



**PRIVATE & CONFIDENTIAL**  
**SUPPORT STAFF APPRAISAL: REVIEW FORM ACADEMIC**  
**YEAR \_\_\_\_\_**

<b>Name</b>		<b>Post Title</b>	
<b>Academy</b>		<b>Key Stage / Department</b>	
<b>Appraiser Name</b>		<b>Appraiser Post Title</b>	
<b>Current Salary Scale</b>		<b>Date</b>	

***“appraisal” (noun): an expert estimation of the quality, quantity, and other characteristics of someone or something***

Our Catholic Faith and ethos teach us that each person is made in the image of God and is a beloved child of God. A **person** is **not** therefore to be appraised.

Our **work** in school however is subject to appraisal because as a community of professionals, we have elected to serve God through serving our pupils. Teaching is an act of loving service. In appraising our work, we are seeking to ever better the service we offer – to identify, celebrate and further build on areas of strength and growth and to identify and develop areas of our practice. This is both for our own professional sense of achievement and challenge in using, developing and sharing our gifts, but most importantly to gift to our pupils the very best education we can offer.

**Personal and Professional Conduct**

Support staff are expected to demonstrate consistently high standards of personal and professional conduct. The following statements (adapted from Teachers’ Standards 2012), define behaviour and attitudes which set the required standard for conduct throughout your career in school.

Staff in schools uphold public trust and should maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate **to a professional position**
- having regard for **the need to safeguard pupils’ 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 pupils' vulnerability or might lead them to break the law.**

Support staff must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Support staff must always act within the frameworks which set out their professional duties and responsibilities.

### **Individual Performance Appraisal & Personal Development Planning Process**

Arrange the meeting in advance and allow plenty of time. Both parties should prepare for the meeting prior to it taking place. You will need your documents from the previous cycle. Appraisers may wish to consult with relevant third parties with direct professional knowledge of the Appraisee. The form should be completed by the Appraiser within a week of the meeting taking place and both parties should sign it. A copy should be kept on the individual's personnel file.

### **General Information and Overview**

**1. Does your Job Specification reflect what you do? If not, explain why and what has changed (NB: if there is a significant change, update the Job Specification)**

**2. What have you enjoyed about / been pleased about in your job during the last review period?**

**3. Are there any changes which you feel could help you do your job more effectively?**

**4. Is there anything about your work which you feel has been less than satisfactory over the last review period? If so, explain why?**

**5. Is there anything you feel stops / inhibits you from working as effectively as you would like?**

**6. Are there any changes in your working environment or the way in which your work is organised that may assist you to perform your role more effectively?**

**7. Do you think there may be changes to your job and / or role in the coming year? If so, why?**

8. What circumstances enable you to work most effectively with others and what additional skills or training do you feel might help you perform your role more effectively?

9. How do you feel you can achieve this training or these skills?

10. What help can the school give to help develop those skills?

Career aspirations and CPD

12. Where do you hope to be in your career 3 years from now? What CPD do you believe would help you to achieve this?

13. What could you contribute to our CPD programme that might help colleagues to fulfil their career aspirations?

14. What other opportunities for professional and personal development would you like to be able to access that would help you in your role and on your career path?

15. Any other comments?

**Assessment of performance for the current performance management cycle**

<b>Objectives</b> What you need to achieve, linked to and including any relevant whole school / year / team objectives	<b>Tasks / Actions</b> What you intend to do to achieve your objectives	<b>Timescales for completion</b>	<b>Performance Targets / Support</b> What will you use to measure how well you are achieving	<b>Evidence of Achievement / Comments</b>
<b>1. Whole School Objective</b> Focus from Job Specification				

<b>2. Leadership Objective</b> Line Managers only				
<b>3. Professional / Personal Objective</b>				

By way of signing the Review Form, you are confirming that you have read and understood the Trust Staff Code of Conduct.

Signed (Appraiser):

Signed (Appraisee):

Date:

**Final Appraisal Report *Academic***  
**Year \_\_\_\_\_**

**Objective 1:** met / partially met\* / not met\*

**Objective 2:** met / partially met\* / not met\*

**Objective 3:** met / partially met\* / not met\*

\*annual increments are payable on 1 April each year until the maximum spinal column point within the grade is reached (subject to the qualifying period of six months). An increment can be withheld as a result of a formal procedure and will be subject to a right of appeal to Academy Council.

**Appraiser comments:**

**Appraisee comments:**

**Training & Development Records and Needs (linked to Job Specification and role)**

Training Undertaken	Training Needs	Action and Timescale
