

Providing Effective Appraisals



**Appraisal is an excellent way to
celebrate achievements**

Every Child Matters In Lincolnshire



In partnership with



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This appraisal guidance booklet has been published to fill an identified gap for providers. The Early Years Foundation Stage Statutory Guidance on page 41 4.1 states the (EYFS) requirements sit alongside other legal obligations and do not supersede or replace any other legislation which providers must still meet for example

- Employment laws;
- Anti-discriminatory legislation;
- Health and safety legislation;
- Data collection regulations;
- Duty of care.

Managers need to develop their own skills in managing people and services by regularly evaluating the quality of the setting and be committed to its continual improvement.

Managers need to ensure that they:

- Maintain a highly motivated consistent team of staff who feel valued.
- Act as excellent role models and know the settings key strengths and areas for development.
- Regularly ask children, staff, parents and carers for feedback on the service being provided.
- Have a good knowledge and understanding of the children in the setting.
- Are clear about what is expected of them and are accepting of the support to help them achieve this.
- Continue to enhance their skills by attending regular training courses

Induction

It is important that all staff members are managed well from the onset of their employment, in order to benefit both the setting as a whole and the individual staff member.

Induction training should be carried out to identify individual training needs and ensure they are met.

Providers should use training made available by the local authority and other sources as stated on page 31 in the (EYFS) statutory guidance. Once a new employee has been appointed, it is important they are made to feel part of the team.

Providing an effective induction will ensure that they are given a clear understanding of the structure of the provision and how it operates as well as their role and responsibilities within it.

The induction process should cover familiarisation with the:

- Setting, it's vision, values and aims
- Staff handbook, including terms and conditions.
- Premises, including toilet and staff facilities
- Location of fire exits and first aid equipment
- Health and safety procedures
- Security procedures
- Equal opportunities policies and statement
- The setting's policies and procedures, as set out in the staff handbook
- Guidelines on safeguarding procedures
- A statement on the confidentiality of information
- Guidelines for communicating with parents
- The expectations of standards of dress and behaviour.
- The expectations of professional development and information on the training opportunities available
- Any sources of further information and the location of key reference documents.

It is good practice to make the induction of new members of staff the responsibility of one member of the setting's management team.

This person would be responsible for ensuring that:

- All necessary paperwork is completed
- Qualifications and proof of working status have been seen and references checked.
- CRB checks and Vetting and barring have been initiated.
- The contract of employment has been carried out and all questions have been answered.

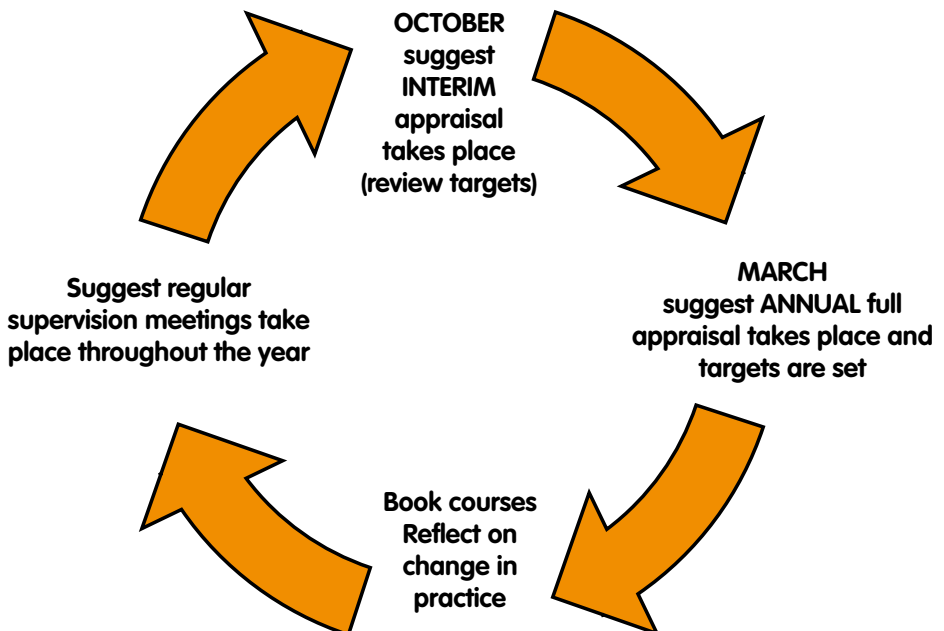
Appraisal

Appraisals give the opportunity for both the appraiser and the appraisee to discuss and praise performance by recognising strengths and ensuring employees feel valued for their contribution. This process enables the appraiser and appraisee to jointly identify areas for future personal and whole team development, allowing training needs to be discussed and targets set for the forth coming year.

Interim reviews between appraisals are usually referred to as one to one meetings and should take place regularly, recommended every 4 months. These meetings are used to review the continuing performance against the set targets from the appraisal. Things that may be discussed are; workload, barriers to achieving previously set targets and celebrating success. An annual appraisal will be conducted to conclude the Yearly Performance Management Cycle by appraising the past year and setting targets for the forthcoming year.

All appraisals and review meetings need to be recorded. See page 7 for further details.

PERFORMANCE MANAGEMENT CYCLE



Most employees will have had some direct experience of appraisals either as an appraiser or as someone receiving an appraisal. Your experiences may be positive or negative or perhaps a mixture of the two.

In order for your staff to feel valued and motivated, it is recommended that time is organised away from distractions for one to one meetings. Allow at least 45 minutes to 1 hour "quality" time, so the appraisee feels listened to.

Generally this process takes place in a private location where conversations can be kept confidential. *Environments play a vital role in child and staff development so therefore worth considering.*

Choose a relaxed environment away from constant telephone calls and general disruptions. The office tends to be a formal environment sitting opposite each other across a desk, where as coffee in the staff room creates a more relaxed atmosphere.

Staff members that have experienced this process have felt listened to, valued and motivated to go that extra mile as a result.

The aim of one to one meetings would be to monitor, give feedback and support on staff performance at different stages throughout the year. This ensures that targets are reviewed and adjusted when needed.

Recording an Appraisal

Recording of an appraisal and review meetings

It is important that all appraisal and review meeting discussions are accurately and promptly recorded and signed by both parties. This will ensure that any targets set cannot be confused or misinterpreted and the appraisee can meet agreed timescales.

Copies of the record should be available to both Appraiser and Appraisee.

What should be recorded?

It is important that key decisions and targets agreed are recorded with clear timescales and responsibilities. This will reduce any confusion and the chances of targets not being followed through or delayed. This reinforces the two way nature of the process and allows the whole team training needs to be mapped out for the following year, including personal and professional development with regard to future qualifications.

If timescales or training needs cause points of disagreement ensure this is recorded.

Setting SMART Targets

Smart Targets –each objective should have with it a realistic, achievable target, with an implementation plan for each, outlining how the target will be met.

| | | |
|----------|--------------|--|
| S | Specific | Say exactly what you mean, exactly what you want to achieve. |
| M | Measurable | You can measure it and prove that you've reached your goal. |
| A | Achievable | Is something you can reach within the duration of the target (ie over 6 months/a year etc) |
| R | Realistic | Is something you can take action on? |
| T | Time Related | Sets a deadline. |

Example Form

| | | |
|---|---------|--------------|
| Setting | | |
| Name | | |
| Date | | |
| What do you enjoy about your role? | | |
| What do you least enjoy about your role? | | |
| Do you have any concerns or worries about your role? | | |
| Is there anything we could be doing to make your role easier? | | |
| Is there any training you feel you need? | | |
| Are there any other areas of work you would like to try? | | |
| Issues identified for action. | By Whom | Completed by |
| | | |

| Main Tasks from Job Description | How have you achieved the following? | Explain any barriers that have prevented you from achieving the following. | Appraisers comments |
|---|---|---|----------------------------|
| Awareness and adherence to Setting policies and Routines. | | | |
| Keep information about the children and families confidential. | | | |
| Advise the Manager or Supervisor of any concerns about a Child or equipment. | | | |
| Attend staff meetings & help prepare a forward plan for the team. | | | |
| Help prepare and fully set out/tidy up taking Health & Safety into consideration. | | | |
| Take part in special events, | | | |
| Outings & visits. | | | |
| Ensure attend relevant training as agreed within targets. | | | |
| Assist with regular observations of children and activities | | | |
| Help plan, provide, and take part in & evaluate the settings activities. | | | |
| Act as a key person, conducting regular observations, building up developmental records & working with parents. | | | |

| | | |
|--|--|---|
| Performance Management Example | Comments | Agreed actions |
| Learning and Development To develop a story sack, source and complete relevant training. | Would love to explore different ways of story telling not yet confident in this area. | Appraisee to develop a story sack for use in story telling session by Christmas 2010. Book onto a course before September 2010 |
| Support Mentoring and to role model a story session using a story sack by staff member. | Would like some support whilst I am gathering ideas and training. | Role model and Mentoring support until appraise ready to use story sack. |
| Appraiser | Signature | Date |
| Appraise | Signature | Date |

Suggestions Re -Example Form on Page 10 Management Performance

Discussion during a review meeting should include:

- The overall quality of the performance and work output/outcomes.
- The policies and procedures are followed and understood.
- The roles and responsibilities of the Appraisee are clearly understood including boundaries.
- Monitoring Appraisees workload.

Learning and Development.

- Helping Appraisee to identify their learning style and barriers to learning.
- Giving and receiving constructive feedback.

Support.

- Recognition from time to time that Appraisee may require support to carry out their role.
- This may be due to particular situations, specific incidents or personal issues that may temporarily impact on their work performance.

Constructive Feedback The 'Feedback Burger'

The bun is the 'positive' bit- beginning and end; The burger is the 'negative' meaty bit in the middle!

Receiving Feedback Positively.

- Open: listens without frequent interruption or objections.
- Responsive: willing to hear what's being said without turning the table.
- Respectful: recognises any value of what is being said and the speaker's right to say it.
- Engaged: interacts appropriately with the speaker, asking for clarification when needed
- Active listening: listens carefully and tries to understand the meaning of feedback.
- Thoughtful: tries to understand the personal behaviour that has led to the feedback.
- Interested: is genuinely interested in getting feedback.



Giving Feedback Positively

- Supportive: delivered in a non threatening and encouraging manner.
- Direct: the feedback is clearly stated.
- Sensitive: delivered with sensitivity to the needs of the other person.
- Considerate: feedback does not insult or demean the other person.
- Specific: feedback is focused on specific behaviours or events.
- Thoughtful: well considered rather than impulsive.
- Helpful: feedback is intended to be of value to the other person.

The Benefits of Appraisals

The Benefits of Appraisals for the Appraiser

- Improvement in communication within the team.
- Opportunity to provide constructive feedback on performance, celebrate strengths.
- Chance to comment on training and development needs.
- Opportunity to get to know appraisee better.
- Quality time for one to one meeting with all members of the team.

The Benefits of Appraisals for the Appraisee

- Role expectations can be clarified or re-emphasised.
- Targets discussed in detail.
- Opportunities to contribute ideas.
- Chance to discuss potential personal development and potential for further training.
- Quality time with Appraiser / relationship building.

Professional appraisals can make a tremendous contribution to the way settings monitor and ensure the achievement of high quality provision for children, adult's families and carers.

The quality of the relationships between Managers, workers, parents, carers and children is extremely important as people who use children's services say the services are only as good as the people delivering them.

Appraisal

In this context appraisal is part of an individual's performance management process. An annual cycle that's looks at progress against previously agreed targets, sets future targets and also reviews the individual's development activities and agrees an updated personal development plan.

Appraiser

Is to form or give an opinion of somebody's merits or quality performance.

Appraisal policy

This is a clear statement by an organisation, as to its expectations and requirements for appraisal.

Manager

This is the person who is directly responsible for supervising a worker, or who has responsibility for a workplace where one or more workers may visit or work.

Performance objectives

A clear statement of the things that an individual is expected to achieve in a certain period of time. Objectives should be SMART – specific, measurable, achievable, realistic and with clear timescales.

Review Meetings

A report is given of past actions performance or events.

References

- Department for children schools and families (2008). Early Years Foundation Stage DCSF publications Nottingham
- Children's Workforce Development Council. (2007). providing effective supervision first published July 2007. This publication replaces 'Manage Effective Supervision', which was product 6 in the Skills for Care Leadership & Management strategy packs of 2005 & 2006.

Useful Websites

ACAS

www.acas.org.uk

Business Link,

www.businesslink.gov.uk

Children's Workforce Development Council

www.cwdc.gov.uk

HM Revenue & Customs

www.hmrc.gov.uk

**Birth to Five Service
The Old School
Lamb Gardens
St. Giles
Lincoln
LN2 4EG**

**Tel: (01522) 587570
Fax: (01522) 587598**

www.birthtofive.org.uk