordance with the agreed action plan.

Arrangements will be made to adjust the action plan if there is good reason to do so. The period identified for the individual's performance to improve and meet the standards needs to be reasonable and will depend on the nature of the role the timely availability of support and the circumstances of the individual.

When progress is reviewed at the conclusion of the period identified, if the appraiser is satisfied that the individual has made, or is making, sufficient improvement, the appraisal process will continue as normal, with any remaining issues continuing to be addressed through that process.

If no or insufficient progress has been made the school may need to implement formal competence procedures for support staff. Where the school purchases Schools HR Advisory service it is strongly recommended that further advice and support is sought before progressing to formal competency procedures. If formal competency procedures are to be initiated the individual will be notified in writing of the reasons for this.

7. Monitoring and Evaluation of the Process & Policy

The Appraisal process will be treated with confidentiality. However, the desire for confidentiality does not conflict with the need for Quality Assurance of the operation and effectiveness of the appraisal system. In this school we will ensure fairness through:

- *providing clarity on the nature of objectives*
- *having higher expectations of individuals on higher pay grades*
- *including clear success criteria and evidence to be utilised*
- *ensuring that relevant training and development is provided*
- *making arrangements for the details of training and development needs to be communicated to anyone with responsibility in the school for the delivery of continuous professional development.*

The Governing Board will monitor and evaluate the policy.

The Headteacher will provide the Governing Board with a written report on the operation of the school's support staff appraisal policy annually.

The Headteacher will report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination. In keeping with good practice, the annual report on the operation of the policy will be provided, on request, to the trade unions and professional associations.

8. General Principles Underlying This policy

Consistency of Treatment and Fairness

The Governing Board is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.

Workload

The operation of the appraisal process should not add to the workload of any individual. A workload assessment will need to be carried out to understand any implications for staff involved prior to implementation. The appraisal process will focus on the key priorities of the school and responsibilities defined within the individual's role and will take place within normal contracted working hours, wherever possible, or by reasonable agreement and will in all circumstances be paid. Where a TLR post holder is asked to undertake the role of line manager and appraiser this should be reflected in the job description. Where this is a new/ revised responsibility care should be taken to ensure that the responsibilities are appropriately reflected in the level of the TLR payment, the time allocated and the potential need to remove other duties to accommodate this new expectation. Employees and TU's should be fully consulted on any changes to job descriptions. (see Redundancy and Restructure Policy).

Retention

The outcomes of the appraisal discussion will be recorded, securely and confidentially. For some groups of staff, a paper system for recording the appraisal discussion **may be** more appropriate. The Governing Board and Headteacher will ensure that all written appraisal

records are retained in a secure place for six years and then destroyed in line with Data Protection legislation.

Sickness Absence

If a member of support staff undergoing informal structured support and monitoring is on long term absence, referral to Occupational Health will take place to assess the appropriateness or otherwise of continuing with informal structured support and monitoring procedures.

Confidentiality and Professional relationships

The appraisal process will be treated with confidentiality and the review statements are confidential to the appraiser, the appraisee and the Headteacher and, if directed by the appraisee, the individual's TU representative.

The process of gathering evidence for appraisal will not compromise normal professional relationships between support staff and appraisers. The Governing Board recognises that the appraiser will consult with, and seek to secure the agreement of, the appraisee before seeking information from other colleagues about the work of the appraiser.

The desire for confidentiality does not override the need for the Headteacher and Governing Board to quality-assure the operation and effectiveness of the appraisal system. The Headteacher or an appropriate colleague may review all individual's objectives and written appraisal records personally to check consistency of approach and expectation between different appraisers.

CORE VALUES AND BEHAVIOURS

Behaviour	Individual is expected to :	What this might look like for :		
		Roles in the Support for Teaching & Learning Job Family e.g., Teaching Assistant	Roles in the Business and Public Service & Support for Student Service Job Families e.g., School Business Officer, IT Technician	Roles in the Construction and Maintenance Job Family e.g., Caretaker
Build and sustain professional relationships	Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community. Have proper and professional regard for the ethos, policies and practices of the school in which they work as professional members of staff.	Effective Communication: Communicates clearly and professionally with colleagues and students. Within work time Promptly responds to emails and messages. Actively listens to the concerns and feedback of others. Collaboration: Collaborates with teachers, and other school staff to support the needs of students. Shares resources, ideas, and strategies for improving the learning experience. Empathy: Shows understanding and empathy towards the challenges of others. Is approachable and open to offering support when necessary. Reliability: Is punctual and reliable. Consistently	Active Communication: Maintains open and clear communication. Actively listens to concerns and responds promptly to enquiries and requests. Professional Demeanour: Is professional and approachable. Treats all individuals with respect and courtesy. regardless of their role or status. Teamwork: Collaborates effectively with other staff to achieve common goals. Is a team player and offers support when needed. Customer Service: Strives to meet the needs of students, parents, and colleagues in a helpful and positive manner. Conflict Resolution: Addresses disagreements in a	Friendly and Approachable Attitude: Is friendly and approachable. Sets a positive tone for interactions. Active Listening: Listens attentively to the concerns and needs of students and colleagues. Shows empathy and understanding. Effective Communication: Communicates clearly and respectfully. Uses polite and professional language in all interactions, whether written or verbal. Collaboration: Works collaboratively with all staff members to address their concerns. Prompt Responses: Is responsive to requests. Addresses maintenance issues and safety concerns promptly

		completes tasks on time. Flexibility: Adapts to changing circumstances and is flexible in their approach. Is open to new ideas and methods. Student Support: Offers additional support if required. Encourages students to ask questions and seek assistance when necessary. Conflict Resolution: Addresses disagreements in a professional and constructive manner. Seeks resolution through open and respectful communication. Confidentiality: Respects the privacy and confidentiality of others. Acknowledgment: Acknowledges the feelings and experiences of others. Recognise their efforts and achievements.	professional and constructive way. Seeks resolution through open and respectful communication. Empathy: Shows understanding and empathy towards the challenges of others. Is approachable and open to offering support when necessary. Confidentiality: Respects the confidentiality of sensitive information and records. And adheres to data protection regulations. Flexibility: Is adaptable and flexible in their role, especially when dealing with changing circumstances or unexpected requests. Dependability: Is reliable and consistently meets their commitments and deadlines. Promoting a Positive Atmosphere: Contributes to creating a positive and welcoming atmosphere within the school.	Availability: Makes themselves available to students and staff when they need assistance. Conflict Resolution: Handles disagreements professionally and constructively. Approaches conflicts with the goal of finding solutions that benefit all parties involved. Regular Communication: Maintains open lines of communication with colleagues. Updates them on any safety or maintenance issues and shares information as needed. Empathy and Understanding: Shows empathy and understanding, Is aware of the potential impact of their actions on others well-being. Respecting Personal Boundaries: Respects the personal boundaries and the privacy of others. Professionalism: Maintains professionalism including appearance, behaviour, and interactions. Acts with integrity and honesty.
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Show respect	Respect for individual differences and cultural diversity.	Active Listening: Listens attentively to what students have to say. Shows that they value their opinions and perspectives. Politeness and Courtesy: Uses polite and courteous language when interacting with others. Open-Mindedness: Is open to diverse viewpoints and backgrounds. Avoids making assumptions or judgments based on stereotypes. Cultural Sensitivity: Is aware of cultural differences and sensitive to them. Respects cultural practices and traditions. Equality and Inclusivity: Treat all individuals equally and inclusively. Ensures that no one is discriminated against or marginalised. Consistency: Is consistent in their treatment of students and colleagues. Avoids showing favouritism or bias. Respect for Individual Needs: Is aware of and accommodating to the individual needs of students, such as learning styles, disabilities, or accommodations.	Polite and Courteous Communication: Uses polite and courteous language when communicating with others. Shows respect in both written and verbal communication. Active Listening: Listens attentively and makes an effort to understand perspectives and show empathy. Equality and Inclusivity: Treats all individuals equally and inclusively. Ensures that no one is discriminated against or marginalised. Respect for Diversity: Embraces and respects diversity within the school community. Is aware of cultural differences and shows inclusivity in your interactions.	Polite and Courteous Behaviour: When interacting with others, uses respectful language and tone in conversations. Active Listening: Listens attentively and show that they value others' opinions and perspectives. Consistency: Treat all students and staff consistently, without favouritism or discrimination. Ensure that everyone receives the same level of respect and service.
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Be committed to continuous development	Ensure that knowledge and understanding is relevant and up to date. Committed to improve own practice through self-evaluation and awareness.	Professional Development: Seeks opportunities for professional development to improve their skills and knowledge. Attends workshops, conferences, and training sessions to stay updated in their field, within work time Feedback: Encourages feedback on their performance and actively works on areas that need improvement. Networking: Builds a professional network and connects with others to share ideas and good practice. Self-Reflection: Regularly reflects on their performance and considers what has worked well and what can be improved. Takes the opportunity to share, and benefit from the sharing of, good practice in regular team meetings. Peer Learning Opportunities: Learns from other teaching assistants through regular discussions and knowledge sharing.	Professional Development Workshops and Training: Attends workshops, seminars, and on-line training sessions relevant to the role within work time. Qualifications: Seeks out qualifications training or courses specifically designed for the role. Self-Reflect: Regularly reflects on their performance and consider what has worked well and what can be improved. Collaboration: Collaborates with colleagues, especially those in related roles, to share ideas and best practices, Feedback: Encourages feedback on their performance and actively works on areas that need improvement.	Professional Development Workshops: Attends workshops, seminars, and training sessions relevant to the role. Certifications and Training: Pursues relevant certifications and training courses relevant to their role. Networking: Builds connections with other colleagues in similar roles. Reading and Research: Stays informed about developments in the field. Problem-Solving and Innovation: Seek opportunities to identify and implement new solutions that improve efficiency and safety. Feedback: Encourages feedback on their performance and actively works on areas that need improvement. Self-Reflection: Regularly reflects on their performance and considers what has worked well and what can be improved.
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		Staying Informed: Keeps up with changes in educational policies, regulations, and best practices.		
Commitment to safeguarding	Have regard for the need to safeguard pupils' wellbeing by following relevant statutory guidance along with school policies and practice.	Knowledge and Training: Stays updated on safeguarding policies, procedures, and guidelines. . Vigilance: Is observant and attentive to signs of abuse, neglect, or any potential harm to students. Reports any concerns promptly to the designated safeguarding lead. Confidentiality: Respects the confidentiality of safeguarding matters. Shares information only with those who have a legitimate need to know. Open Communication: Encourages students to share their concerns and feelings. Creates an environment where they feel safe and comfortable reporting any issues they may be facing. Establish Boundaries: Maintain professional boundaries with students. Avoids engaging in any behaviour that could be misconstrued as inappropriate. Record-Keeping: Maintain	Familiarisation with Safeguarding Policies: Ensures that they are well-versed in your school's safeguarding policies and procedures. Understands the legal and ethical responsibilities associated with safeguarding. Participation in Training: Attends safeguarding training sessions provided by the school. Stays informed about any updates or changes in safeguarding guidelines. Awareness: Promotes awareness of safeguarding principles and the school's policies among colleagues, students, and parents. Encourage reporting of any safeguarding concerns. Confidentiality: Respect the confidentiality of safeguarding matters. Only share information with those who have a legitimate need to know, such as designated safeguarding lead. Professional Boundaries: Maintain professional	Familiarisation with Safeguarding Policies: Ensure that they are knowledgeable about the school's safeguarding policies and procedures. Understands the legal and ethical responsibilities associated with safeguarding. Participation in Training: Attends safeguarding training sessions provided by the school. Stays informed about any updates or changes in safeguarding guidelines. Security Measures: Implements and maintains security measures to protect the school premises, such as locking gates and doors, monitoring access, and ensuring perimeters and surveillance systems are functional. Reporting Concerns: Is vigilant and observant. If they notice any suspicious or concerning behaviour or unauthorized individuals on school grounds, reports them to the relevant authority

		accurate and detailed records of any safeguarding concerns. Keeps these records secure and confidential. Reporting Mechanisms: Familiarises students with the reporting mechanisms available to them. Ensures they know how to report concerns and whom to approach for help. Collaboration: Works closely with the designated safeguarding lead and other relevant staff members. Collaborates to ensure appropriate support and intervention for at-risk students. Support Vulnerable Students: Provide additional support to vulnerable or at-risk students, both academically and emotionally, and report any concerns promptly. Professional Boundaries: Maintains appropriate professional boundaries with students, and refrains from sharing personal or sensitive information with them. Promote Awareness: Educate students about the importance of safeguarding	boundaries with students and avoid engaging in any behaviour that could be misconstrued as inappropriate. Vigilance: Is observant and reports any safeguarding concerns or signs of abuse, neglect, or harm promptly. Support for Safeguarding Leads: Collaborates with designated safeguarding leads to ensure that students' safety is a top priority. Record-Keeping: Maintains accurate and detailed records of any safeguarding concerns, Keep these records secure and confidential. Support for Vulnerable Students: Provides additional support to vulnerable or at-risk students, academically and emotionally. Report concerns promptly to the designated authorities. Promote a Culture of Safeguarding: Encourages and fosters a culture of safeguarding within the school, where everyone is aware of their role in ensuring student safety. Referral and Liaison: Is prepared to refer students	immediately. Collaboration: Works closely with the designated safeguarding lead to ensure the safety and security of the school environment. Access Control: Monitors and controls access to the school premises. Ensures that only authorised personnel are allowed entry. Communication: Is responsive to communication and information-sharing. Respond promptly to requests from the designated safeguarding lead. Respect and Empathy: Show respect and empathy towards students, staff, and visitors. Approach any safeguarding matters with care and consideration for their emotional well-being.
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		and their rights. Help them understand what constitutes appropriate and inappropriate behaviour. Referral and Liaison: Is prepared to refer students when necessary. Collaborates with external agencies involved in safeguarding. Respect and Empathy: Shows respect and empathy towards students when dealing with sensitive issues. Approaches safeguarding matters with care and consideration for their emotional well-being.	when necessary. Collaborates with external agencies involved in safeguarding commensurate with their role. Respect and Empathy: Shows respect and empathy toward students, when dealing with sensitive safeguarding issues. Approaches these matters with care and consideration for their emotional well-being.	
When using these descriptors to acknowledge the values and behaviours demonstrated there should be no expectation that staff use their own time or resources to be able to demonstrate any of the values or behaviours listed.				

APPRAISAL ASSESSMENT GRID MID-DAY SUPERVISOR

Name

Role

Supervisor

	Area of strength	Area of competency	Area for development	Comment
Core Values and Behaviours				
Build & sustain professional relationships				
Show respect				
Be committed to continuous development				
Be committed to Safeguarding				
Description of competences and expectations taken from Job Description / Person Spec / Job family profile				
Help to keep children safe				
Support children with disabilities or special educational needs				
Promote positive behaviour				
Promote children's well-being and resilience				
Support children's play and learning				
Support self-directed play				
Enable young people to be active				
Support young people in tackling problems and taking action				

Discussion Comments

Professional Development

Assessment

Appraiser

Signed

Date

Employee

Comments (if applicable)

Signed

Date

Headteacher/ Moderator

Comments if applicable

Signed

Date

APPRAISAL ASSESSMENT GRID CLEANER

Name

Role

Supervisor

	Area of strength	Area of competency	Area for development	Comment
Core Values and Behaviours				
Build & sustain professional relationships				
Show respect				
Be committed to continuous development				
Be committed to Safeguarding				
Description of competences and expectations taken from Job Description / Person Spec / Job family profile				
Knowledge of cleaning techniques and products and appropriate storage				
Knowledge of specialised cleaning equipment/products for specific tasks.				
Knowledge of and adherence to Health and safety protocols including COSHH				
Attention to detail				
Use time allocated to undertake tasks efficiently				
Contribute to effective teamwork				
Communicate clearly and in a timely way with colleagues, line manager and service users				

Use initiative and problem solve				
Flexible and adaptable.				

Discussion Comments

Professional Development

Assessment

Appraiser

Signed

Date

Employee

Comments (if applicable)

Signed

Date

Headteacher/ Moderator

Comments if applicable

Signed

Date

APPRAISAL ASSESSMENT GRID CARETAKER

Name

Role

Supervisor

	Area of strength	Area of competency	Area for development	Comment
Core Values and Behaviours				
Build & sustain professional relationships				
Show respect				
Be committed to continuous development				
Be committed to Safeguarding				
Description of competences and expectations taken from Job Description / Person Spec / Job family profile				
knowledge of cleaning and janitorial techniques, tools and equipment, including supervision of cleaning processes.				
Understanding of site security protocols, site appearance and safety.				
Knowledge of and adherence to Health and safety protocols including COSHH, manual handling and working at heights				
Basic maintenance skills				
Efficient time management to prioritise tasks and meet deadlines				

Effectively communicates to report issues and maintenance needs clearly and timely with line manager.				
Positive and approachable manner and Collaboration with school staff members				
Troubleshoot and problem solve to address unexpected problems				
Flexible and adaptable.				

Discussion Comments

Professional Development

Assessment

Appraiser

Signed

Date

Employee

Comments (if applicable)

Signed

Date

Headteacher/ Moderator

Comments if applicable

Signed

Date

SUPPORT STAFF**APPRAISAL PLANNING AND REVIEW STATEMENT****Record of Planning Meeting – Cycle 20 /20****Name:****Job Title:****Appraiser Name:****Date of Meeting:**

Opening discussion/wellbeing check					
Personal/ Career aspirations discussion					
School/Dept/Team Objectives – Taken from SIP (Dept Plan) <i>where appropriate</i>					
No	Objective (Specific, Measurable, Achievable, Realistic and Time-bound)	Performance Criteria (what success looks like)	Evidence Base (include all material to be utilised in assessing outcomes)	Time Scales	CPD/Support (In brief – identify any CPD/ Support required)

Appraisee Comments					

INTERIM REVIEW (OPTIONAL)

Record of Interim Review for Cycle 20 /20

Employee Name:

Job Title:

Appraiser Name:

Date of Meeting:

OBJECTIVES

No	Met (Y/N in part)	Appraiser's summary of outcomes against performance criteria	Evidence Available	Employee's comments

CORE VALUES AND BEHAVIOURS

The school is committed to ensuring that all staff demonstrate the core values and behaviours that are expected of all staff.

Core values	Appraiser's summary of outcomes against core values	Employee's comments
• Build and sustain professional relationships • Show respect • Be committed to continuous development • Be committed to safeguarding		

Actions arising from Interim review

FINAL REVIEW MEETING

Record of Review for Cycle 20 /20

Employee Name:

Job Title:

Appraiser Name:

Date of Meeting:

OBJECTIVES

No	Met (Y/N in part)	Appraiser's summary of outcomes against performance criteria	Evidence Available	Employee's comments

Training and Development	Action	Impact	Employees comments

CORE VALUES AND BEHAVIOURS

The school is committed to ensuring that all staff demonstrate the core values and behaviours that are expected of all staff.

Core values	Appraiser's summary of outcomes against core values	Employee's comments
• Build and sustain professional relationships • Show respect • Be committed to continuous development • Be committed to safeguarding		

General Comments – Appraiser (including any achievements of the employee that the manager wishes to be formally acknowledged)

Signed:

Date:

General Comments - Employee (including any suggestions relevant to the process or improvements to current ways of working)

Signed:

Date:

Headteacher/Moderator Comments (if applicable)

Signed:

Date: