



Greywood

Multi-Schools Trust

The House, Eastern Avenue, Lichfield,
Staffordshire, WS13 7EW

Registered Charity No 11885406
registered in England and Wales

Appraisal Policy

Date Published	Review date
1 st September 2020	July 2021

Policy links to
Grievance Policy Managing Attendance at Work Capability Policy Probationary Policy Pay Policy

1. Purpose

The purpose of this policy is to set out the arrangements for appraising staff in a consistent and fair way.

Greywood Multi-Schools Trust (MST) is committed to supporting and retaining individuals who have the right motivation, skill and experience to make a positive contribution to the organisation's success and the delivery of high quality education.

Greywood MST is committed to achieving this through:

- setting high standards of expectation consistent with the school community, expectations of our organisation and relevant professional standards;
- the application of consistent and fair procedures in accordance with good practice and equal opportunities;
- adhering to relevant employment legislation and statutory guidance.
- Ensuring that staff have the skills and knowledge they need to fulfil and excel in their role and provide excellent education

Greywood MST will review the policy annually.

2. Scope

This policy applies to all colleagues including, temporary, fixed term staff and casual staff with over 6 months service. This policy sets out the framework for a clear and consistent assessment of the overall performance of colleagues including support staff, teachers and the Headteacher, and for supporting their development within the context of the Greywood MST plan for improving educational provision and performance **to enhance pupil achievement**, and the professional and organisational standards expected.

This policy does not apply to teachers appointed on contracts of less than one term, those undergoing induction (i.e. NQTs) and those who are subject to capability procedures. The Appraisal process will not be used as a substitute for informal programmes of support or counselling which should precede the initiation of a formal capability procedure.

Appraisal will be a supportive and developmental process designed to ensure that all colleagues have the skills and support they need to carry out their role effectively. It will help to ensure that all colleagues are able to continue to improve their performance and professional practice **through high quality continuous professional development (CPD)** and to develop their skills and practice further.

This policy does not form part of your contract of employment and may be varied from time to time.

3. Accountabilities

The Headteacher is accountable for ensuring that managers are appropriately trained to implement this policy and for appointing appropriately skilled managers to appraise others.

Appraisers

All appraisers of teachers other than Headteachers will have appropriate, relevant and current teaching experience and will have Qualified Teacher Status (QTS).

All appraisers should have equivalent or greater level of responsibility than the colleague he or she is appraising, **and normally** have line management responsibility.

Where it becomes apparent that the appointed appraiser will be absent for the majority of the appraisal cycle, the Headteacher may perform those duties him/herself or delegate those duties to another appraiser for the duration of the absence.

Governors

The Headteacher will be appraised by the Trust Board (delegated to the CEO) and the Local Governing Body.

The task of appraising the Headteacher, including the setting of objectives, will be delegated to a sub-group **normally** consisting of three members.

Colleagues (Teachers and Support Staff)

All colleagues have a responsibility to maintain high standards of performance. Colleagues are responsible for maintaining an appropriate level of skill and knowledge to fulfil their role and must reasonably engage in the training and support offered to ensure that professional and organisational standards are met.

4. Guiding Principles

The following guiding principles will apply:

Confidential - The appraisal process will be treated with confidentiality. However, the desire for confidentiality does not override the need for Greywood MST to quality-assure the operation and effectiveness of the appraisal system.

Equitable and Fair – We are committed to equality and diversity and will make reasonable adjustments to the application of this policy and procedure in line with our equal opportunities commitment.

Consistent and Objective – All managers have a duty to ensure that they and all of the colleagues they are responsible for are aware of, and comply with, the organisation's policies and procedures. Managers are also responsible for making sure that the appraisal objectives set are specific, measurable, achievable, realistic and time-bound. Objectives should be set at an appropriate level for the colleague given their role and level of experience.

Policy Monitoring and Evaluation - Greywood MST Trust Board will monitor the operation and outcomes of appraisal arrangements and the Headteacher will provide the Local Governing Body with a written report on the operation of the appraisal policy annually. The report will avoid, where possible, the identification of any individual whose performance is appraised under this policy.

The report will include:

- the operation of the appraisal policy;
- the effectiveness of the school's appraisal procedures;
- staff training and development needs.

5. Link with Other Policies and Procedures

Grievance Policy – In exceptional circumstances a colleague may raise a grievance about the Headteacher or manager in relation to the application of the appraisal policy. In these circumstances, the matter should be investigated in accordance with the organisation's Grievance Procedure depending on the circumstances it may be necessary to suspend the performance appraisal until the grievance is considered.

Managing Attendance at Work Policy - Absence which is triggered by the appraisal policy, and which management believe is likely to be long term, may be referred immediately to the occupational health adviser to assess the colleague's fitness for work and what support can be offered.

The appraisal process may need to be adjusted if long term sickness absence or maternity leave affects the achievement or progress towards the appraisal objectives, and in such cases a review will take place.

Capability Procedure

The capability policy will be used where the performance appraisal policy has not been able to address concerns with a colleague's performance. Once a decision has been made to proceed to capability procedures the appraisal process will be suspended.

Probationary Policy All new staff to the MST are subject to a 6 month probationary period, during which time their performance will be managed in accordance with the probationary period policy.

Pay Policy The pay policy sets out how pay increases will be awarded, based on the results of the performance appraisal.

Appraisal and capability processes will be kept separate.

6. The Appraisal Period

Teachers - The appraisal period for teachers will run for twelve months **normally** from **1 September to 31st August.**

Support Staff - The appraisal period for support staff will run for twelve months **normally** from **1 April to 31 March.**

All Colleagues - 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 performance period will be determined by the length of contract.

There is flexibility to have a longer or shorter appraisal period when colleagues begin or end employment part way through an appraisal cycle.

7. Setting Objectives

Objectives set will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the appraisee's role and level of experience. Common objectives may be agreed to support school development plans.

The Headteacher's objectives will be set by the CEO and the Local Governing Body after consultation with the Headteacher.

Objectives for each colleague will be set before or as soon as practicable after, the start of each appraisal period.

The objectives set will, if achieved, contribute to the school's plans for improving the school's educational provision and performance and improving the education of pupils taking into account the professional aspirations of staff. Colleagues will not normally be given more than three objectives.

Before, or as soon as practicable after the start of each appraisal period, colleagues will be informed of the standards against which their performance in that appraisal period will be assessed.

Teachers' Standards provide the context in which, through professional discussions, objectives are set, CPD needs identified, success criteria defined and the nature and extent of any required observations planned. The Teachers' Standards should not be used as a checklist **but should inform the setting of targets**.

The agreed objectives will contain a description of what success may look like. Where use of numerical targets is appropriate, these will be reasonable, in the circumstances and consideration will be given to factors outside the colleague's control which may significantly affect success.

The appraiser will take into account the effects of an individual's circumstances, including any disability, when agreeing objectives.

Reviewing performance

Observation

As appropriate, 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 observations will be carried out in a supportive manner and follow the procedure as set out in **Appendix 1**.

The amount and type of observation will depend on the individual circumstances and the overall needs of the school.

The total period for classroom observation arranged for appraisal purposes for any teacher will not normally exceed three hours per cycle having regard to the individual circumstances of the teacher. There is no requirement to use all of the three hours. The amount of observation will reflect, and be proportionate to, the needs of the individual. Classroom observation of teachers will be carried out by those with QTS. All colleagues including Teachers and the Headteacher, who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

In the more general monitoring and evaluating of teaching standards concerns may be identified. Any concerns that may arise should be discussed with the teacher.

Verbal feedback will be given promptly following any observation and written feedback will be provided within ten working days by the person who has undertaken the observation.

Support Staff

As appropriate, observation of professional duties and other responsibilities, including reviewing work evidence, 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.

Development and support

Appraisal is a supportive process which will be used to inform CPD. The organisation encourages a culture in which all colleagues take responsibility for improving their performance through appropriate professional development. Professional development will be linked to school improvement priorities and to the ongoing professional and performance development needs and priorities of individual colleagues.

The CPD Plan will be informed by the training and development needs identified through the appraisal process and the organisation will ensure, as far as possible, that appropriate resources are made available to provide the

identify support. This may include coaching, mentoring, work shadowing or training provided internally or externally.

An account of the support and development needs of teachers and support staff, including the instances where it did not prove possible to provide any agreed CPD, will form a part of the Headteacher's annual report to the Local Governing Body about the operation of the appraisal process in the school.

Appropriate consideration will be given for failing to make good progress towards meeting their performance criteria where the support identified or a suitable alternative has not been provided.

Feedback

Colleagues will receive constructive feedback on their progress towards the achievement of their appraisal objectives throughout the appraisal cycle e.g. following observation or review of work evidence. Feedback will be given in a supportive context highlighting particular areas of strength as well as any areas that need additional support in order to successfully meet their appraisal objectives. A written record on progress made should be kept detailing the date and key issues of any feedback and should form part of the appraisal documentation. Should either the appraiser or appraisee identify issues of concern, an interim meeting may be called to discuss any support that is necessary to address the concerns.

8. Annual Assessment

Performance will be formally assessed in respect of each appraisal period at the end of the annual appraisal process, however, performance and development priorities may be reviewed at an interim meeting part way through the appraisal cycle.

Priorities or objectives may need to be reviewed if an appraisee's circumstances or responsibilities change. In such cases amendments will be agreed with the colleague and confirmed in writing.

The colleague will receive a written appraisal report, as soon as practicable following the end of each appraisal period, and they will have the opportunity to comment in writing on the report.

In this school, teachers will receive their written appraisal reports by 31 October (31st December for the Headteacher). Support staff will receive their written appraisal report by 30 April.

The appraisal report will include:

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

Consideration of any pay recommendations will be made in accordance with the organisation's pay policy and the colleague's terms and conditions of employment.

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

9. Appeals

At any point in the appraisal process, colleagues have a right of appeal in respect of application of the policy. The grounds for the appeal will determine the relevant appeal process to be used, for example, an appeal may need to be considered under the organisation's pay policy.

A colleague wishing to appeal must notify the Headteacher in writing of their intention to appeal a decision made including their grounds of appeal. The Headteacher will confirm the relevant policy and procedure for the appeal which will set out the process and relevant timescales.

The appeal will take place within 10 working days of notification of appeal.

10. Data Protection

All written appraisal records will be retained in a secure place for six years and then destroyed. The appraisee should retain his or her own copy for the same period.

All staff will have access to documentation relating to school improvement and any other documents and procedures to which this policy relates.

Minutes of formal meetings will be given to the member of staff for information and copies of notes, letters and action plans should be retained on file.

Policy Accepted _21st May 2020_____

Insert Lesson Observation Procedure as appropriate