



ACET

TEACHER APPRAISAL POLICY

PHASE	JUNIOR & SECONDARY
POLICY LEAD	JOSIE SANIGAR (Executive Principal)
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REVIEW DATE	SEPTEMBER 2020

ASTON COMMUNITY EDUCATION TRUST

POLICY ON APPRAISING TEACHER PERFORMANCE

Purpose

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the Principals, and for supporting their development within the context of the academy's plan for improving educational provision and performance, and the standards expected of teachers. There is a clear link between the operation of the appraisal policy and the operation of arrangements for performance related pay specified within the trust's pay policy. This policy also sets out the arrangements that will apply when teachers fall below the levels of competence that are expected of them.

Application Of The Policy

The policy covers appraisal which applies to the CEO, Principals and to all teachers employed by the trust, except those on contracts of less than one term, those undergoing induction (i.e. NQTs) and those who are subject to the capability procedure.

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. Governors will have regard to the outcomes of the annual appraisal process in making any decisions on pay progression.

The Appraisal Period

The appraisal period will run for twelve months. The appraisal cycle will be completed for all teachers, Principals and the CEO by 31st October.

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.

Where a teacher ceases employment other than at the end of the appraisal period, the appraisal period ends with the last day of such employment. In this situation an appraisal statement will be produced by the academy to reflect performance against the relevant standards and progress against objectives.

Where a teacher joins the trust prior to the beginning of the appraisal period, a shorter or longer appraisal period will be applied with a view to bringing the cycle in line with that of other teachers in the academy as soon as possible.

Appointing Appraisers

The Principal will be appraised by a Trustee Review Panel consisting of a minimum of two but ideally three trustees which is supported by the CEO. The CEO will be appraised by a Trustee Review Panel which will consist of a of minimum of two but ideally three trustees, one of whom will be the chair of the trust, with the support of an external advisor (as appropriate).

The Principal will decide who will appraise other teachers. Where the Principal is not the appraiser, the Principal will determine which line manager will be best placed to manage and review the teacher's performance. Where the Principal decides to delegate the role of appraiser the role is delegated in its entirety, including any recommendation on pay made within the appraisal statement.

Setting Objectives

The Principal's objectives will be set by the Trustee Review Panel in consultation with the CEO. The CEO's objectives will be set by the Trustee Review Panel.

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. Consideration will be given to appropriate support and training needed by the teacher to achieve their objectives and where agreed these should be recorded. Consideration will also be given to the necessary monitoring arrangements and these should be recorded. 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.

All teachers, including the Principal and CEO, will have no more than 3 objectives.

The objectives set for each teacher will, if achieved, contribute to the academy's plans for improving the educational provision and performance and improving the education of pupils at that academy. This will be ensured by appropriate moderation as determined by the CEO.

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. All teachers should be assessed against the set of standards contained in the document called "Teachers' Standards" published in July 2011. The Principal or Trustee Review Panel (as appropriate) will need to consider whether certain teachers should also be assessed against other sets of standards published by the Secretary of State that are relevant to them.

REVIEWING PERFORMANCE

Observation

ACET 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 academy improvement more generally. All observation will be carried out in a supportive fashion. (Specific guidance on the conduct of classroom observations in ACET is contained within the classroom observation protocol which can be found in Appendix 1).

In this academy 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 academy. Classroom observation will be carried out by those with QTS. In addition to formal observation, the Principal or other leaders with responsibility for teaching standards 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.

Development And Support

Appraisal is a supportive process which will be used to inform continuing professional development. ACET 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 academy improvement priorities and to the ongoing professional development needs and priorities of individual teachers.

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. Verbal feedback from formal observations for the purposes of appraisal should be provided as soon as possible following the observation. Written feedback will be provided within 5 working days. 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 (e.g. 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 (it may be appropriate to revise objectives, and it will be necessary to allow sufficient time for improvement. The amount of time is up to the academy but should reflect the seriousness of the concerns);
- 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 serious concerns remain regarding a teacher's performance that have not been able to be addressed within the Appraisal process, 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, and they will be invited to a Stage 1 capability meeting. Capability issues will be conducted as per the separate policy on capability.

Annual Assessment

Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the Principal, the Trustee Review Panel must consult the CEO.

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 which will take place mid-year. In addition the Principal and CEO will participate in an End Of Year Review Meeting with at least two members of their Trustee Review Panel.

The teacher 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. In ACET, teachers, Principals and the CEO will receive their written appraisal reports by 31 October. 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 training and 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 training and 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 the Principal, CEO and trustees to have access to the contents of appraisal statements for the purpose of making decisions on pay, and to quality-assure the operation and effectiveness of the appraisal system.

The following provisions are made in relation to moderation and quality assurance.

In this academy the Principal has determined that s/he will:

Delegate the appraiser role for some or all teachers for whom s/he is not the line manager. In these circumstances the Principal will moderate all the teachers' objectives and written appraisal report: to ensure that the teacher's objectives and appraisal report comply with the academy's appraisal policy and the regulations: and to check consistency of approach and expectation between different appraisers

The Principal will also be made aware of any pay recommendations that have been made.

Consistency Of Treatment And Fairness

The Governing Body is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.

Definitions

Unless indicated otherwise, all references to "teacher" include the Principal

Delegation

Normal rules apply in respect of the delegation of functions by the trust and Principal.

Grievances

Where a member of staff is aggrieved in relation to the application of this policy, they will have recourse to the Academy's Grievance Procedure.

Monitoring And Evaluation

The CEO and Executive Principal will monitor the operation and effectiveness of the academy's appraisal arrangements. To facilitate this, the Executive Principal will provide the CEO with a written report on the operation of the academy's appraisal policy annually. The report will not contain any information which would enable any individual to be identified.

Retention

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