

<b>POLICY:</b> <b>Appraisal</b>	REF: ESD002 Employment & staff Development	VERSION: 1
APPROVAL BODY:	DATE: March 2017	REVIEW DATE: March 2018
LEAD PERSON:		
VERSION	REVIEWER/APPROVAL	REVIEW NOTES
1. 22/03/2017	Multi Academy Trust Board	New Policy
2.		

## Appraisal Policy

### Purpose of the Policy

Activate Learning Education Trust (ALET) is committed to raising standards of achievement. Appraisals show a shared commitment to high performance. They also help focus attention on more effective teaching and monitoring to benefit students, employees and the academy. They allow us to identify appropriate training and development for individual employees to ensure job satisfaction, a high level of expertise and career progression. In addition, appraisals enable us to identify good practice so that expertise and excellence can be shared throughout the academy.

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the Head/Principal, and for supporting their development within the context of the ALET's plan for improving educational provision and performance, and the standards expected of teachers. It also sets out the arrangements that will apply when teachers fall below the levels of competence that are expected of them.

Appraisals at ALET will be a supportive and developmental process designed to ensure that all teachers have the skills and support they need to carry out their role effectively. They will help to ensure that teachers are able to continue to improve their professional practice and to develop as teachers.

Pay progression for all teachers must be linked to performance. Where teachers are eligible for pay progression, the assessment of performance through the appraisal procedure will be the basis on which a recommendation is made in accordance with the Academy Teachers' Pay and Conditions Document.

This policy applies to the Head/Principal and to all teachers employed by the academy or local authority, except those on contracts of less than one term or those undergoing induction (*i.e.* NQTs).

The teachers' standards, introduced in September 2012, are incorporated into ALET's appraisal arrangements.

The standards define the minimum level of practice expected of teachers from the point of being awarded QTS.

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 one (teaching) and part two (personal and professional conduct).

Teachers 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 act with honesty and integrity, have strong subject knowledge and are self-critical. They forge positive professional relationships with those around them and work with parents in the best interests of their pupils.

A full version of the teachers' standards can be found at :

<http://media.education.gov.uk/assets/files/pdf/t/teachers%20standards%20information.pdf>

The appraisal procedure will be used to also address any concerns that are raised about a teacher's performance. If the concerns cannot be resolved through the appraisal process performance will be managed under Capability Procedure.

### **The Appraisal Period**

The appraisal period will run for twelve months from 1st September - 31st August, as per the Model Pay Policy, for all employees the exception of the Principal whose appraisal dates will run from 1 January to 31 December.

Teachers 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.

### **Appointing Appraisers**

The Principal will be appraised by the Board of Governors, supported by a suitably skilled and/or experienced external adviser who has been appointed by the Board of Governors for that purpose.

The task of appraising the Principal, including the setting of objectives, will be delegated to a sub-group consisting of at least two members of the Board of Governors.

The Head/Principal will decide who will appraise other teachers. Where a teacher has more than one Line Manager the Head/Principal will decide, which line manager is best placed to be the appraiser.

All appraisers should be provided with appropriate training.

## **Setting Objectives**

The Principal's objectives will be set by the Governing Body after consultation with the external adviser.

Objectives for each teacher will be set before or as soon as practicable after, the start of each appraisal period. The objectives set for each teacher, will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the teacher's role and level of experience. Reference documents to set objectives may include, but is not limited to, the Job description, academy improvement plan, business plan, Ofsted report and the teachers' standards. The appraiser and teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change.

The objectives set for each teacher will, if achieved, contribute to the academy's plans for improving the academy's educational provision and performance and improving the education of pupils at that academy. This will be ensured by quality assuring all objectives against the academy improvement plan.

Before, or as soon as practicable after, the start of each appraisal period, each teacher will be informed of the standards against which that teacher's performance in that appraisal period will be assessed.

## **Pay Progression**

Where teachers are eligible for Pay Progression, the recommendation made by the appraiser will be based on the assessment of their performance against the relevant teacher standards and their agreed objectives. The decision made by the Relevant Body will be based on the criteria and guidance set out in the Pay Policy. (Pay Recommendations for teachers must be made by 31st October and for the Head/Principal by 31st December. See Appraisal Period above.

## **Gathering the evidence**

As part of the overall appraisal process, it will be critically important for all members of staff who are subject to the academy's staff appraisal policy to be clear about the evidence that will be required by their appraiser to enable the appraiser to assess their performance and make a substantiated and evidence-based pay recommendation to the 'decision maker'.

Judgements relating to performance should be supported by evidence, agreed at the beginning of the performance cycle. Evidence should show and demonstrate a contribution towards:

- a positive impact on pupil progress;
- a positive impact on wider outcomes for pupils;
- improvement in specific elements of practice, eg lesson planning; and
- a positive contribution to the work at the academy.

The evidence gathered by the academy and the 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:

- Classroom observations - for the purpose of Appraisal will only be carried out by those with Qualified Teacher Status.
- Task observations
- Reviews of assessment results
- Reviews of lesson planning records
- Internal tracking
- Moderation within and across academy's
- Pupils' voice
- Parents' voice
- Head/Principal's walkabouts
- Evidence supporting progress against teachers' standards

Any classroom or task observations will be carried out in accordance with the academy's classroom and task observation protocol. Classroom observation will be carried out by qualified teachers. At least five working days' notice of the date and time of the observation will be given and verbal feedback will be provided by the end of the next academy day in a suitable private environment. Written feedback will be provided within five working days. The appraisee has the right to append written comments to the feedback document.

For appraisal purposes, the governing body is committed to ensuring that classroom and task observation is developmental and supportive and that those involved in the process will:

- carry out the role with professionalism, integrity and courtesy;
- evaluate objectively;
- report accurately and fairly; and
- 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 may be arranged during the cycle.

A Head/Principal 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 academy and may therefore determine that it is necessary to collect additional evidence to help inform the evaluation of teaching standards and academy improvement strategies. This additional evidence may include walkabouts, task observation, reviews of assessment results and lesson planning records. It may not be practicable to provide advance notice of these additional monitoring activities. In addition to formal observation for the purposes of appraisal, Head/Principal or other leaders with responsibility for teaching standards may "drop in" in order to evaluate the standards of teaching and to check that high standards of professional performance are established and maintained. The length and frequency of "drop in" observations will vary depending on specific circumstances and will be carried out in line with the academy's Classroom Observation Protocols.

Teachers (including the Head/Principal) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

## **Reviewing Performance - Development and Support**

Appraisals are a supportive process, which will be used to inform continuing professional development. The academy wishes to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development. Professional development will be linked to the academy improvement priorities and to the on-going professional development needs and priorities of individual teachers.

## **Feedback**

Teachers will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has come to light. Feedback will highlight particular areas of strength as well as any areas that need attention.

Where there are concerns about any aspects of the teacher's performance the appraiser will meet the teacher formally to:

- give clear feedback to the teacher about the nature and seriousness of the concerns; give the teacher the opportunity to comment and discuss the concerns;
- agree any support (e.g. coaching, mentoring, structured observations), that will be provided to help address those specific concerns;
- make clear how, and by when, the appraiser will review progress
- explain the implications and process if no – or insufficient – improvement is made.
- Notes will be taken and a copy given to the member of staff within three working days of the meeting.

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 continuing to be addressed through that process. It may be appropriate to revise objectives. It will be necessary to allow sufficient time for improvement; this will depend on the circumstances but will normally be for a period of not less than 4 - 6 working weeks.

## **Transition to capability**

If the appraiser is not satisfied with progress, the teacher will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the capability procedure, and will be invited to a formal capability meeting.

## **Annual assessment**

Each teacher's performance will be formally assessed in respect of each appraisal period.

This assessment is the end point to the annual appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year in interim meetings, which will take place once per term.

The teacher will receive as soon as practicable following the end of each appraisal period, and have the opportunity to comment in writing on, a written appraisal report.

At the academy, teachers will receive their written appraisal reports by 31 October (31 December for the Head/Principal).

The appraisal report will include:

- details of the teacher's objectives for the appraisal period in question;
- an assessment of the teacher's performance of their role and responsibilities against their objectives and the relevant standards;
- an assessment of the teacher's training and development needs and identification of any action that should be taken to address them;
- a recommendation on pay.
- A space for the teacher's comments.

The assessment of performance and of training and development needs will inform the planning process for the following appraisal period.

### **Confidentiality**

The appraisal process and the written appraisal report will be confidential. However, confidentiality does not override the need for the Head of Establishment and relevant body to quality-assure the operation and effectiveness of the appraisal system.

### **Record Retention**

The relevant body and Head of Establishment will ensure that all written appraisal records are retained in a secure place for 6 years and then destroyed.

### **Non-teaching Staff**

The Head/Principal is responsible for the appraisal of all other employees but may delegate this responsibility to others who will normally have line management responsibility for those that they appraise.

### **Monitoring and Evaluation**

The Trust and Head/Principal will monitor the operation and effectiveness of the Appraisal Policy.

Policy created: March 2017

Policy review date: March 2018

## **APPENDIX 1**

### **FAQs**

If the Appraiser is going to be absent for most of the Appraisal Cycle The Head/Principal will appoint another appraiser.

What if the teacher is absent for the majority of the appraisal cycle?

If the teacher is likely to be absent for the majority of the appraisal cycle the effect of the period of absence will need to be taken into account.

If the absence is anticipated in advance eg maternity leave, the objectives should be revised. If the absence is due to ill health, the agreed objectives may be revised when the teacher returns to work or the length and impact of the absence on the teachers ability to achieve his/her objectives will be taken into account in the assessment at the end of the cycle. In either case the principle is that the extent to which the teacher can achieve his/her objectives must be proportionate to the time spent at work during the appraisal cycle.