



South Farnham Educational Trust

●●●●● The Continual Pursuit of Excellence

APPRAISAL POLICY FOR STAFF

REVIEW DATE:

SUMMER 2024

NEXT REVIEW DATE:

SUMMER 2025

1. Introduction and Purpose of Policy

This policy sets out the framework for a clear and consistent assessment of the overall performance of staff at the school and for supporting their development within the context of the school's plan for improving educational provision and performance, the national standards expected of teachers and the role expectations of support staff.

The appraisal system in this school is intended to be a supportive and developmental process designed to ensure that all members of staff:

- have the skills and support they need to carry out their role effectively;
- can continue to improve their professional practice and to develop further in their role.

For teaching staff, the appraisal system also provides the basis for ensuring that teachers receive fair pay progression awards reflecting their achievements and contribution, in accordance with the school's pay policy.

This policy applies to all staff (including the Headteacher) employed by the school except those on contracts of less than one term, teachers undergoing induction (ECTs) or employment-based initial teacher training (apprentices and SD salaried trainees) and those who are the subject of capability procedures or a period of probationary service. Early Career Teachers will be appraised and supported within the statutory guidance provided for them and adopted by the school.

The Trust Board/Local Governing Body is mindful of its obligations under the Equality Act 2010 and this policy will be applied fairly and consistently to all staff employed at the Trust, with the exceptions outlined above.

2. The Appraisal Period

The appraisal period will run for twelve months from September to July.

Employees who are engaged on a temporary or fixed term contract likely to last for less than one year will have their performance managed in accordance with the principles underpinning this policy. The length of the appraisal period will be determined by the known or likely duration of the contract.

3. Appointing Appraisers

The Chief Executive Officer will be appraised by the Pay Committee, supported by an external adviser who has been appointed by the Trust Board for the purpose.

The Headteacher at each school will be appraised by the Chief Executive Officer or Deputy Chief Executive Officer, supported by the Pay Committee that has been appointed by the Trust Board for the purpose.

The Headteacher will determine who will appraise other members of staff.

4. The Appraisal Process

4.1 General Principles

Objectives/development areas for each member of staff will be communicated before, or as soon as practicable after, the start of each appraisal period and will be appropriate to the individual's role and level of experience. It may be determined that specific objectives/development areas require a longer time span than a single appraisal period, in which case appropriate milestones towards the achievement of these will be built in to monitor progress.

The appraiser and appraisee will seek to agree the objectives/development areas and these may be revised if circumstances change.

4.2 Teaching Staff

The Headteacher's objectives will be set by the Chief Executive Officer/Deputy Chief Executive Officer in consultation with the Trust Board/Governing Body. The Headteacher Standards will be used for self-evaluation prior to the appraisal meeting. Objectives/development areas will be subject to moderation before they are finalised in accordance with the school's arrangements for monitoring and evaluation.

All teaching staff are expected to meet the Teachers' Standards consistently and fully. The school's default position is that all teachers are consistently and fully meeting all standards.

The performance of each teacher, in line with the Teachers' Standards, will contribute to improving the school's educational provision. This will be ensured by quality assuring performance against the school improvement plan. Leaders (middle/senior leaders as appropriate to role) will regularly review impact across the year in all aspects of teaching in line with role and experience (UPR + TLR).

4.3 Support Staff

It is recognised that the process of objective setting will be more appropriate to some support staff roles than others and that therefore it may not be practicable in all cases to set formal objectives. Although the appraisal process may require adaptation for different roles, the Local Governing Body will continue to ensure that all employees have the opportunity to have their performance reviewed on an annual basis.

Objectives will relate to the school's plans for improving educational provision where relevant to the individual's role; otherwise (or in addition) they may relate to progress in a specific task and/or professional development.

Relevant occupational or professional standards may be used as a backdrop for the appraisal discussion where appropriate.

5. Agreeing Evidence Base and Reviewing Performance

5.1 Reviewing Teachers' Performance

The school believes that monitoring classroom practice and professional responsibilities (as laid out within the Teachers' Standards) is important in order to identify any particular strengths and areas

for development and gain useful information which can inform school improvement more generally. This will be carried out in a supportive manner and will take into account a wide range of evidence. The evidence base may vary according to role and responsibilities, the chosen development focus, and examples of this are below (as appropriate to phase/school setting/role):

- Planning and resources
- Book scrutiny
- Learning walks / lesson observations / lesson looks
- Pupil progress data
- Examination / assessment outcomes
- Pupil / parental surveys
- Contribution to the wider life of the school
- Strategic planning and implementation

Staff (including the Headteacher) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities evaluated.

UPR staff will be expected to provide evidence of impact and sustained contribution, as required to maintain UPR status.

5.2 Reviewing Support Staff Performance

The process of reviewing support staff performance may involve a mixture of informal and formal evidence gathering and assessment. For teaching assistants, data will normally consist of evidence of student work or progress. For other support staff there may be evidence from project documentation or from co-workers, customers or managers which can feed into the process.

5.3 Development and Support

Appraisal is designed to be a supportive process which will be used to inform continuing professional development. The school wishes to encourage a culture in which all members of staff take responsibility for improving their performance 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.

Teaching staff considered in need of development in one or more areas of the Teachers' Standards, in line with role and experience, will enrol in a phase of professional development. This will be collaborative, supportive, and informal and guided by a development document.

5.4 Feedback

All members of staff will receive constructive feedback on their performance throughout the year. Feedback will highlight particular areas of strength as well as any areas that need further development. Where there are concerns about any aspects of the individual's performance the appraiser will arrange to meet the member of staff to:

- give clear feedback about the nature and seriousness of the concerns;
- give the member of staff the opportunity to comment and discuss the concerns;

- agree any support (e.g. coaching, mentoring, structured observations for teachers), that will be provided to help address those specific concerns. If a period of coaching is required, this will be utilised according to the development document provided;
- make clear how, and by when, the appraiser will review progress;
- explain the implications and process if no/insufficient – improvement is made.

The appraisal plan will be revised as necessary to reflect any changes, such as to the objectives/development areas or planned activities.

When progress is reviewed, if the appraiser is satisfied that the appraisee 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.

5.5 Transition to Capability Procedures

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 procedure. They will be invited to a formal capability meeting in accordance with the school's adopted procedure.

5.6 Progression To and Through the Upper Pay Range

If a teacher wishes to be considered for progression to the upper pay range, he/she should follow the process laid out in the school's pay policy and submit an application by the deadline in the policy.

Progression through the upper pay range will be based on the outcome of appraisal and assessment against criteria in the school's pay policy.

5.7 Annual Assessment

The appraisee 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/summary that may include (as relevant):

- an assessment of the appraisee's performance of their role and responsibilities against their objectives/development areas
- for teaching staff/Headteachers, consideration of the relevant standards ([Teachers' Standards](#) and [Headteacher Standards](#)) and an assessment of the appraisee's performance of their role and responsibilities which are in addition that as a teacher, (e.g. UPR and or TLR);
- for support staff, their job description and any occupational or national standards deemed relevant;
- an assessment of the appraisee's training/development needs and identification of any action that should be taken to address these.

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

6. Data Protection

When conducting an employee's appraisal, the Trust Board processes personal data collected in accordance with its data protection policy. Data collected by the school as part of the operation of the appraisal process is held securely and accessed by, and disclosed to, individuals only for the purposes of managing his/her appraisal or to quality assure the operation and effectiveness of the appraisal system. Inappropriate access or disclosure of employee data constitutes a data breach and should be reported in accordance with the data protection policy immediately. It may also constitute a disciplinary offence, which will be dealt with under the Trust Board's disciplinary procedure.

7. Monitoring and Evaluation

The Governing Body and Headteacher will monitor the operation and effectiveness of the school's appraisal arrangements.

The Headteacher will review a sample of teachers' objectives/development areas to check consistency of approach and expectation between different appraisers.

The Headteacher will be apprised of all pay recommendations (if these are made by multiple reviewers) and will moderate these for consistency taking into account the pay progression model adopted by the school in the pay policy.

8. Retention

The Governing Body and Headteacher will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.