



# Appraisal Policy

## Rationale and Policy Considerations

This policy is for employees and unpaid workers, whatever their role, who work within PRISM and supported in relation to their work practices. The school believes that staff development provides opportunity for staff to improve their knowledge, skills and understanding, this is not only as an end in itself but also as a means to develop and improve the level of service provided by the school.

Appraisals are core elements of the staff development process for all team members, paid or unpaid. Team meetings, staff team development and supervision and mentoring of individuals also form part of our quality support for structure for the staff team. (See also Supervision and Mentoring Policy)

The purpose of appraisal is to

1. provide support for staff working practice.
2. ensure that team members remain up to date with their working practice,
3. Ensure that staff meet the expected professional standards for their role and are given the opportunity to develop knowledge, skills and abilities linked to the school’s objectives and their professional development.
4. Ensure staff are accountability for their personal development.
5. Provide an opportunity to acknowledge an individual staff member’s strength and a context for setting new professional development goals.
6. Contribute to identifying training and development needs of staff members.

## Staff Needs

Staff members need:

1. to ensure that they are appropriately supported to develop in their role.
2. to be accountable for the quality of their practice.
3. information that relates to their position in the service, in an appropriate context and be able to rely on having specific time dedicated to their particular support needs, by their manager.
4. To be accountable for supporting the school’s improvement process
5. To be able to identify their professional development needs.

## Management Needs

1. To ensure that they meet the requirements of the policy in relation to how support and appraisal of employees, unpaid workers and contractors, relating to their work practices, are provided.
2. To ensure that the service’s Appraisal Policy is known and understood by all staff members.
3. To ensure that the expectations of the service in relation to appraisal and its purpose are clear to all staff members.
4. The arrangements for appraisal are set out and made clear to all team members.
5. A clear system for identifying CPD is in place.

## Definitions/Glossary

**Appraisals** A formal process by which the work and professional development of an individual staff member are reviewed annually with a 6 monthly catch-up meeting to ensure that targets remain on track.

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The process acknowledges the worker’s strengths and contributes to future planning and goal setting.

Appraisals are about a person’s previous performance as well as future development. The appraisal considers the staff member’s achievements, their expectations, and their training and development needs.

**Appraiser** Person who conducts an appraisal meeting with an appraisee. They record the discussion, set targets and review previous set targets. They do not have to have experience of the appraisees role though this is beneficial but should be senior to them. They should have no more than 7 staff to appraise 5 or less being preferable.

**Appraisee** Person who the appraisal process is focussed on.

**CPD** Continued Professional Development (CPD) is the term used to describe the learning activities professionals engage in to develop and enhance their abilities. CPD is a holistic approach towards the enhancement of personal skills and proficiency throughout a professional’s career.

**Supervision** A key managerial activity.  
It is communication between two or more staff members, one of whom is a line manager, to support and develop the knowledge, skills and values of the staff member/s to help improve outcomes for the children and families who use the service and the staff member/s themselves.  
It is a formal reflective process about professional thinking, actions and decisions.  
It may be put in place as a supportive process for staff who need to develop knowledge, skills and understanding.

### Policy Statement

All staff members are respected as a person and in their role. They are entitled to support and development opportunities. We provide them with an annual appraisal meeting which is a consistent and uninterrupted appraisal meeting with their designated appraiser to support them in their work. Where appropriate these appraisals may feed into an individual’s pay review.

The appraisal programme will be reviewed at least annually to ensure that it is effective.

Staff appraisals will be carried out for each staff member within the first six months of appointment and annually thereafter. They will help each employee have

1. clarity in relation to their role and responsibilities.
2. clarity about expectations of them in their role, and behaviour in and beyond school
3. their experience and contribution acknowledged.
4. access to and support for continuing professional development/training relevant to their job.
5. clear performance targets.

And to be allocated an appropriate and manageable workload.

Prism will use the appraisal process to support staff development and expects them to

- be competent and accountable for their performance.
- meet any professional standards adopted by PRISM.
- contribute to the school improvement of the school and the quality of service provided to children and families.

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- increase awareness of new areas of professional knowledge.

### Procedures & Practices

All new staff members have an appraisal carried out before the end of their probationary period and thereafter annually. Formal annual appraisal is used to review previous targets and to set new targets. Appraisals relate to the individual's role and focus on improving areas of performance relevant to their role.

Full time staff will have a minimum of three targets set,

- a whole school target,
- a target to support the development of their role in school.
- a personal professional target.

Part time staff will have targets set pro rata, but it is expected that most will have two targets set

- a whole school target,

and either a target to support the development of their role in school or a personal professional target.

Where a person has had significant time off during an appraisal year cycle and only a short time is left in that cycle e.g. due to maternity leave or long term illness etc they will be expected to have an appraisal to discuss their former targets and progress towards them and to be set a modified version of the whole school target suitable to the cycle time that is left.

### Records and record keeping

All staff members' appraisals take the same approach using the service's standard Appraisal Form. The purpose of the form is to support preparing for and carrying out, as well as recording an appraisal:

1. What have been your achievements during the last year?
2. How do these relate to the goals you had at the beginning of the year?
3. How do they relate to the service's goals?
4. What are your particular strengths in relation to your work here?
5. What have you contributed to the team/service?
6. What situations/issues have challenged you?
7. What has contributed to effective work/practice?
8. What has got in the way of effective work?
9. What have you learned and what would you like to learn?
10. What goals would you like to set for the coming year?
11. What do you think the service/your colleagues can do to contribute to your achieving your goals?

The appraisal session is recorded by the appraiser. Both appraiser and appraisee sign the record to ensure that it is an accurate and fair reflection of the discussion and decisions. This paperwork and the decisions are then reviewed and signed off by the headteacher as approved targets.

Where there is disagreement between the parties, (appraiser/appraisee) they must, in the first instance, try to resolve issues between them in a respectful manner with each listening to the other's

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point of view. Should this fail and agreement not be reached this will be evaluated by either the head of the management committee or head teacher whichever is appropriate.

Where the headteacher does not fully agree with the targets set they must respond to the appraisee within 15 working days asking them to review the target(s) not approved and giving a reason why e.g., the target is not in line with the school's ethos/ development.

### Related Policies, Procedures and Forms

- Staff Training Policy
- Records and Record Keeping Policy
- Confidentiality Policy
- Supervision Policy
- Supervision Record Form (appendix 1)
- Appraisals Record Form (Appendix 2)

Katie Corfield – 01.03.2023

*\*To be reviewed with 2-year period, or earlier if necessary*

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## Appraisal Policy

### Appendix 1

Formal Record of Supervision PRISM	
<b>Name supervisor</b>	
<b>Role in School</b>	
<b>Name of staff member</b>	
<b>Date</b>	
<b>Review of Targets from .....</b>	
<b>Targets from last supervision met</b>	
<b>Targets from last supervision not met and reason why.</b>	
<b>Matters arising from discussions</b>	
<b>If these targets were linked to a pay award is this recommended</b>	
<b>supervisors comments</b>	
<b>Matter Arising</b>	
<b>Agenda items</b>	
<b>Leave- Toil- Absences</b>	
<b>Continuing Professional Development requested</b>	
<b>AOB</b>	
<b>Supervisors' comments</b>	
<b>Staff comments</b>	
<b>Signed staff</b>	<b>Signed supervisor</b>
.....	.....
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### Appendix 2

Formal Record of Appraisal PRISM	
Name Appraisee	
Role in School	
Name of Appraiser	
Date	
Review of Targets from Year 202_ - 202_	
Targets from last Appraisal met	
Targets from last appraisal not met and reason why.	
Matters arising from discussions	
If these targets were linked to a pay award is this recommended	
Appraisees comments	
TARGETS FOR YEAR 202_ - 202_	
Target 1 Whole School	
Target 2 Professional Development of Role	
Target 3 Personal Professional Development	
Continuing Professional Development requested	
AOB	
Appraisees comments	
Appraiser's comments	
Signed Appraisee	Signed Appraiser

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..... Print name	..... Print name
<b>Headteacher approval for targets</b>	<b>Target 1</b> approved / not approved. <b>Target 2</b> approved / not approved. <b>Target 3</b> approved / not approved
<b>Reason for target not being approved</b>	
<b>Headteacher comments</b>	
<b>Headteacher Signature</b>	
..... Print name	

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