

Appraisal Guidance

Support Staff

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Appraisal Policy and Guidance – Support Staff

1. Introduction and Guiding principles

Performance management is important and it is good practice for all staff to participate in some form of appraisal. It is a mechanism to set clear objectives about the nature and quality of the work required. It is a formal opportunity for a discussion about performance and professional needs. It also provides an important benchmark to help identify training and development needs and any concerns arising from an individual's performance.

This process aims to provide an opportunity for support staff to:

- identify the specific contribution they make to the effective running of the school and where applicable raising pupils' achievement
- reflect on their practice
- identify their training and professional development needs
- have their achievements acknowledged.

The Performance Management cycle is designed to encourage the development of confident and professional working practices amongst staff. It cannot be used to address issues of capability. These must be addressed through the school's procedure for managing unsatisfactory performance which is quite separate from the Performance Management process.

2. The Performance Management Cycle

Objectives

The annual cycle usually begins with the employee and Appraiser meeting to agree objectives, normally at the beginning of the academic year. Prior to the meeting the employee should complete the self-evaluation (section **A1** of the Appraisal Form).

At the meeting the employee and Appraiser should discuss the job role and using the job description and any other necessary documents, e.g. School Improvement Plan should set objectives for the coming year.

Objectives should be role specific. This guidance includes some example expectations for some different job roles in schools and the Teaching Assistant Standards. These could be used to develop objectives. It is not an exhaustive list for all jobs but provides some common performance expectations for the main roles within school. The table also gives some ideas of success criteria to help identify how objectives could be measured. To ensure your objectives are suitable they should be SMART (Specific, Measureable, Achievable, Relevant and Time-related.)

At least two objectives should be set for each member of staff, one of which could be a personal or development objective (e.g. a training course for new skill or refresher course/INSET).

The objectives could be similar from year to year or could change to include a specific project area.

Mid-Year Review

There should be a mid-year review to assess progress. At this meeting both the employee and the Appraiser will discuss and comment on the progress towards meeting the objectives (section **A2** of the Appraisal Form). There is an opportunity at this meeting to discuss where things are going well but also to identify any areas for improvement or further development. It may be that circumstances have changed significantly and one or more of the objectives need to be amended or replaced.

Appraisal

A final assessment of progress is made by both the employee and the Appraiser at the review meeting (sections **B1 and B2** of the Appraisal Form). This is usually a combined appraisal and objectives setting meeting so new objectives for the following cycle of Performance Management would also be set at this meeting. All these meetings will take place during the employee's normal working hours.

It is recommended that a *minimum* of two meetings per year take place. This is on the assumption that more frequent support and monitoring will be available throughout the year.

Information arising from the Appraisal process is to be kept in strict confidence and shared only with the Appraiser plus the Appraiser's line of management and School Leadership Team where necessary.

3. What happens if disagreements occur?

If staff are dissatisfied with their reviews, they can record their views on the Appraisal Form. Where there are issues which cannot be resolved with the Appraiser, they can raise their concerns with the Headteacher or another appropriate Senior Leader.

Support Staff Performance Expectations

(This is not an exhaustive list)

Performance Expectations – What you need to achieve	Task/Action/Behaviour – for satisfactory performance	Success Criteria – how you will be measured
Lunchtime Supervisor (*Lead Lunchtime Supervisor)		
*Co-ordinate LTS team.	Meet with LTS team regularly, brief staff at the start of each shift, produce duty rotas, review wet play routines, ensure records are kept and up to date.	Accident/incident reports up to date. Involvement in LTS appraisal process.
Ensuring the safety of pupils during lunchtime.	Clear up spillages, manage behaviour, deal with accidents appropriately, follow safeguarding procedures.	All issues dealt with in line with school policy and practice.
Working with the LTS team to create a fun and nurturing environment for the pupils during the lunch break.	Organise games/activities, assist children in the dining hall. Encourage good table manners and use of cutlery.	Evidence of arranged activities. Notes of supervisions meetings indicating successfully managed lunchtimes.
Ensure continuing professional development.	Attend appropriate training courses.	Attendance at appropriate number of INSET.
Catering Manager		
Ensure that menus provide well-balanced and nutritious meals with adequate choice, with particular attention to specific dietary requirements.	Develop appropriate menus. Regularly review menus. Produce good quality meals.	Menus comply with the school food standards.
Ensure the highest possible standards of hygiene are observed by all staff.	Ensure staff are trained. Monitor activities. Model best practice.	Achieve/maintain at least a "4" rating for hygiene with Local authority.

Regularly revise plans to minimise was wastage.	<p>Ensure reviews of numbers of meals and ordering are undertaken.</p> <p>Keep accurate records on ordering and waste.</p>	<p>Meals are provided, within budget, which meet the appropriate nutritional guidelines and dietary requirements.</p> <p>Records on waste are up to date.</p>
Maintain high levels of customer satisfaction in terms of choice, nutrition, service and the eating environment.	Act on feedback on meals and choices.	<p>A pupil questionnaire shows over **% satisfaction with the food and choice provided.</p> <p>All pupils with dietary issues agree that there was always an option they could have chosen.</p>
Administrative Staff – General/PA		
Ensure the school office provides administrative support for teaching, learning and management of resources.	<p>Tasks for Teachers and TAs are carried out within agreed framework and to agreed timescales.</p> <p>Resources are kept tidy and accessible.</p> <p>Orders are processed in line with procedures and in a timely manner.</p>	<p>Observation of resources storage.</p> <p>Positive feedback from teachers on resource provision.</p>
Ensure the school database is accurate and secure for pupils.	<p>Accurate information is always available.</p> <p>Appropriate reports are provided.</p> <p>Information is not accessed by unauthorised persons.</p>	<p>Requested reports show accurate inputting.</p> <p>No breaches in data security.</p>
Work co-operatively and flexibly as a member of the administrative team.	Work in different administrative areas as needed to deliver support.	

Ensure the friendly and efficient running of the school's Reception.	Staff, and visitors are greeted appropriately. Ensure visitor records are maintained and all safeguarding procedures are followed. Queries are dealt with in a timely manner.	Observation and staff feedback. Evaluation of visitor records.
Ensure efficient administrative support is provided to the Headteacher/SLT.	Tasks for Headteacher/SLT are completed in a timely manner.	Letters and documents produced are accurate.
Administrative Staff – Financial (*Business Manager)		
*Undertake effective procurement to ensure value for money.	Follow appropriate tender processes. Investigate and select suppliers to provide better value for money. Regularly review costs of goods and services to highlight areas for potential savings.	Savings and/or efficiency demonstrated in financial records.
*Develop and improve the school's indoor and outdoor environment.	Assist with planning any new buildings/ refurbishments and facilities. Follow processes for procurement and planning permission. Liaison with contractors.	Projects completed on time, on budget.
Month end and year end procedures are completed.	Input data and maintain all records to ensure reports are available. Regularly review processes and data to ensure any errors are identified at the earliest opportunity and rectified.	All reports are accurate and available. No record issues arise in Audit.
Budget monitoring reports for Governors are produced.	Input and maintain all records to ensure information is readily available.	All reports are accurate and available

Purchase orders are completed within agreed timeframe.	Follow processes established.	Records accurately maintained.
Invoices are processed and paid by the due date.	Follow and review where necessary processes for ordering and paying invoices.	Records accurately maintained. No late payment costs incurred.
Payroll information is maintained and up to date.	Monthly payroll data is checked and accurate. New information is input accurately and on time.	Staff details are input accurately to ensure they are accurately paid.
*Annual payroll reports are completed.	Data is input accurately and in a timely manner to allow reports to be completed. Regularly review processing and reports to identify errors at the earliest opportunity.	Any statutory or otherwise required returns are processed on time.
Petty Cash and cash payments to be appropriately processed, stored and recorded.	Processes for cash handling and banking money are established and followed and reviewed as appropriate. Ensure receipts are given and records are kept.	Bank reconciliations are accurately completed. Evidence of correct money storing/handling processes.
Caretaker/Site Manager		
Maintenance carried out within agreed timescales (e.g. emergency 1 day, urgent 2 days, routine, etc.)	Carry out repairs or arrange for tradesperson to carry out repairs as appropriate.	Maintenance logs are completed and show jobs are up to date.
Ensure compliance with Health and Safety legislation (regular H/S audit and completion of action points).	Traffic light H/S action points on audit. Ensure tools and equipment including chemicals are securely stored after use.	No outstanding red actions on HS priority plan.
CPD target – attend refresher or new course to gain new site skills.	Attend external course.	Evidence of attendance at course and where appropriate certificate of attainment.

<p>Maintain a clean and safe site.</p>	<p>Arrange cleaning schedules.</p> <p>Undertake emergency cleaning during the day.</p> <p>Ensure all windows are closed and site is secure at the end of each day.</p> <p>Ensure safeguarding procedures are followed.</p>	<p>Satisfactory termly spot inspections for cleanliness.</p> <p>Log of security issues (e.g. open windows) shows no more than one incident per term.</p>
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Professional standards for teaching assistants

**Advice for headteachers, teachers,
teaching assistants, governing boards
and employers**

June 2016

Introduction

The Professional Standards for Teaching Assistants were originally drafted by a working group set up by the Department for Education (DfE) in conjunction with organisations representing the schools workforce, practitioners and others also committed to ensuring excellence in education. After completing the standards the government decided not to publish them and so a number of organisations interested in promoting the work of teaching assistants asked the DfE for permission to publish them. Permission was granted subject to it being made clear that the DfE was no longer involved in the production of the standards, which we are happy to do.

These teaching assistant standards are non-mandatory and non-statutory, but they sit alongside the statutory standards for teachers and headteachers and help to define the role and purpose of teaching assistants to ensure that schools can maximise the educational value and contribution of employees working directly with pupils. As such, we believe that they provide a valuable tool for the whole school team. We aim for these standards to benefit you, your colleagues and your pupils.

This document provides the standards themselves as well as supporting guidance detailing how the professional standards for teaching assistants should and should not be used. The standards should help teaching assistants and their colleagues in schools define and understand their role and are enhanced when underpinned by a professional approach from school leaders to employing and deploying teaching assistants to ensure that educational outcomes are raised.

Please note these standards will be most effectively used when read and implemented alongside the materials referenced in the 'Further Information' section on page 12. These standards could not have been published without the hard work of the original review team. The details of the original review panel's remit and members can be found [here](#).

These standards are endorsed by UNISON, NAHT (National Association of Head Teachers), NET (National Education Trust), London Leadership Strategy and Maximising TAs, with involvement and support from Rob Webster (UCL Institute of Education), Paula Bosanquet (University of East London), Maria Constantinou, schools-based practitioner, and Dame Kate Dethridge NLE, Headteacher of Churchend Academy Teaching School (home of the Reading Teaching School Alliance) and former chair of the DfE working group that drafted the standards.

Who is this advice for?

This guidance is for:

- Teaching assistants, teachers and school leaders
- Governing boards and employers
- Local authority support services.

These standards are applicable to all teaching assistants in schools, working at all levels. It is hoped these standards will support and shape positive conversations teaching assistants have with colleagues, managers and headteachers around their own roles and professional development.

Please note this advice and guidance refers to 'schools' throughout. This includes all schools whether funded via the local authority ('maintained schools' or voluntary aided schools) or via the Education Funding Agency (academy schools and free schools etc.).

Purpose of the standards

The *Professional Standards for Teaching Assistants (2016)* defines high standards which are applicable to all teaching assistant roles in a self-improving school system. The main purpose of these standards is to raise the status and professionalism of teaching assistants and to position their role within a community of professionals, including teachers and school leaders, all working together to improve outcomes for children.

The teaching assistants' standards were developed out of a review of the teachers' and headteachers' standards by independent groups. The publication of these standards recognises that existing standards for Higher Level Teaching Assistants (HLTAs) do not apply to all teaching assistants. These standards do not replace the professional standards for HLTAs; they are complimentary to them (see further information). National Occupational Standards for staff supporting teaching and learning provide a detailed framework for the training and development of support staff. They provide more detailed insights and guidance (see Further information).

This is a set of standards for teaching assistants that:

- are unequivocal, clear and easy to understand and use;
- can be used to inform performance management processes;
- steer the professional development of teaching assistants at all levels;
- are designed to inspire confidence in teaching assistants and ensure that schools use their skills and expertise to best effect;
- focus primarily on the key elements of their professional relationship with teachers to ensure that all pupils attain the highest possible standards.

Overview of roles

What is a teaching assistant?

A number of different job titles are used for staff supporting teaching and learning. This document refers to "teaching assistants" throughout and this includes staff based in the classroom for learning and pupil support, e.g. HLTAs, teaching assistants, special needs support staff, early years practitioners, minority ethnic pupils support staff and bilingual assistants. While most teaching assistants are employed directly by schools and academies, some are employed by local authority services and academy chains and work across a range of schools and settings.

The role of the teaching assistant

The primary role of the teaching assistant should be to work with teachers to raise the learning and attainment of pupils while also promoting their independence, self-esteem and social inclusion. They give assistance to pupils so that they can access the curriculum, participate in learning and experience a sense of achievement.

Teaching assistants are an integral part of the school workforce representing a substantial investment of school funding. School leaders' decision-making about the effective deployment of teaching assistants is crucial in making a difference to pupil achievement (see Further information). Teaching assistants should act with honesty and integrity to uphold comparable standards to other education professionals, in order to make the education of pupils their first concern. By demonstrating values and behaviours consistent with their professional role, teaching assistants work with other education professionals within a common framework of expectations.

The role of school leaders

School leaders have a crucial role to play in the raising the status of teaching assistants. These standards provide school leaders with a tool to ensure consistency for all teaching assistants, so their skills and expertise in raising pupil achievement are recognised and developed.

Active and practical application of the standards demonstrates that school leaders recognise the value and importance of teaching assistants and should ensure teaching assistants have parity of esteem with fellow education professionals. However, it should be understood that adopting and using the standards in isolation is insufficient to the overall aim of delivering good outcomes for pupils.

These standards form an essential part of wider, complementary guidance to assist school leaders' strategic and operational decision-making, such as the *Making Best Use of Teaching Assistants* guidance report from the Education Endowment Foundation (EEF). This report sets out the best available evidence on the effective deployment of teaching assistants and recommendations on how best to utilise their skills, knowledge and expertise in schools.

The effective deployment of teaching assistants, and appropriate preparation for the tasks they undertake, is the key to their success in supporting teaching and learning. School leaders should not only ensure that teaching assistants have the right knowledge and skills to provide effective teacher and pupil support, via appropriate and timely training and professional development, but also ensure that teachers are informed and equipped to fully capitalise on teaching assistants' professional learning and expertise. School leaders and teachers should work to the principle that teaching assistants should be deployed in ways that add value to what teachers do, not replace them.

Meeting these standards depends on school leaders being able to provide a climate that supports forms of collaborative working that do not burden teachers or teaching assistants; and recognising that many teaching assistants manage other staff and require the time to do this effectively. Teaching assistants require support and opportunities to reflect on their own practice in order to identify their training needs.

Teaching assistants should have an appropriate career development pathway and access to training within the working day.

The four themes

The *Professional Standards for Teaching Assistants* are set out in four themes.

- 1. Personal and professional conduct**
- 2. Knowledge and understanding**
- 3. Teaching and learning**
- 4. Working with others**

Within each theme there are several standards expected of teaching assistants.

Why were these themes chosen?

Personal and professional conduct – In order for teaching assistants to provide effective support to teachers and pupils, they need to be clear about their role and responsibilities and how these fit within the wider structure of the school. In the same way as teachers, teaching assistants operate in a position of trust and are seen by pupils as role models. They should be able to maintain proper boundaries with pupils and their behaviours should reflect this responsible position.

Knowledge and understanding – Teaching assistants should have sufficient knowledge and skills to help teachers support pupils in achieving their maximum potential. School leaders are best placed to make judgements about the type and level of knowledge and skills that individual teaching assistants need, as this will vary according to job role. This could include: subject knowledge; specialist skills and knowledge to support pupils with:

- special educational needs or disabilities;
- knowledge of the curriculum;
- pedagogical knowledge;
- behaviour management strategies.

Teaching and learning – An important role of a teaching assistant is to support the teacher in ensuring the best possible outcomes for all pupils. The standards in this theme recognise that teaching assistants work under the supervision of a teacher in accordance with arrangements made by the headteacher of the school. Schools should refer to the EEF guidance report (see Further information) for ‘relevant strategies to support the work of the teacher’.

Working with others – Teaching assistants work with other professionals, parents, carers and outside agencies as well as with pupils themselves. Although other themes require teaching assistants to work collaboratively with others, these qualities and skills were considered so important and distinctive to the role as to merit their own theme.

Personal and professional conduct

Teaching assistants should uphold public trust in the education profession by:

- **Having proper and professional regard for the ethos, policies and practices of the school** in which they work as professional members of staff.
- **Demonstrating positive attitudes, values and behaviours** to develop and sustain effective relationships with the school community.
- **Having regard for the need to safeguard pupils’ well-being** by following relevant statutory guidance along with school policies and practice.
- **Upholding values consistent with those required from teachers** by respecting individual differences and cultural diversity.
- **Committing to improve their own practice** through self-evaluation and awareness.

Knowledge and understanding

Teaching assistants are expected to:

- **Share responsibility for ensuring that their own knowledge and understanding is relevant and up to date** by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness.
- **Take opportunities to acquire the appropriate skills, qualifications, and/or experience** required for the teaching assistant role, with support from the school/employer.
- **Demonstrate expertise and skills in understanding the needs of all pupils** (including specialist expertise as appropriate) and know how to contribute effectively to the adaptation and delivery of support to meet individual needs.
- **Demonstrate a level of subject and curriculum knowledge** relevant to their role and apply this effectively in supporting teachers and pupils.
- **Understand their roles and responsibilities within the classroom and whole school context recognising that these may extend beyond a direct support role.**

Teaching and learning

Teaching assistants are expected to:

- **Demonstrate an informed and efficient approach to teaching and learning** by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities.
- **Promote, support and facilitate inclusion** by encouraging participation of all pupils in learning and extracurricular activities.
- **Use effective behaviour management strategies consistently** in line with the school's policy and procedures.
- **Contribute to effective assessment and planning** by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role.
- **Communicate effectively and sensitively with pupils** to adapt to their needs and support their learning.
- **Maintain a stimulating and safe learning environment** by organising and managing physical teaching space and resources.

Working with others

Teaching assistants are expected to:

- **Recognise and respect the role and contribution of other professionals, parents and carers** by liaising effectively and working in partnership with them.
- **With the class teacher, keep other professionals accurately informed** of performance and progress or concerns they may have about the pupils they work with.
- **Understand their responsibility to share knowledge** to inform planning and decision making.
- **Understand their role** in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers.
- **Communicate their knowledge and understanding of pupils** to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision.

Supporting guidance

Who are the standards for?

The standards are a tool for teaching assistants and for teachers and members of a school leadership team responsible for managing their work. They are also intended to help employers and governors when recruiting support staff, and defining the job roles of teaching assistants. They may also be useful to local authority support services and multi academy trusts which employ teaching assistants. They are core standards for all teaching assistants working across all phases in mainstream and specialist settings.

What are the standards for?

These core standards are intended to raise the status and professionalism of teaching assistants. They define characteristics that all teaching assistants can demonstrate regardless of their working context. The standards are designed to ensure that the skills and experience demonstrated by teaching assistants help to support high-quality teaching, learning and social inclusion.

The standards have been written to reflect the diversity of school employers and the wide-ranging responsibilities of teaching assistants working with pupils and teachers in a variety of contexts. They are designed for all teaching assistants and for schools to adapt to their own context.

The standards are complementary to the existing standards for Higher Level Teaching Assistants (see Further information), rather than a replacement for them. The standards provide clear and concise expectations for all teaching assistants, working at all levels, and a framework to strengthen their status as education professionals.

The standards may be used as a tool to support the performance management of teaching assistants, although employers are free to decide the standards against which teaching assistants are assessed.

What are the standards not for?

Whilst the standards may be used in support of any recruitment exercise, they should not be used as a checklist. The standards are not appropriate for job evaluation; instead the role profiles developed by the National Joint Council for Local Government Services role profiles can be used (see Further information). The standards are generic and broad based – they do not specify requirements for staff recruited to specialist roles.

The standards should be considered as a whole. Although some standards may be more important in some contexts, the professionalism and contribution of teaching assistants needs to be recognised in its entirety rather than under specific themes. The weight given to each element will vary from school to school and will depend on the individual job role and responsibilities.

Using the standards

The standards can be used:

- **For teaching assistants, to shape their own practice and professional development, within and beyond the school**

Self-evaluation in a supportive context is key to the development of all education professionals. These standards can be used by teaching assistants as a focus for reflection on their own practice.

Teaching assistants can use the standards to have a constructive conversation with headteachers, teachers and others about areas where support is needed for professional development. Teaching assistants should feel empowered to seek such support. School leaders are expected to provide such training and support as may be necessary for the support staff in their schools, as possible within the financial constraints in which they operate.

- **For teachers or other line managers, to inform the appraisal of teaching assistants**

There is no mandatory requirement to use the standards for this purpose, but they provide a useful framework for appraisal discussions. These standards should not be used as prescribed objectives. Objectives must be relevant to the context of the individual school and teaching assistant.

They may be used to support and supplement existing appraisal frameworks, but are not designed as a sole tool for performance management.

The standards should not be used to assess the performance of teaching assistants in the way that teachers' performance is assessed. The standards are not part of a statutory framework and teaching assistants do not have the same sort of pay and career structure as teachers. The standards should not be used for the purposes of accountability. Teaching assistants should not be expected to provide evidence against each of the standards for appraisal.

- **For employers to support the recruitment and appointment of teaching assistants**

The standards are not an off-the-shelf job description or a person specification, but they can be used to underpin and shape both of these documents.

It is important to focus on the context of the individual school. Different schools and teaching assistants within each school will have different levels of responsibility and so require different skills and experience.

- **For employers to evaluate their induction arrangements and provision of continuous professional development (CPD) for teaching assistants**

The standards should inform schools' processes for identifying training and development needs. Schools need to have CPD policies which effectively address the needs of the whole workforce and should use their own and external training budgets to this end.

Further information

Teaching assistant deployment

Education Endowment Foundation Guidance report: Making effective use of teaching assistants

Department for Education Effective deployment of classroom staff
Education Endowment Foundation Teaching and learning toolkit

Ofsted Deployment and impact of support staff (from 2010, not linked to current inspection framework)

Maximising TAs

Existing standards for teaching assistants

HLTA standards

National Occupational Standards

Teaching assistants – careers, training and development

Skills for schools

NJC job profiles

NJC model role profiles

Teachers' and headteachers' standards

Teachers' Standards

Headteachers' Standards

Other resources

Statutory policies for schools

Keeping children safe in education

SEND Code of Practice

Professional development standards for teachers (to be published 2016)

Performance Appraisal Form

Name:	Appraiser:
Job Title:	Job Title:
Date Part A completed - Objectives setting:	Date Part B completed - Review of objectives:
Date mid-year review completed:	

Part A – Objective Setting and Development

A1 – Self Evaluation – Prior to the objectives setting meeting please complete the self-evaluation section. This will help you get the most out of the appraisal process, help the Appraiser to set suitable objectives and will identify training and development needs.

Employee Comments	Appraiser Comments (to be completed at the meeting)
1. What do you consider to be your main strengths?	
2. What do you enjoy or find satisfying about your job?	
3. Can you identify any development or training needs?	
4. Can you identify any barriers to performing well in your job?	
5. Do you have any future work related goals or ambitions?	

A2 – Objectives Setting and Mid-Year Review – Objectives will be discussed and set at the meeting. All objectives will be SMART (Specific, Measureable, Achievable, Relevant and Time-related).

Part way through the year a review will be undertaken, as part of this meeting you will be asked to comment on your progress towards your objectives. Your Appraiser will also record their comments during your discussion. Should circumstances arise which mean that an objective is no longer relevant an amendment or alternative to the objective will be discussed and recorded.

	Mid-Year Review Self-Assessment	Mid-Year Review Appraiser Comments
Objective 1		
Objective 2		
Objective 3		
Any identified and agreed training or development (initial meeting and/or mid-year review):		
Any amendments to objectives or notes following the mid-year review:		

B1 – Self-Assessment and Appraisal – At the end of the cycle an Appraisal meeting will be held. Prior to the meeting please comment in the Self-Assessment section regarding what you think has gone well during the year, and what, if any, issues.

Objectives (taking account of any amendments at the mid-year review)	Self-Assessment	Appraiser Comments
Objective 1		
Objective 2		
Objective 3		

B2 - Performance Appraisal – to be completed by the Appraiser.

Objective	Not Met/Unsatisfactory Performance	Met/Satisfactory Performance	Exceeded/Excellent Performance
Objective 1			
Objective 2			
Objective 3			
Overall Performance Assessment			

Further comments or notes by the employee:
Further comments or notes by the Appraiser:
Any comments by the Headteacher:

Employee Signature:

Appraiser Signature:

Headteacher Signature:

Date:

Date:

Date: