

Appraisal Policy

The MILL Academy

Approved by: Board of Directors

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1. Aims

This policy aims to:

- Set out the arrangements for appraising teachers, including the process and the responsibilities of individuals
- Ensure consistency and fairness across the trust academies
- Create a process where teachers' professional development is supported and encouraged, in the context of the school's latest Ofsted report, the trust and school improvement plan and the Teachers' Standards
- Ensure teachers have the skills and knowledge they need to fulfil and excel in their role and provide an excellent education to our pupils

The policy applies to all teaching staff employed by the trust, except those on contracts of less than one term, those undergoing induction and those undergoing capability procedures.

NQTs (Newly Qualified Teachers) will follow the NQT Programme (in conjunction with OTSA). Those on contracts of less than one term will be monitored against the Teacher Standards by their Line Manager.

2. Legislation and guidance

As an academy, we are free to determine our own appraisal arrangements. However, where a teacher's contract specifically incorporates conditions from [The Education \(School Teachers' Appraisal\) \(England\) Regulations 2012](#), these will continue to apply due to [The Transfer of Undertakings \(Protection of Employment\) \(TUPE\) Regulations 2006](#), which protect employees' terms and conditions when a maintained school becomes an academy.

We have based this policy on the [model policy](#) produced by the Department for Education (DfE).

This policy complies with our funding agreement and articles of association.

3. Definitions

In this policy, the term 'teacher' refers to classroom teachers, middle and strategic leaders, and the headteacher.

Where relevant, we have added further detail regarding arrangements for headteachers.

4. The appraisal period

The appraisal period will run for 12 months beginning on the first day of the autumn term. Appraisals will be held during the autumn term.

For teachers on fixed-term contracts of less than 12 months, the appraisal period will be determined by the duration of their contract.

Teachers who start at or leave the school during the appraisal period can have a longer or shorter appraisal period in that appraisal round.

It is intended that teachers will have had their annual appraisal meeting and received their appraisal report by 31st October.

It is intended that the headteacher/Head of School will have had their annual appraisal meeting and received their appraisal report by 31st December.

5. Setting objectives

Teachers' objectives will be set before, or as soon as possible after, the start of the appraisal period.

The headteacher's objectives will be set by the governing board in consultation with the external adviser (see section 9 for more information on appointing an external adviser) and the CEO.

Objectives will:

- Contribute to improving the education of pupils at the school and the implementation of any school improvement plans. To ensure this happens, the Headteacher/Head of School will quality assure all objectives against the school improvement plan
- Headteacher/Head of School to have an objective that contributes to Trust wide leadership development
- Be specific, measurable, achievable, realistic and time-bound (SMART)
- Be appropriate to the teacher's role and career experience
- Be revised if circumstances change throughout the year

When objectives are set, teachers will also be informed of the standards their performance will be judged against.

The appraiser and teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives.

6. Standards

Teachers will be assessed against the [Teachers' Standards](#). The headteacher, and other school leaders where relevant, will also be assessed against the [National Standards of Excellence for Headteachers](#).

Teachers' performance will also be assessed against the career stage expectations that we have developed.

7. Reviewing performance (including observation protocol)

We will use a range of evidence to judge a teacher's performance and evidence will be triangulated.

- Review against The Teacher Standards
- Lesson observations
- Observations and results from wider school activities, if applicable
- Student outcomes
- Reviews of planning and marking
- Parent and pupil voice, if applicable

7.1 Observation protocol

We believe that observations are an important way of assessing teachers' performance. They can help identify a teacher's strengths and areas for improvement, and can help us identify areas of good practice that can be shared across the school.

Teachers with responsibilities outside the classroom will also have these responsibilities observed.

All observations will:

- Be carried out in an objective, fair, professional and supportive manner
- Be carried out by teachers with Qualified Teacher Status
- Provide constructive feedback
- Remain confidential to those who need to know details as part of their jobs

7.2 Formal observations

The purpose of formal observations is to assess the teacher's performance and progress against their objectives and the relevant standards.

The number of formal observations will be agreed with the teacher during their appraisal meeting, and will be determined by the teacher's individual circumstances and the needs of the school at the time.

For example, NQTs and less experienced teachers who have recently started at the school will receive a number of formal observations to establish their strengths and areas for development. A very experienced teacher will typically receive fewer observations.

Generally, verbal feedback will be given within 24 hours. We will use all reasonable endeavours to provide written feedback within 5 working days.

7.3 Additional observations

Additional formal observations will take place if:

- The teacher requests them
- There are concerns that the teacher's performance is not up to standard (this may be triggered by poorly performing or poorly behaved pupils or an unusually high number of parental complaints)
- The teacher is subject to formal capability proceedings

The above protocols will still apply to these additional observations.

8. Annual assessment

Performance will be reviewed and addressed on a regular basis throughout the year and with at least two formal meetings in March and October with the teacher's line manager.

The appraisal meeting is the end point of the annual appraisal process and will take place in the autumn term. In this meeting, the appraiser will:

- Review the relevant evidence
- Assess performance in the appraisal period against the relevant standards
- Assess performance in the appraisal period against objectives
- Assess performance as a whole
- Discuss the teacher's professional development needs and identify action that should be taken
- Discuss the teacher's wellbeing, career aspirations and any difficulties they may be facing
- If necessary, discuss the teacher's underperformance and put a plan in place to address it. They should also inform the teacher that if performance does not improve, capability proceedings may begin, where applicable

9. Conducting annual appraisal meetings

The headteacher's appraisal meeting will be conducted by the governing board, an external adviser (to support the headteacher/Head of School) and the CEO. *Academies, including free schools, are not required to appoint an external adviser for headteacher appraisal, except where the terms and conditions of the headteacher's contract specifically incorporate The Education (School Teachers' Appraisal) (England) Regulations 2012, which require the appointment of an external adviser.*

The governing board will typically delegate the headteacher's appraisal to a sub-group of three governing board members with a wide range of experience and knowledge of the school. This will not include any staff governors.

There must also be three non-staff governors, including either the chair or vice-chair, who are not involved in the appraisal whatsoever, to enable them to sit on an appeals panel if necessary.

The headteacher will decide who will appraise teachers. Unless there is a good reason not to, this will normally be the teacher's line manager. By way of example, a 'good reason' could be a poor or deteriorating working relationship between the teacher and line manager, including where a formal grievance has been lodged by the teacher citing their line manager.

All appraisers will be provided with appropriate training.

Appraisal meetings will take place within the teacher's normal working hours and will typically last for at least an hour.

10. Appraisal report

Teachers will be provided with a written report of their appraisal. The report will be completed by the person who conducted the appraisal. We will use all reasonable endeavours to complete this within 5 working days.

This will include:

- An assessment of the teacher's performance against their objectives and the relevant standards
- An assessment of the teacher's training and development needs, and the action that should be taken to address them
- Where relevant, a recommendation on pay progression

There will be space in the report for the teacher's own comments.

Teachers will sign the appraisal report to say they have seen it and agree with its content. In the case of an online system, teachers will insert their own objectives. Teachers can appeal to the headteacher, and the headteacher can appeal to the governing board and then the Board of Directors if they disagree with the contents of the report and the pay recommendation it makes.

A template appraisal report can be found in appendix 2.

11. Concerns about a teacher's performance

If it becomes clear a teacher is having difficulties at any point during the appraisal period, they will be provided with additional support.

This will begin with a meeting with their line manager, where the problem will be discussed and potential solutions identified. A performance improvement plan may be created.

The nature of the support will be based on the individual's circumstances. For example, teachers whose difficulties are linked to a long-term health condition may be referred to the occupational health service. Teachers new to the school may be given a mentor or coach.

The concerns may be of a nature that would usually involve beginning the capability procedure. In these cases, refer to our capability policy.

12. Confidentiality

The appraisal process and relevant documents are strictly confidential. Only staff members who need the information in order to do their jobs will have access to the information.

Appraisal information will be anonymised when information is reported to the governing board.

Appraisal records will be kept securely in the teacher's personnel file.

13. Monitoring arrangements

The governing board will monitor and review the effectiveness of the appraisal arrangements. The Headteacher/Head of School will monitor objectives and assessments to ensure consistency. Teachers who have had an unsuccessful appraisal will be monitored via their Line Manager, the Headteacher and the Governors' Pay Panel at least three times per year.

This policy will be reviewed every three years.

The Board of Directors will be responsible for approving this policy.

14. Links with other policies

This policy should be read in conjunction with our capability and pay policies.

The capability policy will be used where this policy has not been able to address concerns with a teacher's performance. It applies to all staff, not just teaching staff.

The pay policy sets out how pay increases will be awarded, based on the results of a teacher's appraisal.

Appendix 1: appraisal timeline

Date	Action
First day of autumn term	Appraisal cycle begins
September – October	Appraisal meeting held to review the previous appraisal period
31 October	Appraisal process is completed for teachers, deadline for appraisal reports to be sent
30 November	Governors' Pay Panel have met and Pay Awards (where applicable) have been approved
31 December	Appraisal process is completed for the Headteacher/Head of School, deadline for appraisal report to be sent
March	Meetings held to review progress
Throughout the year	<p>Observations and monitoring take place, constructive feedback is provided</p> <p>Headteacher/Head of School and Governors' Pay Panel monitor progress of teachers who have had an unsuccessful appraisal</p>

Appendix 2: appraisal report template

If an online system is not in place, this template can be used following appraisal meetings to send a record to the teacher.

Review				
School year:				
Assessment against objectives:				
Objective 1:				
Fully achieved		Partly achieved		Not achieved
Comments:				
Objective 2:				
Fully achieved		Partly achieved		Not achieved
Comments:				
Objective 3:				
Fully achieved		Partly achieved		Not achieved
Comments:				

Objective 4:

Fully achieved

Partly achieved

Not achieved

Comments

Assessment against standards

Standards that apply (i.e. the Teachers' Standards and any other relevant standards):

Comments:

Recommendation for pay progression (where applicable)

Is pay progression being recommended?

(Recommendations are subject to the approval of [relevant person/body])

If so, what is the recommended new salary?

Reasons:

Reviewer signature:

Reviewee signature:

Planning

Planning for the next school year:

New objectives

Objective 1:

Steps to achieve, evidence to assess progress, and timescales:

Objective 2:

Steps to achieve, evidence to assess progress, and timescales:

Objective 3:

Steps to achieve, evidence to assess progress, and timescales:

Objective 4:

Steps to achieve, evidence to assess progress, and timescales:

Standards

Standards to focus on:

(for example, Teachers' Standard 2: 'Promote good progress and outcomes by pupils')

Evidence to assess progress and timescales:

Training and development

Focus:

Action:

Support:

Timescales:

Comments

Reviewer:

Reviewee:

Signatures

Reviewer:

Reviewee:

Date:

Date of next meeting: