



Every Child Matters Academy Trust Appraisal Policy

The terms Trust and School (and levels within e.g. governors and trustees) are interchangeable and apply to all schools within the Trust

Introduction

At the Every Child Matters Academy Trust (the Trust) we recognise that our staff are our most important resource and are valued, supported and encouraged to develop personally and professionally within a caring, purposeful learning community.

We recognise that there is a direct correlation between the wellbeing of our staff and the wellbeing of our pupils, and that the culture and ethos of a school are determined by the extent to which staff work towards a shared vision and aims.

All teachers must be assessed against the Teachers' Standards and the National standards of Excellence for Headteachers can be used to inform the appraisal of Headteachers (including Executive Headteachers). The appraisal process provides the vehicle through which staff wellbeing is supported.

The Education (School Teachers' Appraisal) (England) Regulations 2012, made under the Education Act 2002, came into force on 1 September 2012 (the regulations can be found at www.legislation.gov.uk/uksi/2012/115/pdfs/uksi_20120115_en.pdf)

The regulations apply to any teacher employed for one school term or more, in a community, voluntary, foundation, community special or foundation special school or a maintained nursery school, whether employed by the Trust to work in any of its schools.

The regulations place a legal obligation on qualifying schools to have an appraisals procedure in place for all teachers and a capability procedure in place for all staff.

The regulations do not apply to a teacher whilst that teacher is undergoing an induction period or whilst a teacher is the subject of a formal capability procedure.

Guiding principles

The Trust is committed to ensuring the wellbeing of its staff through 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.

Each school's head teacher will moderate a sample of the planning statements to check that the agreed plans are consistently weighted between employees who have similar levels of responsibility and that the plans comply with the Trust's 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 school. The governing body will monitor the operation of the appraisal system and review it at appropriate intervals.

Purpose

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

The Appraisal

Nominated officials, as per the Trust's Scheme of Delegation, will appraise the performance of a head teacher. In turn, the head teacher will be responsible for ensuring the review of the performance of every other teacher employed at the school.

A committee made up of the Chair (or other representative) of the LGB, Executive Head (where applicable), CEO and an experienced external adviser who has been appointed by the LGB for that purpose will appraise the performance of a head teacher. In turn, the Headteacher will be responsible for ensuring the review of the performance of every other teacher employed at the school.

Appraisal meetings should be held during normal working hours.

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 school and to agree and set a number (typically 3) of objectives; however, there is no minimum or maximum number of objectives.

The Appraisal Period

The appraisal period will be for 12 months and will begin on 1 September; it must be completed by 31 October for teachers and by 31 December for head teachers. The cycle will begin with a Planning Meeting and will end with a Review Meeting. Mid-year review meetings will be held.

Where a teacher starts their employment or transfers to a new post within the school part way through a performance management cycle, the head teacher, or in the case where the employee is the head teacher, the group, 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 as soon as possible.

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.

The Appraisers

All appraisers, including allocated members of the Board of Trustees and LGB, should be provided with appropriate training.

CEO

The CEO will be appraised by the Chair of the Board of trustees and an experienced external adviser who has been appointed by the Board of Trustees for that purpose. The appraisal includes the setting of objectives.

Executive Head

The Executive Head will be appraised by the Chair of the Board of trustees, CEO and an experienced external adviser who has been appointed by the Board of Trustees for that purpose. The appraisal includes the setting of objectives.

Head teachers

Head teachers will be appraised by the committee. The appraisal includes the setting of objectives.

All other Teaching Staff

The head teacher 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 they appraise.

Teaching staff should be able to object to the appointment of an appraiser, on professional grounds, in writing to the head teacher who will consider this and make a decision. Where the objections are rejected by the head teacher, the teacher should be advised in writing.

Objective setting

When setting and agreeing objectives the following documentation may be included: job description include the school improvement plan, the school's business plan, the Ofsted School Inspection Report and the Teachers' Standards.

There may be some flexibility in the setting and agreement of objectives to enable objectives to be set and agreed around issues that are emerging for the school and that require some dedicated attention that is best articulated as one or as a set of objectives. On the grounds that emerging issues are unlikely to be known at the outset of an appraisal period, objectives may need to be adjusted throughout the appraisal period so that they remain relevant to the performance of the individual and to the priorities of the school. This is considered to be standard practice; the ideal outcome for all parties is that the overall weight of objectives is broadly or proportionately the same at the conclusion of any subsequent 'objectives' discussion.

Objectives should be CSMART

C = Challenging
S = Specific
M = Measurable
A = Achievable
R = Relevant
T = Timed

Objectives should also be fair and equitable when judged across employees with similar roles and responsibilities. However, appraisal objectives will normally become more challenging as a teacher progresses up the main pay scale.

The committee must, before, or as soon as practicable after, the start of each appraisal period, in relation to a Headteacher, inform the Head teacher of the standards against which his/her performance will be assessed and set objectives for the Head teacher for the appraisal period.

The Headteacher of a school must, before, or as soon as practicable after, the start of each appraisal period, in relation to every teacher employed at that school, inform the teacher of the standards against which their performance will be assessed and set objectives for the teacher for the appraisal period. The Headteacher may delegate this responsibility to the line manager cohort.

The objectives must be set such that they will contribute to the improvement of a school's educational provision and performance and appraisers will therefore be expected to align individual objectives with the school's priorities.

Every effort should be made to achieve agreement on the Headteacher's objectives; only in the last resort, should targets be imposed on the head teacher. Similarly, all appraisers and appraisees should look to agree objectives; where agreement cannot be reached, the appraiser will make the final determination.

Objectives should focus on the priorities for the school or individual for the duration of the appraisal cycle. Objectives will be set out in a planning statement, along with details of any training and support which have been agreed. The planning statement should also specify the evidence that will be collected to support the review of performance including details of the arrangements for task or classroom observation, where relevant.

Objectives may be revised if circumstances change.

Teachers' Standards

The performance of all teachers, regardless of their career stage, will be assessed against the Teachers' Standards. The standards define the minimum level of practice expected of trainees and teachers from the point of being awarded QTS.

The standards against which performance must be assessed in respect of a teacher are the set of standards articulated in the Teachers' Standards document and any other set of standards relating to teachers' performance published by the secretary of state as the Trust determines are applicable.

In order to meet the Teachers' Standards, a teacher will need to demonstrate and evidence that their practice is consistent with the definitions set out in Part 1 (Teaching) and Part 2 (Personal & Professional Conduct).

Applying the Teachers' Standards

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.

Teachers

The Teachers' Standards effectively set out a 'code' of good teaching practice and professional conduct and as such, it would seem to be perfectly reasonable for schools to expect all teaching staff to meet the expectations set out in the Standards document. Teachers should therefore be evaluated against all the elements set out in the Teachers' Standards and it is for schools to put appropriate arrangements in place to achieve a fair and equitable process of evaluation.

Headteachers

Given the amount of time Head Teachers spend teaching they are not assessed against the Teachers' Standards but the National standards of Excellence for Headteachers can be used to inform the appraisal of Headteachers (including Executive Headteachers).

Gathering the evidence

As part of the overall appraisal process, it will be critically important for all members of teaching staff 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:

- an increasing positive impact in pupil progress;
- an increasing impact on wider outcomes for pupils;
- improvement in specific elements of practice, e.g. lesson planning;
- an increasing contribution to the work at the school; and
- an increasing impact on the effectiveness of staff.

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:

- classroom observations
- task observations
- reviews of assessment results
- reviews of lesson planning records
- internal tracking
- work scrutiny
- moderation within and across schools
- pupils’ Voice
- parents’ Voice
- head teachers’ walkabouts
- evidence supporting progress against Teachers’ Standards

Any classroom or task observations (see Appendix 1) will be carried out in accordance with the schools ‘classroom and task observation protocol’. Classroom observation will be carried out by qualified teachers. At least 5 working day’s notice of the date and time of the observation will be given and verbal feedback provided by the end of the next school day in a suitable private environment. Written feedback will be provided within 5 working days. The appraisee has the right to provide written comments on the feedback document.

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:

- carry out the role with professionalism, integrity and courtesy;
- evaluate objectively;
- report accurately and fairly; and
- respect the confidentiality of the information gained.

The arrangements for classroom / task observation will be stated in the appraisal planning statement and will include the amount of observation, specify its primary purpose, any particular aspects of the employee’s performance which will be assessed, the duration of the observation, when, during the appraisal cycle, the observation is likely to take place and who is likely to conduct the observation.

Where evidence emerges about the appraisee’s performance, which gives rise to concern during the cycle, additional observations may be arranged during the cycle.

The 3 hours statutory limit on classroom observations for appraisal has been removed; the government believes that headteachers and other appraisers should be free to decide how much observation is necessary for them to form an accurate assessment of a teacher's performance. However, the Headteacher may determine that it is necessary to collect additional evidence to help inform the evaluation of teaching standards and school 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.

Reviewing Performance and the 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 head teacher must assess the performance during the appraisal period, apply the relevant 'Standards', assess performance against the agreed objectives and assess the professional development needs and identify any action that should be taken and, finally, include a recommendation relating to pay.

In the case of the Headteacher, the committee will assess performance against the agreed objectives and assess the professional development needs and identify any action that should be taken and, finally, include a recommendation relating to pay.

A written appraisal report will be provided at the conclusion of the appraisal process – by 31st October for teachers and by 31 December for headteachers; the report must record the overall performance assessment and pay recommendation.

Good progress towards the achievement of a challenging objective, 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 or the head teacher may appeal to the chair of the LGB, or the Executive Head may appeal to the CEO and Chair of Trustees whose decisions will be final.

The overall assessment of performance and its subsequent performance rating for individual members of staff will be subject to a process of moderation, arrangements for which will be put in place by the head teacher with the approval of the governing body.

The final version of the appraisal documentation will be placed on the employee's file and a copy of their CPD made available to inform the school improvement plan. The sharing of such information is governed by the data protection principles under the Data Protection Act 1998.

The committee and Headteacher will ensure that all written appraisal records are retained in a secure place for 6 years and then destroyed.

Continuing Professional Development

The school's CPD programme will be informed by the training and development needs identified through the appraisal procedure. The governing body will ensure in the budget planning, that, as far as possible, appropriate resources will be made available for any agreed training, support and continuing professional development.

Support to meet individual or collective development needs should be provided within the context of the school's improvement plan.

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.

Pay progression linked to performance

The LGB must consider annually whether or not to increase the salary of teachers who have completed a year of employment since the previous annual pay determination and, if so, to what salary within the relevant pay ranges.

All pay recommendations should be clearly attributable to the performance of an employee.

The relevant body must decide how pay progression will be determined, subject to the following:

- a. The decision, whether or not to award pay progression, must be related to a teacher's performance.
- b. A pay recommendation must be made in writing as part of a teacher's annual appraisal report.
- c. Where a teacher is not subject to 2013 regulations, the relevant body must 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.
- d. Continued good performance, as defined by the Trust's Pay policy, should give a classroom or an unqualified teacher an expectation of progression to the top of their respective pay ranges.
- e. A decision may be made not to award pay progression, whether or not the teacher is subject to capability proceedings.

The Trust's Pay policy provides guidelines on how pay progression will be determined. The Headteacher will be responsible for ensuring that appropriate arrangements are put in place to support the links between performance and pay and that rates of pay progression are affordable and comply with prevailing legislation (e.g. Equal Pay).

Where teachers are eligible for pay progression, the recommendation made by the appraiser will be based on an assessment of performance against agreed performance objectives. The decision made by the relevant decision-making body will be based on the statutory criteria and guidance set out in the STPCD and the relevant teacher standards.

To move up the main pay range, one point at a time, teachers will need to have made good progress towards achieving their objectives and have demonstrated that they are competent in all elements of the Teachers' Standards. Teaching should be 'good', as defined by the Ofsted Framework.

If the overall appraisal evidence shows that a teacher has demonstrated exceptional performance, the governing body will consider awarding enhanced pay progression, up to a maximum of 2 reference points. Teaching should be 'outstanding', as defined by the Ofsted Framework.

Staff and union representatives have been consulted in the establishment of appraisal and pay policies and all appraisers have suitable experience to apply procedures fairly.

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.

Applications to be paid on the Upper Pay Range

Any qualified teacher can apply to be paid on the Upper Pay Range. All applications should include the results of appraisals; where such information is not available, a written statement and summary of evidence that sets out how the applicant has met the assessment criteria will be sufficient.

Teachers who have been absent through sickness, disability or maternity may cite written evidence over a 3-year period before the date of the application.

To be assessed successfully, a teacher will be required to meet the criteria set out in the School Teachers' Pay and Conditions Document (STPCD):

- The teacher is 'highly competent' in all the elements of the Teachers' Standards;
- The teacher's achievements and contribution to the school is 'substantial' and 'sustained'.

Highly competent

The teacher's performance is assessed as having excellent depth and breadth of knowledge, skills and understanding of the Teachers' Standards in the particular role they are fulfilling and the context in which they are working.

Substantial

The teacher's achievements and contribution to the school are significant, not just in raising standards of teaching and learning in their own classroom but also in making a significant wider contribution to school improvement which impacts on pupil progress and the effectiveness of staff and colleagues.

Sustained

The teacher must have had two consecutive successful appraisal reports and have made good progress towards their objectives; they will have been expected to have shown that their teaching expertise has grown over the relevant period and is consistently good to outstanding as defined by the OFSTED Framework.

Leading Practitioner role

Typically, the additional duties of a leading practitioner role will include:

- A leadership role in developing, implementing and evaluating policies and practices in a school that contribute to school improvement;
- The improvement of teaching within school which impacts significantly on pupil progress;
- Improving the effectiveness of staff and colleagues, particularly in relation to specific areas e.g. lesson planning.

The Headteacher will agree appraisal objectives for the leading practitioner, who, in turn, must demonstrate that, they:

- have made good progress towards their objectives;
- are an exemplar of teaching skills which should impact significantly on pupil progress within school and within the wider school community;
- have made a substantial impact on staff and colleagues, including any specific elements of practice that have been highlighted as in need of improvement;
- are highly competent in all aspects of the Teachers' Standards;
- have shown strong leadership in developing, implementing and evaluating policies and practices in their workplace that contribute to school improvement.

Staff, especially teachers, experiencing difficulties

When a member of staff is experiencing difficulties, support and guidance will be provided through the appraisal process. Where it is clear that a member of staff's personal circumstances are leading to difficulties at work, appropriate support should be offered at the earliest opportunity.

If long-term sickness absence appears to have been triggered by the commencement of monitoring or a formal capability procedure, the case will be dealt with in accordance with the Trust's Managing Attendance policy and will be referred to the occupational health service who will assess the member of staff's health and fitness for continued employment and whether continuing with monitoring or formal procedures is deemed to be appropriate.

If the appraiser identifies through the appraisal process or through other sources of information, parental complaints for example, that the difficulties experienced by a teacher are such that, if not rectified could lead to the capability procedure, the appraiser will, as part of the appraisal process, meet the member of staff to:

- give clear written feedback to the teacher about the nature and seriousness of the concerns;
- give the teacher the opportunity to comment on and discuss the concerns;
- give the teacher 5 working days' notice that a meeting will be held to discuss targets for improvement alongside a programme of support and remind the teacher that they have the right to be accompanied by a work colleague or trade union representative at any future meetings where capability will be discussed;
- agree and establish, in consultation with the teacher, an action plan with support that will help to remedy specific concerns;
- make clear, how progress will be monitored and when it will be reviewed; and
- explain the implications and process if no, or insufficient, improvement is made.

The teacher's progress will continue to be monitored as part of the appraisal process and a reasonable time given for the teacher's performance to improve. During this monitoring period, the teacher will be given regular feedback on progress and arrangements will be made to modify the support programme if appropriate.

If sufficient progress is made, the teacher should be informed of this at a formal meeting and the appraisal process will continue as normal.

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 which is covered under the Trust's **Capability Procedure for Teachers policy**.

This policy will be reviewed in the summer term 2022.

Approved by the Board of Trustees on: 14/7/2020.