



Gofal Cymdeithasol **Cymru**
Social Care **Wales**



Noddir gan
Lywodraeth Cymru
Sponsored by
Welsh Government

A guide to supervising and appraising well

socialcare.wales



Contact Details

Social Care Wales
South Gate House
Wood Street
Cardiff
CF10 1EW

Tel: 0300 3033 444
Fax: 029 2038 4764
Minicom: 029 2078 0680
E-mail: info@socialcare.wales

socialcare.wales

Originally published by Care Council for Wales
(2010) (Updated by Social Care Wales 2017)

ISBN: 978-1-909867-99-4

© 2017 Social Care Wales

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means without the prior written permission of Social Care Wales Wales. Enquiries for reproduction outside the scope expressly permitted by law should be sent to the Chief Executive of Social Care Wales at the address given above.

Other formats

Copies are available in large print or other formats if required.

Acknowledgments

Thanks to the Early Years and Childcare's Workforce Development Network members for their guidance and valuable comments.

Thanks also to the following organisations for the use of examples of their supervising and appraising resources:

- Clybiau Plant Cymru Kids' Club
- National Day Nursery Association (NDNA)
- Mudiad Meithrin
- Play Wales

This booklet is divided into two sections:

Section 1: General information and guidance on supervision and appraisals

Section 2: Practical templates and examples that you may wish to adapt for your use

Who is this guidance for?

This guidance is for everyone responsible for carrying out supervision and appraisal with early years and childcare practitioners.

Who needs supervision and appraisal?

All practitioners, whether they are full, part-time, volunteers, apprentices or work placement students need supervision and appraisal.

Contents

Foreword	3
Introduction	
What is performance management?	7
What is supervision?	7
What is appraisal?	8
What is the difference between supervision and appraisal?	8

Section 1

What are the purpose and benefits of supervision and appraisal?	9
Developing performance management and improvement skills	10
The supervision process	11
Care and Social Services Inspectorate Wales (CSSIW)	12
National Minimum Standards for Regulated Childcare	14
The supervision and appraisal meeting	15

Section 2

This section offers examples and templates provided from organisations and settings within the early years and childcare sector:

Supervision contract – example	18
Supervision policy – example	19
Record of supervision – examples	23
Staff evaluation of supervision – example	26
Staff appraisal form – examples	30

Foreword

Social Care Wales is the social care workforce regulator in Wales and is responsible for promoting and securing high standards across the early years, childcare and social care workforce. Social Care Wales aims to ensure that the workforce in Wales has the right skills and qualifications to work to a high professional standard, and is capable of delivering high quality services. Social Care Wales supports the belief of childcare providers that the quality of provision is enhanced when practitioners have access to comprehensive and structured performance management. Carefully managed supervision is a priority for all childcare providers, paid and unpaid staff.

Social Care Wales and its partners have worked together to produce this guide to provide practical guidance, clarity and examples.

This guide complements other publications that Social Care Wales has produced for the early years and childcare sector. These include:

A guide to recruiting well - The aim of this bilingual guide is to offer a step-by-step approach that assists employers through the process from the point of identifying a vacancy to appointment. It looks at issues like candidate suitability and employability and provides the basis for a robust recruitment and selection process. Download a copy from: socialcare.wales/recruiting-well

A guide to inducting well - Is a good practice guide on how to provide a comprehensive induction for new or returning employees in the early years and childcare sector. Download a copy from socialcare.wales/inducting-well

Early Years and Childcare Induction Framework for Wales - was developed as a result of the Inducting Well guide being embraced by the sector and a request for a comprehensive framework to be developed. Guidance has also been developed to support managers responsible for practitioners during the induction period. Visit the Social Care Wales website to download a copy at socialcare.wales/early-years-and-childcare-induction-framework

Continuing Professional Development Principles for the early years and childcare sector in Wales - this guide outlines the importance of effective continuous professional development for both managers and practitioners and provides a simple template adaptable to any setting.

Introduction

A structured performance management process, which incorporates supervision and appraisal, along with programmes for professional development, plays a significant part in the retention and well-being of staff and the quality of provision.

Practitioners at all levels require and have a right to supervision and appraisal, which forms part of the performance management cycle. Effective performance management will assist in achieving organisational, professional and personal goals.

What is performance management?

Performance management is simply the process of setting performance expectations, objectives and goals, monitoring progress, measuring results, and appraising and rewarding or correcting employee performance.



What is supervision?

Supervision is a planned, accountable, two-way process, which should support, motivate and ensure all practitioners develop good practice. It's perhaps an obvious thing to say, but, in any setting, if supervision is of good quality, then people have better job satisfaction and commitment to their job, and tend to stay longer.

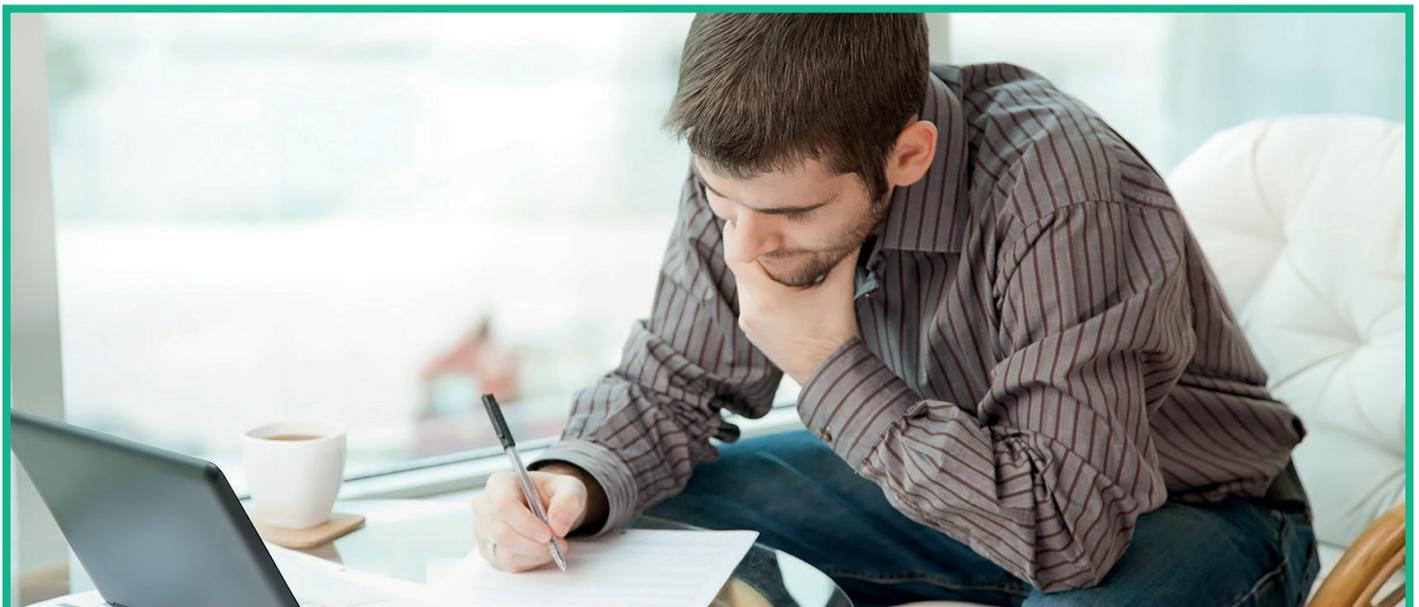
What is appraisal?

Appraisal is a more formal process involving the review of a practitioner's performance and improvement over a period of time, usually annually e.g. re-evaluation of set objectives, re-evaluation of their job description; recognising their strengths; identifying areas for improvement and identifying how training needs will be met.

What is the difference between supervision and appraisal?

Supervision is the regular disciplined monthly contact between a supervisor and their supervisee in which to check progress and to prioritise individual tasks; to provide and seek guidance and support; to identify areas of work that need improving and to set and review training needs (Continuous Professional Development [CPD]).

Appraisal is the framework within which supervision is conducted. It allows job and individual development objectives and plans, with milestones, to be agreed for ongoing review through supervision.



Section 1

High quality performance management is one of the most important elements in ensuring positive outcomes for children and their carers who use early years quality services. It also has a crucial role to play in the development, retention and motivation of the early years and childcare workforce.

What are the purpose and benefits of supervision and appraisal?

For the organisation/setting to:

- assist the supervisee to understand the organisational values, where the organisation/ setting is going and how they contribute to these
- make sure children and their carers receive a quality service
- ensure implementation of policies and procedures
- improve internal communication
- share responsibility
- assist in staff retention
- lower rates of grievances, sickness and complaints
- ensure that the practitioner meets the organisation and settings objectives and standards
- promote clear communication between the organisation and the practitioner;
- ensure that the practitioner has a manageable and appropriate workload; and
- adhere to the Care and Social Services Inspectorate Wales (CSSIW) National Minimum Standards for Full Day Care if registered as an early years, play or childcare provider or as a means to ensuring best practice if not registered.

For the professional/practitioner to:

- ensure that the practitioner is clear and competent about his or her role, responsibilities and accountabilities
- reflect on, analyse and evaluate their practice
- set, agree and review SMART (specific, measurable, achievable, realistic timely) goals and objectives
- provide constructive feedback
- ensure consistency of practice
- value and appraise the practitioner's work
- promote the health and well-being of the practitioner
- understand their role in the children's workforce
- set clear boundaries; To build self-confidence
- identify and review learning needs (CPD)
- improve team working and
- increase transparency and openness.

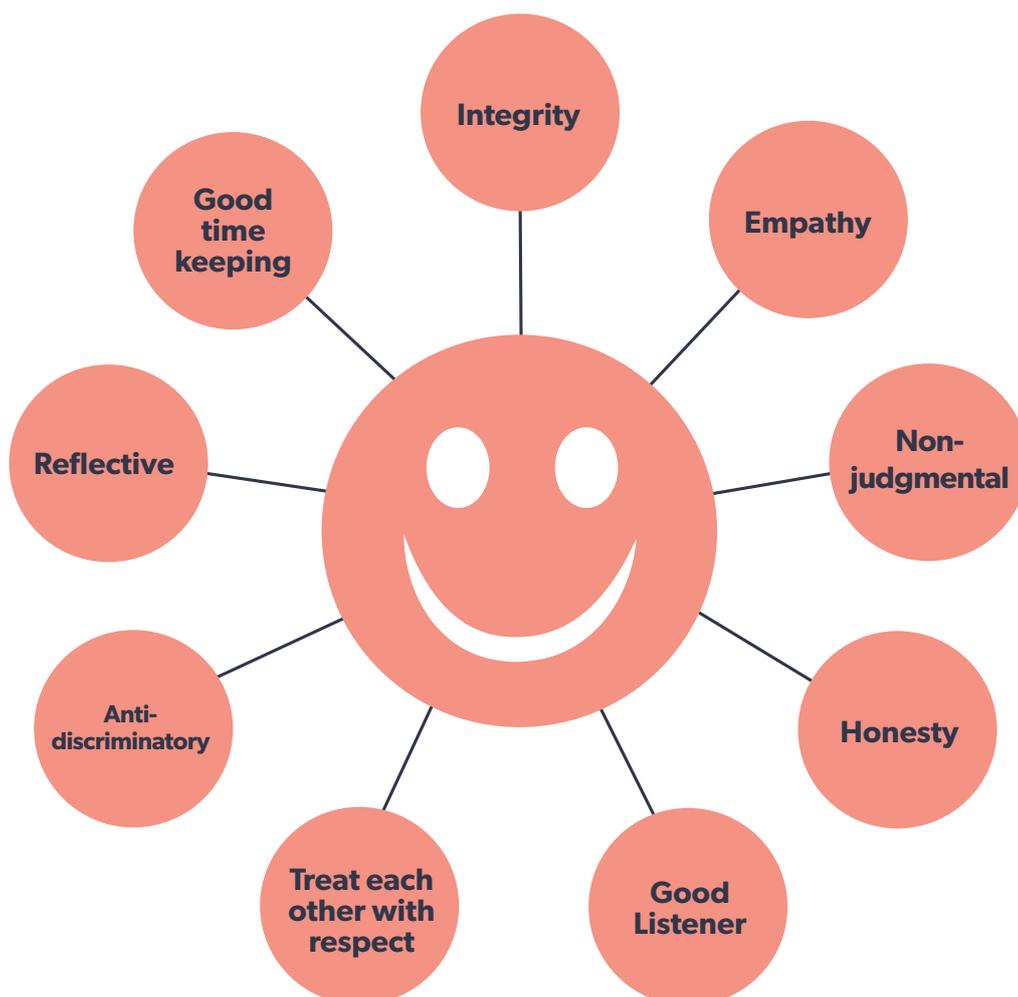
Developing performance management skills

The person with responsibility for performance management needs to be competent at supervision and appraisal. This could be through:

- management training programme and qualifications
- specific training to develop competence and skills
- refresher training at agreed intervals
- shadowing a more experienced supervisor

Qualities of an early years supervisor

The following diagram provides examples of some of the qualities an Early Years Supervisor would need to provide good supervision/appraisal:



Rights of supervisees

- To receive effective and sensitive supervision
- To be treated in an anti-discriminatory manner
- To have their own feelings and opinions recognised
- To be treated as an adult
- To disagree
- To learn from mistakes, to be unsure or to seek advice on what they don't know
- To be listened to
- To be briefed about changes

The supervision process

Supervision and appraisal policy (see examples in Section 2)

It is good practice for all early years and childcare organisations and settings to have a clear supervision and appraisal policy which:

- provides a clear definition of supervision linked to organisational/settings goals and values;
- sets clear expectations and boundaries;
- stipulates frequency, duration, location and recording;
- provides an organisational/setting proforma for supervision contracts and records;
- clarifies confidentiality and access to supervision and appraisal notes; highlights the importance of supervision and appraisal;
- makes clear the role, tasks, rights and responsibilities of the supervisor and supervisee;
- emphasises that supervision and appraisal is an entitlement for all staff, not just practitioners; and
- demonstrates how quality supervision and appraisal links to performance management.

Supervision contract or agreement (see example in Section 2)

Every supervisor should make a written contract/agreement with their supervisees. It needs to be agreed and delivered taking account of:

- frequency of supervision sessions;
- approximate length of sessions;
- location of sessions;
- main areas for discussion/agenda items;
- confidentiality issues;
- agreement regarding notes, when they will be produced and by whom; and
- procedure for complaints/reconciling differences.

Contracts set out what either party can expect from supervision and gives the agency an opportunity to audit and monitor supervision performance. They can also encourage innovative and thoughtful work.

Why should supervision be recorded? (see example in Section 2)

- **to keep a record of what was discussed and actions agreed;**
- **to keep a record of any matters of disagreements;**
- **to benchmark and audit the quality of supervision; and**
- **for performance management of staff.**

At the end of each session, or as soon as possible thereafter, both supervisor and supervisee should sign and date the recording sheet to confirm its accuracy. Each party will keep a copy of the recording sheet. The supervisor's copy may be kept in a supervision file or personal staff file.

Confidentiality

It is important for staff to be comfortable in discussing all aspects of their work. To encourage this, there needs to be clarity as to what will happen to information discussed. The supervisor must clarify this with all practitioners.

The supervision record should be accessible to the supervisor and supervisee at any time. Although this is a confidential document, it is also an organisational document which does not belong solely to the supervisor and supervisee. As such, the supervision record is neither secret nor private. Hence, a supervision policy should in addition specify under what conditions others can access this record. In all circumstances this needs to be clear to both parties. Such situations might include:

- **auditing;**
- **grievance;**
- **discipline;**
- **internal/external inquiry; and**
- **complaints.**

Frequency

Frequency of supervision depends on a number of factors:

- **the organisation or setting's supervision policy;**
- **the experience of the worker;**
- **the individual's support needs; and**
- **where there is a performance issue.**

Key message:

New employees, apprentices, trainees, volunteers and those practitioners where there is a performance issue may need more frequent supervision.

Each year the organisation or setting should undertake some form of review of its supervision practice as part of planning and review processes. The review should include:

- **Where and what, and how much supervision is happening; and**
- **Staff satisfaction with the quality of supervision.**

It is not the existence of supervision that makes a difference but good supervision.

Care and Social Services Inspectorate Wales National Minimum Standards for Regulated Childcare

Whilst not all settings are regulated by Care and Social Services Inspectorate Wales (CSSIW), as good practice settings may wish to follow the guidance outlined in the National Minimum Standards for Regulated Childcare.

“All paid staff receive regular one-to-one supervision which encourages them to think about the quality of their practice and raise any safeguarding concerns. They also receive formal appraisal at least once a year.”¹

Key conditions for delivering the supervision and appraisal session

Preparation

1. Plan for supervision, prioritise what needs to be discussed and ensure you have pen and paper to take notes.
2. Review the supervision record of the previous session, and note items and action plans that need following up.
3. Set supervision dates in advance so that they are planned and valued.
4. Check whether there are likely to be any unavoidable interruptions (these should really be exceptional).
5. Ensure the physical environment is laid out to allow the practitioner to express feelings, worries and be mindful of confidentiality issues.

¹ National Minimum Standards for Regulated Child Care - Welsh Government, March 2012

Session

1. Start the session on time. If you don't make supervision a priority, neither will the supervisee.
2. Confirm the agenda. Make sure the supervisee has had an opportunity to contribute to the agenda.
3. Start the session by asking the supervisee how they are, to promote their health and wellbeing and to put measures in place if necessary.
4. Use good communication techniques for example open body language and good eye contact.
5. Listen and concentrate on what the person is saying without interruption.
6. Use open questions - what, why, who, where, when and how to explore ways of thinking creatively about a problem. Challenge where appropriate.
7. Be innovative in approach.
8. Provide constructive feedback, praise, and achievements and encourage innovative ideas - giving more positive than critical comments.
9. Discuss and review work and practice issues. If there are any conflicts and problems relating to work, assist in providing a solution wherever possible.
10. Discuss and evaluate training and personal development needs. This may include feedback that the practitioner needs.
11. Share any relevant information.
12. Record the session by taking notes. You may wish to share responsibility for the recording, and give a copy of the record to the supervisee. Note any areas of disagreement, ensuring that both points of view are recorded.



Following supervision and appraisal

1. Write up the notes and actions agreed.
2. Confirm accuracy with supervisee.
3. Place a signed and dated copy of the notes in supervisee's personal file.
4. Agree dates and location for future sessions.

Common barriers to quality supervision and appraisal

1. Lack of organisation policies or standards on supervision and appraisal.
2. Lack of time and space.
3. Interruptions.
4. Poor recording of supervision.
5. Inadequate training for supervisors.
6. Lack of supervision for supervisors.
7. Unplanned, infrequent or lack of supervision.

This section offers examples and templates provided from organisations and settings within the early years and childcare sector.

WARNING!

It is only good supervision that adds value.

Too often it is assumed that just by having supervision practice will be improved. This is not so. Supervision only improves outcomes for children and their families, and only adds value for staff, if certain key conditions for its effectiveness are met.

Section 2

- Supervision contract – example
- Supervision policy – example
- Record of supervision – example
- Staff evaluation of supervision – example
- Staff appraisal form – example

Supervision contract



Clybiau Plant Cymru Kids Club Supervising Contract

Between Supervisor _____ and
supervisee _____

Clybiau Plant Cymru Kids' Clubs expects all staff to take part in regular supervision sessions. The main purposes of the supervisory process are:

- To ensure that the worker is fulfilling their responsibilities to the expected standards;
- To provide support to the worker; and
- To identify the professional development and learning needs of the worker.

We have agreed on the following structure for the supervision sessions, which will typically:

- Take place monthly for full time staff, less frequently if appropriate for part time or seasonal staff. Admin staff can be supervised at longer intervals.
- Last no longer than 1 hour.
- Be uninterrupted, unless by prior agreement.
- Be held in a mutually agreed setting, which is quiet and ensures privacy.
- Be booked in advanced and then given priority over commitments whenever possible. If a supervision date has to be altered by either party, a new date and time should be fixed straight away.
- Follow the agenda set out on the project supervision record sheet. In addition to standing items, specific topics may be added at the start of each session by either the supervisor or supervisee.

Supervision policy

1. Policy Statement

1.1 Research into motivation has shown consistently that excellent managers do three things with their staff. They:

- communicate with their staff regularly, discuss achievements and problems
- set specific, achievable but stretching objectives ensure opportunities for learning and development.
- Effective supervision facilitates these activities.

1.2 It is the policy of the setting that all staff receive regular supervision.

2. Legislation

2.1 There is no specific legislation relating to supervision but a number of employment acts and regulations influence how they must be provided, including:

2.2 Employment Relations Act 2004

2.3 The Employment Act 2008

2.4 All legislation pertaining to discrimination and equal opportunities

2.5 The Working Time Regulations 1998

2.6 The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000

2.7 The Management of Health and Safety at Work Regulations 1999.

3. Responsibility

3.1 The director is responsible for ensuring the implementation of the Policy within their areas of responsibility and that arrangements are in place to ensure adequate staff supervision and team meetings.

3.2 Line managers are responsible for providing supervision for their staff and for keeping records.

3.3 Members of staff have a duty to participate and contribute actively in supervision and team meetings.

3.4 The administration department is responsible for advising managers on the application of this policy and ensuring that monthly returns are provided from each nursery manager.

4. Supervision

4.1 Although supervision is sometimes seen as a continuous process, it also refers specifically to

meetings between a manager and an individual member of staff that are planned and provided to an agenda. Outcomes, agreed action and any other important matters of discussion, are recorded.

4.2 Content

The focus of supervision may vary depending on circumstances and the particular needs of individual staff. However, it must always be seen as a two way process, allowing the free discussion of any aspect of work or development which either the manager or the individual member of staff wishes to raise. It will ensure:

- i. an agreed set of clear and specific objectives for each member of staff, appropriate to role and attainable;
- ii. explicit standards of performance and conduct, reflecting the core values and ethos of the nursery;
- iii. learning resources and opportunities, including guidance or coaching where necessary, for the achievement of agreed work, performance and development;
- iv. encouragement and support in the achievement of objectives and learning;
- v. opportunities for joint feedback and reflection on any aspect of the work or working relationships and to explore ideas and solve problems;
- vi. the joint review of progress, feedback and recognition of achievements; and any adjustment to agreed goals and targets that becomes necessary;
- vii. review and management of the contract of employment. That is, induction, probation, term of contract and where appropriate contract renewal, annual leave, work/life balance, flexible working etc.

4.3 Frequency/Duration

The pattern and frequency of supervision may also vary depending on circumstances but the minimum should be six meetings a year, of which one will be an observation supervision and one will be the end of year review provided by the Performance and Development Review process. Supervision meetings will normally last for an hour. It will be planned. Dates must be given in advance to staff to ensure they have appropriate time to prepare and value is placed on the activity.

4.4 Performance and Development Review.

4.5 Supervision meetings are the basis of the cycle of performance and development review.

The main features are:

- i. preparation and agreement of a performance and development plan for the year ahead;
- ii. agreement about how performance and development plans will be evidenced, reviewed and supported during the year;
- iii. an annual interview between the manager and the staff member to review performance and development and agree forward plans.

5. Records

Supervision meetings are part of a formal process and so should follow an agreed agenda. The agenda must include Health and safety, well-being, training attended a review of work practice and agreed actions to be undertaken by the next supervision. A brief record must be made of agreed outcomes and of any other matter that either party wishes to record. The record should include any matters of disagreement that were not resolved in the course of the supervision meeting. Either party may make the record but the supervisor is responsible for ensuring that it is made, signed by both parties and kept as a permanent and confidential record, filed within the office.

Access to records is restricted to the supervisor and the staff member but there will be occasions when the supervisor may refer to records in consultations with a senior manager or in matters of disciplinary or audit.

6. Monitoring and Review

Managers and staff are encouraged to assess the provision and effectiveness of supervision with reference to this policy as a regular part of each process. The policy will be reviewed for adequacy and implementation in 2009/10.

Supervision Standards

Managers should ensure that supervision:

- is received by all staff;
- takes place at least six times per year (including those required by Performance and development review for half year and end of year reviews);
- is planned in advance and takes place in private, with only the supervisor and staff member present (except otherwise by agreement);
- covers the required content (see paragraph 4.2);
- follows agreed agenda and ensures records of outcomes and important matters of discussion are made and kept confidentially in the office.

And provides:

- the agreement of clear objectives and success criteria;
- standards of performance and conduct and reinforcement of core values;
- identification of resources, development and learning necessary for the achievement of agreed objectives and competencies;
- encouragement and support in the achievement of objectives and development;
- opportunities for joint feedback and reflection on any aspect of the work or working relationships and to explore ideas and solve problems;
- two-way review and feedback including the recognition of achievements and the adjustment of goals and targets necessary in the light of joint experience.

Supervision record

Name:	
Team:	
Date:	

Item	Summary	Action agreed
Progress against work objectives		
Learning and development		
Other items discussed		
1		
2		
3		
4		

Signed:	Supervisor
Signed:	Supervisee
Date of next supervision meeting:	

Supervision record



Date of supervision:	
Name of supervisor:	
Name of supervisee:	
Date and time agreed for next meeting:	

Agenda standing items:

Specific additional agenda items:

Signed:	Supervisor	Date:
Signed:	Supervisee	Date:

Both the supervisor and supervisee should sign and date the end of this record to confirm its accuracy.

AGENDA ITEM	ACTION(ED BY)

Signed:	Supervisor	Date:
Signed:	Supervisee	Date:

Employee evaluation of supervision

Please evaluate the supervision you have received as it relates to the areas listed below.
The rating scale is as follows:

Strongly disagree	1
Disagree	2
Neutral	3
Agree	4
Strongly Agree	5

Evaluation:

- My supervisor provides me with appropriate training opportunities.
- My supervisor is a good teacher/coach.
- My supervisor understands my job and what I do well enough to help me improve my work.
- My supervisor clearly defines what he/she expects of me. My supervisor and I discuss how I can grow and advance. My supervisor listens well.
- My supervisor is accessible when I have a problem. My supervisor is a good problem-solver.
- My supervisor gives clear, helpful feedback about how I'm doing my job.
- My supervisor expresses appreciation of my work.
- My supervisor communicates clearly about work plans.
- I understand how my job fits into the "big picture" of the work at the setting.
- My supervisor is a strong advocate for me.
- My supervisor expresses appreciation for my ideas and comments.
- My supervisor is prepared for my supervision.
- My supervisor reviews what we agreed from the last supervision.
- My supervisor gives me appropriate notice for my supervision.
- I benefit from having supervision.
- I feel motivated after a supervision session.
- I understand the purpose of supervision.
- I feel my supervision is worthwhile.

What are the specific strengths you see in your supervisor?

How could your supervisor be a better supervisor?

Additional comments:

Signature: _____

Date: _____

Appraisal form template

The appraisal form should be completed during the appraisal by both the manager and employee. It is good practice for employees to complete a self-appraisal form prior to the interview. This could identify areas where they feel they have excelled, areas they feel they need more support on, any training they have completed and any they would benefit from.

Name: _____ Date: _____

What has the employee done well since the last appraisal?

Any parental compliments or staff comments?

What has the employee found challenging since the last appraisal?

How will / has the employee overcome this challenge?

What training and/or support does the employee need to overcome this challenge?

What training and/or support has the employee received since their last appraisal?

What training and/or support would the employee benefit from in the next year?

How would you rate the employee's attendance in the last year?

Good **Satisfactory** **Less than Satisfactory** **Give reasons for this:**

How would you rate the employee's time management in the last year?

Good **Satisfactory** **Less than Satisfactory** **Give reasons for this:**

How would you rate the employee's partnership building in the last year?

Good **Satisfactory** **Less than Satisfactory** **Give reasons for this:**

How would you rate the employee's relationship with their peers in the last year?

Good **Satisfactory** **Less than Satisfactory** **Give reasons for this:**

Goals set for next 12 months:

Signed:	Appraiser	Date:
Signed:	Appraisee	Date:

Mudiad Meithrin Appraisal form

Cylch's name:	
Name of member of staff:	
Member of staff's post:	
Name of person holding the meeting:	
Role of person holding the meeting:	

What are your duties?

What do you enjoy most in your job? Why?

What do you do best in your opinion? Give us an example/some examples.

What specific skills do you have which help you in your work?

How can we, as a Committee, help you to develop these skills further?

Is there anything you don't enjoy doing in your work? Why?

Is there any aspect of the work you feel you are not fulfilling satisfactorily?

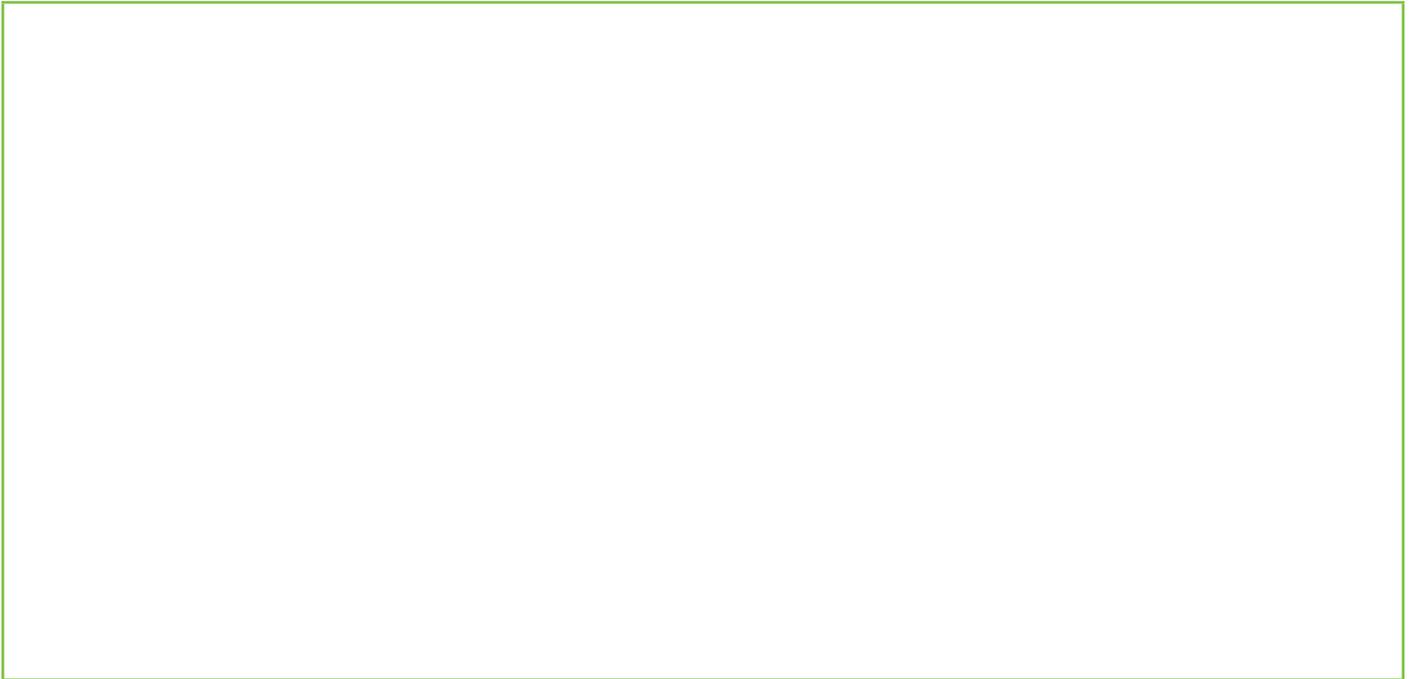
Is there anything we, as a Committee, can do to develop these aspects?

Have you attended relevant training during the year?

Do you feel that this training has helped you in your work?

At the end of the meeting you should discuss the duties the member of staff will be expected to undertake during the forthcoming year in general.

The member of staff should be asked whether he/she has any further comments.



Play Wales employee appraisal form



Employee Name:	
Appraiser Name:	
Appraisal Meeting Date:	
Appraisal Period:	

Job Description/Responsibilities:

Important:

Part A of this form is to be completed by the employee and handed in to the appraiser (Line Manager) one week before the arranged meeting date. Part B is to be completed by the appraiser (Line Manager) prior to the appraisal meeting. Part C should be left blank and completed by the appraiser (Line Manager) during the meeting. If you do not understand any questions on this form, please contact the appraiser as soon as possible.

Part A: to be completed by the employee

1. What have you achieved in your key area of work during the appraisal period?

(Please use the reverse of this page to continue your comments if necessary)

2. What do you consider to be your key strengths?

3. Does your job description accurately reflect your current duties and if not please describe them here.

4. What skills/area of work do you feel you need to improve the most?

5. Which parts of your job do you like the most?

6. Which parts of your job do you dislike the most?

7. What are your personal work goals for the next appraisal period?

8. Do you feel there is anything that we could do to help you meet these goals and perform more effectively?

9. Please comment on any areas/issues that have not been addressed?

Thank you for completing Part A.

Please hand this form in to the appraiser one week before the arranged meeting date.

Refer back to page 1 for your assigned meeting date/time and appraiser.

Part B: to be completed by the appraiser prior to the meeting

1. What has the appraisee achieved in their key area of work during the appraisal period?

2. What are their key strengths?

3. Are there areas they can improve upon?

4. What goals would you like to see achieved in this next period?

5. Does the appraisee routinely undertake any duties outside of their job description?

Part C: to be completed by the appraiser during the meeting

After reviewing and discussing the employee's comments to Part A and the appraiser's comments to Part B, the appraiser should use Part C to record their agreed comments and future training/targets agreed with the employee during the meeting.

1. What has been agreed as key strengths and achievements over this last period?

2. What has been agreed as areas for improvement?

3. How is this being supported?

4. General comments (including actions to be taken forward with review of job description)

List here any training needs or targets set for the employee:

If applicable, has the appraisee successfully completed their probationary period? If no, please add comments as to why not.

Please set the next appraisal date today, this should be in 12 months' time

Date: _____

Appraiser

I agree that the above has been discussed and agreed with the employee and that a copy of Part C has been given to the employee.

Position: _____

Print Name: _____

Signed: _____ Date: _____

Employee

I agree that the above has been discussed and agreed with the appraiser and I have received a copy of Part C of the form.

Print Name: _____

Signed: _____ Date: _____

Director

I have read the above appraisal form and consider it to be a fair discussion. I agree to support the above employee in receiving training as follows:

Print Name: _____

Signed: _____ Date: _____

(Please photocopy this sheet only and give to the person responsible for arranging training courses)

Stay informed:

To view more publications and resources for the Early Years and Childcare sector, visit:

www.ccwales.org.uk/education-and-learning-for-early-years-and-childcare

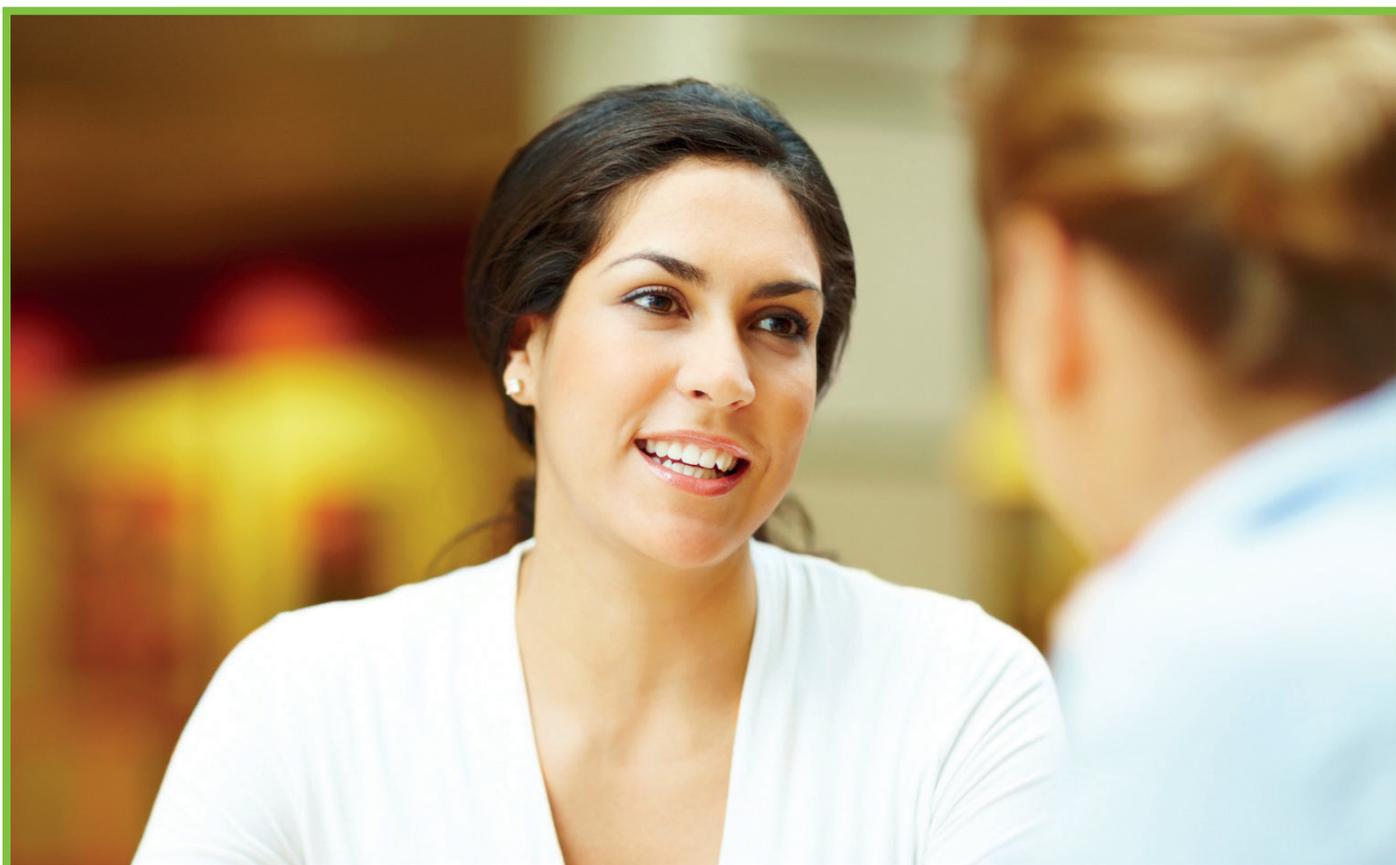
Sign up for our early years bulletin eepurl.com/bybt0T

The early years and childcare team within Social Care Wales are building on the employer engagement work undertaken to date. We want to:

- improve employer engagement in Wales;
- have feedback on workforce issue that are affecting you;
- listen to your ideas and comments; and
- have feedback on how useful you have found our products.

If you would like to give us your feedback or get in touch please contact the early years team:

tel: **01745 586863** or e-mail earlyyears@socialcare.wales



A guide to supervising and appraising well

socialcare.wales



Gofal Cymdeithasol **Cymru**
Social Care **Wales**



Noddir gan
Lywodraeth Cymru
Sponsored by
Welsh Government