

Appraisal Policy for Teaching Staff, CEO and Trust Executive Management

Policy Code:	HR2
Policy Start Date:	October 2024
Policy Review Date:	October 2025

Please read this policy in conjunction with the policies listed below:

- HR1 Capability Policy
- HR6 Data Protection Policy
- HR11 Teachers' Pay Policy
- Current School Teachers' Pay and Conditions Document (STPCD) as issued by the Department for Education

1 Policy Statement

- 1.1 The Priory Federation of Academies Trust is committed to providing high quality outcomes through high quality teaching and learning. Maximising Learning is the approach, which the Trust uses to help all teachers to deliver quality first teaching and assessment. Through our workforce we aim to provide opportunities for all of our pupils, whatever their ability. Each employee will therefore be given support to ensure that they have the skills they need to carry out their role; to help them to improve their performance continually; and to allow them to develop to their full potential, which will in turn help improve outcomes for young people. The Trust's approach to academy, personal and professional development (Maximising Effectiveness) supports continual improvement at all levels.
- 1.2 This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers and for supporting their development needs within the context of the Trust's development plans.
- 1.3 This appraisal policy has been developed to comply with current legislation including the Education (School Teachers' Appraisal and Induction Arrangements for School Teachers) (England) Regulations 2012 (the Appraisal Regulations), that apply to teachers in all maintained schools. The Priory Federation of Academies Trust has decided to follow the principles of these Regulations in developing and implementing this policy.
- 1.4 The Trust regards the Department for Education Teachers' Standards as the baseline of expectations for the professional practice and conduct of teachers, from the point of qualification.
- 1.5 References to the Trust or Academy within this policy specifically include all Primary, Secondary and Special Educational Needs academies within the Trust, as well as the Early Years setting at the Priory Witham Academy, Priory Apprenticeships and Lincolnshire SCITT.
- 1.6 This policy does not form part of any employee's contract of employment and may be amended at any time.
- 1.7 This policy applies to all Headteachers and teaching staff of the Trust except those on contracts of less than one term, those undergoing induction (i.e. Early Career Teachers) and those who are subject to the Trust's Capability Policy. This policy will also apply to support staff employed within the Trust Executive Management and the Chief Executive Officer (CEO). This policy does not apply to agency workers.

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- 1.8 Employees within a probationary period are, in addition, subject to the probation contractual terms.
- 1.9 Where a teacher is not covered by this policy as set out in 1.8 above, then performance will be managed through regular supervision and feedback.
- 1.10 This policy reflects the current Standard Teachers Pay & Conditions Document (STPCD), and will be updated pending approval, and publication of, the most up-to-date version (October 2024).

2 Roles, Responsibilities and Implementation

- 2.1 The Pay, Performance and HR Committee has overall responsibility for the effective operation of this policy and for ensuring compliance with the relevant statutory framework. This committee delegates day-to-day responsibility for operating the policy and ensuring its maintenance and review to the Human Resources Lead.
- 2.2 Leaders and managers have a specific responsibility to ensure the fair application of this policy and all employees are responsible for supporting colleagues and ensuring its success.
- 2.3 In implementing this policy, Priory Federation of Academies Trust will ensure that appraisal is managed in a way that avoids increased workload for all parties concerned, for example, reviewing the number and frequency of meetings and observations, and ensuring the process for collecting evidence is always proportionate.
- 2.4 The Trust will appraise the performance of the CEO. The CEO may appoint an external advisor to appraise the performance of the Headteachers and the Trust Executive Management Team. In turn, the Headteacher of each Academy is responsible for ensuring the review of the performance of every other teacher deployed at the Academy.

3 The Appraisal Period

- 3.1 The appraisal period will be for 12 months and will begin on 1st September; the process must be completed by 31st October for teachers and by 31st December for the CEO, the Headteachers and the Trust Executive Management Team. The cycle will begin with an initial meeting and will end with a final review meeting. The Trust strongly recommends that there should also be a mid-year review meeting. The purpose of any appraisal meeting is to review the employee's current job, their performance and their future plans. Any meeting will also be an opportunity to discuss how the employee can contribute to the wider work of the Trust and to agree how appraisal objectives will be met.

3.2 Where a teacher starts their employment, or transfers to a new post within the Trust part way through an appraisal cycle, the Headteacher (or in the case where the employee is the CEO, a Headteacher or part of the Trust's Leadership), the Trust shall determine appraisal arrangements for the remainder of the appraisal period. This is with a view to bringing their cycle in line with the cycle for other teachers and staff as soon as possible. In these circumstances, an appraisal cycle must not be extended beyond one year.

3.3 Where a teacher is employed on a fixed term contract for a period of less than 12 months but more than one term, the teacher will have their performance managed in accordance with the principles underpinning this policy. The length of the appraisal period and the teacher's objectives will be determined by the duration of the contract.

4 The Appraisers

4.1 Those leading appraisal meetings (appraisers) will be provided with appropriate training and there will be annual moderation of all in-house systems.

4.2 Arrangements for the CEO, the Headteachers and the Trust Executive Management Team include:

- a) The Trust is the appraiser for the CEO. This has been delegated to the Pay, Performance and HR Committee.
- b) The CEO has been delegated responsibility as the appraiser of the Headteachers and the Trust Executive Management Team.
- c) The Trust appoints an external adviser for the purposes of providing it with advice and support in relation to the appraisal of the CEO, the Headteachers and the Trust Executive Management Team. The qualifications and experience required of an external adviser are not set by regulation, however the appointed advisor will be suitably skilled and/or experienced. It is for the Trust to decide who it wishes to use as an external adviser, ideally with the agreement of all parties concerned.
- d) The external adviser is not responsible for determining a recommendation to the Pay, Performance and HR Committee on whether an increment should be paid, following the review; this is a matter for the committee in the case of the CEO, and the CEO for Headteachers and the Trust Executive Management Team. However, Trustees on the committee can ask for advice and should take account of any advice offered.

4.3 Arrangements for all other teachers:

- a) The Headteacher is responsible for the appraisal cycle of all teachers in the Academy. The Headteacher may delegate this responsibility to the employee's immediate line manager or other leader within the Academy.

Employees will be notified of who their appraiser will be, before or as soon as practicable after the start of each appraisal period.

- b) All employees responsible for conducting appraisals will be provided with appropriate training and guidance.
- c) If a teacher wishes to change their appraiser, on professional grounds, they can do this once per academic year by request in writing to the member of SLT/Headteacher in charge of appraisal. Where the objections are rejected, the teacher will be advised in writing. The member of SLT/Headteacher's decision is final.

5 Objectives

- 5.1 In relation to the CEO, the Trust must, before, or as soon as practicable after, the start of each appraisal period, inform them of the standards against which their performance will be assessed. Areas of development against each objective will be set for the appraisal period.
- 5.2 In relation to the Headteachers and Trust Executive Management Team, the CEO must, before, or as soon as practicable after, the start of each appraisal period, inform them of the standards against which their performance will be assessed. Objectives will be set for the appraisal period.
- 5.3 In relation to every teacher employed at that Academy, the Headteacher must, before, or as soon as practicable after, the start of each appraisal period, inform the teacher of the standards against which their performance will be assessed. The Trust sets two objectives for all teachers; personalised approaches to meeting these objectives will be set. Headteachers may delegate this responsibility to other staff.
- 5.4 The objectives contribute to the improvement of the Trust's educational provision and performance and appraisers will, therefore, be expected to align individual approaches to meet objectives with the Trust's priorities.
- 5.5 The approaches to meeting objectives will be specific, measurable, achievable, realistic and time bound and will be appropriate to the teacher's role and level of experience.
- 5.6 All appraisers and appraisees should look to agree how objectives will be achieved; where agreement cannot be reached, the appraiser shall make the final judgement.
- 5.7 The Trust has a duty to have a regard to the work life balance of all employees and the objectives will reflect this.

5.8 Standard objectives set by the Trust are:

- Teaching: To ensure an increasing positive impact on pupil/student progress by developing areas of practice in order that pupils/students perform in line with expectations.
- Professional Duties: To provide a positive and increasing contribution to the outcomes of pupils/students by fulfilling the teacher's role within the Academy, having high expectations and supporting the Academy in achieving its priorities as outlined in the Academy Development Plan.

5.9 Personalised approaches to meeting objectives must include any Trust-wide focus or priority, and any specific priorities that relate to the individual teacher's performance.

5.10 Areas of development may be revised if circumstances change during the appraisal period.

6 Teachers' Standards

6.1 The standards against which performance must be assessed in respect of a teacher are the set of standards articulated in the current Teachers' Standards document. These can be found on pages 52-55 of the School Teachers' Pay and Conditions Document or in the Appraisal Guide, which can be found in the Employee HR SharePoint area.

6.2 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 1 (Teaching) and Part 2 (Personal & Professional Conduct).

7 Applying the Teachers' Standards

7.1 Teachers must make the education of their pupils their first concern and are accountable for achieving the highest possible standards in their work and conduct.

7.2 Teachers must act with honesty and integrity, have strong subject knowledge and be self-critical.

7.3 Teachers are expected to forge positive professional relationships with those around them and work with parents in the best interests of their pupils.

8 Gathering the Evidence

8.1 The evidence which is gathered by a member of staff will largely be determined by the nature and scope of the agreed personalised approaches to meeting the

objectives and / or the Teachers' Standards and any TLR (where applicable). The range and level of evidence collected for appraisal and pay determination purposes will always be proportionate and minimise workload.

8.2 Examples of evidence may include but is not limited to:

- evaluation of the quality of teaching
- observations of improved classroom practice
- reviews of assessment approaches
- reviews of lesson planning records
- internal tracking and the impact of student progress
- leadership team walkabouts where they have a relevance to specific teacher objectives
- evidence supporting progress against Teachers' Standards
- parents' voice
- pupils' voice
- school improvement and departmental / Faculty plans
- effective involvement in Quality Assurance processes.

8.3 Objectives and appraisal discussions will not be based on teacher generated data and predictions, or solely on the assessment data for a single group of pupils.

8.4 For appraisal purposes, the Trust is committed to ensuring all evidence gathering is developmental and supportive and that those involved in the process will:

- carry out the role with professionalism, integrity and courtesy
- evaluate objectively
- report accurately and fairly
- respect the confidentiality of the information gained.

9 Reviewing Performance and Annual Assessment

Observation

9.1 This Trust understands the importance of carrying out observation of classroom practice and other responsibilities of teachers. Observation assesses performance to identify strengths (so the appraiser can give positive feedback and praise) and areas for development but also provides a way of gaining useful information which can inform improvements in the Trust more generally and enabling teachers to learn from each other and collaborate.

- 9.2 In this Trust, performance will be regularly observed and quality assured by a variety of means and the amount and type of quality assurance activity will depend on the individual circumstances of the employee and the overall needs of the Trust.

Development and support

- 9.3 The Trust's Professional Learning Programme will be informed by the training and development needs identified through the appraisal procedure and through the general needs of the individual academies and the Trust.
- 9.4 Support to meet individual or collective development needs should be provided within the context of each Academy's development plan.

Feedback

- 9.5 Within this Trust, employees will receive constructive feedback on their performance throughout the year and as soon as practicable after an observation has taken place (where applicable) or other evidence has come to light. Feedback should highlight particular areas of strength as well as any areas that require further development. Often this can resolve issues without the need for any formal action.
- 9.6 Feedback may also be sought from relevant employees within the Trust.
- 9.7 Where there are concerns about any aspects of an employee's performance the appraiser will meet with the appraisee to provide informal support.
- 9.8 Whilst this informal support is being provided, the teacher will still be subject to the appraisal process as set out in this policy.

Informal Support

- 9.9 The Headteacher (or those with delegated responsibility) will inform the Human Resources Lead and the Director of Teaching and Learning at the earliest possible opportunity of any teacher who is unlikely to meet the appraisal objectives or where other concerns come to light.
- 9.10 An informal meeting will take place between the teacher and the Headteacher (or those with delegated responsibility) to give clear feedback about the nature and seriousness of the concerns, and discuss the improvements required. There is no right to be accompanied to this meeting.

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- 9.11 The informal process will normally allow an informal review period of between 4 to 10 weeks where an employee is supported by way of a support plan (Teachers Informal Support/Performance Plan) to meet the objectives. The agreed period may be adjusted to suit the merits and circumstances in each individual case. The support plan will set out what improvement is required and what support will be provided.
- 9.12 At the end of this informal review period when progress is reviewed, if the appraiser is satisfied that the employee 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. If performance is improving and the appraiser feels that further time is required to monitor improving performance, the appraiser can decide to extend the informal review period but it should not be unduly long. If no or insufficient improvements are made, the process will move to the Formal Stage 1 of the HR1 Teachers Capability Policy. It will be for the Headteacher (or person conducting this process) to decide which process will be followed.

Annual assessment

- 9.13 At the end of the cycle, assessment of performance will be on the basis agreed at the beginning of the cycle.
- 9.14 The Trust or Headteacher must assess the performance in the appraisal period against the agreed approaches to meeting objectives and relevant standards.
- 9.15 A written appraisal report must be provided at the conclusion of the appraisal process – by 31st October for teachers and by 31st December for the CEO, the Headteachers and the Trust Executive Management Team. The report must record the overall appraisal assessment against objectives and any relevant standards, an assessment of professional development needs and any action to be taken to address them, and pay recommendation. The recommendation on pay will be in accordance with the criteria set out in the Pay Policy.
- 9.16 Good progress towards the achievement of an objective in challenging or exceptional circumstances, even if the performance criteria have not been met in full, may be assessed favorably. If agreement cannot be reached, especially on the outcomes of an appraisal meeting, the teacher may appeal to the Headteacher. The CEO, the Headteachers and the Trust Executive Management Team may appeal to the Chair of the Pay, Performance and HR Committee. The Chair of the Trust will review all cases where there has not been a resolution and will make a decision that will be final.

9.17 The appraisal process will be moderated by appropriately qualified and experienced colleagues.

10 Conflict of Interest

In any circumstances where an individual believes that their participation in any part of the appraisal process amounts, or may amount, to a 'conflict of interest', they should declare this to their appraiser.

11 Transition to Capability

If an employee demonstrates underperformance and has not responded to the informal support (Stage 1) provided in accordance with Section 9 of this policy, the employee will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the formal stages of the Trust's HR1 Teachers Capability Policy and will be invited to a formal capability meeting (stage 2).

12 General Principles Underlying This Policy

12.1 Confidentiality

The appraisal process and the supporting documentation will be treated with strict confidentiality at all times. However, the desire for confidentiality does not override the need for Headteachers and the Trust to quality-assure the operation and effectiveness of the appraisal system. Only those who need access to such information will be granted access to enable them to discharge their responsibilities as directed by the Trust. The Trust will monitor the operation and effectiveness of the appraisal system and review it at appropriate intervals. The Headteacher in each Academy will moderate a sample of the appraisal forms to check that they comply with the Trust's HR2 Appraisal Policy for Teaching Staff. As the employer, the Trust will sample appraisal forms to ensure consistency in the application of the appraisal policy.

12.2 Consistency of treatment and fairness

In its oversight of the appraisal system, the Trust is committed to ensuring consistency of treatment and fairness and to abide by relevant equality legislation including the duty to make reasonable adjustments for disabled employees. The Governing Body is aware of the guidance on the Equality Act 2010 issued by the Department for Education.

12.3 Retention and data protection

The final version of the appraisal documentation will be held centrally. The sharing of such information is governed by the data protection principles under the Data Protection Act 2018. The Trust will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.

13 Policy Review

- 13.1 This policy is reviewed annually by the Trust in accordance with the STPCD. We will monitor the application and outcomes of this policy to ensure it is working effectively.

14 Policy amendment

- 14.1 This policy will be reviewed annual and may only be amended or withdraw by The Priory Federation of Academies Trust.



The Priory Federation of Academies Trust Appraisal Policy for Teaching Staff, CEO and Trust Executive Management

This Policy has been approved by the Pay, Performance and HR Committee:

Signed..... Name..... Date:
Trustee

Signed..... Name..... Date:
Chief Executive Officer

Signed..... Name..... Date:
Designated Member of Staff

Please note that a signed copy of this agreement is available via Human Resources.