

TEACHER APPRAISAL POLICY

This section should be completed following ratification of the Policy.

	Name	Signature	Date
Chair of the Trust Board	Becky Hickford		December 2021
Vice Chair of the Trust	Jane Murray		December 2021
Chief Executive Officer	Paul Watson		December 2021
Recommended Review Date:	December 2022 (Annual Review)		

Ownership

Preston Hedge's Academy Trust is responsible for the production and maintenance of this document. It is issued by the Clerk, catherine.gautrey@prestonhedges.org to whom any change requests or queries should be directed.

Version Control

This document is issued and maintained in accordance with Preston Hedge's Academy Trust procedures. Any change to the document will increase its version number. It is the responsibility of the reader to check with the Clerk that this is a currently valid copy.

Version	Date	Description of Change	Changed By
1	Jan 2014	Initial policy	P Watson
2	January 2016	Review	L Jenkins
3	October 2016	PW Review	P Watson
4	November 2017	Annual Review FHSR Committee	FHSR Committee
5	November 2018	Annual Review Finance Committee	Finance
6	November 2019	Annual Review by Trust	Trust Board
7	December 2020	Annual Review by Trust	Trust Board
8	December 2021	Annual Review by Trust	Trust Board

Policy for appraising teacher performance.

Purpose

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including Trust leaders and for supporting their development within the context of the Trust and school plan for improving educational provision and performance, and the standards expected of teachers.

Appraisal

Appraisal will be a supportive and developmental process designed to ensure that all teachers and Trust leaders have the skills and support they need to carry out their role effectively. It will help to ensure that teachers are able to continue to improve their professional practice and to develop as teachers.

The appraisal period

The appraisal period will run for twelve months from the end of December to the end of December with all associated paperwork and decisions completed by the end of term 2. This is to enable us time to produce personalised and valuable written feedback.

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 this policy. The length of the period will be determined by the duration of their contract.

Appointing appraisers

Trust leaders will be appraised by the Trust Board, supported by a suitably skilled and/or experienced external adviser who has been appointed by the Trust Board for that purpose.

The task of appraising the Trust leaders including the setting of objectives, will be delegated the Trust Appraisal Group.

The Principal will decide which leaders appraise other teachers and staff.

Setting objectives

Trust leaders objectives will be set by the Trust Board after consultation with the external adviser and Trust Appraisal Group

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 teacher, 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 teacher 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 teacher will, if achieved, contribute to the school's plans for improving the trust and school's educational provision and performance and improving the education of pupils within the Trust.

Before, or as soon as practicable after, the start of each appraisal period, each teacher will be informed of the standards against which that teacher's performance in that appraisal period will be assessed.

Reviewing performance

Observation

The Preston Hedge's Academy Trust 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.

Teachers' 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 Senior Leaders. In addition to formal observation, Principals or other leaders 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

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

The Trust also employs a School Improvement Partner, who will observe and drop into lessons with Trust leaders at regular points in the academic year.

Development and support

Appraisal is a supportive process which will be used to inform continuing professional development. The school wishes to encourage a culture in which all teachers 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 teachers. Development opportunities will be provided on the yearly appraisal and it is an expectation that the member of staff takes steps to access these.

Feedback

Teachers will receive constructive feedback on their performance throughout the year and 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. Where there are concerns about any aspects of the teacher's performance the appraiser will meet the teacher formally to:

- give clear feedback to the teacher about the nature and seriousness of the concerns;
- give the teacher the opportunity to comment and discuss the concerns;
- agree any support (eg 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
- explain the implications and process if no – or insufficient – improvement is made.

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.

Transition to capability

If the appraiser is not satisfied with progress, the teacher will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the capability procedure. The capability procedures will be conducted following the school policy.

Annual assessment

Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of Trust leaders the Trust Board must consult the external adviser.

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.

The teacher will receive as soon as practicable following the end of each appraisal period a written appraisal report. In this school, teachers will receive their written appraisal reports by 31st December (31 December for the Principal). The appraisal report will include:

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

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

General Principles Underlying This policy

Confidentiality

The appraisal process will be treated with confidentiality. However, the desire for confidentiality does not override the need for Trust Leaders and the Trust Board to quality-assure the operation and effectiveness of the appraisal system. It is also of note that there may be occasions where targets need to be shared with those members of staff providing support or professional development.

Consistency of Treatment and Fairness

The Trust Board is committed to ensuring consistency of treatment and fairness. It will abide by all relevant equality legislation, including the duty to make reasonable adjustments for disabled

teachers. The Trust Board is aware of the guidance on the Equality Act issued by the Department for Education.

Definitions

Unless indicated otherwise, all references to “teacher” include Trust Leaders.

Sickness

If long term sickness absence appears to have been triggered by the commencement of monitoring, the case will be dealt with in accordance with the school’s absence policy. In some cases, it may be appropriate for monitoring and/or formal procedures to continue during a period of sickness absence.

Where a member of staff is absent during the appraisal process, they will be invited to undertake their appraisal on their return to work.

Maternity and Shared Paternal Leave

Please see appropriate policy.

Monitoring and Evaluation

The Trust Board and Trust Leaders will monitor the operation and effectiveness of the school’s appraisal arrangements. The Pay Policy sets out the review process and responsibilities.

Retention

The Trust Board and Trust Leaders will ensure that all written appraisal records are retained in a secure place for seven years following the end of the teacher’s employment.