

TEACHER APPRAISAL POLICY

Audience	All teachers, senior education leaders, Trust performance management panel & Trustees
Ratified	December 2023
Other Related Policies	Teachers Pay Policy
Policy Owner	Trust Board
Review Frequency	Annually

Ownership

Preston Hedges 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.

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1. Aim of Policy

At the Preston Hedges Trust we are proud of our staff team and consider ourselves to be “one team”. Our highly skilled, energetic and creative teaching staff make sure we constantly drive forward standards and deliver continuous school improvement across all of our schools – regardless of where they are on their individual journey. We recognise that each member of our teaching staff is an individual with their own strengths and career goals. For this reason, we have created an appraisal process that reduces bureaucracy, is collaborative and empowers our teaching staff.

2. Appraisal

Appraisal will be a supportive and developmental process designed to ensure that all teachers 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. We believe that the benefits of our approach to appraisal are that it:

- Creates a more collaborative approach to performance management
- Empowers teachers to fulfil their career goals

- Enables our values to play a more central role in the process
- Reduces bureaucracy
- Takes away high stakes' objectives, which do not consider the wider role of the teacher as defined in their job descriptions.

3. 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 in December.

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.

4. Appointing appraisers

Principals will be appraised by the Trust Appraisal Group, 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.

Teachers will be appraised by the Principal or a member of the school leadership team at the discretion of the Principal.

5. Agreeing performance and values goals

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

We measure a teacher's performance against their job description. Each job description reflects their role within school. For example, Teacher, Middle or Phase Leader, UPR Teacher and Assistant Principal (NB. This process does not apply to ECTs because ECT performance is supported via the early career framework).

At the same time, we measure the extent to which our teachers or leaders model our Trust values linked to the job description expectations for their role.

Crucially, both the teacher and Principal will make a judgement on their performance and values using Appendix A; the Trust Teacher Performance Management matrix.

Their judgements will then form the basis for a conversation to agree the steps which can be taken to, if necessary, improve performance further or to set objectives to achieve their career goals. This conversation is recorded on Appendix B.

6. Use of classroom observation

The Preston Hedges Trust believes 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.

7. 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.

8. 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.

All teachers will have a mid-year appraisal review.

9. 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.

10. Annual assessment

Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the Principal 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 their written appraisal reports by 31st December. The appraisal report will include:

- A judgement from the appraiser and appraisee on their demonstrated performance and values
- details of the teacher's or leader's goals for the appraisal period in question;
- 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

11. 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 Principals and Executive Principals.

12. 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.

13. Maternity and Shared Paternal Leave

Please see appropriate policy.

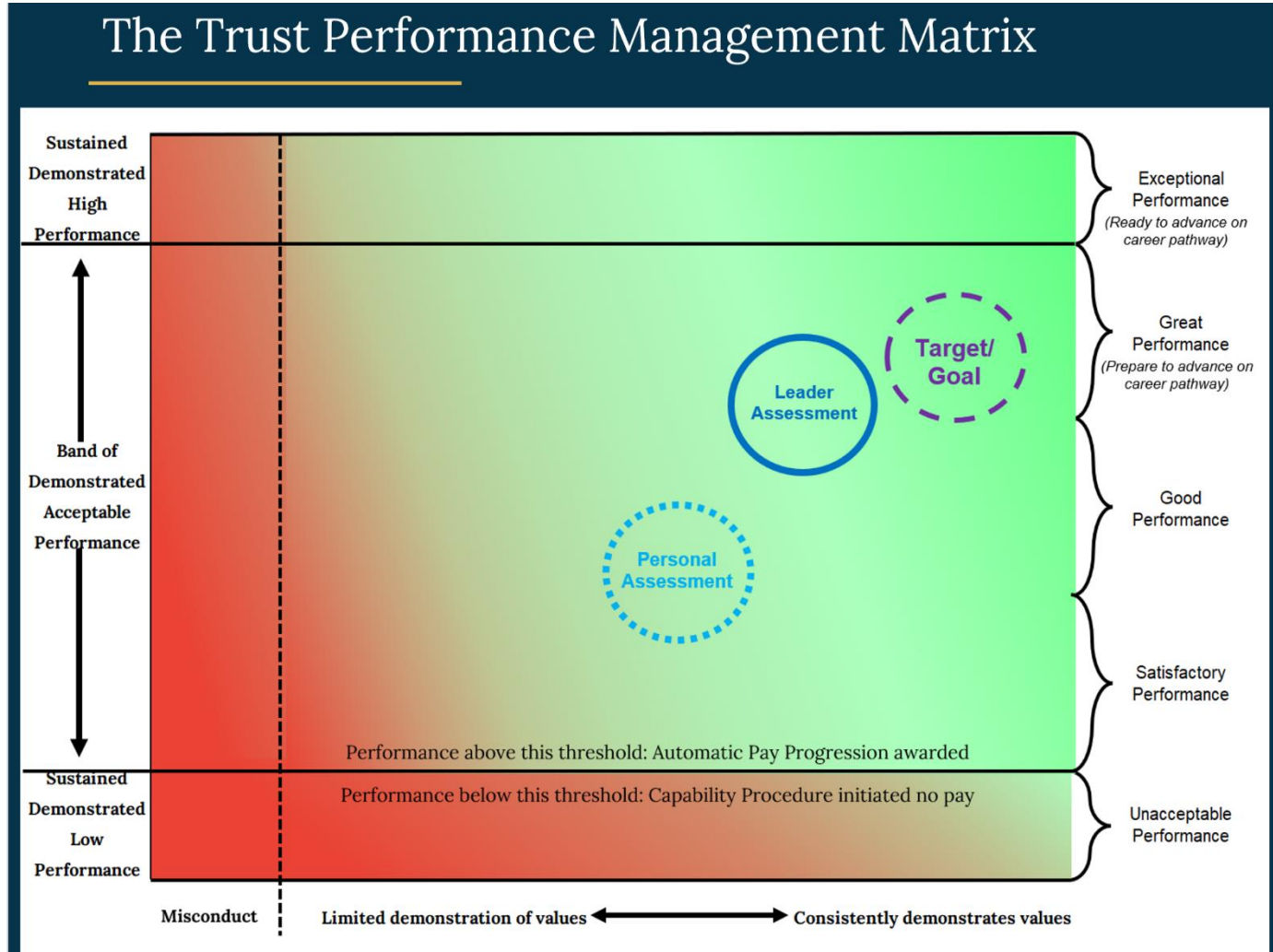
14. Retention

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.

15. Monitoring and Evaluation

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

Appendix A



Appendix B

Mapping the journey from where the appraise is currently, to where they are aiming to be.

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What actions are required to improve Demonstrated Performance relative to Job Description	Next appraisal meeting (as often as needed) update on progress to support this. If there was a gap on this aspect, has this narrowed?	What actions are required to improve Demonstrated Values	Next appraisal meeting (as often as needed) update on progress to support this. If there was a gap on this aspect, has this narrowed?

Date:

Appraise Name:

Appendix B

Mapping the journey from where the appraise is currently, to where they are aiming to be.

What actions are required to reach the target/career goal?	Next appraisal meeting (as often as needed) update on progress to support this.

Date:

Appraise Name: