

**The Heath Family (NW) Multi Academy Trust
Appraisal Policy (Teaching Staff)**

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Supporting documents, procedures & forms of this policy	Appendices A-E (as below), National Model Appraisal & Capability Policy, Teachers' Standards

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Policy for appraising teacher performance

In formulating its policy, the Local Governing Body and trustees have taken account of the principles set out in the introduction to the national model policy and retained all text in bold from the main body of the model policy itself.

The Heath Family (NW) Multi Academy Trust adopted this policy in September 2014

1 Purpose

This Policy provides a co-ordinated and structured programme. It also works alongside self-evaluation processes, the classroom observation protocol and our commitment to staff development in line with IIP status. The contents of this policy may be amended in the light of work force re-modelling, revision of Performance Management regulations and changes made to Teachers Pay and Conditions legislation.

The policy is set in the context of:

- Our aspiration for all of our schools to be outstanding, centres of excellence with a staff that are motivated, co-operative, innovative and dynamic.
- Teaching and Learning as the focus of performance management.
- The schools need for a reliable and robust procedure that defines its expectations of teachers.
- The teachers need for a reliable and robust procedure for self-evaluation against known and agreed criteria.
- The collective need for a Performance Management System that clearly and effectively links pay and progression.
- The collective need to provide clear linkage to the Professional Standards for Teachers and Teaching and Learning responsibility allowances.
- The need to be consistent with the principles and practice of equal opportunities legislation.

2 Application of the policy

2.1 The policy covers appraisal and applies to the Principal, senior leadership team and to all teachers employed by any school within the Heath Family (NW), except those on contracts of less than one term, those undergoing induction (i.e. NQTs) and those who are subject to the Trust's capability policy.

2.2 Throughout this policy, unless indicated otherwise, all references to 'teacher' include the Principal.

3 Teacher Appraisal

3.1 Appraisal within The Heath Family (NW) Multi Academy Trust is a supportive and developmental process designed to ensure that all teachers have the skills and support they need to carry out their role effectively. It will ensure that teachers are able to continue to improve their professional practice and to develop as teachers.

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3.2 The appraisal period

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

- 3.2.1 The annual self-evaluation against objectives set from the Teachers' Standards will be completed at least one week prior to the objective setting meeting to allow the appraiser time to reflect on it.
- 3.2.2 Teachers 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.

3.3 Appointing appraisers

- 3.3.1 The Principal of each school will be appraised by their Local Governing Body and the Executive Principal, supported by a suitably skilled and/or experienced external adviser who has been appointed by the Local Governing Body for that purpose.
- 3.3.2 In each school the task of appraising the Principal, including the setting of objectives, will be delegated to a sub-group consisting of three members of the Local Governing Body and the Executive Principal.
- 3.3.3 The Principal will decide who will appraise other teachers. In each school, this will normally be:
- The Principal
 - A member of the senior leadership team
 - The teacher with a clear line management overview of a teacher's work

3.4 Setting objectives

- 3.4.1 The Principal's objectives will be set by the Local Governing Body after consultation with the external adviser. Objectives will be focused on key school priorities and reflect the Teachers Standards.
- 3.4.2 Objectives for each teacher will be set before or as soon as practicable after, the start of each appraisal period following the setting of the Principals and senior leadership teams targets. The objectives set for each teacher will be within the context of the relevant Teachers Standards, will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the teacher's role and level of experience. The appraiser and teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives, and the teacher may record their comments in writing as an appendix to the appraisal statement. The Teacher may also appeal any unagreed objectives to the Principal who will make the final decision regarding the objectives. Objectives may be revised if circumstances change.

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- 3.4.3 The objectives set for each teacher, including the Principal, will contribute to the school's framework for learning for improving the school's educational provision and performance and improving the education of students at the school or schools which are supported by the Heath Family (NW) Multi Academy Trust. This link will be made:
- By ensuring that the student progress objective (all teachers) addresses the key attainment priority identified in the framework for learning.
 - By ensuring that teaching and learning (all teachers) addresses the key development priority identified by the annual self-evaluation against teacher standards (see Appendices A)
 - By ensuring that the Professional Effectiveness objective addresses the key development priority identified and in line with framework objectives. TLR holders will be expected to meet the requirements set out in their job descriptions and specific leadership role. For those without a TLR the target should relate to their teaching job description and professional standards for teachers.
 - Professional development opportunities will be made available to support attainment.
- 3.4.4 Teachers will have a maximum of 3 objectives.
- 3.4.5 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. All teachers will be assessed against the set of standards contained in the current "Teachers' Standards".
- 3.4.6 The Principal will be responsible for ensuring that the appraisal process operates consistently, that objectives are focused on school priorities. All objectives will be referred to the Principal prior to the commencement of the cycle of monitoring. Where the Principal has concerns about the relevance of the objectives set, these concerns will be discussed with the appraiser. The objectives may require amendment following discussion with the teacher.

3.5 Reviewing performance

3.5.1 Observation

3.5.2 The Heath Family (NW) believes that observation of classroom and leadership practice (which encompasses TLR/leadership responsibilities such as Observation / assessment of leadership and management activities where appropriate) 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. All observation will be carried out in a supportive fashion by those with QTS.

3.5.3 Detailed arrangements for the observation of classroom and leadership practice are set out in Appendix C.

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3.5.4 Development and support

3.5.5 Appraisal is a supportive process which will be used to inform continuing professional development. Both the school and Trust wish to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development. Professional development is linked to school improvement priorities and to the ongoing professional development needs and priorities of individual teachers as detailed in the section on “Setting Objectives” above.

3.5.6 Feedback

3.5.7 Teachers will receive verbal feedback on their performance as soon as practicably possible and normally within 1 working day.

3.5.8 Teachers will receive constructive written feedback on their performance throughout the year and as soon as practicable and normally within 5 days after observation has taken place or other evidence has come to light. Feedback will include discussion with the teacher, will highlight particular areas of strength as well as any areas that need attention and will determine any appropriate action required.

3.5.9 Where, during the review cycle, there are concerns about any aspects of the teacher’s performance these will be normally be addressed through the appraisal process and then via the support plan procedure set out in Appendix D (subject to clause 3.6.1).

3.5.10 When progress is reviewed in accordance with Appendix D, 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.

3.6 Transition to capability

3.6.1 In general, concerns in relation to a member of staffs performance/potential to achieve their objectives will be raised in a timely manner, thus giving maximum opportunity to address issues through the appraisal process.

3.6.2 If, at any point through the support plan (found in Appendix D), or if concerns are of such a significant nature that it is believed by the appraiser to be suitable for a formal capability procedure to commence, an opportunity to discuss this with the teachers professional association/trade union will be taken.

3.6.3 If 3.6.1 and 3.6.2 do not result in improvement, the teacher will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the Trust’s capability policy for teaching staff. This will immediately trigger the commencement of the Formal Capability Procedure.

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3.7 Annual assessment

- 3.7.1 Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the Principal, the Local Governing Body will consult the external adviser.
- 3.7.2 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 by means of;
- Lesson observations
 - Mid-cycle review meeting with appraiser
 - Observation / scrutiny of leadership and management activities where appropriate
 - Other evidence during the cycle relevant to the teacher's overall performance.
- 3.7.3 Within one month of the end of each appraisal period, the teacher will receive – and have the opportunity to comment in writing on - a written appraisal report. In each school, teachers, including the Principal, will receive their written appraisal reports. 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 which will be based on the Teachers 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.
- The appraisal report is separate to, but complements, the annual pay statement, as described in section 4.3 of the Trust Pay Policy (Teaching Staff).
- 3.7.4 The assessment of performance and of training and development needs will inform the planning process for the following appraisal period.
- 3.7.5 Any recommendations on pay will be referred to the Principal before being referred on to the Local Governing Body.
- 3.7.6 A Teacher who has met the Teachers Standards and the objectives set by the School should have an expectation of pay progression in accordance with the STPCD. Any increase would normally be one point on the incremental scale but in exceptional cases it may be two points.
- 3.7.7 If a teacher wishes to appeal against any pay determination, this will be follow the procedures as set out in section 12 of the Pay Policy (Teaching Staff)

3.8 Confidentiality

- 3.8.1 Access to the written appraisal report will be limited to the appraisee, except in cases where there is transition to capability procedures, the appraiser, the Principal and Vice Principal.

3.9 Equality and consistency

- 3.9.1 As outlined in paragraph 3.4.6 above, the Principal will have overall responsibility for the quality assurance of the appraisal process across each school. This will include ensuring the consistency and equality of application of the process throughout the school. The Principal may delegate responsibility for monitoring consistency and equality of application to a teacher member of the senior management team.
- 3.9.2 The Principal will be responsible for reporting annually to the Local Governing Body on any relevant issues, including those of underperformance, arising from the annual review cycle and on any action required to address those issues. The report will enable governors to receive an overall general report of the process but will not include specific details relating to individual members of staff.
- 3.9.3 Once ratified by each Local Governing Body and subsequently the Trust Board, a summary of these reports will be shared with members of the JCNC.
- 3.9.4 The Local Governing Body is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.

3.10 Retention of statements

- 3.10.1 The Local Governing Body and Principal will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.

Teachers are encouraged to seek advice from their professional association during, and throughout, the appraisal process.