

CREATE LEARNING TRUST



TEACHER APPRAISAL POLICY

The Board of Create Learning Trust and the Local Academy Board has adopted this policy to take effect from 1st October 2023. It will be reviewed in the Summer Term by the Board of Trustees.

1. INTRODUCTION

The Trust Board of Create Learning Trust has adopted this appraisal policy in accordance with the Education (Schools Teachers' Appraisal) (England) Regulations 2012. Sections in **bold** are required by those regulations. Formal appraisal review meetings will form part of directed time.

2. APPLICATION OF THE POLICY

The policy applies to the Headteachers and to all teachers employed by the Trust except teachers on contracts of less than one term, those undergoing induction (ECTs) and those who are the subject of capability procedures.

3. PURPOSE

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers and the Headteachers and for supporting their development needs within the context of the schools' improvement plans and their own professional needs. The assessment of performance against the Teachers Standards (or any other standards set by the Secretary of State and determined as applicable by the Trust Board) and the teacher's objectives throughout the cycle as recorded in the Appraisal Statement will be the basis on which a recommendation on pay will be made by the appraiser, and will inform any decision on pay progression.

This policy should be read in conjunction with the schools' pay policies which provide details of the arrangements relating to teachers' pay in accordance with the School Teachers' Pay and Conditions Document.

4. LINKS TO SCHOOL IMPROVEMENT

The Trust board expects that objectives set for all teachers including the Headteacher, if achieved, will improve the education of pupils at each school and contributes to the implementation and achievement of the School Improvement Plans and any other plans adopted from time to time to improve the schools' education provision and performance.

5. CONSISTENCY OF TREATMENT AND FAIRNESS

The Trust Board is committed to ensuring consistency of treatment and fairness in the operation of teacher appraisal.

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

Quality assurance

The Headteacher has determined that s/he will:

Option 1
be the appraiser for all teachers.

OR

Option 2
delegate the appraiser role for some or all teachers for whom s/he is not the line manager

If Option 2, the Headteacher will:

EITHER

(a) moderate all the appraisal reports to check that the objectives and standards recorded in the reports of teachers at the school and the recommendations on pay:

- are consistent between those who have similar experience, similar levels of responsibility and demonstrate similar progress and performance, and
- comply with the school's appraisal policy, the regulations and the requirements of equality legislation

OR

(b) moderate a sample of appraisal reports to check that the objectives and standards recorded in the reports of teachers at the school and the recommendations on pay:

- are consistent between those who have similar experience and similar levels of responsibility and demonstrate similar progress and performance, and
- comply with the school's appraisal policy, the regulations and the requirements of equality

legislation The LAB will review the quality assurance processes when the appraisal policy is reviewed.

6. APPOINTMENT OF APPRAISERS FOR THE HEADTEACHER

Appointment of Governors In

this Trust:

A member of the Trust board, the CEO of the Trust and a member of the LAB are the appraisers for the Headteacher.

Where a Headteacher is of the opinion that any of the governors appointed by the Trust under this regulation is unsuitable for professional reasons, s/he may submit a written request to the Trust for that governor to be replaced, stating those reasons.

Appointment of External Adviser

The Trust board will appoint an external adviser to provide advice and support in relation to the appraisal of the Headteacher. The Trust board will consult the external adviser before setting the Headteacher's objectives.

7. APPOINTMENT OF APPRAISERS FOR TEACHERS

The Headteacher must ensure that the appraisal of every other teacher employed in the school is carried out. The Headteacher may delegate this duty, to the teacher's line manager or another suitably qualified member of staff in this school the Headteacher has decided that:

Option 1

The Headteacher will be the appraiser for all teachers in the school.

OR

Option 2

The Headteacher will be the appraiser for those teachers s/he directly line manages and will delegate the role of appraiser to another suitably qualified member of staff for some or all other teachers.

Where it becomes apparent that the appraiser will be absent for the majority of the cycle, the Headteacher may perform the duties himself/herself or delegate them to another teacher. Where this teacher is not the appraisee's line manager, the teacher will have an equivalent or higher status in the staffing structure as the teacher's line manager. The appraisal cycle will not begin again in the event of the appraiser being changed.

All those to whom the Headteacher has delegated the role of appraiser will receive appropriate training for that role.

Where a teacher is of the opinion that another teacher to whom the Headteacher has delegated the role of appraiser is unsuitable, they may submit a written request to the Headteacher for that appraiser to be replaced, stating the reasons why.

8. THE APPRAISAL PERIOD

The appraisal period will be twelve months.

The appraisal cycle in this Trust will run from October to October for teachers, and from October to October for Headteachers.

Teachers who are 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.**

Where a teacher starts their employment at the school part-way through a cycle, the length of the first cycle for that teacher will be the remainder of that school cycle such that an annual pay progression assessment can be made.

Where a teacher transfers to a new post within the school part-way through a cycle, the Headteacher or, in the case where the teacher is the Headteacher, the Trust shall determine new objectives taking account of the remaining period in the appraisal cycle.

9. STANDARDS

Teachers will be assessed against the “Teachers Standards” and any other standards relating to teachers’ performance published by the Secretary of State as the Trust or Headteacher determines is applicable to the performance of any individual teacher. **Teachers will be informed of these at the start of each appraisal period.**

The annual assessment against the Teachers Standards will not be an onerous exercise and will build on the professional dialogue, appraisal reviews and other feedback given in the course of the appraisal cycle.

Where an appraiser is concerned that a teacher has not been meeting the Teachers Standards, this will have been discussed with them and support given to improve, during the appraisal cycle.

The performance assessment of the Headteacher and any Deputy or Assistant Headteachers will be informed by the National Standards of Excellence for Headteachers and any other standards relating to teachers’ performance published by the Secretary of State as the Trust Board determines is applicable to their performance. **Staff to whom this is applicable will be informed of this at the start of the appraisal period.**

10. OBJECTIVE SETTING

The objectives set will be rigorous, 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 at a given point of their career progression, the skills they will need to be able to evidence their professional progression and to meet the school’s pay progression criteria and, where possible, the teacher’s professional aspirations. **They will be such that, if they are achieved, they will contribute to improving the education of pupils at the school and the implementation of any plans of the governing body or Headteacher designed to improve the school’s education provision and performance.**

For part-time teachers, appraisers will also have regard to that teachers hours’ of work as a proportion of full time colleagues. This may be reflected in fewer objectives.

Governors also recognise the desirability of staff being able to achieve a satisfactory work-life balance.

Objectives will be set before or as soon as practicable after the beginning of the appraisal period.

The appraiser and appraisee will seek to agree the objectives but where a joint determination cannot be made the appraiser will make the determination and the appraisee may record their objections in the appraisal report.

In this Trust:

- a. all teachers, including the Headteacher, will have no more than four objectives AND / OR
- b. teachers, including the Headteacher, will not necessarily all have the same number of objectives AND / OR
- c. all teachers, including the Headteacher, will have a whole school objective AND / OR
- d. all teachers, including the Headteacher, will have a team objective AND
- e. all teachers will have a personal development objective.

Appraisal is an assessment of overall performance; 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.

11. REVIEWING PROGRESS

Progress and performance will be reviewed and addressed on a regular basis throughout the year. This may include scheduled review meetings and will include day to day dialogue between the appraisee and their appraiser and a number of lesson observations. Feedback will be constructive and will highlight particular areas of strength as well as any areas that may need attention.

This school believes that the 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 progress. To that end, the number of observations carried out in any school year may vary depending on the needs of the school. All observations will be supportive and undertaken in accordance with the schools' Classroom Observation Protocol. Observation feedback will be given in accordance with the timescales set out in the Protocol, other feedback will be given as soon as practicable after any issues relating to performance come to light.

Teachers (including the Headteachers) who have responsibility outside the classroom will also have their performance in these responsibilities reviewed and, if appropriate, observed.

Incremental progression for all teachers will be dependent on a successful appraisal. It will be possible for a "no pay progression" determination to be made without recourse to the capability procedure. However, where a teacher is not making sufficient progress for a successful appraisal to be a likely outcome, the Appraiser will write to the teacher as soon as this becomes apparent to alert them and agree appropriate support.

Where concerns about a teacher's performance (including concerns arising from any lesson observation) require more structured intervention, the appraiser (or another qualified teacher nominated by the Headteacher) will meet the teacher/Headteacher to begin a dialogue which will:

- a. Ask for the teacher's assessment of their performance;
- b. provide clear feedback about the nature and seriousness of the concerns;
- c. ask the teacher/Headteacher to comment on the concerns;
- d. review objectives and their timescales if appropriate;
- e. discuss and agree any support (e.g. coaching, mentoring, structured observation), that will be provided to help address the concerns;
- f. set dates for further review of progress, allowing sufficient time for improvement;
- g. explain the implications if insufficient progress is made.

The review of objectives and any other performance issues and any support agreed may be set out in an action plan.

When progress is reviewed, if the appraiser is satisfied that the teacher 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. Pay progression may still however be withheld, even where there is no move to formal capability. The review outcome letter will confirm the likely end of year pay recommendation.

If the appraiser is not satisfied with the progress made during the review period above, the teacher will be notified in writing that the appraisal process will no longer apply, that their performance will continue to be managed under the School Staff Capability Procedure. The Teacher will be invited to a formal Capability meeting in accordance with the School Staff Capability Procedure Section 1 para 1.1 to 1.3 headed Appraisal and Capability Transition. As detailed in the Capability Transition section, employees who have been informed at the final appraisal review meeting that their progress has not been satisfactory and that the appraisal system will no longer apply will be given up to 5 working days to consider and review their position.

12. ANNUAL ASSESSMENT

At the end of the appraisal cycle, the appraiser(s) will meet the appraisee to assess the performance of the teacher or Headteacher and determine whether their appraisal is assessed as successful.

This school's criteria for determining a successful appraisal for each category of teacher is set out in the School's Pay Policy which should be read in conjunction with the Appraisal Policy.

In determining an appraisal assessment, the appraiser(s) will consider the appraisee's performance against

- a. The "Teachers Standards";
- b. any other set of standards relating to teachers' or Headteachers' performance published by the Secretary of State and about which the teacher has been notified at the beginning of the appraisal period;
- c. the teacher or Headteacher's objectives;
- d. the criteria set out in the school's pay policy and
- e. the teacher or Headteacher's professional development needs.

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 criteria have not been met in full, will be assessed favourably.

Assessment against specific objectives and the Teachers or Headteacher Standards may be based on a range of sources which may include. self-assessment; peer review; tracking pupil progress; lesson observations; lesson plans; marking; book reviews; the views of pupils and parents.

Unless concerns arise in the course of the cycle, professional dialogue between teachers and their appraisers should have eliminated the need for teachers to provide detailed evidence against each Standard or criteria.

Overall assessment will be informed by evidence of the impact the teacher has had through both achievement of their objectives and their day to day performance on

- f. pupil progress
- g. wider outcomes for pupils
- h. specific elements of practice where appropriate
- i. the effectiveness of other teachers or other staff
- j. the wider work of the school

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. 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 report at the beginning of the next cycle.

In relation to the Headteacher, the Trust will consult the external adviser when assessing performance

The appraiser(s) will also, where relevant under the school's pay policy, make a recommendation relating to the teacher or Headteacher's pay.

13. APPRAISAL STATEMENT

As soon as practicable (normally within two calendar weeks) following the end of each appraisal period, teachers will be provided with a written report which will record the assessment of their performance against the criteria set out above.

The report will also, where relevant under the school's pay policy, record a recommendation relating to the teacher or Headteacher's pay.

14. APPEALS

Where a member of staff is dissatisfied with the application of the appraisal process (except for decisions on pay) they have recourse to the school's Grievance Procedure to pursue the matter.

Where a member of staff is dissatisfied with a recommendation or decision on pay, they have a right of appeal through the appeals mechanism of the School Pay Policy.

15. CONFIDENTIALITY

The appraisal process and the reports generated under it will be treated with confidentiality at all times. The appraiser and the Headteacher will have access to the appraisee's plan and review recorded in her/his report. Where a teacher has multiple roles, their additional managers (as agreed at the start of the cycle) will also have access.

Appraisal reports may be provided to the Trust Pay Panel as part of the annual pay decision process.

Appraisees will be informed if anyone outside of the leadership team (including governors) is granted access to their report.

Trust and LAB members directly involved in the Headteacher's appraisal; the external adviser and the Trust Pay Panel will be provided with access to the Headteacher's plan and review recorded in his/her report. Details of the Headteacher's objectives will be reported to the full governing body as soon as practicable after the beginning of the appraisal cycle.

16. TRAINING AND SUPPORT

The school's CPD programme will be determined by the training and development needs of teachers identified during the appraisal process.

The Trust will ensure in the budget planning that, as far as possible, appropriate resources are made available in the school budget for any training and support agreed for appraisees. It is recognised that priority may have to be given to the needs of a teacher causing concern or who has entered capability proceedings to ensure appropriate support for improvement is provided.

An account of the training and development needs of teachers in general, including the instances where it did not prove possible to provide any agreed CPD, will form a part of the Headteacher's annual report to the governing body about the operation of appraisal in the school.

With regard to the provision of CPD in the case of competing demands on the school 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 training and support will help the school to achieve its priorities. The school's priorities will have precedence.

Teachers should not be held accountable for failing to make good progress towards meeting their

performance criteria where the support recorded in the appraisal report has not been provided.

17. MONITORING

The Trust will ensure that all teachers, including the Headteacher, have their performance appraised on an annual basis.

The Headteacher will provide the governing body with a regular written report on the operation of the school's appraisal policy. The report will be written if possible in a way that would not enable any individual to be identified. The report will include:

- a. the operation of the appraisal policy;
- b. the effectiveness of the school's appraisal procedures
- c. the delivery of training and development opportunities against previously identified need.

18. EQUALITY ACT 2010

In accordance with its Public Sector Equality Duty, Create Learning Trust has given due regard to equality considerations in adopting this policy/procedure and is satisfied that its application will not impact adversely on members of staff who have a protected characteristic within the meaning of the Equality Act 2010

In addition, the Trust is committed to promoting equality and will ensure that the appraisal process is fair and non-discriminatory and that monitoring data should be included in the Headteacher's report covering each of the protected characteristics within the Equality Act 2010.

19. The Headteacher will also report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination under any of the protected characteristics. REVIEW OF THE POLICY

The LAB will review the appraisal policy every school year at its autumn meeting.

The LAB will take account of the Headteacher'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.

The LAB 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.

To ensure teachers are fully conversant with the appraisal arrangements, all new teachers who join the school will be briefed on them as part of their introduction to the school.

20. ACCESS TO DOCUMENTATION

Copies of school improvement and development plans are published on the school's computer network and/or can be obtained from the school office.









