

Appraisal Policy

1 Introduction

- 1.1 Blackburn College's Appraisal Process is an integral part of managing the performance and continuous professional development of a member of staff to assist them in maximising their job performance for the joint benefit of themselves and the College.
- 1.2 It is a supportive and developmental process designed to ensure that all staff have the skills and support they need to carry out their role effectively and to improve their professional practice.

2 Scope

- 2.1 All staff are required to participate in the appraisal process. From time to time, it may be appropriate to exempt certain staff, for example where an employee is on a very short term contract, works only occasionally or may be absent long term due to maternity or ill health.
- 2.2 The appraisal process is not a day to day management tool and any performance issues relating to discipline, capability or poor performance will be dealt with using the appropriate College procedures.
- 2.3 Other related policies/documents include:
- Appraisal Process Guidance
 - Professional Learning: OD and CPD Policy
 - Single Equality Policy
 - Probation Policy

3 Purpose

- 3.1 Appraisal comprises of two parts; looking back to analyse past performance and looking forward into the future to improve future performance.
- 3.2 A well prepared and structured appraisal review brings numerous benefits to the member of staff, line manager and the College as a whole. It provides an opportunity for:
- clarification on what is expected in the job role, College values, standards of behaviour and performance;
 - goals to be communicated and set at a team and individual level;
 - recognition of individual success and achievement;
 - training and development needs to be identified and met;
 - staff to realise their potential and to plan their personal, career and professional development;
 - the identification of any barriers to performance and possible solutions; and
 - the promotion of health & wellbeing including the early identification of and prevention of work related stress.

4 Definitions

Appraisee: Employee whose performance is being appraised

Appraiser: Employee's line manager /team leader who is conducting the appraisal

Appraisal: Meeting where the appraisee and appraiser discuss the appraisee's performance

Continuing Professional Development: Activities to improve an individual's professional practice such as coaching, mentoring, placements, research, project work as well as training courses.

5 The Appraisal Cycle

- 5.1 The first appraisal meeting is held in the Autumn term, with this review completed by 31st December. This meeting will review the performance from the previous academic year and at the same time set targets for the new academic year together with a continuing professional development plan.
- 5.2 Members of the college management team will normally have their appraisal meeting and targets set first, linked to the College's Strategic Plan, in order that relevant targets can be cascaded to individual team members.
- 5.3 A mid-year appraisal will be held in the Spring term, normally to be completed by 31st May. This meeting will be to review progress and identify what action needs to be taken to ensure successful completion.
- 5.4 New staff, who start part way through the review year, should have their first appraisal meeting within 6 weeks of their date of commencement. Staff who commence after January will not normally be required to participate in a mid-year review. Performance will also continue to be monitored in line with probation arrangements.

6 Guiding Principles

- 6.1 Staff should receive constructive feedback on a regular basis from their line manager about their achievements at work and not just through the formal twice-yearly appraisal.
- 6.2 It is the responsibility of staff to fully participate in the appraisal process and assist in identifying their targets and continuing professional development.
- 6.3 Appraisals must operate within the context of the College's Single Equality Policy. Appraisers and appraisees must be aware of their responsibilities within this policy framework not to unfairly discriminate in the implementation of the process.
- 6.4 An appraisal is part of a manager's responsibility to establish and maintain a dialogue with an employee regarding their performance against agreed standards, role, continuous professional development, health and wellbeing and future career progression. Staff have the opportunity to discuss these matters on a regular basis throughout the year as part of the line management relationship.
- 6.5 Training in the appraisal process will be available to all staff through the Organisational Development (OD) programme as advertised on the OD Portal.

7 The Process

- 7.1 To encourage full and meaningful discussion and clear outcomes, the appraiser and appraisee should prepare thoroughly for the meeting in advance.
- 7.2 Meetings will be planned in order for the member of staff to complete and return the self-review section of the appraisal review form at least a day before the appraisal meeting. The self-review stage is designed to ensure that appraisal deals with an agenda which is in part set by the appraisee and should assist in reviewing his/her work, to identify his/her successes and continuing professional development.
- 7.3 Both the appraisee and appraiser should use a number of sources to gather relevant data prior to the appraisal meeting. This could include, where appropriate:

Academic Staff

- Previous appraisal, mid-year review or probationary records
- Appraisal document for the new year
- Training/continuing Professional development records
- Job Description
- College Values
- Self-Assessment Report
- Lesson Observation
- Course Review
- Student retention/achievement data
- Other performance related data
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Business Support Staff

- Previous appraisal, mid-year review or probationary records
- Appraisal document for the new year
- Training/continuing Professional development records
- Job Description
- College Values
- Self-Assessment Report
- Service Standards
- Other performance related data

For a comprehensive list of the types of evidence required at each level of appraisal, please see the Appraisal Process Guidance booklet.

- 7.4 At the appraisal meeting, key goals will be set which may focus on meeting key performance indicators (KPIs), the meeting of standards, or more personal development. For teaching staff, KPIs are likely to focus on student attendance, achievement, retention, value added and high grades and standards will focus on the teacher's practice in delivering an outstanding Quality of Education. For business support staff, targets are likely to focus on further improvements to the service provided. All key goals should be SMARTER (specific, measurable, achievable, realistic, time-bound and then evaluated and reviewed).
- 7.5 A continuing professional development plan should also be prepared which will assist the appraisee to achieve their key goals and effectively perform their role.
- 7.6 Although the outcomes of an appraisal are negotiated, the appraiser will take the lead. The appraiser will have a wider perspective generally, be more aware of the College's strategic plan and self-assessment report and will recognise the employee's role in ensuring the success of students across the College. The manager for the area of work has overall responsibility for the delivery of the team's objectives and, whilst may

not be the appraiser of all staff in the area, as such, has final say over the objectives set.

- 7.7 The appraisal document itself should be viewed as a living and dynamic document in that it may be appropriate to add, amend or change key goals and continuing professional development plans dependent upon the circumstances. This should be in agreement with the individual concerned.
- 7.8 Guidelines are available to assist with the planning and completion of the Appraisal Meetings.

8 Links to capability

- 8.1 Any potential performance concerns should be raised with staff at the earliest possible opportunity and this should not wait until the Performance Development Review/Appraisal. Where the behavioural standards are to be rated as not meeting the required standard at appraisal, consideration should have been given to entering the relevant stage of the Managing Performance (Capability) Procedure prior to the appraisal process commencing. In all cases, support will be provided and exhausted before any formal processes begin and further advice and guidance can be sought from the Human Resources Team.

9 Appeals

- 9.1 If a member of staff is unhappy with the outcome of their appraisal they should discuss this with their line manager in the first instance. If this meeting does not resolve the issues, then Human Resources (HR) should be informed to assist with a resolution of the issues.
- 9.2 If issues cannot be resolved informally, then the member of staff may invoke the Grievance Procedure.

10 Monitoring And Review

- 10.1 The Organisational Development (OD) team are responsible for monitoring and providing regular reports on the completion of appraisals in line with agreed timelines to the College Leadership Team and the Governors through the Policy and Resources Committee.
- 10.2 OD will conduct spot checks to monitor the quality, completeness and progress against SMARTER targets throughout the academic year and will report their findings to the College Leadership Team.
- 10.3 Designated Senior Post-holders will have their appraisal targets set and reviewed by the Governing Body.
- 10.4 This policy will be reviewed at least every three years by the Head of the Quality of Education or in line with legislative developments and the need for good practice.

11 EQUALITY IMPACT ASSESSMENT

- 11.1 Blackburn College is committed to the promotion of equality, diversity and providing a supportive environment for all members of our community. Our commitment means that this Policy has been reviewed to ensure that it does not discriminate (either intentionally or unintentionally) against any of the protected characteristics of age, disability, gender (including gender identity), race, religion or sexual orientation and meets our obligations under the Equality Act 2010. Therefore, this Policy has no adverse impact on any of the above protected groups.

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