



Learning Changes Lives

Appraisal Policy

Autumn 2018



St Martin's School



Whinless Down Academy

Policy for the Appraisal of School Staff

The Trust Board of the Whinless Down Academy adopted this
APPRAISAL of SCHOOL STAFF POLICY
Autumn 2018

1. Introduction – Purpose of the Policy

In this Multi Academy Trust we are committed to continually improve the quality of teaching and learning for all our pupils and we believe that appraisal will assist our staff to achieve this aim through clarity of role and expectations, encouragement, development and feedback.

We believe that appraisal will enable a professional discussion to take place regarding workload and priorities and will give staff the appropriate focus, development and support. It will also provide staff with an opportunity to discuss in confidence any matters regarding their employment at work that may inhibit their performance.

This policy sets out the principles and framework for a clear and consistent appraisal of the overall performance of all staff and for supporting their development needs within the context of the individual school's plans for improvement and their own professional needs.

This policy also sets out the Multi Academy Trust's approach to the link between the appraisal process and pay progression.

2. Principles

We will implement our appraisal arrangements on the following principles:

- *Equality of Opportunity*: All staff should be encouraged and supported to achieve their potential through clarity of expectations and job role, regular feedback, performance review and provision of relevant development.
- *Consistency of Treatment and Fairness*: We will take action to ensure our performance appraisal process is fair, non-discriminatory and that staff are treated consistently
- *High Standards*: We believe by setting appropriate and challenging standards of performance and providing suitable feedback and development all staff have the potential to continually improve their performance
- *Work – life balance*: All staff are entitled to a satisfactory work – life balance and performance appraisal is an appropriate mechanism to facilitate this
- *Pay and Rewards*: Pay progression for staff should reflect their overall contribution to the school both as individuals and as team members.

3. Application of the Policy

This policy applies to all staff employed in the Multi Academy Trust with the exception of teachers undergoing their formal year of induction or on contracts of less than a year. The operation of this policy will be suspended for any staff whose performance merits the application of the Multi Academy Trust's formal competency procedure.

Performance appraisal arrangements for temporary and part-time staff, including job-sharers, should apply on the same principles as for full-time, substantive staff. The same degree of challenge in the process should apply but the breadth and volume of each element in the process should be proportionate to the period of time worked.

Staff employed on a fixed term contract of less than one year, will have their performance managed in accordance with the principles underpinning the provisions of this policy. The length of the cycle will be determined by the duration of their contract.

The intention is that all staff will have equivalent access to appraisal, development and support.

4. Policy Framework

4.1 General

Performance appraisal is a shared responsibility. The Trust Board has the strategic responsibility for establishing this policy, providing the Executive Headteacher with the support to ensure it is fully implemented and ensuring the Executive Headteacher receives appropriate performance appraisal in order to set the right framework and culture for all staff in the school.

The Head of School will ensure that this policy, associated regulations and guidance are communicated effectively and that staff with performance appraisal responsibilities have access to appropriate training and preparation.

Appraisers will ensure that they fully support staff in achieving the standards required. This is an ongoing process throughout the year and will use coaching techniques where required. Appraisers will ensure that they follow all guidance within this policy.

The performance of all staff must be reviewed on an annual basis. Appraisal planning and reviews must be for all staff in this school and this will be completed by 31 October, in any one academic year and by 31 December for the Executive Headteacher.

Where a member of staff starts their employment at the school part-way through a cycle, the length of the first performance appraisal process will be such that the cycle can be brought into line with the appraisal process for that group of staff at the earliest opportunity.

Where a member of staff transfers to a new post within the school part-way through a cycle, the Headteacher shall determine whether the cycle shall begin again and whether to change the Appraiser.

All staff must have an up to date job description and this will form the basis for discussion at the appraisal planning and review meeting. Staff should have access to the school plan for improvement and other relevant planning documents in good time for their appraisal meeting. (Appraisees are responsible to bring all relevant documents)

Where it appears that the Appraisee is either not meeting or partially meeting the relevant professional standards then the appraisal process must clearly set out the support and training that will be provided to address the areas of concern.

Where serious weaknesses are identified in an Appraisee's performance then this procedure should cease and the issues will be managed within the academy's formal capability procedure. The appraisal process will be re-commenced when the Appraisee's performance has reached the required standards.

4.2 Appointing Appraisers

The Executive Head teacher will be appraised by the Academy Trust Board, supported by a suitably experienced and qualified External Advisor who has been appointed by the Trust Board for that purpose.

In this school the task of appraising the Executive Headteacher, including the setting of objectives, will be delegated to a sub-group of two Trustees.

The Head of School supported by the Executive Headteacher will determine the appropriate Appraiser for all staff covered by this policy taking due consideration of line management responsibilities and other relevant factors.

If a member of staff has a concern regarding their allocated Appraiser then this should be communicated to the Head of School, in writing, stating the reasons. The Head of School will exercise careful consideration of the concerns and may allocate an alternative Appraiser.

The Head of School will ensure all Appraisers receive appropriate training and preparation for their role.

4.3 The Appraisal Meeting

It is the responsibility of the Appraiser to arrange the meeting with their Appraisee at the beginning of the cycle. This should be arranged by mutual agreement and normally with at least five working days' notice. The Appraiser must prepare for the meeting and ensure all relevant information and evidence that will be used during the meeting has been shared with the Appraisee at the earliest possible opportunity. The Appraisee will be supported through a coaching model.

The Appraisal meeting should provide a two way discussion to:

The Planning Meeting (Term 1)

- Agree expectations for the year ahead by reviewing job description and appropriate performance objectives
- Confirm timescales for achievement of the objectives and for provision of support, including development
- Ensure the appraisee understands the performance criteria, including relevant pay progression criteria relevant professional standards and any other appropriate evidence to be taken into account in appraising performance including potential barriers to success.
- Discuss and agree appropriate monitoring arrangements and other support for the appraisee, including classroom observations, if appropriate to the appraisee's role
- Agree any areas of relevant training and development and related actions
- Allow the appraisee to raise any issues or concerns regarding their workload or work - life balance

The Mid-Term Review (Term 3/4)

- Review progress of current year's objectives and confirm support
- Discuss any obstacles preventing the appraisee from achieving objectives
- Clarify time frames etc. for achieving objectives
- Allow the appraisee to raise any issues or concerns regarding their workload or work - life balance
- Opportunity to access a coaching session will be available at other times throughout the year.

The Review Meeting (Term 6 (end))

- Assess performance during the academic year against the expectations of the post, including the appraisee performance objectives.
- Establish the appraisee progress in respect of the objectives set.
- Allow the appraisee to raise any issues or concerns regarding their workload or work - life balance.

It is the appraisee's responsibility to play an active role in their review. This includes preparing for the meeting by:

- reflecting on their performance over the past year including their performance against the relevant school or professional standards
- considering how they have made a wider contribution to the school, and
- identifying some of their future development needs

4.4 Appraising Performance

All staff will be formally assessed in respect of each appraisal period. In assessing the performance of the Executive Headteacher, the Trust Board will consult the external adviser.

Each member of staff will receive a written appraisal report as soon as practicable and within ten working days following the appraisal meeting and have the opportunity to comment in writing. The appraisal report will include:

- details of objectives for the appraisal period in question
- an assessment of performance of role and responsibilities against objectives and any relevant standards
- an assessment of training and development needs and identification of any action that should be taken to address them
- a recommendation on pay where this is relevant

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

4.5 Links with Pay

Before, or as soon as practicable after the start of each appraisal period all staff will be informed of the standards and criterion against which individual performance in that appraisal will be assessed and on which pay decisions will be based. The criterion used must be consistent with any national or The Trust Board's determined requirements.

Where the evidence from the appraisal process appears to suggest the appraisee's performance could be below that meriting pay progression at the end of the cycle, the appraisee should be made aware of this at the earliest opportunity. There should also be a professional discussion to identify actions which could remedy the position.

4.6 Objectives

The Executive Headteacher's objectives will be set by the Trust Board after consultation with the external adviser.

All Appraisees must have performance objectives set before, or as soon as practicable after, the start of each appraisal period. All objectives must be relevant to the Appraisee's role, responsibilities and take full account of their experience and career/professional aspirations. The number and nature of objectives must be reasonable and, if achieved will contribute positively to the education of pupils at all of the schools in the Academy and the implementation of any plan designed to improve the school's educational provision and performance.

Normally an appraisee would expect to have 3 objectives (whole school, team/department and professional development). Staff with a wider role across the school, including teachers with or without a TLR, members of the leadership team and the Heads of Schools, would normally expect to have one or additional objectives in the relevant area.

Appraisees should be encouraged to set challenging but achievable objectives. Meeting or nearly meeting challenging objectives is a good way to show the level of performance required for pay progression and will also assist career development.

As far as possible the objectives should be reached by agreement. However where a joint determination cannot be made the Appraiser will make the determination with the provision for the appraisee to record any disagreement if required.

Consideration should be given to ensure that the appraisal objectives can be used to secure good evidence for pay progression in line with the expectations in the academy's pay policy.

4.7 Training and Development

Performance appraisal is a developmental process and a key part of the planning discussion. It should be about the support that the Appraisee will need in order to meet identified objectives and performance criteria.

This academy is committed to ensuring that all staff have access to a level of development appropriate to their role, stage of career development, performance objectives and criteria and individual aspirations.

Development and training identified from the appraisal process must be recorded on the appraisal documents and then passed to the individual Heads of School to inform the school's programme of training and development.

This school recognises that development and support may take a number of forms and a wide range of activities which may not necessarily involve a formal course.

4.8 Monitoring

The Appraiser will ensure that appropriate arrangements are in place to support the Appraisee with regular monitoring and feedback. This should be discussed in broad, flexible terms in the appraisal meeting. There should be at least one formal mid year review meeting to discuss performance, provide feedback and discuss the provision of training and development. Additional coaching sessions will be available.

The Head of School should audit mid-year reviews with Appraisers to ensure consistency of appraisal assessments

There should be further, informal follow-up and support for Appraisees as appropriate throughout the year.

The Multi Academy Trust believes that observation of classroom practice and other responsibilities is important both as a way of assessing performance in order to identify any particular strengths and areas for development and of gaining useful information which can inform school improvement more generally. All observation will be carried out in a supportive fashion.

The Multi Academy Trust teachers' performance will be regularly observed but the amount and type of observation will depend on the individual circumstances of the teacher and the overall needs of the school. Classroom observation will be carried out by those with QTS. In addition to formal observation, the Executive Headteacher, the Head of School or other members of the SLT with responsibility for Teaching and Learning 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.

4.9 Recording Plans

Within five working days of the meeting the Appraiser will complete a draft statement and provide the Appraisee a copy (This will be an electronic copy for teachers on The School IP system and a paper copy for support staff). The Appraisee may request changes if he/she feels the statement does not convey a fair summary of the meeting and/or may add comments. The Appraiser will prepare and sign a final statement within ten working days of the initial meeting. (This will be the School IP system for teaching staff and paper versions for Support Staff)

The Appraiser may retain a copy of the appraisal plan, but he/she must pass a copy to the Appraisee and pass the original to the Executive Headteacher or Head of School.

5. Moderation

The Executive Headteacher and Head of School have a duty to ensure that these procedures are applied fairly and consistently across the school and with regard to equality of opportunity.

As part of this duty the Executive Headteacher/Head of School will:

- Review and moderate planning and review statements to ensure consistency between those who have similar experience and similar levels of responsibility.
- Comply with the Multi Academy Trust's appraisal policy, the regulations and the requirements of equality legislation

Moderation will consider the extent that the statements contribute towards the school plan and in particular pupil progress and achievement.

If there are concerns that a statement is not consistent with appraisee's with similar experience and/or similar levels of responsibility; or that the statement is not in line with the academy's policy or academy plan then the Executive Headteacher/Head of School may instruct a new statement to be prepared. In this event the appraiser and appraisee must prepare a revised statement within 10 working days of being instructed.

All moderation must be conducted in a way to maintain confidentiality.

6. Changes to Plans in Mid Cycle

There may be occasions when it is necessary to amend or change the content of the appraisal plan. This may include changes in the Appraisee's circumstances, school priorities or local/national policy initiatives. In this event the Appraiser and Appraisee should discuss and ideally agree the necessary changes.

If there is no agreement to the proposed changes then the Appraiser shall amend the appraisal plan with any changes he/she thinks ought to be made and pass the revised statement to the Appraisee who may add his/her comments.

7. Confidentiality and Retention of Records

The performance appraisal process will be treated with full confidentiality at all times.

For the Executive Headteacher's review the statement will be held by the Chair of The Trust Board and the Executive Headteacher.

All plans and appraisal reports must be retained in a secure place on the school premises for a period of six years from the date the appraisal cycle ends. After this date it would be normal to dispose of these records and this must be done confidentially and the employee notified.

8. Communication of this Policy

A copy of this policy will be kept according to the published policy schedule to ensure that all staff can have access to a copy of it as needed. All new staff joining the academy will be briefed on the policy as part of their induction into the school.

9. Monitoring and Evaluation

The Local Governing Body and the Executive Headteacher will monitor the operation and outcomes of the performance appraisal arrangements.

10. Review of Policy

This policy is effective from Autumn 2018 and the Governing Body will ensure the policy is reviewed no later than Autumn 2019.

The policy may be revised at other times if necessary to take account of any statutory regulation or associated guidance or changes in policy by the DFE.

APPENDIX 1: Planning and Review Pro Forma



Reflection and Self Review For Teachers

By three methods we may learn wisdom; first, by reflection, which is the noblest, second by imitation which is the easiest and third by experience, which is the bitterest.
Confucius

Three Key Questions to Consider in the Reflection and Self Review

1. In what ways have I become a better practitioner than last year?
2. In what areas do I need to develop and how can I achieve this?
How can I make a more effective contribution to pupil/student attainment and the wider school community?
(Section A to be completed for review and Section B to be completed at target-setting. You will need to bring document to all appraisal meetings)

Section A	Question	Note/Evidence
1	Over the last year what have been the key areas of success for me?	
2	Which areas of my role give me greatest satisfaction?	
3	Which skills do I have that I and others consider to be real strengths?	
4	What has not gone as I'd hoped over the past year and what have I learnt from this?	
Section B		
1	Having looked at the National Teaching Standards what are you going to do to improve your practice?	
2	What help or support will I need to make the improvements	
3	What outcomes do I expect for pupils as a result of the improvement?	
4	How can I contribute further to the development of the school?	
5	Are there any aspects of working in this school that I would like to see improved. Can I do anything to assist this?	

Please consider possible targets for next year as a starting point for discussion at Appraisal. These need to be in relation to better outcomes for pupils.

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Reflection and Self Review for Teaching Assistants

By three methods we may learn wisdom; first, by reflection, which is the noblest, second by imitation which is the easiest and third by experience, which is the bitterest.
Confucius

Three Key Questions to Consider in the Reflection and Self Review

- 3. In what ways have I become a better practitioner than last year?**
 - 4. In what areas do I need to develop and how can I achieve this?**
 - 5. How can I make a more effective contribution to pupil/student attainment and the wider school community?**
- (Please complete section A for your review and Section B for your new appraisal – you will need to bring this form to all your appraisal meetings)**

Section A	Question	Note/Evidence
1	Over the last year what have been the key areas of success for me?	
2	What areas of my role give me greatest satisfaction?	
3	Which skills do I have that I and other consider to be real strengths?	
4	What has not gone as I'd hoped over the past year and what have I learnt from this?	
Section B		
1	Having looked at Priory Fields TA standards what are you going to do to improve your practice?	
2	What help or support will I need to make the improvements?	
3	What outcomes do I expect for pupils as a result of the improvement?	
4	How can I contribute further to the development of the school?	
5	Are there any aspects of working in this school that I would like to see improved. Can I do anything to assist this?	

Please consider possible targets for next year as a starting point for discussion at Appraisal. These need to be in relation to better outcomes for pupils.

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Reflection and Self Review for Non-Class-Based Staff

By three methods we may learn wisdom; first, by reflection, which is the noblest, second by imitation which is the easiest and third by experience, which is the bitterest.

Confucius

Three Key Questions to Consider in the Reflection and Self Review

- 6. In what ways have I become a better practitioner than last year?**
 - 7. In what areas do I need to develop and how can I achieve this?**
 - 8. How can I make a more effective contribution to pupil/student attainment and the wider school community?**
- (Please complete section A for your review and Section B for your new appraisal – you will need to bring this form to all your appraisal meetings)**

Section A	Question	Note/Evidence
1	Over the last year what have been the key areas of success for me?	
2	What areas of my role give me greatest satisfaction?	
3	Which skills do I have that I and other consider to be real strengths?	
4	What has not gone as I'd hoped over the past year and what have I learnt from this?	
Section B		
1	Having reflected on your role and responsibilities, what are you going to do to improve your practice?	
2	What help or support will I need to make the improvements	
3	What outcomes do I expect for pupils as a result of the improvement?	
4	How can I contribute further to the development of the school?	
5	Are there any aspects of working in this school that I would like to see improved. Can I do anything to assist this?	

Please consider possible targets for next year as a starting point for discussion at Appraisal. These need to be in relation to better outcomes for pupils.

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