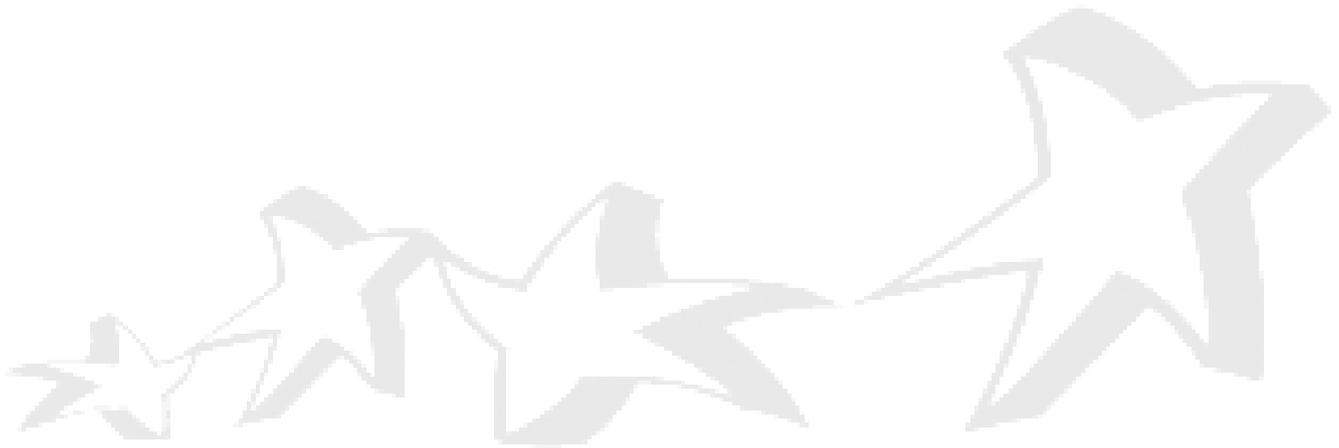




TRUST IN LEARNING (ACADEMIES)

APPRAISAL POLICY



Date Created: January 2015
 Effective From: January 2015
 Dated Adopted by the Board: January 2015
 Review Date: July 2018

Date	Page	Change	Purpose of Change

Introduction

The Board of Directors of Trust in Learning (Academies) (TiLA) adopted this policy on 1st September 2012. The Board is delegating the operational procedures and oversight of the policy to the Local Governing Bodies of its schools.

Purpose

This policy sets out the framework for a clear and consistent assessment of the overall performance of staff, including the Chief Executive/Headteacher and for supporting their development within the context of the school's plan for improving educational provision and performance, and the standards expected of members of staff. It also indicates how this policy links into the Capability Policy that will apply when staff fall below the levels of competence that are expected of them.

Application of the Policy

The policy also applies to all staff employed by TiLA. The policy applies to the leader of the school (Chief Executive/Headteacher) and to all staff employed by the school except those on contracts of less than six weeks, those undergoing induction (ie NQTs,) probation and those who are subject to the Capability Policy.

What is Appraisal?

Appraisal for staff in TiLA schools will be a supportive and developmental process designed to ensure that all staff have the skills and support they need to carry out their role effectively. It will help to ensure that members of staff are able to continue to improve their professional practice and to develop as staff.

The Appraisal Period

The appraisal period will run for twelve months from 1st September of each academic year to the 31st August the following year.

Members of staff who are 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 length of the period will be determined by the duration of their contract.

Staff who start with the school later than September will have objectives set within the first term of commencing with the school consistent with the remaining period of time to the end of the academic year.

Appointing Appraisers

The Headteacher will be appraised by the Local Governing Body and the Chief Executive of TiLA. The CEO will be appraised by the Chair of TiLA.

In TiLA schools the task of appraising the Chief Executive/ Headteacher, including the setting of objectives, will be delegated to a sub-group consisting of three members of the Local Governing Body including the Chair of Governors.

The Chief Executive/Headteacher will decide who will appraise other staff.

Setting objectives

The Headteacher's objectives will be set by the Local Governing Body after consultation with the Chief Executive of TiLA or the external adviser.

Objectives for each teacher will be set before, or as soon as practicable after, the start of each appraisal period. The objectives set for each member of staff, will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the teacher's role and level of experience. The appraiser and appraisee will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change.

The objectives set for each member of staff will, if achieved, contribute to the school's plans for improving educational provision and performance and improving the education of pupils at that school.

For teachers: TiLA schools will use the relevant standards (set by the DfE) against which a teacher's performance will be assessed. As other agreed standards are presented this policy will adopt those in accordance with statutory guidance – for example if higher/UPS standards are amended.

The following principles will apply for teachers:

1. That all teachers will be assessed against the current Teachers' Standards using the OSB/BLC/FAP/PSPS performance framework.
2. That all teaching staff holding a TLR will be assessed against the current teaching standards and the TLR definitions of performance standards in the OSB/BLC/FAP/PSPS performance framework.
3. That all teachers on UPS will be assessed against the teachers standards and the current UPS and teaching standards
4. That all teachers on a leadership scale will be assessed against the teaching standards and their overall job description and area of responsibility
5. That all staff will be assessed against the standards set out in their Job descriptions

For associate staff: they will be assessed against performance standards directly related to the expectations within the member of staff's job description.

Reviewing performance

For teachers: TiLA and its schools believe that observation of classroom practice and other responsibilities is 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 school improvement more generally. All observation will be carried out in a supportive fashion. The schools observation principles and protocol are attached at Appendix 1

In TiLA schools a teacher's performance will be regularly observed but the amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the school. Classroom observation will be carried out by those with QTS. In addition to formal observation, school leaders or other leaders with responsibility for teaching standards may "drop in" in order to evaluate the standards of teaching and to check that high standards of professional performance are established and maintained. The length and frequency of "drop in" observations will vary depending on specific circumstances (see Appendix 1)

Teachers (including the Chief Executive/Headteacher) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

For associate staff: a variety of tools will be used to inform the appraisal process and progress against objectives/standards. These will include: data analysis; complaints; achievement of deadlines etc). Staff who are classroom based (LSA; TA; other learning support) will have their work within the classroom and with students observed – as this is the most fundamental part of their job/role.

Development and support

Appraisal is a supportive process which will be used not only to evaluate performance against set standards but to inform continuing professional development. The school wishes to encourage a culture in which all members of staff take responsibility for improving their teaching through appropriate professional development. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual members of staff.

Feedback

Staff will receive constructive feedback on their performance throughout the year and for classroom based staff as soon as practicable after observation has taken place or other evidence has come to light. Feedback will highlight particular areas of strength as well as any areas that need attention.

Concerns about Performance

Where there are concerns about any aspects of the member of staff's performance the appraiser will put 'on hold' the appraisal process and arrange a formal meeting to discuss concerns. The meeting will provide:

- give clear feedback to them about the nature and seriousness of the concerns;
- give them the opportunity to comment and discuss the concerns;
- agree any support (e.g. coaching, mentoring, structured observations), that will be provided to help address those specific concerns;

- make clear how, and by when, the appraiser will review progress (*it may be appropriate to revise objectives*),
- allow sufficient time for improvement: this will be up to a maximum of eight working weeks and the duration will reflect the seriousness of those concerns;
- explain the implications and process if no – or insufficient – improvement is made

In all cases where a teacher is observed performing an unsatisfactory lesson they will have targeted support and intervention in line with in-school strategies for helping support teachers.

The appraiser will be supported by appropriate specialist staff and take advice from the HR support, prior to the meeting taking place (and take note of our Guidance Notes).

The outcome of the meeting will be recorded and that record agreed by all present, a copy will be given to the member of staff.

When progress is reviewed, if the appraiser is satisfied that the member of 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.

**Specific guidance notes have been drawn up to assist both appraisee and appraiser in this process*

Transition to capability

If the appraiser is not satisfied with progress, the member of staff will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the capability policy and procedure, and will be invited to a formal capability meeting.

Annual assessment

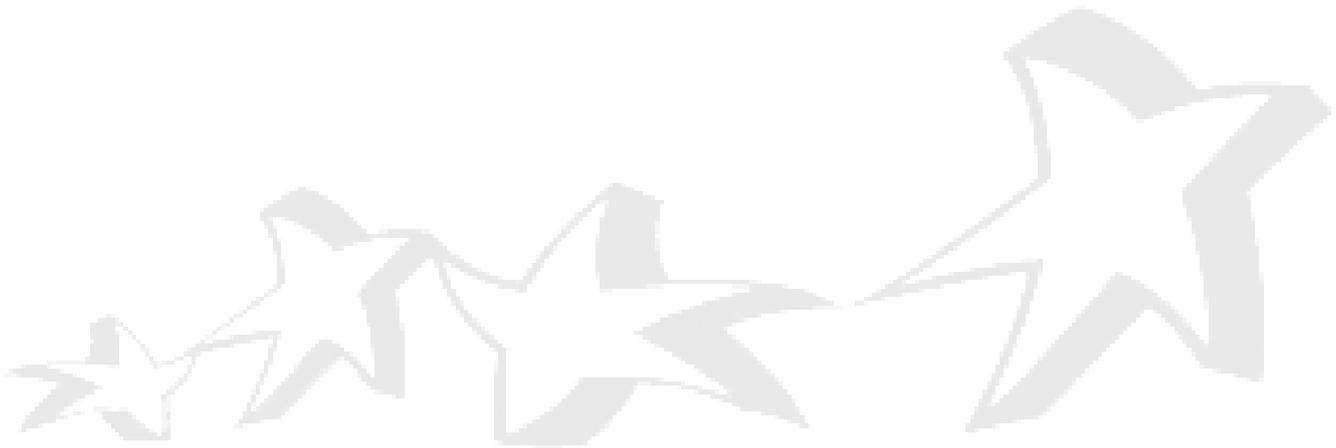
Each member of staff's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the Headteacher, the Local Governing Body will work with the Chief Executive of TiLA.

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 regularly.

The member of staff will receive as soon as practicable following the end of each appraisal period – and have the opportunity to comment in writing on - a written appraisal report. TiLA school staff will receive their written appraisal reports by 31 October (31 December for the Chief Executive/Headteacher). The appraisal report will include:

- details of the member of staff's objectives for the appraisal period in question;
- an assessment of the member of staff's performance of their role and responsibilities against their objectives and the relevant standards and/or job description;
- an assessment of the training and development needs and identification of any action that should be taken to address them;

- a recommendation on pay where that is relevant (*NB – pay recommendations need to be made by 31 December for head teachers and by 31 October for other teachers and will be made also for associate staff in TiLA schools*)



Appendix 1

Classroom Observation – Principles and Practice

Overarching principle:

- In TiLA schools/academies lessons will be observed on an appropriate and reasonable number of occasions based on the individual circumstances of the teacher
- Lesson observation will be used for a number of purposes and is seen as a developmental strategy and process
- Lesson observation will support the appraisal policy and will contribute, via its outcomes, to the school/academy professional development programme
- Supporting the development of others through peer to peer observation processes is seen as a professional responsibility for suitably experienced members of staff

Practice:

1. Good or better teaching :

- A teacher who demonstrates ‘good’ or better teaching will not be observed for monitoring, appraisal or evaluation purposes for more than 3.0 hours in any academic year
- It is for the Chief Executive/Headteacher/Principle of each TiLA school/academy to decide how this time would be best used in their institution. For example, the time could be used as six thirty minute observations per year; nine twenty minute observations or three one hour observations. A combination of the above may be appropriate
- This would not include peer to peer observation that the member of staff may be engaged in

2. Satisfactory Teaching

- A teacher delivering satisfactory lessons will receive up to 6 hours of formal lesson observation in any one year
- The teacher will have the opportunity of observing other colleagues on a regular basis in order to support their own practice development
- Professional development opportunities will be targeted to support the teacher in consultation with their line manager

3. Satisfactory and inadequate teaching

- A teacher who delivers inadequate lessons or a mixture of satisfactory and inadequate teaching is deemed as one whose performance is causing concern
- The teacher will be fully supported by the schools’ CPD programmes and will have a tailored support package in place
- This package will include regular lesson observation which could be weekly in cases where immediate remedial action is required

- It is likely that the teacher's appraisal cycle will be on hold at this stage

Provision of Notice

TiLA schools will adopt the following policy:

- Members of staff will be given a minimum of a day's notice of the lesson to be observed
- or a week's notice of the day when an observation will take place

Feedback

TiLA schools will seek to provide written feedback to colleagues following a formal observation as soon as possible after the observation and, unless there are exceptional circumstances, within five working days.

Drop 'in's' and Learning Walks

TiLA schools/academies will operate drop in's or learning walk observations. These will lie outside the above duration or maximum hours. They will feed into the school systems for monitoring and evaluation the quality of provision.

These will be undertaken by senior staff and/or middle managers who have a line management responsibility for that subject area/member of staff.

The duration of these will be approximately 10 minutes in duration and will be no notice.

Drop in/learning walks will be equitable across subjects; teachers; phases.

Line Management Duties

TiLA schools may adopt practices whereby a line manager (for example, subject leader) has access to a teacher's classroom for the purposes of fulfilling their own monitoring and evaluation responsibilities. In these circumstances the duration will be similar to the drop in's above and will be equitable between staff in that area/department/key stage.

Peer to Peer Lesson Observation

TiLA schools are committed to peer to peer observation as a supportive mechanism for staff. The provision of opportunities for staff to observe other colleagues is seen to be an important element of our professional development work.