



THE ENQUIRE LEARNING TRUST
APPRAISAL POLICY FOR SUPPORT STAFF AND TEACHERS
Implemented: 1st September 2015

SUMMARY OF CONTENTS

This procedure has been broken down in to the appraisal procedure for support staff, and then teaching staff, for the ease of having both in one document.

The scope and principles of this document apply to both procedures.

1. **Scope**
2. **Principles**

SUPPORT STAFF APPRAISAL PROCEDURE

3. **Appraisal**
4. **Setting Objectives**
5. **Reviewing Performance**
6. **Annual Assessment**
7. **Preparing for the Appraisal**
8. **On-going Review and Feedback**
9. **Group Appraisals**
10. **Confidentiality**

TEACHING STAFF APPRAISAL PROCEDURE

11. **Appraisal**
12. **Setting Objectives**
13. **Reviewing Performance**
14. **Annual Assessment**
15. **Confidentiality**

1. SCOPE

1.1 This procedure applies to all employees (including Head Teachers) within the Enquire Learning Trust.

2. PRINCIPLES

2.1 All employees of the Trust need a clear understanding of what is expected of them, how well they are performing in their roles and what contribution they are making towards improving the performance of the academy. Employees also need to be aware and understand what support they will be given to undertake their role, but equally employees need to identify any additional training and support they may require.

2.2 All trust employees will receive an annual performance appraisal meeting. The appraisal procedure consists of three main elements throughout the academies year. These are:

- A) Defining and setting work objectives at the start of the reporting period. Identifying development and support requirements to enable employees to meet their objectives.
- B) Review and feedback throughout the year.
- C) Final review and feedback following the academic year. This will normally be combined in to one meeting with A (above) but will form the first part of the meeting before going on to setting objectives for the next year.

2.3 The appraisal process seeks to support and develop employees to perform well in their role. If there are concerns around an employees capability they should be dealt with outside of the appraisal procedure. It is essential that the employee is aware of any concerns as and when they arise. If there are concerns the Trusts capability procedure may be invoked.

SUPPORT STAFF APPRAISAL PROCEDURE

It is expected that in order to ensure consistency in appraisal approach across both teaching and support staff, that the processes are as aligned as possible.

3. Appraisal

3.1 Appraisals in all trust academies will be supportive with a focus on development to ensure that all employees have the skills and support they need to carry out their roles effectively.

3.2 The appraisal period will run for 12 months, but the academy will adopt the timescales that best fit for them (i.e. whether the process will run from September to August, July to June etc.). As there are statutory timescales in place for the appraisal of teaching staff, it is expected that some academies (dependent on structure) may not be able to commit to undertaking appraisals of all staff in September, and may therefore choose to run the cycle at a different time so that the appropriate level of commitment can be given to ensuring the quality of the appraisals.

3.3 Direct line managers will undertake appraisals unless agreed otherwise.

3.4 The appraisal meeting will seek to:

- Explore and review performance over the previous year in a constructive way (referring to previously set objectives, work plans and/or development plans).
- Discuss and set measurable objectives for the coming year, in line with team and academy plans.
- Provide the opportunity to review and identify learning and development needs together with ideas about how these may be met. This discussion will also expand to explore any desire for future career development or interest in any particular area of work with regards to the employees' role.

3.5 The most important aspect of the appraisal meeting is the quality and openness of the discussion. All performance appraisals should be conducted in a manner that is fitting with the academy's values and ethos of performance management. It is an opportunity for an open, two-way dialogue between the employee and line manager.

4. Setting Objectives

4.1 Direct line managers will set objectives for their employees before, or as soon as practicable after, the start of the appraisal period. The objectives set for every member of staff will be SMART (specific, measurable, achievable, realistic and time-bound). The appraiser and member of staff will seek to mutually agree the objectives, but if this is not possible the appraiser will determine the objectives. Objectives may be revised throughout the appraisal cycle if circumstances change, Objectives may be revised if circumstances change in consultation with the employee, and it is not expected that more than 3 objectives will be set per employee unless there are specific circumstances that warrant this. If this occurs the reasoning must be clear, justifiable and mutually agreed.

4.2 Objectives should be relevant to the appraisee's job and link to the academy improvement plan, and departmental plans. Employees should understand how

their individual performance links in to the running and improvement of the academy.

5. Reviewing Performance

5.1 Development and Support

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

5.2 Feedback

Employees will receive constructive feedback on their performance throughout the year. Feedback will highlight particular areas of strength as well as any areas that need attention. Where there are concerns about any aspects of an employee's performance, the appraiser will meet the employee informally to:

- Give clear feedback to the employee about the nature and seriousness of the concerns;
- Give the employee the opportunity to comment and discuss the concerns;
- Agree any support (e.g. coaching, mentoring, training or shadowing), that will be provided to help address those specific concerns;
- Make clear how, and by when, the appraiser will review progress. It may also 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. 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.

6. Annual Assessment

6.1 Each employee's performance will be assessed within each appraisal period. 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.

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

7. Preparing for the Appraisal

7.1 The line manager should arrange the appraisal for a date that is mutually agreed with the employee. All meetings should take place in a confidential, friendly and appropriate setting. When arranging the meeting, the line manager must ensure the employee understands the purpose of the meeting, address any concerns about the process and agree expectations. All meetings should take place within contracted hours, where this is not possible overtime or time off in lieu must be given.

8. Ongoing Review and Feedback

8.1 The line manager must ensure that regular feedback and review mechanisms are in place for the employee throughout the year. If, following an appraisal meeting, amendments are made to objectives set for the employee, the appraisal documentation should be amended to reflect this.

8.2 Providing regular feedback to employees should ensure that nothing discussed at a formal appraisal review meeting is a surprise to the employee. Any issues with an employee's performance should be addressed at the appropriate time rather than waiting until an appraisal.

9. Group Appraisals

9.1 For some support staff roles it may be appropriate to undertake a group appraisal process. The group appraisal would follow the same process as above, but with a number of employees. This is only appropriate where all employees in the group undertake the same roles and where their objectives are communal. The use of group appraisals should only be agreed where there are clear mechanisms in place for employees to request individual support (e.g. regular opportunity for one-to-one discussions).

9.2 It is important that an individual's appraisal experience is not diminished as a result of using a group approach.

10. Confidentiality

The appraisal and capability processes will be treated with confidentiality. Statements are confidential to the head teacher, appraiser and the appraisee, though the Trust may, on occasion, request anonymised samples of performance management paperwork to ensure consistency and quality of approach across the organisation

TEACHERS APPRAISAL PROCEDURE

11. Appraisal

11.1 Appraisals in all trust academies will be supportive with a focus on development to ensure that all teachers have the skills and support they need to carry out their roles effectively.

11.2 The appraisal period will run for 12 months from September to August.

11.3 The Head Teacher will be appraised by the governing body along with a suitably skilled and experienced lead from within the trust, but not from within the same academy. This will usually be a Director of the trust, or an Executive Principal within the trust.

11.4 The Head Teacher will decide who will appraise other teachers with consideration to the structure of the academy. Any member of staff is able to request a different appraiser if they do not feel that the colleague appointed is appropriate, but the decision to appoint a different appraiser ultimately sits with the Head Teacher. All appraisals will be carried out by colleagues with QTS.

11.5 The appraisal meeting will seek to:

- Explore and review performance over the previous year in a constructive way (referring to previously set objectives, work plans and/or development plans).
- Discuss and set measurable objectives for the coming year, in line with team and academy plans.
- Provide the opportunity to review and identify learning and development needs together with ideas about how these may be met. This discussion will also expand to explore any desire for future career development or interest in any particular area of work with regards to the employees' role.

11.6 All performance management activities will take place within the teacher's directed time, but not within a teacher's PPA time. The operation of the performance management/appraisal policy and process has been workload impact assessed to ensure that it does not unreasonably add to the workload of anyone involved.

Planning and Review Meeting

12. Setting Objectives

12.1 Head Teachers objectives will be set by the Governing Body and the appointed lead. Objectives for teachers will be set by their line manager. Objectives will be set before, or as soon as practicable after, the start of each appraisal period. The objectives set for every member of staff will be SMART (specific, measurable, achievable, realistic and time-bound). The appraiser and teacher will seek to mutually agree the objectives, but if this is not possible the appraiser will determine the objectives. The appraisee will have the opportunity to record their disagreement with such objectives. Objectives may be revised if circumstances change in consultation with the employee, and it is not expected that more than 3 objectives will be set per employee unless there are specific circumstances that warrant this. If this occurs the reasoning must be clear, justifiable and mutually agreed.

12.2 The objectives set for each teacher will contribute to the academy's plans for improving educational provision and performance, and improving the education of pupil's at that academy.

12.3 At the start of the appraisal period, each teacher will be informed of the standards against which that teacher's performance will be assessed.

12.4 The Teachers' Standards will be used to inform the setting of the teacher's performance management/appraisal objectives. It is important to note that they **must not** be used as a checklist against which the teacher's performance is assessed. Assessment against the Teachers' Standards will start from the premise that all teachers are meeting the Teachers' Standards and they will be assessed as meeting the standards unless clear written evidence to the contrary is provided.

12.5 The career stage expectations document is available to all appraisers to support and encourage professional dialogue and objective setting within the appraisal process. It is important to note that the document **must not** be used as a tick box exercise when looking at the progression of teachers, but will serve as a guidance document that can be referenced when setting objectives or identifying areas for improvement.

13. Reviewing Performance

Observations

13.1 The trust believes that observation of classroom practice and other responsibilities 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 observations will be carried out in a supportive fashion.

13.2 Teachers' performance will be regularly observed but the amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the academy. Classroom observations will only be carried out by those with qualified teaching status and the total length of observations required under the appraisal policy should not exceed 3 hours.

13.3 Teachers will receive written feedback following an observation within 5 working days.

Development and Support

13.4 Appraisal is a supportive process that will be used to inform continuing professional development. The trust encourages a culture in which all teachers take responsibility for improving their teaching through appropriate professional development. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual teachers.

Feedback

13.5 Teachers will receive constructive feedback on their performance throughout the year and as soon as practicable after observations have taken place or other evidence has come to light. Feedback will highlight particular areas of strength as well as any areas that need attention. Where there are concerns about any aspects of the teachers'

performance the appraiser will meet the teacher formally to:

- Give clear feedback to the teacher about the nature and seriousness of the concerns;
- Give the teacher the opportunity to comment and discuss the concerns;
- Agree any support (e.g. coaching, mentoring, structured observations or shadowing), that will be provided to help address those specific concerns;
- Make clear how, and by when, the appraiser will review progress. It may also be appropriate to revise objectives, and it will be necessary to allow sufficient time for improvement. The amount of time is up to the school but should reflect the seriousness of the concerns.
- Explain the implications and process if no (or insufficient) improvement is made. When progress is reviewed, 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.

14. Annual Assessment

14.1 Each teacher's performance will be formally assessed within each appraisal period. 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.

14.2 As soon as practicable at the end of the appraisal period, each teacher will receive a written appraisal report. Teachers within the trust should receive their written report by 31st October, and 31st December for Head Teachers. The appraisal report will include:

- Details of the teachers objectives for the appraisal period in question;
- An assessment of the teachers performance of their roles and responsibilities against their objectives and the relevant standards;
- An assessment of the teachers professional development needs and identification of any action that should be taken to address them;
- A recommendation on pay (refer to the trust pay policy).

14.3 The content of the performance management/appraisal review statement must be drawn up in discussion between the appraiser and appraisee.

14.4 An appeal procedure is available for teachers who wish to appeal against a pay recommendation. Details of this procedure are contained within the trust Pay Policy.

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

15. Confidentiality

15.1 The appraisal and capability processes will be treated with confidentiality. Statements are confidential to the head teacher, appraiser and the appraisee, though the Trust may, on occasion, request anonymised samples of performance management paperwork to ensure consistency and quality of approach across the organisation.

15.2 The Head Teacher should also be made aware of any pay recommendations that have been made.

Please note: This procedure will be reviewed on an annual basis to ensure its effectiveness. Any amendments will be agreed at the Trust's JCC.