



Appraisal Policy

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Appraisal Process

Our Trust is committed to supporting and retaining individuals who have the right motivation, skill and experience to make a positive contribution to the school's success and the delivery of high quality education.

All colleagues including, temporary fixed term staff and casual staff, dependent upon length of service, will participate in the appraisal process. The appraisal process does not apply to teachers appointed on contracts of less than one term, those undergoing induction (i.e. ECTs) and those who are subject to capability procedures.

This process aims to foster a culture of continuous improvement, individual growth, and alignment with the school's strategic priorities. It emphasises open dialogue, reflection, and collaborative intention-setting.

Guiding Principles:

- **Focus on Growth:** The primary aim is to support each staff member's professional development and enhance their impact on pupil learning and the school community.
- **Focus on Development, Not Judgment:** Emphasise that the appraisal process is about growth and support, not solely about performance measurement.
- **Collaborative Dialogue, Trust and Open Communication:** : The process is built on open, honest, and two-way conversations between the appraiser and appraisee, fostering a culture of trust and open communication where staff feel comfortable sharing their challenges and aspirations.
- **Individualised Approach:** Recognition that each staff member has unique strengths, areas for development, and aspirations and allows for some flexibility in the process to meet the diverse needs of different roles and individuals.
- **Alignment with personal development (professional) priorities and School Development Planning:** Individual goals and development activities are directly linked to the member of staff's development needs and the school's strategic priorities.
- **Emphasis on Holistic Development:** Discussions encompass behavioural attributes, wellbeing, relationships, knowledge, and skills.
- **Shared Understanding of Success:** Defining success in terms of personal growth in behavioural attributes, knowledge, and skills, as well as contributions to the school.
- **Training for Appraisers:** Ensure that appraisers are trained in coaching techniques, effective questioning, and providing constructive feedback.
- **Time Allocation:** Recognise that a coaching-driven approach requires dedicated time for meaningful conversations.
- **Regular Review of the Process:** Periodically review the effectiveness of the appraisal process and make adjustments as needed based on feedback from staff.

Appraisers

All appraisers of teachers other than Headteachers will have appropriate, relevant and current teaching experience, and will have Qualified Teacher Status (QTS). All appraisers will receive sufficient and appropriate training before undertaking the role. The appraiser should have an

equivalent or greater level of responsibility than the colleague they are appraising, and normally have line management responsibility. The appraiser will conduct all aspects of the review.

When it becomes apparent that an appointed appraiser will be absent for the majority of the appraisal cycle, the leadership team will delegate those duties to another appraiser for the duration of the absence. Where possible, alternative appraisers will be offered to colleagues where there is a genuine and valid reason to appoint an alternative appraiser.

Headteachers

Headteachers will be appraised by the CEO and a panel from their Local Governing Committee.

Directors

The CEO will be appraised by a panel of 3 from the Board of Directors.

The task of appraising the CEO, including the setting of objectives, will be delegated to a sub-group normally consisting of three members of the Board.

Capability

The appraisal process will not be used as a substitute for informal programmes of support or counselling which should precede the initiation of a formal Capability Procedure. Our Trust will take account of a wider knowledge of the quality of performance and the appraisal process will inform that wider knowledge. Our Trust recognises that poor performance issues can arise for a variety of reasons, including being triggered by work related and non-work-related factors. Once a decision has been made to proceed to capability procedures, the appraisal process will be suspended.

Before embarking on a formal capability procedure, the appropriate manager will be able to evidence that appropriate support through the appraisal process has been exhausted and has failed to achieve the required improvements. Where it is necessary to begin the capability procedure a formal meeting will be held with the colleague to bring the appraisal process to an end and to give notice of the initiation of the Capability Procedure.

Appraisal and capability processes will be kept separate.

The Appraisal Cycle:

This is a cyclical process that occurs annually, with ongoing informal check-ins termly. In our Trust, the initial appraisal for an academic year will take place by 31 October for teachers, and 31st March for support staff.

Phase 1: Self-Reflection and Preparation (Appraisee)

- **Review of School Development Plan:** The appraisee reviews the current SDP to understand the school's key priorities and their role in achieving them.
- **Reflect on Current Practice:** The appraisee reflects on their performance over the past year, considering:
 - **Behavioural Attributes:** How have they demonstrated the school's values and professional standards?

- **Wellbeing:** How have they managed their own wellbeing and contributed to a positive working environment for others?
- **Relationships:** How effective have their relationships been with pupils, colleagues, parents, and other stakeholders?
- **Impact on Pupil Learning (where applicable):** What impact have their actions had on pupil progress, engagement, and wellbeing?
- **Contribution to School Improvement:** How have they contributed to wider school initiatives and the implementation of the SDP?
- **Challenges and Problem-Solving:** What challenges have they faced, and how have they approached problem-solving?
- **Areas for Development:** Where do they feel they could grow and improve?
- **Identify Potential Development Goals:** Based on their reflection and their professional development needs and school priorities, the appraiser identifies potential areas for development, considering:
 - **Behavioural attributes:** What personal qualities would they like to strengthen?
 - **Knowledge:** What new knowledge or understanding would enhance their practice?
 - **Skills:** What skills would they like to develop or refine?
- **Consider Training and Support Needs:** What training, resources, or support would help them achieve their development goals?
- **Prepare for the Appraisal Discussion:** The appraiser compiles their reflections and potential goals.

Phase 2: The Appraisal Discussion (Appraiser and Appraisee)

- **Establish a Coaching Tone:** The appraiser creates a supportive and encouraging environment focused on open dialogue and mutual understanding.
- **Review Self-Reflection:** The discussion begins with the appraiser sharing their self-reflection and initial thoughts on their development.
- **Explore Strengths and Areas for Growth:** The appraiser provides constructive feedback, acknowledging strengths and collaboratively exploring areas for development identified by both parties.
- **Focus on Key Themes:** The discussion delves into the areas outlined by the school:
 - **Wellbeing:** Explore the appraiser's wellbeing and identify any support needed. Discuss their contribution to the wellbeing of others.
 - **Relationships:** Discuss the effectiveness of their relationships and identify strategies for strengthening them.
 - **Behavioural Attributes:** Discuss specific examples of how the appraiser has demonstrated key behaviours and identify areas for further growth.
- **Training Needs:** Identify specific training and development opportunities aligned with their goals and the SDP.

- **Defining Success:** Collaboratively define what "being better" will look like for the appraisee in terms of behavioural attributes, knowledge, and skills over the coming year.
- **Problem-Solving:** Discuss any current problems or challenges and explore potential solutions and support.
- **What Needs to Change:** Identify any changes in practice, approach, or responsibilities that would support their development and the school's aims.
- **Link to School Priorities:** Discuss how the appraisee's individual development goals contribute to the wider school priorities.
- **Collaboratively Set Development Intentions:** Working together, the appraiser and appraisee agree on 1 development intention for the coming year. These should focus on growth in behavioural attributes, knowledge, and skills.
- **Identify Actions and Support:** Specific actions, resources and support needed are identified and agreed upon.
- **Document the Discussion and Agreed Intention:** A record of the discussion, agreed development intentions, and action plan is created and shared between the appraisee and appraiser.

Phase 3: Ongoing Support and Progress Monitoring (Appraiser and Appraisee)

- **Regular Informal Check-ins:** The appraiser maintains regular informal check-ins with the appraisee to discuss progress, offer support, and address any emerging issues. These could be brief conversations, drop-ins, or scheduled meetings.
- **Provision of Support and Resources:** The school ensures that agreed-upon training, resources, and support are provided to the appraisee.
- **Opportunities for Reflection and Feedback:** The appraisee is encouraged to reflect on their progress and seek feedback throughout the year.
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Phase 4: Review and Impact Assessment (Appraiser and Appraisee)

- **End-of-Year Reflection (Appraisee):** The appraisee reflects on their progress against their agreed development intentions, the impact of their actions, and what they have learned. They consider how they have grown in terms of behavioural attributes, knowledge, and skills.
- **Final Appraisal Discussion:** A final discussion takes place where the appraiser and appraisee review the progress made against the development intentions and the overall impact of the appraisee's contributions.
- **Celebrate Successes and Identify Future Development:** Achievements are acknowledged and celebrated. The discussion also looks ahead to future development needs and potential intentions for the next appraisal cycle, linking back to the evolving SDP.
- **Documentation:** A summary of the year's progress and any future development plans is documented.

Data Protection

All appraisal records will be retained as part of the employee's HR file. Staff will have access to their appraisal records.