



Policy Number

Appraisal Policy

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1. Status of Policy:

1.1 *This policy complies with the Education (School Teachers' Appraisal) (England) Regulations 2012*

1.1Text in bold indicates statutory requirements contained in the Appraisal Regulations or the School Staffing Regulations.

1.2 *Text in italics does not form part of the policy itself, but acts as additional information for schools.*

1.3 *This policy should be read in conjunction with the Pay Policy, Lesson Observation Policy and Appraisal Good Practice Guide, and the school's policy on learning walks.*

2. Purpose

2.1 This policy sets out the framework for a clear and consistent assessment of the overall performance of school employed staff, including support staff, teachers and the head teacher (Head of School), and for supporting their development within the context of the school's plan for improving educational provision and performance, and standards applicable to the post.

2.2 The policy applies to all support staff, the head teacher, and teachers, except those teachers on contracts of less than one term, those teachers undergoing induction (ie NQTs) and staff who are subject to developing performance or capability procedures. Employees are responsible for actively participating in the appraisal process.

2.3 Appraisal is an entitlement for all staff and all elements of the process will be conducted during directed time, but not within PPA time. It is 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 is a process that supports the work of individuals and teams by setting and reviewing objectives within the context of the department and school improvement plans. It will help to ensure that individuals are able to continue to improve their professional practice and to develop in their role.

3 The appraisal period

3.1 The appraisal period will run for twelve months from September to August for teaching staff and May to April for support staff.

3.2 Teachers and support 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.

4. Appointing appraisers

- 4.1 The head teacher will be appraised by a panel made up of the Chair of Governors, a member appointed by the trustees and an experienced external advisor appointed by the trustees.
- 4.2 The head teacher/ Head of School will decide who will appraise other teachers and support staff. Normally, line managers will be responsible for the appraisal of those in their teams.
- 4.3 Appraisal Table

Post	Accountable Body	Responsible Officer	Appraiser
Headteacher/ Head of School	Trust	CEO	Chair of Governors/ External & CEO
SLT	LGB	Headteacher/ Head of School	Headteacher/ Head of School
Teachers/ Support Staff	LGB	Headteacher/ Head of School	SLT & Line Manager
Ebor Executive Roles	Trust	CEO	CEO & Trustee
CEO	Trust	Trustees	2 Trustees/ External

5. Setting objectives

- 5.1 The objectives set will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate and proportionate to the employee's role and level of experience. The number of objectives set for each appraisal period will normally be no more than three, having regard to what can reasonably be expected in the context of the appraisee's professional duties and the school's strategy for achieving a work/life balance for all staff. The objectives should cover the following areas:
 - 5.1.1 Whole school objective: aspects of the role which will meet the key priorities set by the school.
 - 5.1.2 Wider Professional: an objective related to the individual's wider professional role, this could be an aspect of leadership or contribution to the leadership aspects of the SDP.
 - 5.1.3 Personal objective: Developing own practice and aspiration.

- 5.2 The appraiser and appraisee 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 headteacher (or senior member of staff with delegated responsibility) may moderate objectives set for staff (normally within 10 days of the objectives being agreed) to ensure consistency between those of similar levels of responsibility and similar levels of experience, and to ensure compliance with the policy, and requirements of equality legislation.
- 5.3 The head teacher's objectives will be set by the sub-group consisting of the Chair of Governors an external adviser and appraised by the Trust.
- Objectives for each teacher will be set before or as soon as practicable after, the start of each appraisal period.
- 5.4 The objectives set for each teacher will, if achieved, contribute to the school's plans for improving the school's educational provision and performance and improving the education of pupils at that school. This will be ensured by:
- 5.4.1 Quality assuring the impact of the individuals' role over time (e.g. use of teacher tracker tools)
 - 5.4.2 Quality assuring the impact of the individuals' role on data outcomes.
 - 5.4.3 Quality assuring the impact of the individuals' role on the quality of outcomes shown in pupils' work.
- 5.5 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. Teachers will be assessed against the set of standards contained in the document called "Teachers' Standards" published in July 2011. The head teacher or governing body (as appropriate) will need to consider whether certain teachers should also be assessed against other sets of standards published by the Secretary of State that are relevant to them. For teachers qualified by virtue of holding Qualified Teacher Learning and Skills, it is for the LGB to decide which standards are most appropriate.
- 5.6 Appraisal for classroom support staff will have regard to those standards that have been identified as relevant to their role; for example Standards for Higher Level Teaching Assistants, or the National Occupational Standards for supporting teaching and learning in schools, for other classroom support roles, as applicable. Staff will be advised of the standards relevant to their role for each appraisal period.

6. Reviewing performance

6.1 Observation

This school 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 school improvement more generally.

- 6.2 Whole lesson observations will take place when the Headteacher or SLT believe they need a greater insight into the individuals' teaching ability and the impact this has on learning. Whole lesson observations will take place during the NQT year and when staff are on a developing performance support plan.

6.3 Teacher Tracker

Ensuring quality of teaching over time schools will develop recorded systems for collecting snap-shots of teaching over time. This will be both informative and developmental, staff being expected to act on improvement advice of senior leaders. Teacher's should expect to be observed eight times during a thirteen-week cycle.

- 6.4 The head teacher and/or other leaders in school with responsibility for teaching standards may undertake observations, learning walks and "drop ins" in order to evaluate the standards of teaching and to check that high standards of professional performance are established and maintained.
- 6.5 Observation may also be appropriate for the appraisal of roles supporting teaching and learning in the class room, both for monitoring and development, and will be carried out in a supportive fashion, usually by line managers.
- 6.6 Academies will use the findings of observations, for other management requirements (for example subject area reviews), thereby seeking to minimise the total number of occasions on which teachers are observed.

7. Development and support

- 7.1 Appraisal is a supportive process which will be used to inform continuing professional development. Ebor Academy Trust wishes to encourage a culture in which all teachers take responsibility for improving their teaching through professional development. All staff will be given the opportunity to engage in appropriate development activities to improve performance. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of staff (see related documents: School Development Plan, CPD Policy).

8. Feedback

- 8.1 All staff will receive constructive feedback on their performance throughout the year. Ebor Academy Trust allocates 3 inset days called 'data days' which can be used for appraisal and data reviews. Feedback will highlight particular areas of strength as well as any areas that need attention. Where there are concerns about any aspects of the staff member's performance the appraiser will meet them to:
- give clear feedback about the nature and seriousness of the concerns;
 - give the staff member the opportunity to comment and discuss the concerns;
 - recommend appropriate CPD and 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 (it may be appropriate to revise objectives, and it will be necessary to allow sufficient time for improvement. The amount of time must be reasonable but should reflect the seriousness of the concerns);
 - explain the implications and process if no – or insufficient – improvement is made
 - signal any risk to pay progression
- 8.2 When progress is reviewed, if the appraiser is satisfied that the staff member 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.

9. Annual assessment

- 9.1 Each teacher's performance and member of the support staff performance will be formally assessed in respect of each appraisal period.
- 9.2 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 on data dates or between weeks ten and thirteen of the leadership cycle.
- 9.3 The teacher or member of support staff 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. The appraisal report will include:
- details of the teacher's/ support staff's objectives for the appraisal period in question;

- an assessment of the teacher's/ support staff's performance of their role and responsibilities against their objectives and the relevant standards;
- an assessment of the teacher's/ support staff's training and development needs and identification of any action that should be taken to address them;
- space for the appraisee to comment
- a recommendation on pay where relevant

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

10. Pay Progression

- 10.1 Where teachers are eligible for pay progression, the appraiser will make a recommendation to the appropriate committee based on the assessment of their performance against the agreed objectives and Teachers' Standards and in accordance with the school's pay policy.

The Local Governing Body will ensure that recommendations on pay progression are made by 31 December for head teachers and by 31 October for other teachers.

- 10.2 Where support staff are eligible for incremental progression, the appraiser will make a recommendation based on an assessment of their performance and the criteria detailed in the Guide to Increments for Support Staff (NJC), or removal of a scale point from staff not meeting the criteria who are at the top of their band. (the normal incremental review for support staff occurs on 1st April each year. Employees commencing employment after 1st October of any year (up to 31st March) will be considered for an increment after 6 months continuous service based upon attendance criteria pro rata target from the year in which their employment commenced).

11. Appeals

- 11.1 Appraisees have a right of appeal against any of the entries in the planning and review statements. Where an appraisee wishes to appeal on the basis of more than one entry, or to appeal against the assessment and pay recommendation, this would constitute one appeal hearing. Appeals will be conducted in line with the Pay policy.

12. General Principles Underlying the Policy

12.1 Confidentiality

The appraisal and capability processes will be treated with confidentiality. However, the desire for confidentiality does not override the need for the head

teacher and the Trust to quality-assure the operation and effectiveness of the appraisal system.

12.2 Consistency of Treatment and Fairness

Ebor Academy Trust is committed to ensuring consistency of treatment and fairness. It will abide by all relevant equality legislation, including the duty to make reasonable adjustments for disabled teachers. The Trust is aware of the guidance on the Equality Act issued by the Department for Education.

12.3 Definitions

Unless indicated otherwise, all references to "teacher" include the head teacher.

12.4 Sickness

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 absence management policy

12.5 Monitoring and Evaluation

The Local Governing Body/ management committee and head teacher will monitor the operation and effectiveness of the school's appraisal arrangements.

12.6 Retention

The Local Governing Body/ management committee and head teacher will ensure that all written appraisal records are retained in a secure place for six years and then destroyed

Appendix A : Ebor Appraisal Cycles

Appraisal Cycle 1

Week	Teachers	Support Staff	Local Governing Bodies	Teacher Tracker
1	Teacher's Staff objectives for current year			
2 -3	Where applicable threshold reviews take place.			Quality of T&L: Monitoring and support of T&L
4			LGB: . Review outcomes of cycle 3 From previous year . Head makes pay recommendations to LGB . LGB makes pay recommendations to Trustee Scrutiny Committee	
5				
6				
7-9		Support Staff Group Review meetings	. Scrutiny Committee receives pay recommendations . HR implements recommendations: A letter is sent to staff via Heads who decide how outcomes are shared with staff	
10	Data capture: Pupil Progress reviews - cycle 1		LGB:	Targeted T&L support:
11-13				

* the LGB may appoint a pay review committee who review the PM process and pay recommendations.

Appraisal Cycle 2

Week	Teachers	Support Staff	Local Governing Bodies	Teacher Tracker
1				
2 -3				Quality of T&L: Monitoring and support of T&L
4			LGB: . Review data outcomes of cycle 1: a.pupil progress b.Quality of T&L . Receive report from Trustee HR scrutiny committee	
5 - 8				
10	Data capture: Pupil Progress reviews - cycle 2		LGB:	Targeted T&L support:
11				
12				
13				

Appraisal Cycle 3

Week	Teachers	Support Staff	Local Governing Bodies	Teacher Tracker
1		Support Staff Appraisal meetings		
2 -3		Set professional development objectives/aspirations		Quality of T&L: Monitoring and support of T&L
4			LGB: . Review data outcomes of cycle 1: c. pupil progress d.Quality of T&L . Receive report from Trustee HR scrutiny committee	
5 - 8			HR to agree Support staff hours with Heads	
10	Data capture: Pupil Progress reviews - cycle 2		LGB . Receive annual draft headlines of pupil progress	Targeted T&L support:
11			HR to inform Heads of possible pay progression options for teachers.	
12				
13				