

CHULMLEIGH ACADEMY TRUST

APPRAISAL POLICY

This policy was adopted by the Board of Directors on: 16.1.19

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1 INTRODUCTION AND PURPOSE

- 1.1 Chulmleigh Academy Trust ('the Trust') is committed to providing the highest quality education to all students. It is expected that all staff make the education of their pupils their first concern, and are accountable for ensuring that pupils achieve the highest possible standards in work and conduct. This policy is to support that objective.
- 1.2 This policy has been written having regard to the relevant legislation and guidance in relation to employment law and where applicable matters relating specifically to Teachers including the national teachers standards and the School Teachers Pay and Conditions Document. This policy shall apply to both teaching and non-teaching staff.

2 GUIDING PRINCIPLES

- 2.1 The purpose of this policy is to ensure that everyone is contributing fully to the success of the Trust and in a way that is consistent with the ethos and vision of the Trust.
- 2.2 When making any decisions under this policy senior leaders must be aware of the particular needs and circumstances of each employee and must actively consider the duty not to discriminate on the basis of a protected characteristic. If there are any concerns about discrimination (or any other issues under the Equality Act 2010) (or if any issues are raised by an employee) then advice should be taken from the Executive Headteacher.
- 2.3 When making decisions under this policy senior leaders must always act in a way that treats an employee (or anyone else involved in the process) fairly.
- 2.4 While this policy should be followed, it may be varied to meet the needs of the particular situation. For example, while timescales should be followed, if they cannot be met then reasons will be given why. If any other variation of the policy is necessary then reasons will be given for any change. However, advice should be taken from the Executive Headteacher before any such variations are made.
- 2.5 When this policy is being followed detailed notes should be kept of meetings and communications with any relevant person.
- 2.6 The appraisal process shall be carried out in a way that is confidential with information only be shared as required to enable senior leaders to perform their duties.

3 THE APPRAISAL

- 3.1 The Trust shall appraise the performance of all staff on an annual basis.
- 3.2 Appraisal meeting shall be arranged during 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 Trust and shall this shall include discussion of targets with an emphasis of how each member of staff can demonstrate an impact on raising standards for students.

4 THE APPRAISERS

- 4.1 All appraisers, including allocated members of Local Governing Bodies, should be provided with appropriate training.

4.2 For the Headteacher

4.2.1 The CEO as line manager shall make arrangements in respect of the appraisal of Headteachers. National standards shall be used as the basis for any appraisal. The Trust may use an external adviser to provide additional perspective and/or capacity. This will be at the discretion of the Trust.

4.2.2 For all other employees

4.2.2.1 The Headteacher 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.

4.2.2.2 Teaching staff should be able to object to the appointment of an appraiser, on professional grounds, in writing to the Headteacher, who will consider the objection and make a decision. Where the objections are rejected by the Headteacher, the teacher should be advised in writing. Teaching support staff may also have the opportunity to be observed and received feedback.

4.2.2.3 In respect of non-teaching staff the CEO shall make arrangements their appraisal and it shall usually be carried out by the line manager.

4.3 Objective setting

4.3.1 Objectives are all designed to help all staff to contribute fully towards providing high quality education for students. As such Trust policies and objectives will be relevant to staff. There shall also be moderation of appraisals in order to promote consistency across the Trust. Objectives should appropriately take into account the seniority and experience of the member of staff.

4.3.2 Headteachers should discuss with staff objectives as soon as possible. The objectives must be set such that they will contribute to the improvement of each academy's educational provision and performance and appraisers will therefore be expected to align individual objectives with the Trust's priorities. Objectives should be agreed and if it is not possible to reach agreement on an objective then guidance should be sought prior to the imposition of any target.

4.3.3 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.

4.3.4 At any point of review, objectives may be revised if circumstances change.

5 TEACHERS' STANDARDS

5.1 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 governing body or Headteacher determine as being applicable.

5.2 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).

5.3 **Applying the teachers' standards**

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

5.4 **Teachers**

5.4.1 The teachers' standards effectively set out a 'code' of good teaching practice and professional conduct and as such, our academies 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 each academy to put appropriate arrangements in place to achieve a fair and equitable process of evaluation.

5.4.2 Teachers standards and guidance can be found at:

<https://www.gov.uk/government/publications/teachers-standards>

6 **GATHERING THE EVIDENCE**

6.1 As part of the appraisal process staff should be aware of and proactively seek to collect evidence as part of the appraisal process. The key consideration will be to assess the quality of teaching and performance.

6.2 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:

6.2.1 a positive impact on pupil progress;

6.2.2 a positive impact on wider outcomes for pupils;

6.2.3 improvement in specific elements of practice, eg lesson planning; and

6.2.4 a positive contribution to the work of the Trust.

6.3 The evidence gathered by the Trust 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:

6.3.1 Classroom observations

6.3.2 Task observations

6.3.3 Reviews of assessment results

- 6.3.4 Reviews of lesson planning records
 - 6.3.5 Internal tracking
 - 6.3.6 Moderation within and across schools
 - 6.3.7 Pupils' voice
 - 6.3.8 Parents' voice
 - 6.3.9 Headteachers' walkabouts
 - 6.3.10 Evidence supporting progress against teachers' standards
- 6.4 Teaching staff will be informed of the way in which any classroom or other observation will take place.
- 6.5 For appraisal purposes, the local governing body is committed to ensuring that classroom and task observation is developmental and supportive and that those involved in the process will:
- 6.5.1 carry out the role with professionalism, integrity and courtesy;
 - 6.5.2 evaluate objectively;
 - 6.5.3 report accurately and fairly; and
 - 6.5.4 respect the confidentiality of the information gained.
- 6.6 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.
- 6.7 Where evidence emerges about the appraisee's performance, which gives rise to concern during the cycle, additional observations may be arranged during the cycle.
- 6.8 A Headteacher 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 Trust 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.

7 **OFSTED**

- 7.1 As part of their overall inspection framework, Ofsted wishes to see evidence in academies that the appraisal procedure is used effectively and enables academy improvement; if appraisal evidence is not available, this is likely to impact negatively on the Ofsted inspection grade for leadership and management. This should be kept in mind when conducting appraisals.

8 REVIEWING PERFORMANCE AND THE ANNUAL ASSESSMENT

- 8.1 At the end of the cycle, assessment of performance will be on the basis agreed at the beginning of the cycle.
- 8.2 In determining an appraisal, the local governing body or Headteacher must assess the performance in 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.
- 8.3 While individual academies shall have the flexibility to determine arrangements to meet the specific needs of their own academy, the aims and objectives together with any guidance from the Trust must also be taken into account.
- 8.4 The final version of the appraisal documentation will be placed on the employee's file and a copy of their CPD made available to the Trust's CPD coordinator. The sharing of such information is governed by the data protection principles set out under the Data Protection Act 1998.
- 8.5 The local governing body and Headteacher will ensure that all appraisal records are retained in a secure place for 6 years and then destroyed.

9 CONTINUING PROFESSIONAL DEVELOPMENT

- 9.1 CPD should be relevant to the needs of each academy and resources will be provided for training. Any training which carries cost should be agreed with a line manager prior to booking.
- 9.2 Support to meet individual or collective development needs should be provided within the context of the Trust's improvement plan.

10 PAY PROGRESSION LINKED TO PERFORMANCE

- 10.1 The local governing body must consider annually whether or not to increase the salary of teachers who have completed a year of continuous employment since the previous annual pay determination and, if so, to what salary within the relevant pay ranges, in accordance with the pay policy.
- 10.2 All pay recommendations should be clearly attributable to the performance of an employee.
- 10.3 The relevant body must decide how pay progression will be determined, subject to the following:
 - 10.3.1 The decision, whether or not to award pay progression, must be related to a teacher's performance
 - 10.3.2 A pay recommendation must be made in writing as part of a teacher's annual appraisal report
 - 10.3.3 Where a teacher is not subject to either the 2012 or the 2011 regulations, the Trust 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

- 10.3.4 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
- 10.3.5 A decision may be made not to award pay progression, whether or not the teacher is subject to capability proceedings
- 10.4 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.
- 10.5 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 consistently 'good', as defined by Ofsted (however, this does not mean that every lesson observed needs to be rated as 'good'). This is set out in the pay policy.
- 10.6 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.

11 SPECIAL CONSIDERATIONS

- 11.1 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. This may include applying the sickness and/or other policies.

12 TRANSITION TO CAPABILITY

- 12.1 Performance concerns should be dealt with through the staff appraisal policy but if progress towards addressing performance concerns is insufficient or the concerns are sufficiently serious, the decision may be taken to progress to the capability procedure.

END OF POLICY