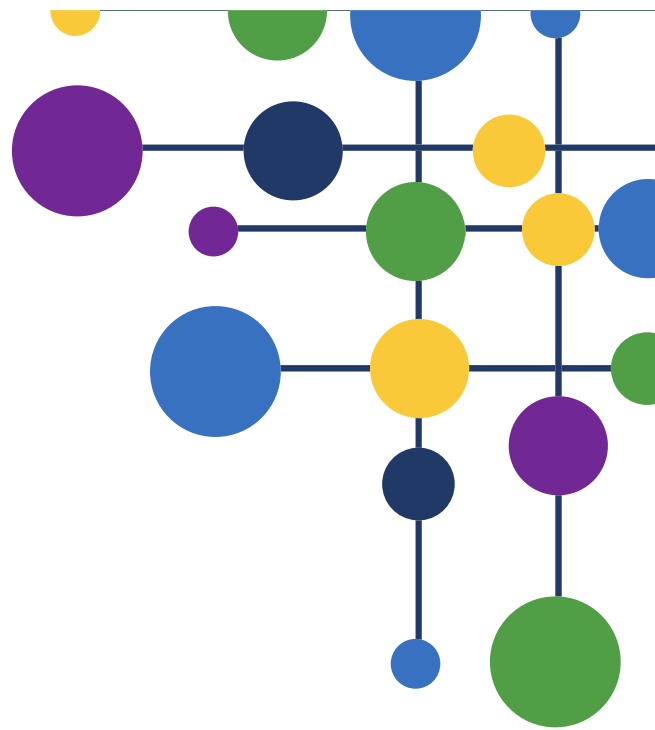


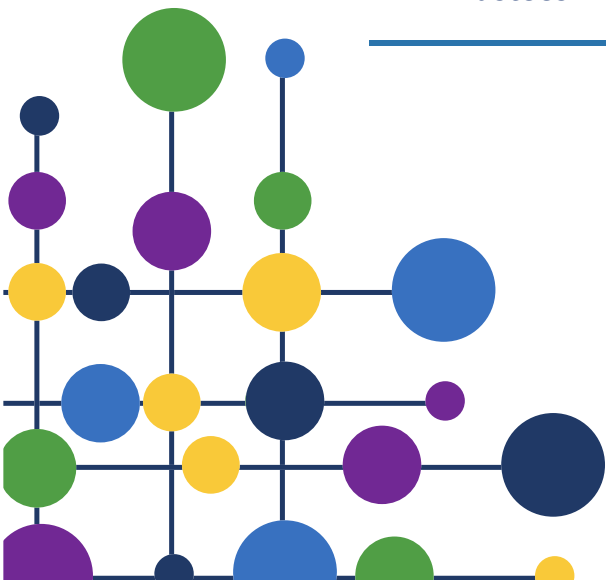


SHARE
MULTI-ACADEMY TRUST



APPRAISAL POLICY & PROCEDURE

MAT Version	6.0
Name of policy writer	Lucy Sykes
Date written	September 2014/15
Last review date	August 2023
Next review due date	August 2025
Approved by Trustees	8 th October 2024



Record of Alterations

Version 1.0 Original
Version 2.0 Amendments
Version 3.0 Amendments
Version 4.0 Amendments
Version 5.0 Move to new appraisal portal
Version 6 updates to paragraphs 4.4, 5.1, 7.4, 8.2 – 8.4, 12.6, 13.2, 13.3.
Removal of pay progression & appeals



CONTENTS

Introduction	3
Purpose and scope	3
Confidentiality	3
The appraisal period	3
CEO Appraisal	3
Appointing appraisers – Teaching/Support staff	4
The appraisal process	5
Setting objectives	5
Appraisal criteria	5
Leadership objectives	6
Teacher objectives	6
Support staff objectives	6
Quality assurance	6
Feedback	7
Annual PDP review	7
Continuing professional development (CPD)	8
Making recommendations for pay progression	9
Appeal process	9
Development and support	9
Quality assurance – moderation of appraisal review documentation	10
Related policies and guidance	10



1. Introduction

- 1.1 This policy applies to all employees in the trust (teaching and support staff).
- 1.2 Our belief in “Valuing People, Supporting Personal Best” means we are committed to investing in our staff, to help them be happy at work, to provide the support they need to achieve the highest standards they are capable of and to offer the training or guidance they need to undertake their jobs effectively. We encourage everybody to use a personal development plan, to set their own objectives and to take responsibility for their own improvement priorities. We believe this makes staff feel more valued and supports the aims of the trust.
- 1.3 The information and data from the Trust and School Improvement Plans will help determine objectives used for appraisals. Information and data gathered from appraisals can be used for self-evaluation, workforce planning and planning for training and development needs.
- 1.4 This policy takes into account the latest teacher appraisal guidance from the Department for Education July 2024.

2. Purpose and scope

- 2.1 Appraisal is the process for assessing, through a variety of sources including lesson visits, the overall performance of an employee, within the context of the individual’s role profile and for formulating plans with regard to the individual’s future career development in the wider context of the trust.
- 2.2 Appraisal is intended be a supportive and developmental process designed to ensure that all employees have the skills and support they require in order to carry out their role effectively and, in addition, to enable staff to engage in continued professional development in order to improve their personal performance and practice.
- 2.3 The practical purpose of this policy is to ensure that a fair and consistent procedure is applied to all employees, always having regard to the specific nature of their individual employment. This policy sets out the framework for a clear and consistent assessment of the overall performance of each and every employee in our trust, and for supporting their development within the context of the trust’s overall plan for improving educational provision and performance, and the professional standards expected of teachers and support staff.
- 2.4 This policy applies to all staff employed by the trust, except those on contracts of less than one term or those undergoing induction (e.g. ECT’s).

3. Confidentiality

- 3.1 The appraisal process will be treated throughout as a confidential process. It is standard practice that the appraisal reviews will be accessed only by the appraiser and relevant members of the school’s or trust’s leadership teams.



4. The appraisal period


- 4.1 The appraisal cycle will run for twelve months from September to September the following year.
- 4.2 Staff 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 precise format and timing of their appraisal will be determined by the duration of their contract (or probation procedure if this period is nine months or less).
- 4.3 Where an employee starts their employment part-way through an appraisal cycle, the Headteacher (or CEO with regard to appraisal of the Headteacher) will determine the length of the first cycle with a view to bringing into line with other staff in the trust. For existing employees changing posts within the trust, it may on occasion be appropriate to change both the appraiser and the appraisal objectives part way through the cycle.
- 4.4 Staff benefit from regular, ongoing dialogue with their line manager throughout the year to support their professional development, performance and wellbeing. We encourage regular dialogue between line managers and their teams. Any concerns about performance issues should be addressed at the earliest possible stage, so that prompt support can be put in place. Most concerns can be dealt with easily and without causing undue stress, if they are tackled early.

5. Appointing appraisers – CEO/Headteachers

- 5.1 The CEO will undertake the appraisal for the executive headteachers and the executive business team. Executive headteachers will usually undertake the appraisal for the headteachers.
- 5.2 The Trust Directors should receive supportive guidance and necessary challenge when appraising the performance of the CEO. Appraisers should consider:
 - assessing the progress the CEO has made towards the previous appraisal objectives set and agreed by the Trust Directors
 - setting suitable objectives for the CEO for the next cycle
 - Determining how the trust appraisal system is contributing to improving the educational experience of pupils at the trust.

6. Appointing appraisers – Teaching/Support staff

- 6.1 The Headteacher will determine suitable appraisers for other staff, which will normally include line managers within curriculum and support staff service areas. The appraiser must have sufficient seniority in responsibility and grade to review the performance of a member of their team. All changes to line management structure should be discussed with the Appraisal policy author to ensure a fair process is followed.


- 
- 6.2 In order to minimise the workload for individuals, the Headteacher may wish to place a limit on the number of staff whom any one person would have to appraise (usually up to 6 staff members).
 - 6.3 If, in exceptional circumstances and for professional reasons, the staff member wishes to request a change of appraiser (where this role has been delegated), they may ask the Headteacher to appoint an alternative appraiser of comparable or higher status in the staffing structure than the original nominated appraiser. Any such request must be made in writing stating the reasons. Should the appraisee request an alternative appraiser he or she should send a written request to the Headteacher for consideration. Where such a request is not accepted, the response from the Headteacher should be explained in writing and kept together with the appraisee's request.
 - 6.4 Where the appraisee works for more than one line manager, the nominated appraiser should consult other line managers (in advance of the appraisal meeting) with regard to establishing potential developmental needs to be explored in the next cycle.

7. The appraisal process

- 7.1 Appraisal is a supportive and developmental process which will be used to inform continuing professional development. The trust encourages an open and honest culture in which all staff take responsibility for improving their own individual performance through appropriate professional development. Professional development will in turn be linked both to trust improvement priorities and to the ongoing needs and priorities of individual staff.
- 7.2 Every employee's performance will be formally assessed in respect of each appraisal period.
- 7.3 The trust uses a Performance Management software package via the 'Every' HR portal. The software is available to all staff members through a confidential password protected online system.
- 7.4 The policy opposes all forms of discrimination. Quality assurance checks will take place across the trust to ensure that the policy is applied fairly. Checks will include employees who have different working patterns or those with particular protected characteristics under the Equality Act 2010 to ensure any reasonable adjustments are made. In certain circumstances we may have to adjust the evidence gathering process for staff with disabilities.

8. Setting objectives

- 8.1 The objectives set by staff will be based around a self-reflection process using relevant professional standards. In the case of teaching staff with the exception of Early Career Teachers (ECTs) this will be the National Teachers' Standards. Headteachers will reflect against the National Standards of Excellence for Headteachers. Support staff will reflect using either the National Support Staff standards or the Educational Support Staff standards, depending on their role in the trust.


- 
- 8.2 The appraiser and appraisee will seek to agree suitable objectives that encourage all staff to contribute to the overall aims of the trust. If that is not possible, the appraiser will determine the objectives. These objectives may be revised (by mutual agreement) should circumstances change significantly. Individual staff should be set approximately 3 objectives.
 - 8.3 Objectives should be aspirational yet achievable and based on success criteria within the appraisee's control. They should reflect significant development goals, rather than trying to capture everything an employee will be working on.
 - 8.4 The number of objectives depend upon the job role and level of responsibility. It is better to write three meaningful objectives than to write a long list. It helps the employee to identify specific priorities.

9. Appraisal criteria

- 9.1 The appraisal criteria should indicate how success may be formally evaluated throughout and at the end of the cycle. These measures should provide clarity about the basis on which the appraiser will assess the overall performance of the appraisee with regard to demonstrating progress towards the achievement of set objectives, including quality assurance activities and any other evidence. Such judgements of performance should invariably take into account the appraisee's role profile and career stage expectations e.g. Teachers National Standards Audit. Any other relevant professional standards should also be considered.

10. Quality Assurance

- 10.1 This trust believes that quality assurance activities of professional practice is important both as a way of assessing the performance of teachers and other relevant staff in order to identify any particular strengths and/or areas for development and of gaining other useful information which can assist improvement more generally.
- 10.2 As per the quality assurance policy, with specific reference to the quality of provision, each academy will operate a programme of reviews. These reviews will be quality assured by a team of colleagues, both internally (Deep Dive Reviews and Follow Up Reviews) and externally (Peer Whole School Reviews). Reviews will generally take place over a number of days and will involve lesson visits, work scrutiny, discussions with pupils, discussions with staff, data/information sharing and a range of identified additional documentation, such as Self Evaluation Forms (SEFs), Theory of Change documents (TOCs) and Improvement Plans (IPs).
- 10.3 In circumstances where staff may not be meeting expectations, a support programme may be recommended. All supportive work will be appropriate to the colleague's individual development needs.


- 
- 10.4 Early Career Teachers (ECTs) and Teach First trainees may choose to add evidence to their 'Every' performance module however they will be assessed via the National Teaching Standards and induction process.

11. Feedback

- 11.1 Staff will receive regular constructive feedback on their performance throughout the year and at their Personal Development Plan (PDP) mid-year review meeting and formally at the end of the appraisal cycle in the final PDP review meeting.

12. Annual PDP review

- 12.1 The start of the formal appraisal cycle begins with a meeting of appraiser and appraisee to complete the appraisal review (usually in September). The appraiser should instigate agreement on a mutually acceptable date and time for a meeting and both appraiser and appraisee should confirm such arrangements as far in advance as possible with written notification being confirmed and finalised no fewer than 10 working days before the scheduled date. It is anticipated that an hour should be sufficient time for the annual appraisal meeting.
- 12.2 The annual review of past performance and planning of future objectives would normally take place in a single meeting which should constitute a professional dialogue between appraiser and appraisee. Both parties should be expected to play an active part in this meeting in relation to appraisal of current performance and discussion with a view to future development, with both the review of the outcomes of the previous appraisal cycle and the new objectives set for the forthcoming year recorded on the 'Every' performance module.
- 12.3 At the end of the cycle, each appraisee's performance will be formally assessed. This appraisal is the end point to the formal process but performance and development priorities will be considered and addressed on a continuous basis throughout the year in a series of informal meetings and one compulsory mid-year review meeting.
- 12.4 With specific reference to the appraisal meeting the following should take place;
- An assessment of the appraisee's performance against their objectives for the relevant period, using the outcomes of a range of quality assurance activities and any other evidence provided.
 - A RAGG* assessment of the relevant standards.
 - Setting of new objectives for the forthcoming cycle (including the performance criteria and the monitoring and evidence).
 - A determination of the training and development needs and the actions that will be taken to address them e.g NPQ programmes for teacher and leaders.

- 
- 12.5 In addition to assessing staff performance against the objectives, it is important for line managers to also discuss workload, wellbeing, working hours, flexible working opportunities, and career aspirations, in a supportive manner.


13. Professional Development (PD)

- 13.1 All employees have a right to PD and this can be provided by a number of means: management coaching and support, mentoring, shadowing, attendance on internal and external course(s), secondments etc. PD priorities may require to be based on the extent to which the trust is currently supported in achieving its priorities.
- 13.2 The Trust encourages a strong professional development culture and has access to our own Teaching School Hub providing high quality professional development for teachers and leaders in the region.
- 13.3 Professional development should always be a key component of staff appraisal objectives.

14. Development and support

14.1 Appraisal is a developmental process. It is incumbent upon both the appraiser and appraisee to seek to identify any external factors which may be affecting the appraisee's performance. Where concerns are identified with regard to any aspects of a member of staff's performance the appraiser will meet informally with the appraisee to raise these concerns. Any such meeting will:

- give clear feedback to the staff member about the nature and seriousness of the concerns
- give the staff member full opportunity to comment on and discuss these concerns
- seek strategies and agree any support (e.g. informal support plan, coaching, mentoring, structured observations) that may be provided to help address those specific concerns
- make clear how, and by when, the appraiser/supporting member of staff will review progress (it may be appropriate to revise objectives, and it will be necessary to allow sufficient time for improvement – this will be on a case by case basis and reflect the specific situation)
- explain the implications and process if no (or insufficient) improvement is made within the agreed timescale
- Where performance continues to fall below the expectations and standards an informal support programme may be put in place to improve the performance of the member of staff. A copy of any informal support programme should be uploaded to the individual's 'Every' account under the performance tab.
- When progress is reviewed, if the appraiser is satisfied that the staff member has made, or is making, sufficient improvement the appraisal process will continue as normal, with any remaining issues being addressed through the appraisal process

- 
- Capability procedures, as set out in the SHARE MAT Capability Policy may be put in place if the performance continues to fall significantly below expectation.

15. Quality assurance – moderation of appraisal review documentation

15.1 Senior Leadership/Headteacher has a duty to ensure that the procedures and processes are applied fairly and consistently across the trust and with regard to equal opportunities. The Headteacher/Executive Headteacher will set up procedures for monitoring and moderating the appraisal cycle.

15.2 The Headteacher/trust leaders will review all completed appraisal documents at regular intervals during the appraisal cycle and advice will be provided to help complete the appraisal process.

15.3 There may be occasions when it is necessary to review (mid-cycle) what has been agreed in the last appraisal meeting (for example relating to prolonged sickness absence, maternity leave or where reasonable adjustments are required under the Equality Act 2010).

Related Policies and Guidance:

Trust Pay Policy

Trust Capability Policy

Trust Probation Policy

National Teachers' Standards Matrix

National Teacher Standards Document

School Teachers Pay and Conditions Document