

# Appraisal Policy

March 2023



**ORCHARD ACADEMY  
TRUST**

# Policy for the Appraisal of School Staff

## 1. Introduction – Purpose of the Policy

In this Trust we are committed to continually improve the quality of teaching and learning for all our pupils and we believe that appraisal will assist our staff to achieve this aim through clarity of role and expectations, encouragement, development and feedback.

We believe that appraisal will enable a professional discussion to take place regarding workload and priorities and will give staff the appropriate focus, development and support. It will also provide staff with an opportunity to discuss in confidence any matters regarding their employment at work that may inhibit their performance.

This policy sets out the principles and framework for a clear and consistent appraisal of the overall performance of all staff and for supporting their development needs within the context of the school plan for improvement and their own professional needs.

This policy also sets out the Trust's approach to the link between the appraisal process and pay progression.

## 2. Principles

We will implement our appraisal arrangements on the following principles:

- *Equality of Opportunity:* All staff should be encouraged and supported to achieve their potential through clarity of expectations and job role, regular feedback, performance review and provision of relevant development.
- *Consistency of Treatment and Fairness:* We will take action to ensure our performance appraisal process is fair, non-discriminatory and that staff are treated consistently.
- *High Standards:* We believe by setting appropriate and challenging standards of performance and providing suitable feedback and development all staff have the potential to continually improve their performance.
- *Work – life balance:* All staff are entitled to a satisfactory work – life balance and performance appraisal is an appropriate mechanism to facilitate this.
- *Pay and Rewards:* Pay progression for staff should reflect their overall contribution to the school / trust both as individuals and as team members.

## 3. Application of the Policy

This policy applies to all staff employed in the Trust with the exception of teachers undergoing their formal year of induction or on contracts of less than a year. The operation of this policy will be suspended for any staff whose performance merits the application of the Trust's formal Capability Policy.

Performance appraisal arrangements for temporary and part – time staff, including job-sharers, should apply on the same principles as for full-time, substantive staff. The same degree of challenge in the process should apply but the breadth and volume of each element in the process should be proportionate to the period of time worked.

Teachers employed on a fixed term contract of less than one year, will have their performance managed in accordance with the principles underpinning the provisions of this policy. The length of the cycle will be determined by the duration of their contract.

The intention is that all staff will have equivalent access to appraisal, development and support.

## **4. Policy Framework**

### **4.1 General**

Performance appraisal is a shared responsibility. The Trust Board has the strategic responsibility for establishing this policy, providing the Headteacher with the support to ensure it is fully implemented and ensuring the Headteacher receives appropriate performance appraisal by the Executive Head, in order to set the right framework and culture for all staff in the school.

The Headteacher will ensure that this policy, associated regulations and guidance are communicated effectively and that staff with performance appraisal responsibilities have access to appropriate training and preparation.

The performance of all staff must be reviewed on an annual basis. Appraisal planning and reviews will be completed by 31 October, in any one academic year and by 31 December for the Headteacher and the Executive Head.

Where a member of staff starts their employment at the school part-way through a cycle, the length of the first performance appraisal process will be such that the cycle can be brought into line with the appraisal process for that group of staff at the earliest opportunity.

Where a member of staff transfers to a new post within the school part-way through a cycle, the Headteacher shall determine whether the cycle shall begin again and whether to change the Appraiser.

All staff must have an up to date job description and this will form the basis for discussion at the appraisal planning and review meeting. Staff should have access to the school plan for improvement and other relevant planning documents in good time for their appraisal meeting.

Where it appears that the Appraisee is either not meeting or partially meeting the relevant professional standards then the appraisal process must clearly set out the support and training that will be provided to address the areas of concern.

Where serious weaknesses are identified in an Appraisee's performance then this procedure should cease and the issues will be managed within the Trust's formal Capability Policy. The appraisal process will be re-commenced when the Appraisee's performance has reached the required standards.

### **4.2 Appointing Appraisers**

The Executive Headteacher will be appraised by the Trust Board, supported by a suitably experienced and qualified External Advisor who has been appointed by the Trust Board for that purpose.

The Headteacher will be appraised by the Executive Headteacher.

The Headteacher will determine the appropriate Appraiser for all staff covered by this policy taking due consideration of line management responsibilities and other relevant factors.

If a member of staff has a concern regarding their allocated Appraiser then this should be communicated to the Headteacher, in writing, stating the reasons. The Headteacher will exercise careful consideration of the concerns and may allocate an alternative Appraiser.

The Headteacher will ensure all Appraisers receive appropriate training and preparation for their role.

### 4.3 The Appraisal Meeting

It is the responsibility of the Appraiser to arrange the meeting with their Appraisee at the beginning of the cycle. This should be arranged by mutual agreement and normally with at least five working days' notice. The Appraiser must prepare for the meeting and ensure all relevant information and evidence that will be used during the meeting has been shared with the Appraisee at the earliest possible opportunity.

The Appraisal meeting should provide a two-way discussion to:

- Assess performance during the previous year against the Appraisee's role and responsibilities, including performance objectives and any relevant standards
- Agree clear objectives for progression for the year ahead by reviewing job description, Appraisee's roles and responsibilities, and any whole school objectives
- Confirm timescales for achievement of the objectives and for provision of support, including development
- Ensure the Appraisee understands the performance criteria, including relevant pay progression criteria, relevant professional standards and any other appropriate evidence to be taken into account in appraising performance including potential barriers to success
- Discuss and agree appropriate monitoring arrangements and other support for the Appraisee, including classroom observations, if appropriate to the reviewee's role
- Agree any areas of relevant training and development and related actions
- Allow the reviewee to raise any issues or concerns regarding their workload or work - life balance and potential barriers to success

It is the Appraisee's responsibility to play an active role in their review. This includes preparing for the meeting by:

- reflecting on their performance over the past year including their performance against the relevant professional standards
- considering how they have made a wider contribution to the school, and
- identifying some of their future development needs

Self-review is an important means of preparing for an appraisal meeting and a suggested framework for this is set out in Appendix 1.

### 4.4 Appraising Performance

All staff will be formally assessed in respect of each appraisal period.

Each member of staff will receive a written appraisal report as soon as practicable and within ten working days following the appraisal meeting and have the opportunity to comment in writing. The appraisal report will include:

- details of objectives for the appraisal period in question
- an assessment of performance of role and responsibilities against objectives and any relevant standards
- an assessment of training and development needs and identification of any action that should be taken to address them
- a recommendation on pay where this is relevant

The assessment of performance and of training needs will inform the planning process for the following appraisal period

## **4.5 Links with Pay**

Before, or as soon as practicable after the start of each appraisal period all staff will be informed of the standards and criterion against which individual performance in that appraisal will be assessed and on which pay decisions will be based. The criterion used must be consistent with any nationally determined requirements.

Where the evidence from the appraisal process appears to suggest the Appraisee's performance could be below that meriting pay progression at the end of the cycle, the Appraisee should be made aware of this at the earliest opportunity. There should also be a professional discussion to identify actions which could remedy the position.

## **4.6 Objectives**

All Appraisees must have performance objectives set before or as soon as practicable after, the start of each appraisal period. All objectives must be relevant to the Appraisee's role, responsibilities and take full account of their experience and career/professional aspirations. The number and nature of objectives must be reasonable and, if achieved will contribute positively to the education of pupils at this school and the implementation of any plan designed to improve the school's educational provision and performance.

Staff would normally expect to have up to 3 objectives. These would usually be linked to the School Development Plan. One whole school, one linked to subject leadership and one for personal development. All other staff would expect to normally have at least 2 objectives. One of these linked to the School Development Plan and the other for personal development.

Appraisees should be encouraged to set challenging but achievable objectives using the term SMART (specific, measureable, achievable but challenging, relevant and time-framed). Meeting or nearly meeting challenging objectives is a good way to show the level of performance required for pay progression and will also assist career development.

As far as possible the objectives should be reached by agreement. However where a joint determination cannot be made the Appraiser will make the determination with the provision for the Appraisee to record any disagreement if required.

Consideration should be given to ensure that the appraisal objectives can be used to secure good evidence for pay progression in line with the expectations in the Trust's Pay policy.

## **4.7 Training and Development**

Performance appraisal is a developmental process and a key part of the planning discussion. It should be about the support that the Appraisee will need in order to meet identified objectives and performance criteria.

This Trust is committed to ensuring that all staff have access to a level of development appropriate to their role, stage of career development, performance objectives and criteria and individual aspirations.

Development and training identified from the appraisal process must be recorded using the appropriate form and then passed to the Training and Development Coordinator for the school to inform the school's programme for training and development.

This school recognises that development and support may take a number of forms and a wide range of activities which may not necessarily involve a formal course.

## **4.8 Monitoring**

The Appraiser will ensure that appropriate arrangements are in place to support the Appraisee with regular monitoring and feedback. This should be discussed in broad, flexible terms in the appraisal meeting. There should be at least one formal mid-year review meeting to discuss performance, provide feedback and discuss the provision of training and development.

The Headteacher should audit mid-year reviews with Appraisers to ensure consistency of appraisal assessments

There should be further, informal follow-up and support for Appraisees.

The Trust believes that observation of classroom practice and other responsibilities is important both as a way of assessing performance in order to identify any particular strengths and areas for development and of gaining useful information which can inform school improvement more generally. All observation will be carried out in a supportive fashion.

In this Trust teachers' performance will be regularly monitored through a range of activities including work scrutiny, drop-ins and pupil voice discussions. Where more formal procedures are required formal lesson observations will be completed by members of the SLT; the amount and type of observation will depend on the individual circumstances of the teacher and the overall needs of each school.

## **4.9 Recording Plans**

Within five working days of the meeting the Appraiser will complete a draft statement and provide the Appraisee with a copy. The Appraisee may request changes if they feel the statement does not convey a fair summary of the meeting and/or may add comments. The Appraiser will prepare and sign a final statement within ten working days of the initial meeting.

The Appraiser may retain a copy of the appraisal plan, but they must pass a copy to the Appraisee and pass the original to the Headteacher.

## **5. Moderation**

The Headteacher is responsible for ensuring that performance appraisal is applied fairly and consistently across the school and that there is a strong link with school improvement. The Headteacher may therefore make appropriate arrangements for the moderation of performance appraisal reviews and objectives in particular to ensure consistency of approach and expectations between Appraisers. However, this exercise will be undertaken with due regard for the need to maintain confidentiality.

## **6. Changes to Plans in Mid Cycle**

There may be occasions when it is necessary to amend or change the content of the appraisal plan. This may include changes in the Appraisee's circumstances, school priorities or local/national policy initiatives. In this event the Appraiser and Appraisee should discuss and ideally agree the necessary changes.

If there is no agreement to the proposed changes then the Appraiser shall amend the appraisal plan with any changes they think ought to be made and pass the revised statement to the Appraisee who may add their comments.

## **7. Confidentiality and Retention of Records**

The performance appraisal process will be treated with full confidentiality at all times.

For the Executive Headteacher's review the statement will be held by the Chair of Trust, the Chair of the Review Committee (if it is not the Chair of the Trust) and the Executive Headteacher.

All plans and appraisal reports must be retained in a secure place on the school premises for a period of six years from the date the appraisal cycle ends. After this date it would be normal to dispose of these records and this must be done confidentially and the employee notified.

## **8. Communication of this Policy**

A copy of this policy will be kept electronically in the staff policy folder to ensure that all staff can have access to a copy of it as needed. All new staff joining the Trust will be briefed on the policy as part of their induction into the school.

## **9. Monitoring and Evaluation**

The Trust Board and the Executive Head will monitor the operation and outcomes of the performance appraisal arrangements.

Policy Agreed: March 2023

Review Date: March 2024

## APPENDIX 1: Reviewee Self-Review

To be completed before initial planning meeting, for discussion.

Thinking Point	Notes / Evidence
	<b>Consider:</b> <ul style="list-style-type: none"><li>• Professional attributes</li><li>• Professional knowledge and understanding</li><li>• Professional skills</li></ul>
Over the last year what have been the most important areas of success for me?	
What areas of my role give me greatest satisfaction?	
What skills do I have that I and others consider to be a real strength?	
What has not gone as I'd hoped over the past year?  What have I learnt from this?	
What areas of my practice or skills do I need to develop and how?	
What do I want to achieve in the year ahead?  What are my career aspirations?	
How can I contribute further to the development of the school?	
Other thoughts	





# Orchard Academy Trust

## Appraisal 2023-2024

<b>Name:</b>	
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## APPRAISAL FOR TEACHING STAFF

Job Title:	
Date started current role:	
Review of job description:	
Current Pay Position:	
Main Responsibilities:	
Planning meeting carried out by (Appraiser):	
Period covered by review:	
Date of planning/setting objectives:	
Objectives agreed by:	
Appraiser's signature	
Date:	
Post holder's signature:	
Date:	

## REVIEW STATEMENT

*Brief summary of the main points of the review discussion, including an overall assessment of performance based on the individual objectives and the agreed criteria for their success.*


**Summary of progress towards achievement of individual objectives set last year:**

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## INDIVIDUAL PLAN

Objective Number 1	Whole School Objective
<b>Overall Objective</b> What do I need and want to achieve?	
<b>Teachers' Standards</b> Which of the 8 standards does this link to?  Teachers__Standard s.pdf	
<b>Success Criteria</b> How will I know when this is achieved?	
<b>Intentions and action steps</b> What tasks will I carry out to achieve this?	
<b>Support</b> What training, resources and support do I need?	
<b>Agreed recipient</b> Who else needs to know?	
<b>School context\ limiting factors</b>	
<b>Sources of evidence</b>	DATE:  DATE:  DATE:  DATE:
<b>AGREED MONITORING ACTIVITIES</b>	<b>Formal Lesson Observation:</b>
<b>MID Year Review</b>	<b>Date:</b>
<b>END of Year Review</b>	<b>Date:</b>
<b>Success against objective:</b>	

Objective Number 2	<b>Subject Specific Objective</b>
<b>Overall Objective</b> What do I need and want to achieve?	
<b>Teachers' Standards</b> Which of the 8 standards does this link to?	
<b>Success Criteria</b> How will I know when this is achieved?	
<b>Intentions and action steps</b> What tasks will I carry out to achieve this?	
<b>Support</b> What training, resources and support do I need?	
<b>Agreed recipient</b> Who else needs to know?	
<b>School context\ limiting factors</b>	
<b>Sources of evidence</b>	DATE:  DATE:  DATE:  DATE:
<b>AGREED MONITORING ACTIVITIES</b>	<b>Formal Lesson Observation:</b>          
<b>MID Year Review</b>	<b>Date:</b>
<b>END of Year Review</b>	<b>Date:</b>
<b>Success against objective:</b>	



## OVERALL ASSESSMENT OF PERFORMANCE

This section is to be completed at the end of appraisal year.

Successes, Strengths and Achievements throughout the Year:
Completion of All Objectives and Overall Performance:
Areas for development in the year ahead:
Appraisee's Comments:

Appraisal agreed by:	
Post holder:	
Date:	
Reviewer:	
Date:	



**PRIVATE & CONFIDENTIAL**  
**Barming Primary School**  
**Appraisal**  
**2023-2024**

**Guidance on how to complete the appraisal document – please read carefully:**

**NB: This document is a private and confidential document which is only shared with essential members of the Senior Leadership Team.**

It is the responsibility of the post holder to complete all relevant sections of the appraisal document with appropriate evidence to support their statements.

Examples of appropriate evidence:

- Embedded documents (Word, Excel, PowerPoints)
- Course completion certificates or evidence of attendance
- Messages/notes from relevant people
- Data
- Photo/images

**How to complete the document?**

<b>Appraiser</b>	Completed by the member of SLT (Appraiser) carrying out the appraisal.
<b>Post Holder</b>	Completed by the member of staff (post holder) when asked to complete the mid-year or end of year review.

Please look at the following sections and complete this document accurately – use the key above to help you.

The appraisal document is for you – it is a record of your achievements and helps support future pay progression. It is your responsibility to complete this document. Use it as a live document and update it termly to ensure you capture all your hard work.



Teaching Standards  
One Sheet.pdf



## Appraisal

<b>Name of Post Holder:</b>	
<b>Job title:</b>	
<b>Date started current role:</b>	
<b>Review of job description:</b>	
<b>Current pay position:</b>	
<b>Main responsibilities:</b>	
<b>Planning meeting carried out by (appraiser):</b>	
<b>Period covered by review:</b>	
<b>Date of setting objectives</b>	
The following signatures are obtained after objectives are set for the academic year ahead.	
<b>Appraiser's signature:</b>	
<b>Date:</b>	
<b>Post Holder's email agreement:</b>	
<b>Date:</b>	

Timetable	
By 31 <sup>st</sup> October	Objectives set for the academic year ahead.
End of Term 3 / Beginning of Term 4	Mid-Year Review – Post Holder to update.
Term 6	End of Year Review – Post Holder to update.

Objective 1	
<b>Overall Objective</b> What do I need and want to achieve?	
<b>Teachers' Standards</b> Which of the 8 standards does this link to?	
<b>Success Criteria</b> How will I know when this is achieved?	
<b>Intentions and action steps</b> What tasks will I carry out to achieve this?	
<b>Support</b> What training, resources and support do I need?	
<b>Agreed recipient</b> Who else needs to know?	
<b>School context\ limiting factors</b>	
<b>Post Holder's Sources of evidence</b>	
<b>Post Holder's <u>MID-YEAR REVIEW</u> Comments:</b>	Date:
<b>Post Holder's <u>END OF YEAR REVIEW</u> Comments:</b>	Date:
<b>Appraiser's comment on success against objective:</b>	

Objective 2	
<b>Overall Objective</b> What do I need and want to achieve?	
<b>Teachers' Standards</b> Which of the 8 standards does this link to?	
<b>Success Criteria</b> How will I know when this is achieved?	
<b>Intentions and action steps</b> What tasks will I carry out to achieve this?	
<b>Support</b> What training, resources and support do I need?	
<b>Agreed recipient</b> Who else needs to know?	
<b>School context\ limiting factors</b>	
<b>Post Holder's Sources of evidence</b>	
<b>Post Holder's <u>MID-YEAR REVIEW</u> Comments:</b>	Date:
<b>Post Holder's <u>END OF YEAR REVIEW</u> Comments:</b>	Date:
<b>Appraiser's comment on success against objective:</b>	

Objective 3	
<b>Overall Objective</b> What do I need and want to achieve?	
<b>Teachers' Standards</b> Which of the 8 standards does this link to?	
<b>Success Criteria</b> How will I know when this is achieved?	
<b>Intentions and action steps</b> What tasks will I carry out to achieve this?	
<b>Support</b> What training, resources and support do I need?	
<b>Agreed recipient</b> Who else needs to know?	
<b>School context\ limiting factors</b>	
<b>Post Holder's Sources of evidence</b>	
<b>Post Holder's <u>MID-YEAR REVIEW</u> Comments:</b>	Date:
<b>Post Holder's <u>END OF YEAR REVIEW</u> Comments:</b>	Date:
<b>Appraiser's comment on success against objective:</b>	

# Overall Assessment of Performance

To be **completed by the Post Holder** throughout the year and/or must be completed by the END of YEAR REVIEW date:

<b>Post Holder</b> to write about any other <u>successes, strengths and achievements</u> you have accomplished this year, which do not fit into any of your objectives (please include evidence):
<b>Post Holder</b> to identify any areas for development that they would like to develop during the next academic year (limit - no more than 3 areas):
<b>Post Holder's</b> comments about anything else they would like to mention or bring to the attention of the Appraiser e.g. Did you enjoy this academic year and why? Have you enjoyed working with a particular member of staff and why? If you wish to share anything that you have personally struggled with?

To be **completed by the Appraiser** on return of this completed document by the Post Holder (Term 6):

<b>Appraiser</b> to comment against the completion of all objectives, overall performance over the academic year.

Final signatures/email responses obtained once the appraisal process is completed (ONLY to be filled in at the end of the appraisal)	
<b>Post Holder:</b>	
<b>Date:</b>	
<b>Appraiser:</b>	
<b>Date:</b>	

# Allington Primary School



## Appraisal 2023-2024

<b>Name:</b>	
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## APPRAISAL FOR TEACHING STAFF

<b>Job Title:</b>	
<b>Date started current role:</b>	
<b>Review of job description:</b>	
<b>Current Pay Position:</b>	
<b>Main Responsibilities:</b>	
<b>Planning meeting carried out by (Appraiser):</b>	
<b>Period covered by review:</b>	
<b>Date of planning/setting objectives:</b>	
<b>Objectives agreed by:</b>	
<b>Appraiser's signature</b>	
<b>Date:</b>	
<b>Post holder's signature:</b>	
<b>Date:</b>	

## REVIEW STATEMENT

*Brief summary of the main points of the review discussion, including an overall assessment of performance based on the individual objectives and the agreed criteria for their success.*


**Summary of progress towards achievement of individual objectives set last year:**

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<b>School context\ limiting factors</b>	
<b>Sources of evidence</b>	DATE:  DATE:  DATE:  DATE:
<b>AGREED MONITORING ACTIVITIES</b>	<b>Formal Lesson Observation:</b>
<b>MID Year Review</b>	Date:
<b>END of Year Review</b>	Date:
<b>Success against objective:</b>	

Objective Number 3	<b>Personal Objective</b>
<b>Overall Objective</b>	



What do I need and want to achieve?	
<b>Teachers' Standards</b> Which of the 8 standards does this link to?	
<b>Success Criteria</b> How will I know when this is achieved?	
<b>Intentions and action steps</b> What tasks will I carry out to achieve this?	
<b>Support</b> What training, resources and support do I need?	
<b>Agreed recipient</b> Who else needs to know?	
<b>School context\ limiting factors</b>	
<b>Sources of evidence</b>	DATE:  DATE:  DATE:  DATE:
<b>AGREED MONITORING ACTIVITIES</b>	<b>Formal Lesson Observation:</b>          
<b>MID Year Review</b>	<b>Date:</b>
<b>END of Year Review</b>	<b>Date:</b>
<b>Success against objective:</b>	

## OVERALL ASSESSMENT OF PERFORMANCE

This section is to be completed at the end of appraisal year.

<b>Successes, Strengths and Achievements Throughout the Year:</b>
<b>Completion of All Objectives and Overall Performance:</b>
<b>Areas for development in the year ahead:</b>
<b>Appraisee's Comments:</b>

<b>Appraisal agreed by:</b>	
<b>Post holder:</b>	
<b>Date:</b>	
<b>Reviewer:</b>	
<b>Date:</b>	