



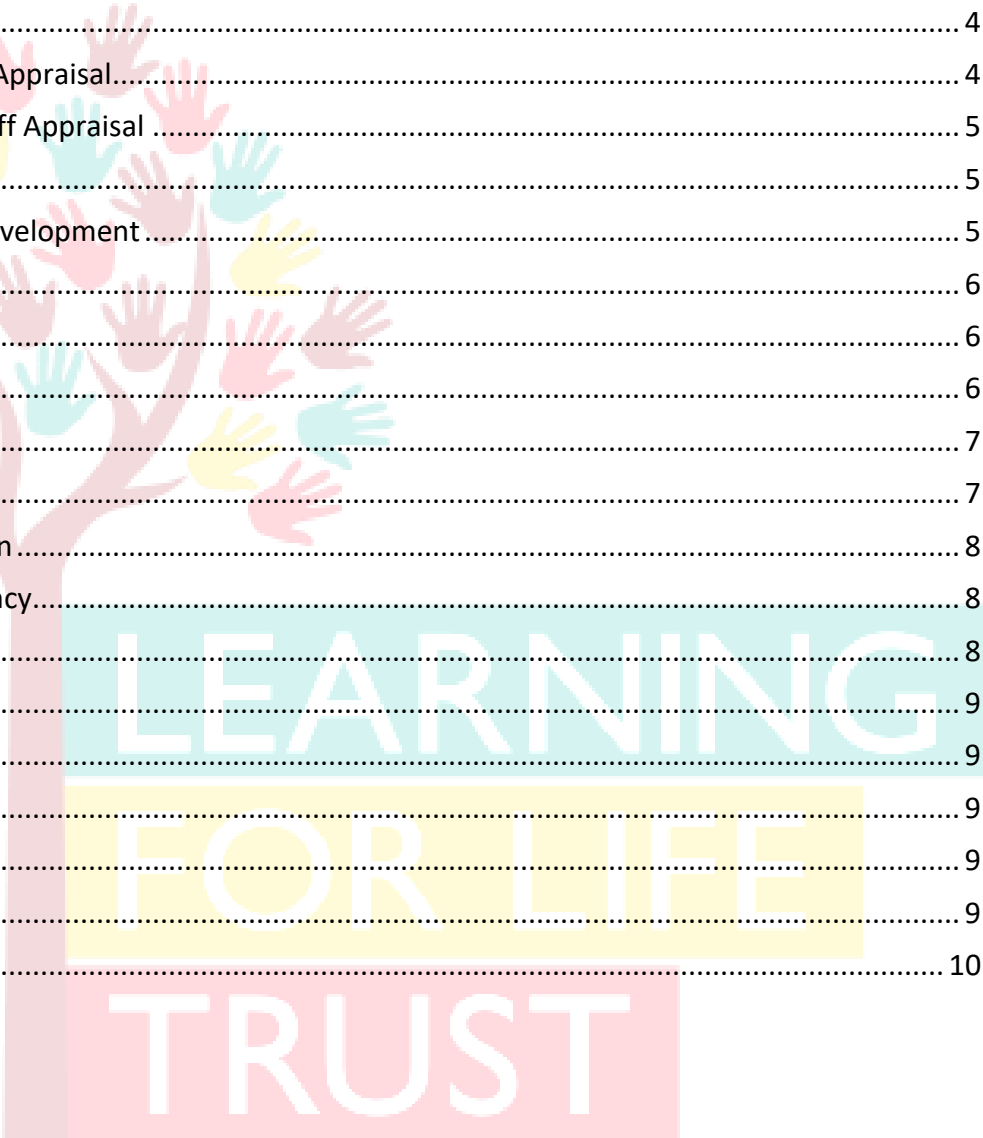
**LEARNING
FOR LIFE
TRUST**

Appraisal Policy

Policy Family	HR		
Policy Name	Appraisal Policy		
Version	1.0		
Date	September 2022		
Approved By	Trust Board		
Review Date	CURRENTLY UNDER DEVELOPMENT		
Version	Date	Author	Revision
1.0	September 2022	C.Steele	Original

Contents

1. Introduction 3
2. Scope..... 3
3.0 Key Roles and Responsibilities..... 3
3.2. Chair of Trustees..... 4
3.3 Chief Executive Officer..... 4
3.4 Academy Headteacher..... 4
4.0 Chief Executive Officer Appraisal..... 4
5.0 Central Trust Executive Staff Appraisal 5
6.0 Headteacher Appraisal 5
7.0 Continuing Professional Development..... 5
8.0 Teaching Staff 6
8.1 The Process 6
8.2 Appraisal Objectives 6
8.3 Feedback..... 7
8.4 Observations..... 7
8.5 Appraisal Documentation..... 8
8.6 Moderation of Consistency..... 8
9.0 Support Staff Appraisal 8
10.0 Professional Support..... 9
11.0 Appeals 9
12.0 Confidentiality..... 9
13.0 Transition to Capability..... 9
14.0 Equality Act 2012 9
15.0 Review of this Policy 10



1. Introduction

This policy sets out the framework for a clear and consistent approach across all of our academies to the development of our support staff, teachers and leaders and our expectations in terms of the high standards to which all our staff aspire.

This appraisal policy puts improving and maintaining the highest quality of teaching at the very heart of the appraisal process. It focuses on genuine, continuous professional development.

2. Scope

Our appraisal policy outlines the approach that we take to help our support staff, teachers and leaders to become the very best version of themselves; supporting them to make the next steps but also creating a culture that encourages them to stay and develop with us. Professional development within this Trust has several purposes:

- To build and enhance expertise, and secure continuous growth and improvement.
- To enable reflection on strengths and successes, and areas for further growth.
- To recognise and promote a culture of professionalism.

Effective professional development is a core part of securing effective teaching and leadership. It requires a desire and willingness to continually improve with a shared commitment for staff to support one another to develop so that our students and teachers benefit from the highest quality teaching.

This policy allows us to look carefully at accountability and professional development. It is a process that requires a commitment from all staff to active practical and cognitive engagement in order to seek further growth in professional knowledge that provides solutions to the issues we face as teachers/support staff. Professional development in any of the Learning for Life Trust Academies is 'done by' not 'done to' our support staff, teachers and leaders.

Our appraisal policy outlines the approach that we will take to help our support staff, teachers and leaders to become the very best version of themselves; supporting them to make the next steps in their careers but also creating a culture that encourages them to stay and develop with us in the Learning for Life Trust.

3.0 Key Roles and Responsibilities

3.1 Trust Board

- Responsibility for the Chief Executive Officer's appraisal and objective setting.
- Where they believe it is appropriate to determine and approve the use of an external adviser to provide advice and support in relation to any management and review the performance of the Chief Executive Officer.
- To monitor the operation and outcomes of appraisal arrangements, and review the policy and its operation every year.
- To make final decisions regarding the appraisal and pay progression of executive staff based on recommendations made by appraisers.
- Ensure the content of the Chief Executive Officer's planning and review statement is drafted, while having regard to the need to 'be able to achieve a satisfactory work life balance'.
- To regularly review the process of moderation and quality assurance to ensure that the link between appraisal and pay can be applied consistently and the pay decisions can be objectively justified.
- To ensure that in planning the MAT budget, resources are identified to fund pay progression.

3.2. Chair of Trustees

- The Chair of Trustees will be a member of the committee that is established to review the Chief Executive Officer's performance. The Chair of Trustees will retain a copy of the Chief Executive Officer's planning and review statement.

3.3 Chief Executive Officer

- To develop clear arrangements for linking appraisal to pay progression.
- To play an active role in their own appraisal and professional development including taking action as agreed at review meetings.
- To lead on Executive Staff & Academy Headteachers' performance annually.
- To make decisions regarding Headteacher pay progression.
- To ensure that the planning and review statements for Executive Staff & Headteacher are drafted having regard to the need for a satisfactory work life balance.
- To lead the appraisal moderation activity across the Trust.

3.4 Academy Headteacher

- To implement arrangements for linking appraisal to pay progression.
- To ensure teachers are appraised in accordance with the Appraisal Policy and the relevant regulations.
- To maintain records of decisions and recommendations made, demonstrating that all decisions are made objectively and fairly, in compliance with equalities legislation.
- To put pay recommendations to the LGB via the Pay Review Committee and ensure they have sufficient information on which to make decisions.
- To play an active role in their own appraisal and professional development including taking action as agreed at review meetings.
- To act as performance appraiser to all staff who directly report to them, and, where appropriate, delegate the role of performance appraiser in its entirety. Ensure appraisers have the knowledge and skills to carry out appraisals.
- To retain copies of all review and planning statements and provide others with access to statements where appropriate.
- To take account of review outcomes in MAT improvement planning and ensure the MAT produces and resources an effective plan for the professional development of its workforce.
- To action any request from a teacher for evidence from appraisal to be transferred if a teacher leave MAT employment, mid-cycle.
- To evaluate standards of teaching and learning in line with the MAT career stage expectations (see policy) and ensure proper standards of professional practice are established and maintained.
- To ensure that the planning and review statements are drafted having regard to the need for a satisfactory work life balance.
- To engage with moderation activities across the Trust to ensure fairness, consistency and adherence to the requirements of equality legislation.

4.0 Chief Executive Officer Appraisal

The Chief Executive Officer's appraisal period will run from 1st August to 31 July with one review meeting (February). The task of appraising the Chief Executive Officer including the setting of objectives, will be carried out by a panel of Trustees as set out in the Scheme of Delegation. The objectives will link to the strategic Trust Development Plan. Trustees will make a determination of any performance related pay increase by scrutinising the work of the CEO against their objectives and the wider impact on the Trust in accordance with the Trust Pay Policy.

5.0 Central Trust Executive Staff Appraisal

Any member of the central executive team will have their appraisal period running from 1st August to 31 July with one review meeting (February). The task of appraising any Trust executive staff includes the setting of objectives and will be led by the Chief Executive Officer. The Chief Executive Officer may choose to form a panel of Trustees to support the process. The objectives will link to the strategic Trust Development Plan. Any performance related pay increase will be measured by assessing and scrutinising the work of the executive member against their objectives and the wider impact on the Trust in accordance with the Trust Pay Policy.

6.0 Headteacher Appraisal

In the case of the Academy Headteacher(s), their appraisal period will run from 1st August to 31 July with one review meeting (February). The task of appraising the Headteacher, including setting the objectives, will be carried out by CEO and the Pay Review Committee which normally includes Chair of Governors and one other governor but could be completed by another member of the Local Governing Board.

The objectives should link to the strategic Academy Development Plan. Appraisers will make a determination of any performance related pay increase by scrutinising the work of the Headteacher against their objectives and the wider impact on the academy and link to the National Standards for Headteachers. Any final decision will be made in accordance with the Trust Pay Policy.

7.0 Continuing Professional Development

We are passionate about developing staff and ensuring that we all fulfil our potential. In order to do this, we need to be a journey of effective, and continuous professional development; Excellent CPD:

- has a focus on improving student outcomes,
- builds and enhances knowledge and expertise to bring about changes in practice,
- has a narrow yet significant focus,
- acknowledges that knowledge and expertise is domain specific,
- recognises that novice and experts learn differently,
- focuses on what works and is evidence-informed,
- involves collaboration with colleagues and peer support,
- is sustained over time and includes frequent opportunities for learning; experimentation and practice, reflection and evaluation, honest frequent feedback and solutions-focused coaching.

The education of our pupils is our first concern, and we are accountable for achieving the highest possible standards in work and conduct. The Teachers' Standards define the minimum level of practice expected of teachers from the point of being awarded qualified teacher status (QTS). The Teachers' Standards also set out a number of expectations about professional growth.

Teachers should:

- keep their knowledge and skills as teachers up-to-date and be self-critical and reflective;
- take responsibility for improving their teaching through appropriate professional development;
- respond to advice and feedback from colleagues;
- demonstrate knowledge and understanding of how students learn and how this has an impact on their teaching;
- have a secure knowledge of the relevant subject(s) and curriculum areas;

- reflect systematically on the effectiveness of their teaching;
- know and understand how to assess the relevant subject and curriculum areas.

8.0 Teaching Staff

8.1 The Process

In order for our process of professional development to be successful, the following process will be followed:

- Teachers will reflect on their successes, strengths and areas for further growth against the Teachers' Standards. The Trust has created a singular set of career stage expectations for all staff. There is no RAG rating but a personal scaling exercise for each standard. The scale should be used after each standard to reflect on how well teachers are doing against each standard and, most importantly, what they might do next to become even better. This can then be shared as a prompt for the discussion and possible goal setting.
- Reflection on the Teachers' Standards at the start of the cycle will help to better establish an individual focus for professional growth which is then further detailed in the reflection section of the appraisal document. Each teacher, therefore, needs to carefully reflect on their current context, standards and practice to ascertain the most impactful development focus. The focus will be then be discussed and established with the support of the teacher's line manager.
- Appraisal meetings will take place before October 31. This focus is then sustained over a significant amount of time and all staff are required to engage in opportunities for learning and experimentation, reflection and evaluation, feedback and coaching. It is intended that professional growth and learning, rather than just being confined to meetings in specific times and places, will become embedded into teachers' everyday work practices.
- Teachers will have demonstrated that they have met or exceeded their objectives.
- All staff are also required to engage fully with any whole school/Trust professional growth priorities.
- In addition, any Upper Pay Range teacher, TLR holder or member of staff on the leadership pay spine will have a goal linked to a leadership area and have demonstrated they have met or exceeded that objective.

8.2 Appraisal Objectives

Teachers will formulate appraisal objectives with their appraiser. One of the objectives is a personal objective for the individual teacher to formulate. This requires each teacher to reflect on current practice and subsequently build their expertise through sustained focused inquiry and frequent purposeful practice.

Early Career Teachers (ECTs) are not required to undertake this task as they have a separate programme of support and development.

The appraisal objectives also require our teachers to identify the possible impact of their work on pupils' outcomes although it is recognised that in the complex process of teacher development, impact on students' outcomes is difficult to directly correlate. Nonetheless, this policy is built on the assumption that changing a teacher's practice will change the students' learning experiences and therefore impact their outcomes. Improvement in pupils' learning is the central purpose of the process.

In the appraisal plan, clear goals are set by each teacher and appraiser – a focus on what to change or develop further with intended impact. Teachers who set and monitor their own goals are those who will continue to grow as professionals. We will, therefore, provide effective training, opportunities and time that will give our teachers the chance to work on a focus of their choosing that positively affects the students they teach.

This focus for this bespoke plan will, of course, be chosen within parameters and are expected to be connected their work to the class(es) taught and subject, phase, school or Trust priorities.

The appraisal plan is a 'live' document and the expectation is that it is reflected on and referred to frequently, adjusted where appropriate, but it always forms the basis of our continuous professional development. A major part of our professional learning is trying things out in practice. Teachers are therefore expected and encouraged to purposefully practise; to design lessons that force them out of autopilot and ensure a deliberate focus on experimentation within their classroom. To ensure that development is continuous and progress ensured, our teachers are expected to engage also with professional support.

8.3 Feedback

Providing people with feedback on how they are doing against their goals increases the chances of those goals being reached. Any feedback for the teacher should therefore focus on the agreed development area and should be provided as soon as possible after any support or visit has taken place. Feedback from classroom observation should be feedback as information and where possible, and appropriate, be non-judgemental. The subsequent conversation is where the learning and action should take place and this structured professional dialogue focuses on the further development of an area of need for the teacher and/or their students. These conversations will be challenging yet respectful dialogue about improvement. Therefore, during this conversation the teacher and the 'coach' will always identify a next step; as feedback without goal setting, is just information.

8.4 Observations

The Trust recognises that lesson observation is a limited method for judging the quality of teaching but nonetheless an indicator of the quality of teaching, learning and assessment. Therefore, lesson observations will NOT be graded and will NOT be used as a single indicator of performance or as a single indicator for assessing whether the Teachers' Standards have been met. A range of evidence from pupils' books, pupil discussions, learning walks, pupils' outcomes and observations may be used as well as parental feedback.

However, it also recognises that feedback from observing and being observed are essential to growing great teachers. Consequently, lesson observation within the Trust has two main purposes:

- To help the teacher you are observing become even better;
- To learn from the teacher, you are observing.

All staff are expected to engage with the available professional support as a means of further developing their own practice. If observation is the preferred method of professional support, then the timing and focus for the observation will be determined by the teacher being observed. During the course of the year all teachers are required to receive feedback on their professional growth focus in order to build and enhance expertise, and secure continuous development and improvement. Feedback enables reflection on strengths and successes, and planning of next steps necessary for further growth.

Early Career Teachers (ECTs) and those teachers receiving additional support will receive more professional support to enable more rapid growth. An individual teacher is free to request additional support to receive further feedback in order to support their continuing development.

All teachers are expected to support and learn from colleagues. Therefore, during the course of the year, each teacher is expected to observe a colleague with the sole focus of going to learn from them. This visit will enable each teacher to identify possible next steps in their development based on the learning gained from their colleague. Teachers should be the drivers of their own professional collaboration.

Those with responsibility for curriculum development will also use professional support including classroom observations as a means of evaluating curriculum design and implementation. The length and frequency of any professional support or progress check will vary depending on specific circumstances.

8.5 Appraisal Documentation

As soon as practicable (normally within two calendar weeks) following the main review in September/October and any mid-year review in March/April, teachers will be provided with a written report which will record the assessment of their performance against the “Teachers Standards”, the teacher’s objectives, and the teacher’s professional development needs and any action that is to be taken to address these. The report will also, where relevant under the School Teachers’ Pay and Conditions Document, record a recommendation relating to the teachers’ pay.

8.6 Moderation of Consistency

The Academy Headteacher will ensure that all teachers have their performance appraised on an annual basis before 31 October annually. The Chief Executive Officer will then ask all Headteachers to moderate their judgements against the career stage expectations in order to benchmark their performance related pay judgements against the criteria.

This will ensure consistency in decision making across the Trust. The Headteachers will then take the moderated judgements to the LGB pay review committee for governors and the CEO to scrutinise and ratify. The Chief Executive Officer will then inform the Trustees that the process has been completed, as per this policy.

The Headteacher will provide the Local Governing Board with a written report on the operation of the academy’s appraisal policy annually. The report will not contain any information which would enable any individual to be identified. The report will include:

- the operation of the appraisal policy;
- the effectiveness of the academy’s appraisal procedures; and
- the delivery of training and development opportunities against previously identified need.

9.0 Support Staff Appraisal

On or around the first anniversary of the contract start date, the headteacher/manager will hold a performance review prior to considering progression to level B within the allocated pay grade. The review will look at the performance throughout the year in line with the purpose and description of the role. It will also allow the employee to discuss any concerns and identify any support/training required.

Following on from the first year review, support staff appraisal will not consist of a formal meeting where objectives are set unless specifically requested by the member of staff. Leaders should continue to provide professional feedback and offer developmental training to all support staff in order for them to carry out their role effectively and offer clear feedback regarding the impact of their actions.

However, leaders throughout the academic year, should:

- Provide feedback on performance.
- Make sure the employee is clear about the purpose of their job.
- Help employees see how their job fits with the overall academy aims/development plans.
- Enable the manager to plan how work is allocated fairly and effectively among team members.
- Clarify the skills and qualifications required for the role.
- Address staff development needs.

- Help support employees to progress in their chosen career.

These discussions may not occur at one specific time but rather as an ongoing discussion.

10.0 Professional Support

Professional support will be available for all of our staff so that they can continue to grow and develop. This support can take many forms; dialogue, conversations and co-planning, mentoring and coaching, analysis, feedback and observation.

Our staff are therefore expected to create partnerships with others, including those with expertise, to support their professional learning and generate information about their progress so that they can monitor and adapt their learning. Staff are expected to support and assist colleagues through structured opportunities to reflect by reviewing progress and helping the staff to consider the effectiveness of their practice. The role of any member of staff when supporting a colleague is to push and challenge their thinking so that each person becomes an adaptive expert who is capable of continually growing; reflecting on, and expanding, the depth and breadth of their classroom expertise. Our staff are encouraged to seek feedback from multiple viewpoints.

11.0 Appeals

Where a member of staff is dissatisfied with the application of the appraisal process (except for decisions on pay) they have recourse to the Trust's Grievance Procedure to pursue the matter. Where a member of staff is dissatisfied with a recommendation or decision on pay, they have a right of appeal through the appeals mechanism of the Trust's Pay Policy.

12.0 Confidentiality

The appraisal process and the reports generated under it will be treated with confidentiality at all times. The appraiser and the Headteacher will have access to the teacher's plan and review recorded in her/his report. Where a teacher has multiple roles, their additional managers (as agreed at the start of the cycle) will also have access. Access to the report of a teacher can be made available to governors where they are being asked to make a decision on pay. Teachers will be told who has been granted access to their report. Anonymised reports may be shared with line managers at other Trust academies to ensure equality of decision making across the Trust.

Trustees directly involved in the Chief Executive Officer's appraisal and the external adviser will be provided with access to the Leader's plan and review recorded in his/her report. Details of the Headteacher's objectives will be reported to the Trustees as soon as practicable after the beginning of the appraisal cycle by the Chief Executive Officer. Local governors not directly involved in the Headteacher's appraisal will be given access to the review of his/her performance, on request.

13.0 Transition to Capability

If the appraisers are not satisfied with the progress made during the review period above, the teacher will be notified in writing that the appraisal process will no longer apply and that their performance will be managed under the capability procedure, and will be invited to a formal capability meeting.

14.0 Equality Act 2010

In accordance with its Public Sector Equality Duty, the Trustees have given due regard to equality considerations in adopting this policy/procedure and is satisfied that its application will not impact adversely on members of staff who have a protected characteristic (age, disability, gender reassignment, marriage and civil partnership, pregnancy and

maternity, race, religion or belief, sex and sexual orientation) within the meaning of the Equality Act 2010. In addition, the Trust is committed to promoting equality and will ensure that the appraisal process is fair and non-discriminatory and that monitoring data should be included in the Headteacher's report covering each of the protected characteristics within the Equality Act 2010. The Headteacher will also report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination under any of the protected characteristics.

15.0 Review of this Policy

The Trustees will be formally review the appraisal policy every three years or when changes are required to be made based on any updated government policy at their summer term meeting.

The Trustees will take account of the Headteachers' reports in their review of the appraisal policy. The policy will be revised as required to introduce any changes in regulation and statutory guidance to ensure that it is always up to date. The Trustees will seek to agree any revisions to the policy in consultation with all teachers. To ensure teachers are fully conversant with the appraisal arrangements, all new teachers who join the academy will be briefed on them as part of their introduction to the academy.

