



## **Appraisal Policy**

Policy Code:	HR2
Policy Start Date:	September 2013
Policy Review Date:	September 2016

Please read this policy in conjunction with the policies listed below:

- HR1 Capability Policy
- HR11 Teachers Pay Policy
- HR30 Support Staff Capability Policy



This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers and for supporting their development needs within the context of the Trust's development plans.

## **1 The Appraisal**

- The Trust will appraise the performance of the Chief Executive, the Headteachers and the two Federation Directors (Welfare and Teaching) referred to below as 'the Directors'. In turn, the Headteacher of each academy is responsible for ensuring the review of the performance of every other teacher deployed at the academy.
- The purpose of the appraisal meeting is to review the employee's current job, their performance and their future plans. More specifically, the meeting will also be an opportunity to discuss how the employee can contribute to the wider work of the Trust and to agree performance objectives.

## **2 The Appraisal Period**

- The appraisal period will be for 12 months and will begin on 1 September; the process must be completed by 31 October for teachers and by 31 December for the Chief Executive, the Headteachers and the Directors. The cycle will begin with a Planning Meeting and will end with a Review Meeting. There will also be a mid-year review meeting.
- Where a teacher starts their employment, or transfers to a new post within the Trust part way through an appraisal cycle, the Headteacher, or in the case where the employee is the Chief Executive, a Headteacher or a Director, the Trust shall determine appraisal arrangements for the remainder of the appraisal period, with a view to bringing their cycle into line with the cycle for other teachers and staff as soon as possible. In these circumstances an appraisal cycle must not be extended beyond one year.
- Where a teacher is employed on a fixed term contract for a period less than 12 months, the length of the appraisal period will be determined by the duration of the contract.

## **3 The Appraisers**

- (i) All appraisers will be provided with appropriate training.
- (ii) Arrangements for the CEO, the Headteachers and the Directors:



- a) The Trust is the appraiser for the Chief Executive, the Headteachers and the Directors. To discharge these duties it will delegate responsibility to the Pay, Performance and HR Committee. The Chief Executive, the Headteachers and the Directors can each raise an objection to the chair of the Trust, in writing and with good reason, outlining why an appointed Trustee should be excluded from the appraisal process. Where the objections are rejected, the colleague should be advised in writing.
  - b) The Trust appoints an external adviser for the purposes of providing it with advice and support in relation to the appraisal of the Chief Executive, the Headteachers and the Directors. The qualifications and experience required of an external adviser are not set by regulation. It is for the Trust to decide who it wishes to use as an external adviser, ideally with the agreement of all parties concerned.
  - c) The external adviser is not responsible for determining a recommendation to the Pay, Performance and HR Committee on whether an increment should be paid, following the review; this is a matter for the committee alone. However, trustees on the committee can ask for advice and should take account of any advice offered.
- (iii) Arrangements for all other employees:
- a) The Headteacher is responsible for the appraisal of all teachers in the academy but may delegate this responsibility to others who will normally have line management responsibility for those they appraise.
  - b) Teaching staff can object to the appointment of an appraiser, on professional grounds, in writing to the Headteacher who will consider this and make a decision. Where the objections are rejected by the Headteacher, the teacher should be advised in writing. The Headteacher's decision is final.

#### 4 Objectives

- The Trust must, before, or as soon as practicable after, the start of each appraisal period, in relation to the Chief Executive, the Headteachers and the Directors, inform them of the standards against which their performance will be assessed. Objectives must then be agreed for the appraisal period.



- The Head teacher of each academy must, before, or as soon as practicable after, the start of each appraisal period, in relation to every teacher employed at that academy, inform the teacher of the standards against which their performance will be assessed. Objectives must then be agreed for the appraisal period. Headteachers may delegate this responsibility to other staff.
- The objectives must contribute to the improvement of the Trust's educational provision and performance and appraisers will, therefore, be expected to align individual objectives with the Trust's priorities.
- The objectives will be specific, measurable, achievable, realistic and time bound and will be appropriate to the teacher's role and level of experience.
- All appraisers and appraisees should look to agree objectives; where agreement cannot be reached, the member of SLT who has been delegated responsibility for appraisal, shall make the final judgement.
- Objectives will focus on three areas:
  - a) Teaching: to ensure an increasingly positive impact on student progress by developing areas of practice. The overall objective will be to teach to at least a good standard – in accordance with the Teachers' Standards and Ofsted judgements. This will be assessed through the Observation programme and through an assessment of the progress of students using our tracking systems.
  - b) Specific responsibilities: to provide a positive and increasing contribution to the outcomes of pupils by fulfilling the teacher's role in the academy, having high expectations, and supporting the academy in achieving its priorities as outlined in the Academy Development Plan.
  - c) Professional development: to have an increasing impact on the effectiveness of staff. Teachers are expected to undertake a period of professional development with clearly established and successful outcomes, which can be used by themselves and others. This could include: a piece of action research, inclusion on a teacher development course, taking a higher level degree or the enhancement of subject knowledge.
- Objectives must focus on the priorities for the Trust. Staff will have three objectives, as highlighted above.
- Objectives may be revised, on consultation with the member of SLT who has delegated responsibility for appraisal, if circumstances change.



## **5 Teachers' Standards (2012)**

- The standards against which performance must be assessed in respect to a teacher are the set of standards articulated in the Teachers' Standards (2012) document.
- In order to meet the Teachers' Standards, a teacher will need to demonstrate that their practice is consistent with the definitions set out in Part 1 (Teaching) and Part 2 (Personal & Professional Conduct).
- A copy of the standards is available in each academy.

## **6 Applying the Teachers' Standards (2012)**

- Teachers must make the education of their pupils their first concern and are accountable for achieving the highest possible standards in their work and their conduct.
- Teachers must act with honesty and integrity, have strong subject knowledge and are self-critical.
- Teachers are expected to forge positive professional relationships with those around them and work with parents in the best interests of their pupils.

## **7 Gathering the Evidence**

- The evidence gathered by a member of staff will largely be determined by the nature and scope of the agreed objectives and / or the Teachers' Standards.
- Examples of evidence may include:
  - (i) classroom observations
  - (ii) task observations
  - (iii) reviews of assessment results
  - (iv) reviews of lesson planning records
  - (v) internal tracking of student progress
  - (vi) leadership team walkabouts where they have a relevance to specific teacher objectives
  - (vii) evidence supporting progress against Teachers' Standards
  - (viii) effective involvement in Quality Assurance processes.
- Any classroom or task observations will be carried out in accordance with the Trust's 'classroom and task observation protocol.'



- Classroom observation will be carried out by qualified teachers. Verbal feedback will be provided by the end of the next school day in a suitable private environment. Written feedback will be provided within 5 working days.
- For appraisal purposes, the Trust is committed to ensuring that classroom and task observation is developmental and supportive and that those involved in the process will:
  - (i) carry out the role with professionalism, integrity and courtesy
  - (ii) evaluate objectively
  - (iii) report accurately and fairly
  - (iv) respect the confidentiality of the information gained.
- Where evidence emerges about the appraisee's performance, which gives rise to concern during the cycle, additional observations and relevant support may be arranged during the cycle. An agreed period of coaching and support will be introduced. If there are still concerns a Performance Plan meeting will be initiated and, dependent on the circumstances, an appropriate member of the SLT may be present. The purpose of the meeting is to:
  - (i) Give clear feedback to the teacher about the nature and seriousness of the concerns
  - (ii) Give the teacher the opportunity to comment and discuss the concerns
  - (iii) Build on the coaching, and determine any additional support that will be provided to help address those specific concerns
  - (iv) Make clear how, and by when, the appraiser will review progress, explain the implications and process if no, or insufficient, improvement is made
  - (v) Incorporate points 1-4 into a Performance Plan that will be shared with the teacher.
- When progress is reviewed, if the appraiser is satisfied that the teacher has made, or is making, sufficient improvement, the appraisal process will continue as normal, with any remaining issues addressed through that process.
- The Performance Plan must be continued until the review date, even if it extends beyond the appraisal deadline of October 31st. At the end of the Performance Plan, if successful, any pay progression will be backdated to September 1st.
- If, however, the appraiser is not satisfied with progress, the teacher will be notified in writing that the appraisal process has come to an end, that their performance will be managed under the Capability Policy, and that they will be invited to a formal capability meeting. A teacher in a formal capability



process will not progress in any academic year during which they are in formal procedures.

## **8 Reviewing Performance and Annual Assessment**

- At the end of the cycle, assessment of performance will be on the basis agreed at the beginning of the cycle.
- In determining an appraisal, the Trust or Headteacher must assess the performance in the appraisal period against the agreed objectives and relevant standards.
- A written appraisal report must be provided at the conclusion of the appraisal process – by October 31st for teachers and by December 31st for the Chief Executive, the Headteachers and the Directors; the report must record the overall performance assessment and pay recommendation.
- Good progress towards the achievement of an objective in challenging or exceptional circumstances, even if the performance criteria have not been met in full, may be assessed favourably. If agreement cannot be reached, especially on the outcomes of an appraisal meeting, the teacher may appeal to the Head teacher and the Chief Executive, the Head teachers and the Directors may appeal to the chair of the Pay, Performance and HR Committee. The Chair of the Trust will review all cases where there has not been a resolution and will make a decision that will be final.
- The appraisal process will be externally moderated by appropriately qualified or experienced colleagues.
- The final version of the appraisal documentation will be held centrally. The sharing of such information is governed by the data protection principles under the Data Protection Act 1998.
- The Trust will ensure that all written appraisal records are retained in a secure place for 6 years and then destroyed.

## **9 Continuing Professional Development**

- The Trust's CPD programme will be informed by the training and development needs identified through the appraisal procedure and through the general needs of the individual academies and the Trust.



- Support to meet individual or collective development needs should be provided within the context of each academy's development plan.

## **10 Conflict of Interest**

- In any circumstances where an individual believes that their participation in any part of the appraisal process amounts, or may amount, to a 'conflict of interest' they should declare this to their appraiser and / or absent themselves from any part of the appraisal process where they believe that a 'conflict of interest' would, or is likely to, prevail.

## **11 Pay Progression Linked to Performance**

- All pay recommendations should be clearly attributable to the performance of an employee through the appraisal system.
- The decision, whether or not to award pay progression, must be related to a teacher's performance against the appraisal objectives and relevant standards established at the start of the cycle.
- A pay recommendation must be made in writing as part of a teacher's annual appraisal report.
- Where a teacher is not subject to either the 2012 or the 2011 regulations, the Trust will determine through what process the teacher's performance will be assessed and a pay recommendation made for the purposes of making its decision on pay.
- Continued good performance should give a classroom or an unqualified teacher an expectation of progression to the top of their respective pay ranges.
- Teachers will work with their appraisers to ensure that there is sufficient evidence to support pay recommendations. Teachers will also keep records of objectives and review them throughout the appraisal period.

## **12 Guiding Principles**

- In its oversight of the appraisal system, the Trust is committed to ensuring consistency of treatment and fairness and to stay within the prevailing legal framework applicable to all employers; for example, the Equality Act 2010, the Employment Rights Act 1996, the Part-Time Workers Regulations 2000, the Fixed Term Employees Regulations 2002 and the Data Protection Act 1998.





- The Headteacher in each academy will moderate a sample of the planning statements to check that the plans comply with the Trust's appraisal policy. As the employer, the Trust will sample appraisal documents to ensure consistency in the application of the appraisal policy.
- The appraisal process and the supporting documentation will be treated with strict confidentiality at all times. Only those who need access to such information will be granted access to enable them to discharge their responsibilities as directed by the Trust. The Trust will monitor the operation of the appraisal system and review it at appropriate intervals.
- The Trust has the highest aspirations for all students and groups of students; this will be reflected in the challenging nature of the objectives.

### **13 Procedures**

This procedure may only be amended or withdrawn by The Federation.



## **The Priory Federation of Academies Appraisal Policy**

This Policy has been approved by the Pay, Performance and HR Committee:

Signed..... Name..... Date:

Trustee

Signed..... Name..... Date:

Chief Executive Officer

Signed..... Name..... Date:

Designated Member of Staff

Please note that a signed copy of this agreement is available via Human Resources.