



APPRAISAL PERFORMANCE POLICY

SEPTEMBER 2016

This policy has been reviewed and ratified by Directors:

Signed by Directors:

Date Policy was renewed:

Date of next renewal:

1.0 APPLICATION OF THE APPRAISAL POLICY

- 1.1 This policy applies to the CEO, Heads of School, Support Staff and to all teachers (qualified or unqualified) employed at the academy trust except those on contracts of less than one term and those undergoing induction (i.e. newly qualified teachers) and those who are subject to capability procedures. The policy also applies to 'unattached' teachers employed by the local authority.
- 1.2 This appraisal process will not be used as a substitute for the informal stage of the capability procedure. Capability is subject to a separate policy and procedure.
- 1.3 All aspects of the teacher appraisal cycle should be arranged within teacher directed time, not PPA time.

2.0 PURPOSE

- 2.1 This policy sets out the framework for a clear and consistent assessment of the overall performance of support staff, teachers, the CEO and Heads of School for supporting their development within the context of the school's plan for improving educational provision and performance. The framework will also address the professional needs of each member of staff.
- 2.2 Where a member of staff is eligible for pay progression, the assessment of performance throughout the cycle, against the performance criteria specified in the statement, will be the basis on which the recommendation is made by the reviewer.
- 2.3 The Head of School will use this information to form a judgement of whether progression should be granted or not.

3.0 THE APPRAISAL PERIOD

- 3.1 The performance of staff will be reviewed annually. Performance planning and reviews will be completed for all teaching staff by 31 October and for Head of Schools by 31 December. Support staff annual reviews will take place in term 1 at Warren Wood Primary Academy and Greenacre Academy. Support staff annual reviews will take place in term 4 at Chantry Community Academy.
- 3.2 The appraisal period will run for twelve months normally from September to September except for the case of support staff at Chantry Community Academy where it will run from March to March.
- 3.3 Members of staff who are employed on a fixed term contract of less than one year will have their performance managed in accordance with the principles underpinning this policy. The length of the period will be determined by the duration of their contract.
- 3.4 Where a member of staff starts their employment within the trust part way through a period, the Head of School shall determine the length of the first

period for that member of staff, with a view to bringing the period into line with the period for other staff as soon as possible.

- 3.5 Where a member of staff transfers to a new post within the academy trust part way through a period, the Head of School shall determine whether the period shall begin again and whether to change the appraiser.

4.0 APPOINTING APPRAISERS

- 4.1 All appraisers of teachers, other than those appraising Head of Schools, will be teachers, should hold QTS and will be suitably trained.

4.2 Head of School

- 4.2.1 The Head of School will be appraised by the CEO and the Chair of the local Governing Body.

- 4.2.2 The CEO will be appraised by the Chair and Vice Chair. The appraisal sub-group of the Trust Board would comprise of the Chair and Vice Chair.

4.3 Teachers and support staff

- 4.3.1 The choice of the appraiser is for the Head of School to decide. Where a member of staff has an objection to the Head of School's choice, their concerns will be carefully considered but the overriding decision lies with the Head of School. All appraisers of teachers appointed by the Head of School will have current or recent teaching experience.

- 4.3.2 Where it becomes apparent that the appraiser appointed by the Head of School will be absent for the majority of the appraisal cycle, the Head of School may perform those duties herself/himself or delegate those duties to another appraiser for the duration of that absence.

- 4.3.3 If the Head of School appoints an appraiser who is not the member of staff's line manager, the appraiser to whom she/he delegates those duties will have an appropriate position in the staffing structure, together with the necessary background knowledge, skills and training to undertake the role.

- 4.3.4. All central service managed staff will be appraised by their central service line Manager.

5.0 SETTING OBJECTIVES

- 5.1 The Head of School's objectives will be set by CEO and the chair of the local Governing Body.

- 5.2 The CEO's objectives will be set by the appraisal sub-group of the Trust Board.

- 5.3 Objectives will be set before or as soon as practicable after, the start of each appraisal period. The objectives set will be Challenging, Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the appraisee's role and level of experience. Appraisees may at any point append their comments alongside their objectives. Should their circumstances or role change, a member of staff should request to meet with their appraisee to review their objectives.
- 5.4 Teachers will have three objectives:
- The first will relate to pupil progress and will be inline with Trust expectations. There will be parity across each phase.
 - The second will relate to accuracy of predictions and moderation of assessments.
 - The third will relate to an active approach to Continued Professional Learning in order to maintain the relevant teaching standards.
- 5.5 Leadership team members will have up to 4 objectives:
- The first will be shared and reflect the academy aims for progress and achievement.
 - The second will be tailored to their specific leadership responsibilities.
 - The third will relate to their development needs as a senior leader.
 - The fourth will be to perform highly against the Teacher Standards.
- 5.6 Support staff will have 3 objectives which could reflect team goals, personal development or sustained performance of a role.
- 5.7 Whilst considering objectives, the appraisee should consider CPL, training, support and interventions which may be necessary to achieve their objectives.
- 5.8 It is for the academy to decide on what is considered to be a reasonable number of objectives, in discussion with the employee.
- 5.9 Though appraisal is an assessment of overall, objectives cannot cover the full range of roles/responsibilities of a member of staff. Objectives will, therefore, focus on the priorities for a member of staff for the cycle. Failure of an objective will mean failure of appraisal. However, in extenuating circumstances supported by hard and compelling evidence, it may be possible for a failed objective to be supported.
- 5.10 The objectives set for each teacher are intended to contribute to the school's plans for improving the school's educational provision and performance and improving the education of pupils at that school and will take into account the professional aspirations of the teacher.

6.0 REVIEWING PERFORMANCE

6.1 Observation

- 6.1.1 Observation, as part of whole school or department review will offer Areas for Development.
- 6.1.2 Observations will be carried out in a supportive fashion, with professionalism, integrity and courtesy, will be evaluated objectively and reported accurately and fairly and should take account of particular circumstances which may affect performance on the day.
- 6.1.3 Verbal feedback will be provided on an ongoing basis as observation is a regular feature of support in the academies.
- 6.1.4 The CEO and Heads of School or other leaders with responsibility for learning and teaching standards may “drop in” or undertake other observations to evaluate the standards of teaching and learning and to ensure that high standards of professional performance are established and maintained. The length and frequency of “drop in” or other observations, will vary depending on specific circumstances.
- 6.1.5 For the purpose of professional development, feedback about lesson observations should be developmental and generate agreed Areas of Development.
- 6.1.6 Teachers (including the Head of School) whose posts have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.
- 6.1.7 Areas for development can be given following observation and work scrutiny. Staff should consider their development needs based on the feedback given.

6.2 CPL

- 6.2.1 Appraisal is a supportive process which will be used to inform continuing professional development. The Academy Trust wishes to encourage a culture in which all members of staff take responsibility for improving their performance through appropriate professional development, through action enquiry and training sessions. Professional development will be linked to school improvement priorities and to the on-going professional development needs and priorities of individuals.
- 6.2.2 An account of the training and development needs of teachers will form a part of the Head of School’s annual report to the governing body about the operation of the appraisal process in the school.
- 6.2.3 With regard to the provision of CPL in the case of competing demands on the school budget, a decision on relative priority will be taken with regard to the extent to which:
 - a) the training and support will help the school/academy to achieve its priorities; and

b) the CPL identified is essential for an appraisee to meet their objectives

7.0 ASSESSMENT

7.1 Each member of staff's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the Head of School and CEO will liaise with the chair of the local Governing body.

7.2 Informal Reviews will be conducted throughout the cycle to assess progress towards meeting objectives and to discuss intervention or support that may be required. Any changes to the bespoke objective will need to be agreed by the Head of School.

7.3 The member of staff will receive as soon as practicable following the end of each appraisal period – and have the opportunity to comment on and append comments to the written appraisal report. The appraisal report will include:

- details of the objectives for the appraisal period in question;
- an assessment of their own performance of their role and responsibilities against their objectives, and against the relevant standards;
- a recommendation on pay where that is relevant **(N.B. – pay decisions need to be made by 31 December for Heads of School and by 31 October for other teachers – please refer to the schools pay policy)**;
- a space for their own comments;

7.4 The annual appraisal meeting will take place to discuss the content of the report and any further action required and to inform objective setting for the next cycle. Staff are responsible for setting these meetings up

7.5 This assessment is the end point to the annual appraisal process, but performance and development priorities will be reviewed on an informal basis during the cycle.

7.6 Pay Progression - Teachers

7.6.1 Where teachers are eligible for pay progression, the recommendation made by the appraiser will be based on the assessment of their performance against the objectives. The decision made by the relevant decision-making body will be based on the statutory criteria and guidance set out in the School Teachers Pay and Conditions Document and the relevant teacher standards.

7.6.2 The Trust Board and Local Governing Body has agreed the pay policy of the academy and has considered the implications of the appraisal policy with respect to the arrangements relating to teachers' pay in accordance with the School Teachers' pay and Conditions Document. The Trust Board and Local

Governing Body will ensure that decisions on pay progression are made by 31 December for Heads of School and 31 October for other teachers.

7.6.3 Support staff should consult the Trust Pay policy regarding pay progression.

7.7 Appeals to annual assessment against pay progression - Teachers

7.7.1 Details of the appeals process are available from the Head of School or from the HR manager, and will be contained within the Trust's pay policy. Where the CEO or Head of School has not been recommended for pay progression he/she will be informed by the appropriate governor or trustee.

7.7.2 The Head of School will notify any teacher who has not been recommended for pay progression of the date when the governing body meets to consider pay recommendations, following which the teacher (and the Head of School when the head has not been recommended for pay progression) may exercise the right of appeal, assisted by a workplace colleague or a trade union representative.

7.7.3 Support staff should consult the Trust Pay policy regarding appeals.

8.0 CONFIDENTIALITY AND PROFESSIONAL RELATIONSHIPS

8.1 The appraisal process will be treated with confidentiality. Only the appraiser's line manager or, where s/he had more than one, each of her/his line managers will be provided with access to the appraisee's plan recorded in her/his statements. This will be done upon request and only where this is necessary to enable the line manager to discharge her/his line management responsibilities. Appraisees will be consulted on requests for access to statements in the context of this policy.

8.2 The process of gathering evidence for the appraisal meeting will not compromise normal professional relationships between members of staff. The governing body recognises that the appraiser will consult with, and seek to secure the agreement of the appraisee before seeking information from other colleagues about the work of the appraisee.

8.3 However, the desire for confidentiality does not override the need for the Head of School and governing body to quality-assure the operation and effectiveness of the appraisal system. The Head of School or appropriate colleague might, for example, review all teachers' objectives and written appraisal records personally – to check consistency of approach and expectation between different appraisers. The Head of School might also wish to be aware of any pay recommendations that have been made.

9.0 MONITORING AND EVALUATION

9.1 The governing body and Head of School will monitor the operation and effectiveness of the school's/academies appraisal arrangements.

9.2 The Head of School will provide the governing body with a written report on the operation of the academy's appraisal policy annually. The report will not identify any individual by name. The report should include an assessment of the impact of these policies on:

- Race
- Sex
- Sexual Orientation
- Disability
- Religion and Beliefs
- Age
- Part-time Status
- Maternity and Pregnancy

The Head of School will report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination.

10.0 RETENTION

The governing body and Head of School will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.

APPENDIX 1 GREENACRE ACADEMY TRUST CLASSROOM OBSERVATION PROTOCOL

For appraisal purposes

The Greenacre Academy Trust Board is committed to ensuring that classroom and task observation is developmental and supportive and that those in the process will:

- carry out the role with professionalism, integrity and courtesy
- evaluate objectively
- report accurately and fairly
- respect the confidentiality of the information gained
- aim to consider that there will be a reasonable amount of time between all forms of classroom observations, and
- consider that as far as possible results of observations are used for multiple purposes.

Classroom observations of teachers will only be undertaken by those who have had adequate preparation and the appropriate professional skills to undertake observation and to provide constructive oral and written feedback and support.

During the appraisal cycle, the appraisee should seek to develop their practise through action enquiry, training sessions and peer observation, which will be non-judgemental and announced.

Oral feedback will be given as soon as possible after any observation and no later than the end of the following working day. It will be given in a suitable, private environment.

Written feedback will normally be provided within five working days of the observation taking place if appropriate.

For ongoing monitoring purposes

A Head of School has a duty to evaluate the standards of teaching and learning and to ensure proper standards of professional performance are established and maintained throughout the school/academy.

While information gathered during the appraisal process may be used, as appropriate, for a variety of purposes including informing school self-evaluation and school improvement strategies, the Head of School may determine that it is necessary to collect such evidence as their professional judgement dictates and this may include additional lesson observations.

Monitoring may take a form that is not accurately described as a lesson observation, which is usually of teaching and learning. Instead, for example, it may have a focus on the standards attained by the children, the impact of programmes of study on learning or on pupil behaviour. The monitoring might, for example, involve: work scrutiny; analysis of assessment results; or an examination of lesson planning records. It may also be “light touch” and relatively informal.

Other forms of additional monitoring may include learning walks or drop in visits to classes, which will be undertaken in a supportive and professional manner.

The number and duration of lesson observations and other monitoring activities will be for the Head of School to determine as appropriate but, in so planning these due regard should be given to staff wellbeing.