



STEP Academy Trust

Support Staff Appraisal

STEP Way – Assessment against Competency levels

COMMUNICATION & INFLUENCING		
I speak clearly, fluently and in a convincing manner to both individuals and groups. I influence, convince or impress others in a way that results in acceptance, agreement or behaviour change		
Level 1 Communication	At this level I, <ul style="list-style-type: none"> ▪ Engage in conversation with others, starting conversations, when necessary ▪ Listen and ask the right questions to clarify meaning ▪ Show respect for individual differences ▪ Write in Plain English, if appropriate to my job 	I do not, <ul style="list-style-type: none"> ▪ Shut people out by not talking to them ▪ Talk over people and interrupt conversations ▪ Only listen to those who talk the loudest and ignore those who are less talkative ▪ Only respect those who hold similar views to me ▪ Use jargon/inappropriate tone/style
Level 2 Communication & Influencing	At this level I, <ul style="list-style-type: none"> ▪ Encourage others to say what they think or feel ▪ Seek to understand others to build trust and credibility ▪ Break down complex information to help others understand ▪ Adapt my communication style to suit the circumstances 	I do not, <ul style="list-style-type: none"> ▪ Disregard the ideas/contributions of others ▪ Insist on others understanding me first before trying to understand them ▪ Use jargon to 'show off'/demonstrate to others how clever I am ▪ Stick to one style of communicating irrespective of the circumstances
Level 3 Communication & Negotiation	At this level I, <ul style="list-style-type: none"> ▪ Am confident and self-assured when speaking to others ▪ Acknowledge and respect the emotional needs of others ▪ Use questions to encourage openness and acceptance ▪ Deliver honest, consistent and transparent messages, particularly when under pressure 	I do not, <ul style="list-style-type: none"> ▪ Appear uncertain/nervous when talking/dealing with others ▪ Belittle or view the emotional needs of others as a sign of weakness ▪ View questioning by others as a form of personal attack and become defensive ▪ 'Bend' the truth when it suits me and give out conflicting messages
Level 4 Communication & Persuasion	At this level I, <ul style="list-style-type: none"> ▪ Persuade others by making a convincing case with well supported arguments ▪ Challenge in a fair and supportive manner ▪ Demonstrate confidence when representing the Academy internally or externally 	I do not, <ul style="list-style-type: none"> ▪ Use my position/seniority/status to intimidate others into accepting my point of view ▪ Attack others personally or ridicule them behind their back ▪ Appear unprepared/uncertain when representing my service/the Council

EFFECTIVE RELATIONSHIPS		
I build and maintain effective relationships with all stakeholders.		
<p>Level 1</p> <p>Stakeholder Oriented</p>	<p>At this level I,</p> <ul style="list-style-type: none"> ▪ Respond promptly, politely and positively to different children and staff needs/requests for information and support ▪ Seek to resolve children and staff queries promptly and refer to a line manager necessary ▪ Use feedback to continuously improve my performance 	<p>I do not,</p> <ul style="list-style-type: none"> ▪ View children and staff as a source of irritation/interruption ▪ Avoid responding to children and staff by passing them on to others ▪ Ignore feedback from line managers or view it as a personal criticism
<p>Level 2</p> <p>Stakeholder Oriented</p>	<p>At this level I,</p> <ul style="list-style-type: none"> ▪ Use personal/professional knowledge/ experience to understand children and staff needs/requirements ▪ Know when to ask the child or staff member additional questions to identify further needs/requirements ▪ Provide the child or staff member with alternative options/solutions based on individual needs/requirements ▪ Work with others across the academy ▪ Use feedback to inform and improve my performance 	<p>I do not,</p> <ul style="list-style-type: none"> ▪ Keep to myself/ignore information that may help meet child or staff needs/requirements and improve quality service delivery ▪ Use questions to intimidate children or staff, or to pry into their lives ▪ Make unrealistic promises to children or staff ▪ Assume that all of my children and staff have the same needs/requirements ▪ Avoid working with others to improve children's experiences
<p>Level 3</p> <p>Stakeholder Management</p>	<p>At this level I,</p> <ul style="list-style-type: none"> ▪ Think of different ways to engage and build relationships with all staff and children to identify future needs ▪ Promote new initiatives and policies to improve children's education ▪ Build appropriate equality and diversity standards in service planning ▪ Allocate resources to support learning 	<p>I do not,</p> <ul style="list-style-type: none"> ▪ Assume that I know everything when it comes to children and staff needs/requirements ▪ Assume that my staff and children have needs/requirements that remain the same over time ▪ Undermine new initiatives and policies by not providing appropriate resources/support
<p>Level 4</p> <p>Stakeholder Strategy</p>	<p>At this level I,</p> <ul style="list-style-type: none"> ▪ Advocate on behalf of children and staff at a strategic/national level ▪ Invite scrutiny as part of continuous improvement ▪ Align teaching strategies with academy priorities 	<p>I do not,</p> <ul style="list-style-type: none"> ▪ Avoid community engagement as part of evaluating a service ▪ Focus purely on local issues when improving child and staff services ▪ Ignore child / staff priorities when developing a academy strategy

CREATIVITY AND INNOVATION

I create new and imaginative approaches to work-related issues.

I identify fresh approaches and show a willingness to question traditional assumptions.

<p>Level 1</p> <p>Creative Thinking</p>	<p>At this level I,</p> <ul style="list-style-type: none"> ▪ Discuss work ideas with others ▪ Am open to work with new ideas/ways of working ▪ Build on the ideas of others ▪ View mistakes as learning opportunities on how to do things better next time round 	<p>I do not,</p> <ul style="list-style-type: none"> ▪ Dismiss the ideas of others and or dismiss ideas too quickly ▪ Refuse to adopt new ways of working following training and support ▪ View mistakes as something to be afraid of and/or an opportunity to lay blame
<p>Level 2</p> <p>Solutions Focused</p>	<p>At this level I,</p> <ul style="list-style-type: none"> ▪ Focus my effort on suggesting solutions rather than just on barriers/obstacles ▪ Take calculated risks in order to do things better ▪ Seek to develop new solutions with available resources ▪ Review how things are done with a view to delivering services differently when necessary 	<p>I do not,</p> <ul style="list-style-type: none"> ▪ Limit myself to only offering tried & tested/traditional ideas/solutions ▪ Take risks without thinking and/or avoid taking any risks at all ▪ Do things on a 'whim' without any consideration of the impact on others/resources/children's education ▪ See review/evaluation as unimportant or a waste of time
<p>Level 3</p> <p>Innovative Thinking</p>	<p>At this level I,</p> <ul style="list-style-type: none"> ▪ Seek to create an environment where innovation is encouraged and valued ▪ Am not afraid to stop, delay or change solutions that do not deliver expected results ▪ Use innovation and feedback to drive continuous performance improvement 	<p>I do not,</p> <ul style="list-style-type: none"> ▪ Discourage innovation by not making time for others to share/discuss ideas ▪ Continue with an idea/solution without regular referral to an appropriate risk register ▪ Create an environment where creative ideas or innovation are not allowed to flourish
<p>Level 4</p> <p>Creativity & Innovation</p>	<p>At this level I,</p> <ul style="list-style-type: none"> ▪ Promote innovation internally and externally ▪ Consider developing links with non-traditional partners to enhance organisational performance ▪ Foster a blame-free learning culture where all are committed to continuously improve and develop 	<p>I do not,</p> <ul style="list-style-type: none"> ▪ Blame others for their attempts to work differently or accept outdated ways of working ▪ Avoid encouraging people to learn from each other ▪ Avoid opportunities to explore different ideas, novel approaches and new associations

DELIVERING QUALITY I analyse issues and break them down into their discrete parts. I make systematic and rational judgements based on relevant information. I demonstrate a readiness to make decisions, take the initiative and originate action.		
Level 1 Action Orientation	At this level I, <ul style="list-style-type: none"> ▪ Identify the cause(s) of a problem and try to find ways to “fix it” ▪ Make routine decisions after reviewing the problem/referring to local guidance, where it exists ▪ Involve others quickly if a problem is complex or outside my area of responsibility 	I do not, <ul style="list-style-type: none"> ▪ Leave problems unresolved without trying to fix them ▪ Avoid asking others for help or avoid making decisions that I can make myself ▪ Wait to act, particularly if there is a crisis
Level 2 Analytical Thinking	At this level I, <ul style="list-style-type: none"> ▪ Analyse the symptoms and causes of a problem i.e. the “what” and the “why” ▪ Identify the advantages and disadvantages of potential options/solutions ▪ Problem solve with others outside of my immediate team ▪ Consider potential equalities and diversity implications when making decisions 	I do not, <ul style="list-style-type: none"> ▪ Only consider short term solutions to a problem ▪ Avoid/refuse to work with others to solve a problem ▪ Assume that a decision will affect everyone in the same way ▪ Get side-tracked by details, losing sight of significant issues
Level 3 Complex Decision Making	At this level I, <ul style="list-style-type: none"> ▪ Evaluate the potential impact of a decision on the classes, academy and wider organisation before going ahead ▪ Make the case for difficult decisions even if the final outcome is unknown/I am personally affected ▪ Consider the views of others whilst recognising that the final decision may not be a collective one 	I do not, <ul style="list-style-type: none"> ▪ Make a decision without considering the risks and issues associated with the decision ▪ Allow my personal position to affect my decision-making ▪ Impose decisions without communicating the rationale to those affected by the decision
Level 4 Strategic Decision Making	At this level I, <ul style="list-style-type: none"> ▪ Recognise and make sense of the links between a number of complex issues ▪ Am aware of both explicit and hidden agendas and their potential impact on decision-making ▪ Embed a culture that recognises and rewards decisive decision-making 	I do not, <ul style="list-style-type: none"> ▪ Over-complicate issues and their interdependent links ▪ Focus solely on departmental or technical issues or ignore implicit and explicit agendas ▪ Abdicate responsibility for taking decisions

EMBRACING AND DELIVERING CHANGE I can understand and anticipate the need for change. I successfully adapt to changing demands and conditions.		
Level 1 Embracing Change	At this level I, <ul style="list-style-type: none"> ▪ Try to share my views, ideas and personal feelings about change ▪ Listen to the views of others which may be different from my own ▪ Take on new tasks and, with support and training, learn new skills where appropriate 	I do not, <ul style="list-style-type: none"> ▪ Assume that all/any change is unnecessary ▪ Prevent others from sharing their views ▪ Attack other peoples' opinions without listening or gaining an understanding ▪ Refuse the help of others to support me around new ways of working
Level 2 Delivering Change	At this level I, <ul style="list-style-type: none"> ▪ Tell others about change and how it affects them ▪ Model the behaviour needed to help others accept and support change ▪ Challenge others whose behaviour/attitude undermines change inappropriately ▪ Share my experience of change with others 	I do not, <ul style="list-style-type: none"> ▪ Assume that change affects everyone in the same way ▪ Behave in a way that is out of keeping with the change message I am supposed to be communicating ▪ Remain silent about behaviour that undermines change ▪ Demonstrate an inherent lack of commitment to changes that may be occurring
Level 3 Managing Change	At this level I, <ul style="list-style-type: none"> ▪ Look to understand change from other peoples' perspective ▪ Listen to the views of others, knowing when to adapt my approach in response to those views ▪ Build capacity for change by reviewing existing priorities and resources ▪ Can identify the criteria for "successful change" and use it to monitor and evaluate progress 	I do not, <ul style="list-style-type: none"> ▪ Automatically interpret the opinions of others as resistance ▪ Relentlessly pursue my own viewpoint at the expense of others ▪ Implement change without planning ▪ Introduce change without knowing what the 'the outcome' will look like
Level 4 Leading Change	At this level I, <ul style="list-style-type: none"> ▪ Establish a sense of urgency/common purpose around change ▪ Build and help others understand the Academy's vision for change ▪ Translate vision into meaningful strategy and planning ▪ Empower others to action through effective decision-making, communication, support etc ▪ Personally own the success or failure of change 	I do not, <ul style="list-style-type: none"> ▪ Undermine change by communicating to others that 'everything is alright' when it is not ▪ Keep the vision to myself and still expect people to buy into it ▪ Rely on the 'rumour-mill' to communicate the rationale for change ▪ Blame others if change is not implemented