

Teacher Appraisal Policy

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Teacher Appraisal Policy

1. Purpose

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers - including the Headteacher and for supporting their development within the context of the academy's plan, for improving educational provision and performance and the standards expected of Teachers. It also sets out the arrangements that will apply when Teachers fall below the levels of competence that are expected of them.

2. Application of the Policy

The policy covers appraisal and applies to , Headteachers and all Teachers employed by Parallel Learning Trust, except those on contracts of less than one term, those undergoing induction (i.e. ECTs) and those who are subject to capability proceedings in accordance with the Capability Policy.

The policy should always be applied in a way that is robust whilst minimising the impact on workload for Teachers, Line Managers, Headteachers, Local Academy Council members and Directors. Appraisal in the Trust will be a supportive and developmental process designed to ensure that all Teachers have or fully develop the skills and access to support they need to carry out their role effectively. It will help to ensure that Teachers are able to continue to improve their professional practice and to develop as Teachers.

3. The Appraisal Period

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

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 and an individual Teacher's objectives should take account of the length of contract.

4. Appointing Appraisers to Senior/Executive Members of Staff

Appraisee	Appraiser	By when	Anyone else advising
CEO	Chair and Vice Chair of PLT Board and Chair of Education Performance and Standards	1 st July	A suitably skilled and/or experienced external adviser, with HR experience preferably within the education sector
Executive Leaders	CEO and 1 Trustee	1 st September	Members of the local academy council hubs
Headteachers	CEO	1 st October	Members of the local academy council hubs

The Headteacher will decide who will appraise Teachers in consultation with Line Managers.

5. Setting Objectives

Objectives will be set before, or as soon as practicable after, the start of each appraisal period. The objectives will be Specific, Measurable, Achievable, Realistic and Time-bound (SMART) and will be appropriate to the Teacher's role and level of experience. Objectives can be set in relation to robust assessment data, however, these will not be used in isolation and other factors will also be considered when making decisions about pay progression. The appraiser and appraisee will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives should be revised if circumstances change.

The objectives set for each appraisee will, if achieved, contribute to the Academy's plans for improving the educational provision and performance and improving the education of pupils at that Academy.

Before, or as soon as practicable after, the start of each appraisal period, each appraisee will be informed of the standards against which their performance in that appraisal period will be assessed, with the exception of those who are qualified Teachers by virtue of holding and maintaining Qualified Teacher Learning and Skills (QTLS) status, all Teachers must be assessed against the set of standards contained in the document called "Teachers' Standards" published in July 2011.

For Teachers who are qualified Teachers by virtue of holding QTLS status, it is for the Headteacher to decide which standards are most appropriate.

6. Reviewing Performance

Parallel Learning Trust believes that triangulation of classroom practice and other responsibilities is important as a way of assessing performance in order to identify any particular strengths and areas for development they may have, gaining useful information which can aid academy improvement and enabling Teachers to learn from each other and collaborate. All observation will be carried out in a supportive fashion and not add to Teacher workload. The Trust's general approach is to use triangulation of observation, work scrutiny and progress data to cross reference and evidence performance not individual one-off observations. This provides a more consistent fuller and fairer picture of the performance of the appraisee. The appraisee has access to their PMR electronic file through a secure online portal and can provide additional information at any point as supportive evidence of their performance.

7. Feedback

Appraisees will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has come to light. Feedback will highlight particular areas of strength as well as any areas that require further development. Where there are concerns about any aspects of the appraisee's performance the appraiser will meet the appraisee formally to:

- give clear feedback to the appraisee about the nature and seriousness of the concerns;
- give the appraisee the opportunity to comment and discuss the concerns;
- set clear objectives for required improvement;
- agree any support (e.g. coaching, mentoring, structured observations), that will be provided to help address those specific concerns;
- make clear how, and by when, the appraiser will review progress (it may be appropriate to revise objectives, and it will be necessary to allow sufficient time for improvement. The amount of time is up to the academy but should reflect the seriousness of the concerns);
- explain the implications and process if no, or insufficient, improvement is made – e.g., impact on pay progression and potential move to formal capability

When progress is reviewed, if the appraiser is satisfied that the appraisee 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.

8. Evidence

The range and level of evidence collected for appraisal and pay determination purposes will always be proportionate and minimise workload. Evidence to support objectives have been met may include the following:

- Pupil progress data
- Work Scrutiny
- The learning environment
- Contribution to wider Multi Academy Trust / Academy (for those with TLR's or on Upper Pay Scales)

9. Annual Assessment

Each appraisee's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the Headteacher and the committee.

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 in interim meetings which will take place by February half term and May half term.

The appraisee will receive, as soon as practicable following the end of each appraisal period, and have the opportunity to comment on, an appraisal using the online performance management system. Appraisee's will receive their appraisal reports by 31 October (31 December for the Executive Leaders / Headteachers). The appraisal report will include:

- Details of objectives for the appraisal period in question;
- an assessment of the appraisee's performance of their role and responsibilities against their objectives and the relevant standards;
- an assessment of the appraisee's professional development needs and identification of any action that should be taken to address them;
- a recommendation on pay where relevant (NB – pay recommendations need to be made by 31 December for Executive Leaders / Headteachers and by 31 October for all teaching staff);

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

10. Transition to Capability

If an appraisee demonstrates serious underperformance, and has not responded to support provided within the appraisal process, the appraisee will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the capability procedure.