



# Joseph Leckie Academy

## Staff Appraisal Policy

**Approved by JLA Trust Board:** 09/2021

**Last reviewed on:** 09/2022

**Next review due by:** 09/2023

## **1. Introduction**

1.1 The Education (Academy Teachers' Appraisal) (England) Regulations 2012 (the Appraisal Regulations) which replace the Education (Academy Teacher Performance Management) (England) Regulations 2006 (the 2006 Regulations) are applicable to appraisal cycles with effect from 1 September 2012.

1.2 The Appraisal Regulations set out the principles that apply to teachers, including principals, in all maintained Academy's where they are employed for one term or more. They retain the key elements of the 2006 Regulations but allow Academy's more freedom to design arrangements to suit their own individual circumstances. The arrangements within this policy have been consulted on with local trade union/professional association representatives.

1.3 The Appraisal Regulations require all qualified teachers, including the Principal, to be assessed annually against the Teachers' Standards and any other relevant standards which the Trust Board determines to be relevant to the performance of an individual's role.

## **2. Application of the Policy**

2.1 The appraisal period will run for twelve months from 31<sup>st</sup> October to 31<sup>st</sup> October 2023 but decisions may not be completed until 30<sup>th</sup> November 2023 in line with the local agreement to wait for the National Validated Data to be released.

2.2 The policy applies to the Principal and all teachers and support staff employed by the Academy except those teachers/support staff on contracts of less than one term, those undergoing induction (i.e. NQTs/ECTs) or teachers/support staff on capability procedures.

2.3 Teachers/support staff who are employed on a fixed term contract of less than one year will have their performance managed in accordance with the principles of this policy. The length of their appraisal period will be determined by the duration of their contract.

2.4 Where a teacher/support staff transfers to a new post within the Academy part-way through a cycle, the Principal or, in the case where the teacher is the Principal, the Trust Board shall determine whether the cycle shall begin again and whether to change the appraiser.

2.5 Where a teacher/support staff starts their employment at the Academy part way through a cycle, the Principal or, in the case where the employee is the Principal, the Trust Board shall determine the length of the first cycle for that teacher/support staff, with a view to bringing his/her cycle into line with the cycle for other teachers/support staff as soon as possible.

## **3. Purpose**

3.1 This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers and the Principal against the Teachers' Standards and other role related standards, as appropriate, for example Excellent Teacher Standards or Post Threshold Standards. It also supports their development needs within the context of the students' education outcomes, the Academy's improvement plan and their own professional needs. Where teachers are eligible for pay progression, the assessment of performance against the performance criteria specified in the Teachers' Standards will be the basis on which the recommendation is made by the appraiser.

3.2 Before, or as soon as practicable, after the start of each appraisal period, each

teacher/support staff will be informed of the standards against which the teacher's performance in that appraisal period will be assessed. All teachers at the Academy will all be assessed against the Teachers' Standards.

3.3 For teachers who request assessment against the post-threshold standards, Principals in England will normally only use the evidence recorded in their appraisal records covering the two year period prior to the receipt of the request for assessment.

3.4 This policy should be read in conjunction with the Academy's Pay Policy which provides details of the arrangements relating to teacher's pay in accordance with the School Teachers' Pay and Conditions document.

#### **4. Links to Academy improvement plan and self-evaluation**

4.1 The appraisal process will be a key source of information relevant for Academy self-evaluation and the wider Academy improvement process. The link to Academy improvement plan and Academy self-evaluation will minimise workload and bureaucracy.

4.2 Similarly, the Academy Improvement and development plan and the Academy's self-evaluation information are key documents to be used to support the appraisal process.

4.3 All appraisers are expected to explore the alignment of appraisee's objectives with the Academy's priorities and plans and the outcomes of students, in particular those individuals and groups vulnerable to underachievement. The objectives should also reflect appraisee's role, experience, professional aspirations and personal development.

Copies of the Academy improvement plan and other relevant documents are published on the Academy's SharePoint.

#### **5. Consistency of treatment and fairness**

5.1 The Trust Board is committed to ensuring consistency of treatment and fairness of the appraisal process and will abide by all relevant equality legislation.

5.2 To ensure this, the following provisions are made in relation to moderation, quality assurance and objective setting.

5.3 **Quality assurance.** The Principal has determined that he will delegate the moderator role to some or all teachers for whom he is not the line manager to the Vice Principal (Curriculum and Standards). In these cases, the Principal will moderate a sample of Teachers Standards Self-Assessment Proforma to check that these:

- are consistent between those who have similar experience and similar levels of responsibility and
- they comply with the Academy's Teacher Appraisal Policy, the regulations and requirements of equality legislation.

5.4 The Appraisal Regulations 2012 require the Trust Board to appoint an External advisor for the purposes of providing it with advice and support in relation to the appraisal of the Principal. The Trustees will:

- Nominate three Trustees who will not be involved in the Principal's annual appraisal process

or any appeal regarding the principal's annual appraisal process to ensure that the Principal's Teachers' Standards Self-Assessment Pro Forma and planning statement is consistent with the Academy's improvement priorities and complies with the Academy's Teacher Appraisal Policy and the regulations

**5.5 Appointment of appraisers for the Principal.** It is the statutory responsibility of the Trust Board, to appraise the Principal, to be advised by a suitably qualified and experienced external advisor who has been appointed by the Trust Board for that purpose and this must be conducted annually and be completed by 31st December. In this Academy:

- The Trust Board is the appraiser for the Principal and to discharge this responsibility on its behalf may appoint 3 or exceptionally 2 Trustees.

**5.6** Where a Principal is of the opinion that any of the Trustees appointed by the Trust Board is unsuitable for professional reasons, he/she may submit a written request to the Trust Board for that Trustee to be replaced, stating those reasons.

**5.7 Appointment of reviewers for teachers/support staff.** In the case where the Principal is not the teacher's/support staff's line manager, the Principal may delegate appraisal responsibilities, in their entirety, to the teacher's/support staff's line manager.

In this Academy the Principal has decided that the Principal will be the appraiser for those teachers/support staff he/she directly line manages and will delegate the role of appraiser, in its entirety, to the relevant line managers for some or all other teachers/support staff. Wherever possible, all appraisers of teaching staff will be qualified teachers and all will have the relevant experience. The Appraisal Structure will show who is the Line Manager for each member of staff.

**5.8** Where a teacher/support staff has more than one line manager, the Principal will determine which line manager will be best placed to manage and review the teacher's/support staff's performance.

**5.9** Where a teacher/support staff is of the opinion that the person to whom the Principal has delegated the appraiser's duties is unsuitable for professional reasons, he/she may submit a written request to the Principal for that appraiser to be replaced, stating those reasons. These concerns will be carefully considered and, where possible, an alternative appraiser will be offered.

**5.10** Where it becomes apparent that the appraiser will be absent for the majority of the cycle or is unsuitable for professional reasons the Principal may perform the duties himself/herself or delegate them in their entirety to another teacher/support staff. Where this teacher/support staff is not the appraisee's line manager the teacher/support staff will have an equivalent or higher status in the staffing structure as the teacher's/support staff's line manager.

**5.11** Where a teacher/support staff is experiencing difficulties and the Principal is not the appraiser, the Principal may undertake the role of appraiser.

**5.12** An appraisal will not begin again in the event of the reviewer being changed.

**5.13** All line managers to whom the Principal has delegated the role of appraiser will receive appropriate preparation for that role.

## 6. Objective setting

6.1 The objectives for each teacher/support staff will be set at the end of the Summer term in preparation for the new Academic year, or as soon practicable after, the start of each academic year and by the end of September at the latest. Following the appraisal decision in October, objectives may be reviewed. The objectives set will be rigorous, challenging, achievable, time-bound, fair and equitable in relation to teachers with similar roles/responsibilities and experience. They will have regard to what can reasonably be expected of any teacher/support staff in that position given the desirability of the appraisee being able to achieve a satisfactory balance between the time required to discharge their professional duties and the time required to pursue their personal interests outside work, consistent with the Academy's strategy for bringing downward pressure on working hours. They shall also take account of the teacher's/support staff's professional aspirations and any relevant pay progression criteria. They should be such that, if they are achieved, they will contribute to improving the Academy's educational provision and performance and improving the progress of students at the Academy, especially individuals and groups vulnerable to underachievement. Appraisees may make written comments regarding their objectives.

6.2 The Principal's objectives will be set by the Trust Board after consultation with the external advisor.

6.3 The appraiser and appraisee will seek to agree the objectives but where a joint determination cannot be made the appraiser will make the determination.

6.4 In this Academy:

- All teachers/support staff, including the Principal, will have three objectives, plus an additional objective(s) for Lead Practitioners (LP), Specialist Leaders of Education (SLE) as required under the LP/SLE scheme.
- Teachers/support staff, including the Principal, will not necessarily all have the same number of objectives.

Currently staff set a minimum of three targets (see 6.1 above) which are linked to Academy Improvement Plan (AIP) and/or School Evaluation Form (SEF):

- a. **Faculty/departmental measure.** To contribute to developing teaching and learning strategies, personalised interventions across the faculty/department to ensure the specified cohort\* of Year 11 examination groups in the subject achieve a zero or positive residual in line with Academy estimates (moderated by external validated data for the cohort)

\* The specified cohort(s) will be a substantial cohort within the subject and teachers will contribute to this collectively within the faculty/department. It will be agreed between the HOF/HOD and the LP (Data)/AP Assessments and moderated by the VP Curriculum and Standards. This cohort will vary from Year to year based on the 3b data for the relevant Year 10 and relevant to the subject but would be across the whole team and not an individual set.

**N.B.1** When setting this objective, the teacher will specify the tailored interventions/actions/strategies to personalize their actions towards the objective outlining what they will develop/contribute towards which will also be measureable

and contribute towards evidence.

**N.B.2 Progress not zero or positive:** As there are a number of measureable aspects to this objective in terms of resources/materials/contributions made if a zero or positive residual is not achieved, **the objective can still be at least partly met.**

**In addition, for Heads of Faculty and subject Post Holders, Heads of Faculty/Department** are also accountable for ensuring that for the student progress residuals of their staff are met across their areas of responsibility:

To oversee, monitor and develop teaching, learning, strategies and targeted interventions across the faculty/department in all examination groups in the faculty/department (10/11, 12 and 13 where relevant) to contribute to a zero/positive residual (moderated by external validated data).

Again, **where a zero/positive residual is not achieved** on one or more examination cohorts in the year, the objective **can still be at least partly met** by providing evidence of what they have contributed/developed.

- b. A Teaching and Learning Target (related to standards (Teacher standards and UPS where relevant) and the teachers' role, pay grade and leadership responsibilities) which may well include identified professional development strategies such as courses/mentoring/coaching etc will be set. This should be broad enough and related to leadership role, pay grade and experience.

**N.B.** Objective 2 includes meeting the Teachers' Standards as evidenced in drop-ins (target take away cards) and full lesson observations (at least 30 minutes) and/or other evidence (see 7.3 below) and for providing evidence of meeting Post Threshold Standards (where applicable). Please see Academy Pay Policy Section 19, 20 and Appendix 3 for further guidance.

- c. A second Teaching and Learning Target (related to standards and the teachers' role, pay grade and leadership responsibilities) which may well include identified professional development strategies such as courses/mentoring/coaching etc will be set. This should be broad enough and related to leadership role, pay grade and experience.

**N.B.1 For staff with TLR's this must relate to one or more of these roles.**

**N.B.2** Where the faculty/department meets part 1, the teacher/HOF/HOD will not be expected to provide a detailed analysis of what they have done, unless there are concerns arising with the teacher not contributing sufficiently to student progress or where objective 2 or 3 is not fully met. In this case the appraisal would outline what they contributed to, in order to offset any questions at a later date from the Principal and/or Trust Board.

**N.B.3** Objective 1 will be revised annually by the Academy for all Teaching staff and Post Holders on an annual basis in line with Government expectations and the target cohort identified based on the Academy analysis of data for the relevant Y10 and/or faculty/department specific as agreed with the Vice Principal (Curriculum and

Standards).

**N.B.4** Where a teacher or Head of Faculty (HOF), Head of Department (HOD), Head of Year (HOY) or member of Senior Leadership Team (SLT) member has not met a target or only partly met a target, they will still be 'considered for pay progression'. The appraisee will provide evidence of the circumstances for not meeting a particular objective and contributions that they have made to meeting the Teachers' Standards (at the appropriate level and breadth in relation to role). The appraiser will provide further support or endorse the evidence given by the appraisee for the circumstances and provide sufficient commentary or further evidence to enable the Principal to make an informed decision on whether the appraisee should receive a pay recommendation **to be presented to the Trust Board** or if not why not.

**N.B.5** Where concerns arise, these must be identified through the appraisal cycle or at any other time of the year and support and interventions put in place e.g. **through Achievement meetings, faculty/departmental meetings, Continued Professional Development (CPD), coaching/mentoring for the teacher/leader, identified interventions for students** etc... to help the appraisee to meet their objectives wherever possible. Failing an objective should not come as a shock to the appraisee at the end of the cycle. See 6.7 and 10.1

**N.B.6** All staff are reminded that the Principal and Trustees in considering a pay recommendation will take into account all the evidence provided in meeting the objectives and in the wider contribution the appraisee has made to the students and wider Academy over and above the three objectives. Please refer to sections 19, 20 and Appendix 3 of the Pay Policy.

- d. **Support staff.** For support staff who are teaching classes or work within a faculty/department, objective 1 will relate to the faculty/departmental target and **to contribute towards the subject achieving** a zero or positive residual for each of these groups/**cohorts** in the same way as teachers.

For support staff who support in class, objective 1 will relate to the faculty/departmental progress target and progress of students they are working with (achieving a zero or positive residual for these students). Where they change groups or students, they should record the progress/**actions/interventions** made up to that date.

For support staff who are not directly involved with students, objective 1 relates to their contribution to the whole Academy progress/contributions made **towards teaching/learning and progress (to support the Academy in** achieving a zero or positive residual across the Academy). Objectives 2 and 3 will relate to their role and development needs.

6.5 The agreed objectives will be SMART (Specific, Measurable, Achievable, Realistic and Time bound) and be related to individual performance, Academy improvement needs and personal development.

6.6 Though the appraisal process is an assessment of overall performance of teachers and the principal, objectives cannot cover the full range of a teacher's roles/responsibilities. Objectives will, therefore, focus on the priorities for an individual for the cycle.

6.7 Objectives will be reviewed at least once (February) during the appraisal cycle or more often where concerns arise. Objectives may be reviewed in this interim stage where external or internal factors may mean the original objective cannot be achieved in order for staff to have every opportunity to achieve their objective. These amendments would be agreed with the Appraiser and confirmed with the Vice Principal.

## **7. Reviewing Performance**

7.1 During or at the end of the cycle, the assessment of performance against an objective will be on the basis of the performance criteria set at the beginning of the cycle. Good progress towards the achievement of a challenging objective, even if the performance targets have not been met in full, will be assessed favorably, as long as there is a full explanation of the reasons and actions taken by the appraisee and appraiser and the required Teachers' Standards/other relevant standards are adequately met.

7.2 The appraisal cycle is annual, but on occasions it may be appropriate to set objectives that will cover a period over more than one cycle or in some cases less than a cycle for example for staff joining the Academy part way through a cycle. In such cases, the basis on which the progress being made towards meeting the performance criteria for the objective will be assessed at the end of the first cycle and will be recorded in the appraisal report at the beginning of the next cycle.

7.3 The Academy believes that observation of classroom practice which includes drop-ins (see protocol in Appendix 1), **target takeaway cards**, work scrutiny, on-going progress of the teachers' groups (through **Achievement Meetings** and Faculty/Departmental moderation of assessments for all year groups), contribution to TEEP/sharing practice, revising and producing new differentiated materials/activities, shared materials, on-line resources etc... and other responsibilities are 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 Academy improvement more generally. Other evidence may be included such as form time **evidence**.

7.4 All observations/drop-ins will be carried out in a supportive manner as detailed within the Classroom observation protocol (see Appendix 1) **and in line with our Monitoring and Evaluation Policy and Deep Dives**.

## **8. Development and Support**

8.1 Appraisal is a supportive process which will be used to inform CPD. The Academy encourages a culture whereby all teachers/support staff take responsibility for improving their teaching /role through appropriate professional development. Professional development will be linked to Academy improvement priorities and to the ongoing professional development needs and priorities of individual teachers/support staff.

## **9. Feedback**

9.1 Teachers/support staff will receive constructive feedback on their performance throughout the year and as soon as practicable after full observations (at least 30 minutes - see Appendix 1) ,



target take away, Deep Dives etc. 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.

9.2 When progress is reviewed, if the appraiser is satisfied that the teacher/support staff 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.

## **10. Staff experiencing difficulties**

10.1 Where there are concerns about any aspects of the teacher's/support staff's performance the appraiser or a member of the Senior Leadership Team will meet the teacher/support staff formally or where it concerns students' progress this can be also done through faculty/departmental/target setting/moderation meetings to:

- give clear feedback both orally and written\* to the teacher/support staff about the nature and seriousness of the concerns.
- give the teacher/support staff the opportunity to comment and discuss the concerns.
- require the teacher /support staff to provide further supporting evidence to address the issues.
- raise concerns about progress of groups or individuals in a class.
- discuss strategies to support the students and interventions/support are agreed, allocation of catch up funds, these should then be monitored by the teacher and appraiser/HOF on a regular basis to ensure students get back on expected progress.
- discuss, further interventions and support required and if this means objective 1 is not likely to be met, request for catch up support/funds, the Principal will be informed (e.g. via minutes of meetings, Achievement Meeting minutes, Moderation minutes, Link Leader meetings).
- inform the teacher if the lesson showed areas for development or concern for aspects of teaching and/or outcomes, when the re-observation will take place and if any support is needed prior to this.
- establish a personalised support programme, if the re-observation lesson showed areas for development or concern for aspects of teaching and/or outcomes, the Vice Principal for Teaching and Learning will put in the support programme in place, the Principal will be informed.
- agree any support (e.g. coaching, mentoring, structured observations, courses), that will be provided to help address those specific concerns via the support programme for 8 weeks.
- make clear how, and by when, the appraiser and Vice Principal will review the progress.
- make it clear that after the 8 weeks' support, if lessons still identify areas for further development or concern for teaching and/or outcomes then a second personalised 6 week programme is established and explain that if no, or insufficient, improvement is made after the second 6 week programme, the teacher/support staff will progress on to the Academy's capability procedures see 10.2 below.
- For all the above, the teacher/support staff is responsible for seeking further guidance and support and acting upon advice given.

10.2 Where insufficient progress is made about the concerning aspects of the teacher's/support

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\*Written feedback can be in the form of annotations to documents, typed notes minutes of meetings where the issues are discussed or emails.

staff's performance, supportive measures will be agreed to assist them in meeting the expected level of performance within an agreed timescale, see flowchart at Appendix 2 for further details.

- If required, a period of five days will be allowed for further supporting evidence to be provided to illustrate compliance with the Teachers' Standards or other relevant standards.
- If required, a supportive action plan will be agreed to address the performance issues of the teacher. The Principal or a senior leader must be made aware and agree progression to this stage. Progress against the action plan will normally be concluded within 6 weeks (30 days).
- During this period the teacher/support staff will be given regular feedback on progress. The support programme may be modified if appropriate.

10.3 If the appraiser remains unsatisfied with a teacher's/support staff's progress after the agreed support has been provided within the agreed timescale, then the Principal will be informed. The Principal must confirm the decision to end the appraisal process, and to manage the teacher's/support staff's performance under the Capability Policy.

10.4 The teacher/support staff will be given five working days' written notice of a capability meeting. At this meeting the teacher/support staff may be accompanied by a work colleague or a trade union/professional association representative.

## **11. Annual Assessment**

11.1 Each teacher's/support staff's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the Principal, the Trust Board must consult the external advisor.

11.2 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.

11.3 The teacher/support staff will complete as soon as practicable following the end of each appraisal period – and have the opportunity to comment in writing on - a written appraisal report. In this Academy, teachers/support staff will complete their written appraisal reports by end of the Summer term and at the latest by 31 August.

Time is given in the summer term for teachers/support staff to complete this with the exception of objective 1, which will be completed when validated data is confirmed, see 2.1 and 31 December for the Principal.

The process is outlined below:

- Teacher/Support staff: an assessment of the teacher's /support staff's own performance of their role and responsibilities against their objectives and the Personal Review Section to include CPD analysis.
- It is expected that this is completed on an on-going process to reduce the pressure and work load on staff at the end of the cycle. Staff should bear in mind the requirements of GDPR especially with regard to keeping data and emails and store evidence in their secure Appraisal area on SharePoint. A staff log has been provided to store evidence securely and on an on-going basis. Signposting to CT, faculty/departmental, link and other minutes of meetings, work scrutiny, SharePoint documents etc... should be done to reduce time and burden on workload.

- Appraiser: Should monitor and sign off evidence throughout the cycle and ensure that staff are on-track to achieve their objectives. Comments can be made directly on the appraisal document, via emails or through meetings where there are issues or evidence is not being recorded. Appraisers should ensure that evidence is checked and then at the end of the cycle.
- Appraiser: Teacher Standard's/support staff standards: Evidence of meeting the relevant Teacher standards/support staff standards – this section is completed by the Appraiser (Strength, Development or Not achieved) on the basis of all the evidence provided or seen during the whole cycle.
- Teacher: Post Threshold standards for all Post Threshold Teachers and for teachers applying to move through the Threshold or movement up the UPS pay spine. Evidence should be provided by teachers or signposting to the Teacher Log or where other evidence can be located.
- Appraisers: will sign each of the Post Threshold standards off when they have confirmed the evidence (Strength, Development or Not achieved for each standard). The teacher may well add further evidence as required where this is available.
- Appraisers: Will complete the summary statement and pay recommendation after they have reviewed all the evidence
- Teacher/Support staff: a space for the teacher's/support staff own comments;
- Appraiser: Once validated data is received the appraiser will complete the review of objective 1 and amend the 'pay recommendation/consideration/not recommendation' on the basis of this evidence.

#### Objectives:

- Teacher/Support staff will draft their objectives following their review during the summer term and by the end of September based on their appraisal review.
- Teacher/Support staff: will identify their training needs or CPD requests on the Training and Development needs sheet. Where there are no needs this does not need to be completed. This must be completed by the end of September so that any courses/costs can be identified through the moderation process. If they arise during the year after this is completed, then the member of staff/appraiser should submit the request via the normal request for courses for it to be considered.
- Appraisers will review objectives and requests for training and development needs on the Appraisal morning and sign these off. They may well be revisions to these when data is validated.
- Appraisers will then make a recommendation on pay where that is relevant using the following phrases: 'Recommend for Pay' where all the objectives are met and Teacher standards/UPS standards are met at the required levels (see definitions in the Academy's Pay Policy), 'Consider for pay' (where not all objectives/teacher/UPS standards are fully met at the required standards) or NOT met where there are still concerns that have not been met through the support given.

11.4 The appraiser will complete their commentary during the cycle based on objectives 1,2 and 3 and endorsing or adding further evidence to support their appraisees for each section on the relevant sections, including the completion of the Teacher/Support staff Standards and Post Threshold Standards (where relevant) and where necessary the appraiser may request further evidence of meeting the standards/Post Threshold standards and a pay consideration or recommendation where applicable. This should be completed on SharePoint by the end of

September annually unless otherwise stated (due to the timing of the Appraisal morning).

- The Vice Principal (**Curriculum and Standards**) will prepare the report for the Principal based on the teacher's assessment and evidence provided by the appraiser upon receipt of the validated data in order to complete the process by the end of October (2022).
- The Vice Principal (**Curriculum and Standards**) may request further evidence if there is still insufficient evidence to enable the Principal to make a recommendation regarding pay progression. In addition, the Vice Principal may request (on behalf of the Principal) that objectives are revised to ensure they are related to the teachers' role, experience, pay progression and relevant to the Academy's AIP/SEF.

11.5 Performance management planning and review statements will be retained for a minimum period of 6 years.

## **12. Appeals**

12.1 At specified points in the performance management process teachers /support staff and Principals have a right of appeal against any of the entries in their appraisal report and review statements. Where an appraisee wishes to appeal on the basis of more than one entry this would constitute one appeal hearing.

12.2 Details of the appeals process are covered in the Academy's pay policy.

## **13. Confidentiality**

13.1 The whole appraisal process and the reports generated under it, in particular, will be treated with strict confidentiality at all times. Only the appraisee's line manager or, where he/she has more than one, each of her/his line managers will be provided with access to the appraisee's report, upon request, where this is necessary to enable the line manager to discharge her/his line management responsibilities. Appraisees will be told who has requested and has been granted access to the information.

13.2 The Principal and members of the Senior Leadership Team has the right to see all appraisee reports in order to moderate the process and be aware of any pay recommendations.

## **14. Training and Support**

14.1 The Academy's CPD programme will be adapted as necessary following the identification of needs through the process.

14.2 The Trust Board will ensure through its budget planning that, as far as possible, appropriate resources are made available in the Academy budget for any professional development and support recommended for appraisees. Access to learning and development will be made on an equitable basis. It is recognised that some training and development needs can, and will be, provided in the Academy setting.

14.3 An account of the professional development needs of teachers/support staff in general, including the instances where it did not prove possible to provide any agreed CPD, will be included in the Principal's annual report to the Trust Board about the operation of the appraisal process in the Academy.

14.4 With regard to the provision of CPD in the case of competing demands on the Academy

budget, a decision on relative priority will be taken with regard to the extent to which:

- (a) the CPD identified is essential for an appraisee to meet their objectives; and
- (b) the extent to which the professional development and support will help the Academy to achieve its priorities.

The Academy's priorities will have precedence.

14.5 Other in-house supportive mechanisms should be considered where it is not possible to provide bought in support. Allowance must be made where good progress towards meeting performance objectives has not been made and where the support recorded in the appraisal report has not been provided.

## **15. Monitoring and evaluation**

15.1 In order that the Trust Board can discharge its responsibility for ensuring that the appraisal process is in place, the Principal will provide the Trust 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.
- Teacher's/support staff's training and development needs.

15.2 The Trust Board is committed to ensuring that the appraisal process is fair and non-discriminatory on the grounds of:

- Race
- Sex
- Sexual orientation
- Disability
- Religion and belief
- Age
- Part-time contracts
- Trade union membership

15.3 The Principal will, therefore, also report annually to the Trust Board, in a confidential section, appropriate details of:

- Any appeals or representations on an individual or collective basis on the grounds of alleged discrimination under any of the categories above in relation to appraisal:
- Cases, including the circumstances, where teachers /support staff have not made satisfactory progress towards objectives; and
- Any instances where the training and development set out in the training and development section of an appraisal report has not been provided

Where the relevant personal data is available the principal will include an analysis of the cases specified above. However, the report will not enable any individual to be identified.

## **16. Review of the Appraisal Policy**

16.1 The Trust Board will conduct an annual review of the appraisal policy.

16.2 The Trust Board will take account of the Principal's report in its 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.

16.3 The Trust Board will seek to agree any revisions to the policy with the recognised trade unions having regard to the results of the consultation with all teachers/support staff.

16.4 To ensure teachers are fully conversant with the appraisal process, all new teachers/support staff who join the Academy will be briefed on them as part of their induction.

## **Appendix 1: Classroom Observation Protocol**

1. The Trust Board is committed to ensuring that classroom observation is developmental and supportive and that those involved in the process will:

- Carry out the role with professionalism, integrity and courtesy.
- Evaluate objectively.
- Report accurately and fairly.
- Respect the confidentiality of the information gained.
- Take account of particular circumstances that may affect the performance of the teacher on the day.

2. The total period for classroom observations/drop ins arranged for the appraisal process will be appropriate based on the individual needs of the teacher and the overall needs of the Academy, and will take place over a reasonable number of occasions.

3. In this Academy 'proportionate to need' will be determined by the nature of the objectives set at the planning and/or on-going review meeting(s).

4. The arrangements for classroom observations will be included in the plan in the planning and review statement and will include the amount of observations or any further observations/Drop-ins required (see Number 5 below), and specify its primary purpose, any particular aspects of the teacher's performance which will be assessed, the duration of the observation, when during the appraisal cycle the observation will take place and who will conduct the observation/drop in.

5. Where evidence emerges about the appraisee's teaching performance which gives rise to concern during the Monitoring and evaluation of Faculties/departments, classroom observations/Drop-ins/further work scrutiny or further interventions may be arranged in addition to those recorded at the beginning of the cycle subject to a revision meeting being held or in line with the procedures in the Monitoring and Evaluation procedures.

6. Information gathered during the observations/Drop-ins will be used, as appropriate, for a variety of purposes including informing Academy self-evaluation and Academy improvement strategies in accordance with the Academy's commitment to streamlining data collection and minimising bureaucracy and workload burdens on staff.

7. In keeping with the commitment to supportive and developmental classroom observations, those being observed will be notified in advance with a minimum of five working days' notice for any appraisal observations. The lesson will be determined by the availability of the observer (so no cover is required), but it will be a known lesson and where the teacher is concerned about the lesson, they can ask for an alternative to be considered. If the observer is unable to do the alternative, a different observer (from the Leadership Team) may be requested. For any other full (minimum of 30 minutes) observations that may be required (see Monitoring and evaluation procedures) the timetable will be given out with at least two working days and teachers will be told which day they will be observed on.

8. Observations/drop-ins may include responsibilities beyond the classroom, where appropriate to the teacher concerned.

9. Wherever possible classroom observations will only be undertaken by persons with Qualifies

Teacher Status (QTS) or Qualified Teacher Learning and Skills (QTLS). In addition, in this Academy, classroom observation will only be undertaken by those who have had adequate preparation and the appropriate professional skills to undertake observation and to provide constructive oral and written feedback and support, in the context of professional dialogue between colleagues.

10. Verbal feedback will be given as soon as possible after the full observation (minimum 30 minutes) and no later than the end of the following working day. It will be given during directed time in a suitable, private environment. For Drop-ins of less than 20 minutes, they will receive a Target- Takeaway card with some brief feedback.

11. For observations of more than 30 minutes, written feedback on the agreed Academy pro-forma, will be provided within five working days of the observation taking place. If issues emerged from an observation that were not part of the focus of the observation as recorded in the planning and review statement these should also be covered in the written feedback and the appropriate action taken.

12. The written record of feedback also includes the date on which the observation took place, the lesson observed and the length of the observation. The teacher has the right to append written comments on the feedback document and discuss this with the observer. The observer will not keep any unseen written notes other than the formal written feedback.

13. The Principal has a duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained. Principals and appropriately designated staff have a right to drop in to inform their monitoring of the quality of learning and teaching.

14. The total period of classroom observation/Drop-ins (within Deep Dives) arranged for any teacher for appraisal purposes will not exceed recommended three hours per cycle. However, following the interim review or other observations such as the Academy Monitoring procedures, it may be necessary to carry out more observations which may exceed the three-hour limit. In these situations, these will be negotiated between the principal/reviewer and reviewee.

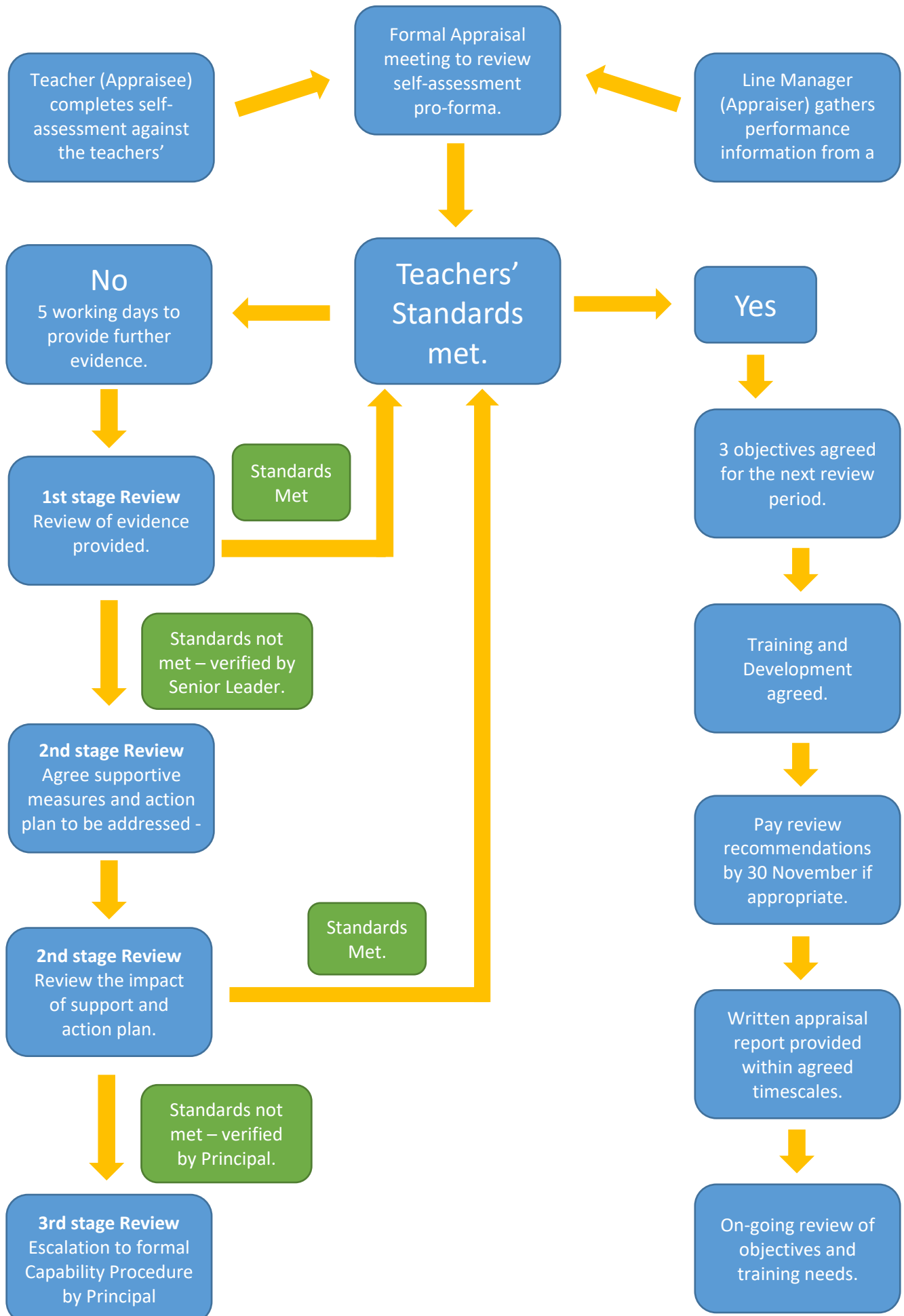
15. A teacher may exceed the three-hour limit for purposes beyond appraisal such as in allowing student trainee teachers or peers to observe them or volunteering to model good practice to others.

16. Drop-ins will focus on the quality of teaching and will not last the whole lesson, they will usually last for 10-20 minutes. They will inform the appraisal of an individual teacher, however where concerns arise during the drop-in that the observer considers important, in these circumstances there should be a discussion with the teacher in the same way as for full observations (see Section 10 above).

17. Drop-ins will inform the appraisal process where evidence arises which merits the revision of the appraisal planning statement, in accordance with the provisions of the regulations.



## Appendix 2: Teacher Appraisal Process Flowchart



### Appendix 3: Principal Appraisal Process Flowchart

