



Staff Appraisal Policy

Reviewed: May 2019

To be reviewed: May 2020

Chair of Governors signature _____

Date _____

The Trustee Body of QCEST Multi-Academy Trust adopted this policy on *(insert alternative date if appropriate)*

It will review it on*(insert alternative date if appropriate)*.

Purpose

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the head teacher, and for supporting their development within the context of the trust's plan for improving educational provision and performance, and the standards expected of teachers.

Application of the policy

The policy applies to the head teacher, all teachers and support staff employed by the trust or local authority, except those on contracts of less than one term, those undergoing induction (*ie NQTs*) and those who are subject to the associated capability procedure.



Appraisal in this trust will be a supportive and developmental process designed to ensure that all staff have the skills and support they need to carry out their role effectively. It will help to ensure that all staff are able to continue to improve their professional practice and to develop in their roles.

The appraisal period

The appraisal period will run for twelve months from 1 September to 31 August

The appraisal review will be completed by 31st October for teachers and support staff and by 31st December for headteachers.

The cycle will begin with a Planning Meeting to be held by 31st October and will end with a Review Meeting to be held by 31st October.

During the appraisal period the appraiser and/or appraisee should raise issues of concern which need to be addressed , so that the appraisee can get back on track to meet their objectives. Mid year reviews meetings will also be held to undertake a more formal review of progress against the objectives set.

All 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.

Where an employee starts their employment at the trust part-way through a cycle, the head teacher or, in the case where the employee is the head teacher, the governing body shall determine the length of the first cycle for that employee, with a view to bringing his/her cycle into line with the cycle for other employees as soon as possible.

Appointing appraisers

For the headteacher

The head teacher will be appraised by the Governing Body, supported by a suitably skilled and/or experienced external adviser who has been appointed by the Governing Body for that purpose.

In this trust the task of appraising the head teacher, including the setting of objectives, will be delegated to a sub-group consisting of two/three members of the Governing Body.

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.



Setting objectives

The head teacher'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.

At the first meeting in the Autumn term (the planning meeting) the appraiser will set the member of staff a number of performance objectives to be met over the coming 12 months. It is recommended that 3 or 4 performance objectives will be set for employees.

The objectives will be set out in a planning statement which will also specify the evidence that will be collected to support the review of performance including details of the arrangements for classroom observation. The planning statement will also set out details of training and support which have been agreed. The agreed objectives will contain a description of what success may look like in accordance with the trust's teaching and learning policy.

The appraiser and staff member will seek to agree the objectives. Should the objectives not be agreed, the final decision on allocation of objectives rests with the headteacher.

The trust operates a system of moderation to ensure that all appraisers are working to the same standards. Targets will be moderated across the trust to ensure that they are consistent between employees with similar experience and levels of responsibility.

Objectives should be CSMART (challenging, specific, measurable, achievable, realistic and timebound). Objectives should reflect priorities relating to a combination of the individual's role, the trusts' overall priorities, the trust improvement plan, the trust business plan and the Teacher Standards.

There should be some flexibility in the setting and agreement of objectives to be set and agreed around issues that are emerging for the trust. Objectives may need to be adjusted throughout the appraisal period so that they remain relevant to the performance of the individual.

Objectives should also be fair and equitable when judged across employees with similar roles and responsibilities. However objectives will become more challenging as a teacher progresses up the main scale and if the member of support staff holds a senior role.



Teachers' Standards

Under the appraisal arrangements for 1st Sept 2013, 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.

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)

The Teachers' Standards effectively set out a code of good teaching practice and professional conduct. Teachers will therefore be evaluated against all the elements set out in the Teachers' Standards.

A full version of the Teachers' Standards can be found at

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

For QTLS holders, the relevant standards will include the overarching professional standards in the lifelong learning sector, held by the Learning and Skills Improvement Service.

Gathering the Evidence

As part of the overall appraisal process, it will be important for all staff to be clear about the evidence that will be required by their appraiser.

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:

(Delete and amend as appropriate)

- An increasing positive impact in pupil progress
- An increasing impact on wider outcomes for pupils
- Improvement in specific elements of practice eg lesson planning

The evidence gathered will largely be determined by the nature and scope of the agreed objectives. Examples may include: **Delete and amend as appropriate**

- Classroom observations
- Class data



- Reviews of lesson planning records
- Headteacher walkabouts
- Evidence supporting progress against Teachers' Standards

Reviewing performance - Observation

This trust believes that observation of classroom practice and other responsibilities is important both as a way of assessing teachers' performance in order to identify any particular strengths and areas for development they may have and of gaining useful information which can inform trust improvement more generally. All observation will be carried out in a supportive fashion (see Annex1).

In this trust teachers' performance will be regularly observed but the amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the trust. Classroom observation will be carried out by those with QTS. In addition to formal observation, head teachers 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

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

Development and support

Appraisal is a supportive process which will be used to inform continuing professional development. The trust 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 trust improvement priorities and to the ongoing professional development needs and priorities of individual teachers.

The trust's CPD programme will be informed by the training and development needs identified as part of the appraisal process. The governing body will ensure in the budget planning that, as far as possible, resources are made available in the trust budget for appropriate training, and support agreed for appraisees, maintaining access on an equitable basis.

An account of the training and development needs of teachers including the instances where it did not prove possible to provide any agreed CPD, will form a part of the head teacher's annual report to the governing body about the operation of the appraisal process in the trust.



With regard to the provision of CPD in the case of competing demands on the trust budget, a decision on relative priority will be taken with regard to the extent to which:

- a) the training and support will help the trust to achieve its priorities; and
- b) the CPD identified is essential for an appraisee to meet their objectives.

Account will be taken in a review meeting of where it has not been possible for teachers to fully meet their performance criteria because the trust has not been able to provide the necessary support.

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 (eg 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. In particular cases, it may be appropriate to revise objectives, and it will be necessary to allow sufficient time for improvement. The amount of time allowed for improvement will reflect the seriousness of the concerns;
- explain the implications and process if no – or insufficient – improvement is made.

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.

Annual assessment

The appraiser must assess the performance in the appraisal period. They must complete an evaluation against the Teacher Standards and assess performance against the objectives set. An assessment must also be made of the professional development needs and any action that needs to be implemented. Finally a recommendation relating to pay must be made.



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 at least once a term.

The employee 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. In this trust, teachers will receive their written appraisal reports by 31 October (31 December for the head teacher).

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 where that is relevant** (*NB – pay recommendations need to be made by 31 December for head teachers and by 31 October for other staff*);
- other relevant information relating to the appraisal.

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

Good progress towards the achievement of a challenging objective, even if the performance criteria have not been met in full, may be assessed favourably.

The overall assessment of performance and pay recommendation will be subject to a process of moderation.

In this trust the moderation will be undertaken by.....

Pay Progression linked to performance

- The trust pay policy clearly sets out how pay progression will be determined.



- Continued good performance, as defined by the trust pay policy should give an expectation of pay progression, subject to the maximum of any pay range applicable.
- A decision may be made not to award pay progression, whether or not the teacher is subject to capability proceedings.

Monitoring and Evaluation

The governing body and head teacher will monitor the operation and effectiveness of

the trust's appraisal arrangements. The head teacher will provide the governing body with a written report on the operation of the trust's/academy's appraisal and capability policies annually. The report will not identify any individual by name. The report will 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 teacher will report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination.

Specific cases

Particular considerations apply to the following categories of teachers:

- Part time teachers and those employed in more than one trust
- performance management applies as for full time teachers;
- Teachers who join the trust mid cycle



- should have an Appraiser appointed
- may request their previous Headteacher to forward documentation to the new trust;
- Teachers who are absent for a significant part of the cycle
 - the overall review should take account of what is reasonable;
- Fixed term contracts of one term or more
 - as appropriate, the performance review should be conducted as if they were permanent.

Employees who make insufficient progress

Where objectives have not been met, the employee should be given clear feedback and have the opportunity to discuss the concerns that are raised. Relevant support should be offered and clear timescales set for a further review of progress.

If serious weaknesses are identified in an employee's or head teacher's performance, he/she 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.

At the initial stage of the capability procedure, the employee and their representative should be provided with the evidence from the performance management process which has prompted the move to capability procedures.



Protocol for Performance management Lesson Observations

Reviewers will always treat other teachers with respect and courtesy.

Observation needs to be objective; it must be developmental.

Before the lesson:

🎬 The Reviewer and teacher should agree which lesson will be observed and the main focus of the observation at least a week in advance;

🎬 The teacher should provide the Reviewer with a lesson plan and background data relating to students' needs (eg SEN G&T) before the start of the lesson;

● The teacher should be aware that the Reviewer will have the following expectations:

🎬 That learning objectives are shared (displayed and articulated);

🎬 That the needs of individual learners are met;

🎬 That there is effective TA deployment (as appropriate);

🎬 That the impact of teaching on learning will be critical to any judgement about quality;

🎬 The "Teaching & Learning Policy" will form the basis of the overall judgement about quality.

During the lesson:

The Reviewer will look at students' work and talk with students to:

🎬 Check students' understanding of the work and whether they know how to make further progress;

🎬 Briefly check marking and assessment, when looking at written work;

🎬 Check for evidence that homework is set and marked in accordance with trust policy.



After the lesson:

- 📌 The Reviewer will always make time to thank the teacher and to identify the discussion / feedback meeting time.
- 📌 Verbal feedback within ONE working day
- 📌 Written feedback with FIVE working days.

Observation Review meeting:

- 📌 The Reviewer and teacher should set aside sufficient time to discuss the qualities in the lesson and potential areas for development.
- 📌 The review should be a discussion in which the teacher is given the opportunity to identify strengths and potential development areas.
- 📌 To ensure objectivity and consistency, use of the Teaching & Learning Policy will form a part of every lesson review.

The Reviewer is responsible for making a professional judgement on the overall best fit in relation to the Teaching & Learning Policy. Copies of the completed record sheet should be kept by the Reviewer, teacher and a copy sent to The Headteacher



Example Review statement and planning document

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Appraisee's name:	Appraiser's name:
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Assessment of performance for the performance management cycle just ended, making reference to recorded objectives, observation record, any additional information and The Standards.
Recommendation for pay progression

Objectives for next cycle



Focus of planned classroom observation(s).

Other evidence to be sought (as appropriate).

Support:



Appraisee signature:

Appraiser signature:

Appraisee comments:



EXAMPLE PLANNING & REVIEW STATEMENT
OUTCOMES OF STANDARDS ASSESSMENT
PM PROFESSIONAL DEVELOPMENT OBJECTIVE PRIORITIES

Part A – Assessment Outcomes Confidential

Standard	Met	Not Met
1 Preamble		
2. Personal and Professional Conduct		

Standard	Meets CSE*	Below CSE*	Meets ASL*	Not Yet At ASL*
1.1 Set high expectations which inspire, motivate and challenge pupils				
1.2 Promote good progress and outcomes by pupils				
1.3 Demonstrate good subject and curriculum knowledge				
1.4 Plan and teach well structured lessons				
1.5 Adapt teaching to respond to the strengths and needs of all pupils				
1.6 Make accurate and productive use of assessment				
1.7 Manage behaviour effectively to secure a good and safe learning environment				
1.8 Fulfil wider professional responsibilities				



*CSE = Career Stage Expectations as defined in trust documentation

*ASL = Aspirational Skill Level (if applicable - e.g. for potential threshold applicants)

Part B – PM Professional Development Objective Priorities

Either Standards Not Met

With support, develop professional expertise to meet the following standards

Standard	Key elements to be addressed

Or All Relevant Standards Met

With support, deepen and develop professional expertise in the following area

Standard	Key developmental activity

SECTION 2 - PLANNING & REVIEW STATEMENT

PM PUPIL PROGRESS OBJECTIVE PRIORITIES

Trust Improvement Plan target	
Names of the pupils who are unlikely to hit this target without personalised interventions	



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Consider the main challenge that you think stands between each of the pupils you have named and the attainment target you are aiming at. List the names again under the appropriate headings below. There are some blank boxes you can use if the heading you want isn't already there.

BEHAVIOUR	MOTIVATION
HOME SUPPORT	ATTENDANCE
SPECIFIC TECHNICAL WEAKNESS	

Which of the above pupils represent your biggest professional challenge? How can we support you in tackling this challenge?	
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