



# The Athelstan Trust

## Appraisal Policy

Date of review	Approved by	Date of Approval	Next review	Website
Jun 22, Mar 24, Mar 25	Staffing Committee	6 <sup>th</sup> March 2025	March 2028	Y

### 1. Aims

This policy aims to:

- Set out the arrangements for appraising staff, including the process and the responsibilities of individuals
- Ensure consistency and fairness across the Trust.
- Create a process where staff's professional development is supported and encouraged, in the context of the school's latest Ofsted report, our school improvement plans and the Teachers' Standards.
- Ensure staff have the skills and knowledge they need to fulfil and excel in their role and provide an excellent education to our students.

The policy applies to all staff employed by the Trust, except those on contracts of less than 1 term, those undergoing induction and those undergoing capability procedures.

### 2. Scope:

Teaching staff who are employed on a fixed term contract of less than one year will have their performance reviewed in line with the principles set out in this policy. This procedure does not have contractual effect. There may be occasions when the Trust considers it appropriate to change or omit parts of the procedure. To accommodate this annual cycle of target setting, an appraisal may be completed for an employee during their probationary period.

Early career teachers (ECTs) are not subject to annual appraisal and pay review cycles during their induction period, and are not covered by this policy.

Arrangements for ECT appraisal will follow our ECT induction policy, and the statutory induction process for ECTs.

### 3. Purpose of appraisal:

The appraisal process in the Trust will be a supportive process designed to ensure that teaching and support staff have the skills and support they need to carry out their role effectively. It will help to ensure that staff are able to continue to improve their professional practice and to develop. It will assist in developing staff resources in a systematic way. The Trust and all of its Academies are committed to implementing effective measures to monitor the performance of staff and their development.

### 4. The appraisal period

For teaching staff, the appraisal period will run for 12 months beginning in the autumn term. Appraisals will be held during the Autumn term. It is intended that teachers will have their annual appraisal meeting and receive their appraisal report by 31<sup>st</sup> October.

It is intended that the headteacher will have their annual appraisal meeting and receive their appraisal report by 31 December.

For support staff, the appraisal period will run from 12 month beginning in the spring term. Appraisals will be held during the Spring term. It is intended that support staff will have their annual appraisal meeting and receive their appraisal report by 30<sup>th</sup> April.



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For staff on fixed-term contracts of less than 12 months, the appraisal period will be determined by the duration of their contract. Staff who start at or leave the school during the appraisal period can have a longer or shorter appraisal period in that appraisal round: there is flexibility to have a longer or shorter appraisal period when staff begin or end employment with the Trust.

### 5. Appraisal process – Preparation

Staff should be given notice of the appraisal meeting to allow them to prepare in advance. The appraiser will gather information on performance.

For teaching staff, this may include (but is not limited to) a review of their personnel file, attendance records, the original targets set, notes of meetings and review work, observations and data ahead of the meeting.. It will also include feedback from any lesson observations.

For support staff, the appraiser will review previous targets set, gather information on performance which may include (but is not limited to) a review of their personnel file, attendance records, performance of the department

The appraisee should complete the self-appraisal form in order to facilitate their preparations for the meeting. Appraisers will seek feedback from heads of department, line managers or other staff as appropriate to ensure a full picture particularly where a member of staff holds more than one role.

### 6. Appraisal Process - The appraisal meeting

The headteacher's appraisal meeting will be conducted by the CEO supported by the Chair of Governors.

The headteacher will decide who will appraise teachers. Unless there is a good reason not to, this will normally be the teacher's line manager. By way of example, a 'good reason' could be a poor or deteriorating working relationship between the teacher and line manager, including where a formal grievance has been lodged by the teacher citing their line manager.

All appraisers will be provided with appropriate training.

Appraisal meetings will take place within the teacher's normal working hours and will typically last for at least an hour. The meetings will take the form of a formal review with the Appraiser and will include consideration of the self-appraisal form prepared by the Appraisee. An appraisal form will be completed by the appraiser during the meeting. The appraisal meeting should be led by the Appraisee and will provide an opportunity to discuss performance, the role, goals and aspirations and any other issues which the Appraisee would like to discuss.

During the meeting, objectives will be set for the forthcoming year. These will be determined by the appraiser following consultation with the Appraisee. Objectives will be linked to personal development, departmental objectives, the School's strategic plans and the Teachers' Standards (for teaching staff). The objectives will be recorded in the finalised appraisal form and a copy will be kept by both the Appraisee and the school.

Objectives will:

- Be specific, measurable, achievable, realistic and time-bound (SMART)
- Be appropriate to the appraisee's role, career experience and aspirations
- Be revised if circumstances change throughout the year

When objectives are set, staff will also be informed of the standards their performance will be judged against. The appraiser and teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives.



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### 7. Appraisal Process – the Appraisal Report

The appraisee will be provided with a written report of their appraisal. The report will be completed by the person who conducted the appraisal, usually within 5 working days.

This will include:

- An assessment of the teacher's performance against their objectives and the relevant standards
- An assessment of the teacher's training and development needs, and the action that should be taken to address them

There will be space in the report for the teacher's own comments.

Staff will sign the appraisal report (or exchange via email) to say they have seen it and agree with its content. Teachers can appeal to the headteacher, and the headteacher can appeal to the governing board, if they disagree with the contents of the report.

### 8. Appraisal Process - Ongoing review and follow up.

The objectives and progress will be reviewed during the year by the appraiser and review meetings will be held as appropriate. In the event that objectives are not being met, this will be discussed with the Appraisee, and the Appraiser will offer appropriate support or training.

The appraisal process should not be rigid and if the objectives are no longer relevant or appropriate to the appraisee or the school, these should be amended, with agreement, as required. In some circumstances, it will be appropriate for an objective to take longer than one academic year: in this case, progress towards the objective should be evidenced.

For Support Staff, the school may review the performance of support staff throughout the year in order to identify strengths and to identify areas for development.

For Teaching Staff, a range of evidence will be used to judge performance. This may include:

- Formal and informal lesson observations
- Observations and results from wider school activities, including non-teaching responsibilities, if applicable
- Trust / School data
- Reviews of planning and marking
- Parent/carer and pupil voice, if applicable

Appendix 1 sets out the Observation Protocol that will be observed for Teaching Staff.

The Trust or School will provide support, guidance and training to staff, particularly where areas of development have been identified as part of the appraisal process. Where development needs or concerns have been raised as part of the appraisal process, review meetings will be held with the Appraisee to review progress against agreed objectives.

### 9. Concerns about a teacher's performance

If it becomes clear a member of staff is having difficulties at any point during the appraisal period, they will be provided with additional support.

This will begin with a meeting with their line manager, where the problem will be discussed and potential solutions identified. A performance improvement plan may be created in line with the school/trust capability procedures below. These Policies are separate from the Appraisal Process.



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The nature of the support will be based on the individual's circumstances. For example, staff may be referred to the Trust Employee Assistance Scheme, Health Assured. Staff new to the Trust may be given a mentor or coach.

The concerns may be of a nature that would usually involve beginning the capability procedure. In these cases, refer to our capability policy.

### 10. Confidentiality

The appraisal process and relevant documents are strictly confidential. Only staff members who need the information in order to do their jobs will have access to the information.

Appraisal information will be anonymized when information is reported to the governing board.

Appraisal records will be kept securely in the member of staff's personnel file.



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### Appendix 1 – Observation Protocol (Teaching Staff)

We believe that observations are an important way of assessing teachers' performance. They can help identify a teacher's strengths and areas for improvement, and can help us identify areas of good practice that can be shared across the school/Trust.

There will be both formal and drop-in observations. Teachers with responsibilities outside the classroom will also have these responsibilities observed.

All observations will:

- Be carried out in an objective, fair, professional and supportive manner
- Be carried out by teachers with Qualified Teacher Status
- Provide constructive feedback
- Remain confidential to those who need to know details as part of their jobs

#### 7.2 Drop-in observations

Drop-in observations will usually be conducted by a member of SLT in order to monitor the quality of teaching and learning.

They will usually last around 15 minutes and may involve the observer talking to pupils and looking at their work.

The frequency will depend on the individual teacher and the school's needs at the time.

Generally, verbal feedback will be given the following day.

Where written feedback is appropriate, wherever possible this will be provided within 10 working days

Please note that we also carry out drop-in observations where fellow teachers observe a lesson for their own professional development. Notice may not be given and evidence will not be used as part of the appraisal process.

#### 7.3 Formal observations

The purpose of formal observations is to assess the teacher's performance and progress against their objectives and the relevant standards.

We will take into account the teacher's workload and individual circumstances when determining the number of formal observations.

For example, less-experienced teachers who have recently started at the school will receive a number of formal observations to establish their strengths and areas for development. A very experienced teacher will typically receive fewer observations.

Teachers will not receive more than 3 formal observations over the year.

Generally, verbal feedback will be given the following day.

We will use all reasonable endeavours to provide written feedback within 5 working days.

#### 7.4 Additional observations

Additional formal observations will take place if:

- The teacher requests them



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- There are concerns that the teacher's performance is not up to standard (this may be triggered by poorly performing or poorly-behaved pupils)
- The teacher is subject to formal capability proceedings

The above protocols will still apply to these additional observations.