



BORDESLEY MULTI ACADEMY TRUST

T2-02 TEACHER APPRAISAL POLICY

Tier 2 – Centrally Determined School Policy

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Document control

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Related documents

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1. Bordesley Multi Academy Trust Mission Statement

We believe that success is achieved by working in partnership with parents, carers and the wider community. We are committed to working with our partners to ensure the very best outcomes for all our learners, from 3 to 19.

The significant guiding principles of the MAT are based around autonomy, trust, respect, equity and outstanding relationships. We believe that positive and constructive relationships are at the heart of every successful school. This allows the entire community to be valued and challenged to be their best, raising aspirations for all.

2. Statement of intent

This policy sets out the framework for clear and consistent assessment of the overall performance of teachers, including the headteacher. It is designed to support teachers' development, within the context of the school's plan for improving educational provision and performance, and the standards expected of teachers.

Academies are not legally required to follow the Education (School Teachers' Appraisal) (England) Regulations 2012 (the Appraisal Regulations), but it is considered good practice to do so.

3. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- The School Staffing (England) Regulations 2009 (as amended)
- The Education (School Teachers' Appraisal) (England) Regulations 2012
- DfE (2020) 'Governance handbook'
- DfE (2019) 'Teacher appraisal and capability: A model policy for schools'
- DfE (2011) 'Teachers' Standards'
- DfE (2021) 'Staffing and employment advice for schools'
- DfE (2018) 'The Equality Act 2010 and schools'

This policy operates in conjunction with the following school policies and documents:

- Teacher Capability Policy
- Whistleblowing Policy
- School Staff Pay Policy
- School Development Plan

4. Roles and responsibilities

The governing board is responsible for:

- Ensuring the effectiveness of this policy by monitoring and reviewing it annually.
- Ensuring that the appraisal process is managed in a way that avoids increased workload for all parties concerned.
- Ensuring that all members of staff have read and understood the provisions in this policy.
- In conjunction with the Trust, appraising the headteacher and setting their objectives, with advice from an appropriate external adviser or the Trust's named school SiA.
- Ensuring all objectives contribute towards the School Development Plan and improve the education of pupils at the school.

- Taking advice from the Trust's CEO/DCEO on the assessment of the headteacher's performance.
- Providing the headteacher with their agreed appraisal report.
- Ensuring all governors and Trustees are informed that the appraisal process has taken place.
- Ensuring all governors and Trustees are informed that that the review process has taken place.
- In conjunction with the Trust, making a recommendation to the Trustees on headteacher's pay, where relevant.
- Ensuring consistency of treatment and fairness, and abiding by all relevant equality legislation.
- Ensuring all delegated responsibilities are carried out.
- Determining the appraisal period that applies to teachers (including the headteacher).
- Ensuring that appraisal evidence informs other decisions, including decisions related to professional development and pay.

The headteacher is responsible for:

- The day-to-day implementation of this policy.
- Ensuring that the appraisal process is managed in a way that avoids increased workload for all parties concerned.
- Deciding who will appraise teachers.
- Ensuring that there is consistency in judgements across those appraising teachers.
- Informing teachers of the standards against which their performance in the set appraisal period will be assessed.
- Conducting drop-in observations, where necessary, to evaluate standards of teaching and ensure high standards of professional performance are maintained.
- Providing teachers with their appraisal reports or delegating this task, as appropriate.

Teaching staff are responsible for:

- Improving their teaching through proactive engagement in appropriate CPD opportunities.
- Voicing concerns where they believe the appraisal process has become too work-intensive.

5. 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 headteacher and the governing board to quality-assure the operation and effectiveness of the appraisal system.

This will be achieved by the headteacher and governing board:

- Personally reviewing a sample of teachers' appraisal records for consistency.
- Being informed of any pay recommendations that have been made and the rationale behind these.

Consistency of treatment and fairness

The governing 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 teachers with disabilities. The governing board is aware of the guidance on the Equality Act 2010 issued by the DfE.

Definitions

Unless indicated otherwise, all references to “teacher” include the headteacher.

6. Performance appraisal

This section of the policy applies to the headteacher and to all teachers employed by the school, except those on contracts of less than one term, those undergoing induction and those who are subject to capability procedures.

Appraisal at this school will be supportive, and the developmental process is designed to ensure that all teachers have, or fully develop, the skills and access to 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. Appraisal outcomes will be used to inform pay progression decisions.

The appraisal period

The appraisal period will run for 12 months from **XXX** to **XXX**.

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

Appointing appraisers

The headteacher will be appraised by a panel of the governing board, ideally an odd number but a minimum of three, supported by the Trust’s CEO/DCEO and an LGB appointed external advisor where the headteacher has chosen to have one.

The headteacher will decide who will appraise other teachers.

Setting objectives

The headteacher’s objectives will be set by the governing board after consultation with the Trust’s CEO/DCEO and an LGB appointed external advisor where the headteacher has chosen to have one, taking into account the headteacher’s work-life balance. These objectives will be agreed by the headteacher.

Teachers’ work-life balance will be taken into consideration when objectives are set. Teachers’ objectives will take into account the length of their contract to ensure objectives are realistic and fair.

Teachers will be informed by the headteacher or their line manager of the standards against which their performance in the set appraisal period will be assessed. The standards used in relation to appraisal are the ‘Teachers’ Standards’ and school’s expectations of UPS teachers.

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 SMART (specific, measurable, achievable, realistic and time-bound), and will be appropriate to the teacher’s role and level of experience. Objectives will take note of a teacher’s individual needs in relation to their professional development.

Objectives and performance management discussions will not be based on teacher-generated data and predictions, or entirely on assessment data for a single group of pupils.

Objectives may be set in relation to robust assessment data, but these will not be used in isolation and additional factors will always be considered when making pay progression decisions.

The appraiser and teacher will seek to agree on the objectives. Objectives may be revised if circumstances change.

The school will take a considered approach to circumstances where a teacher's objectives are challenging, measuring progress towards objectives as well as completion.

Observation

The school believes that observation of classroom practice and other responsibilities is important, both in assessing teachers' performance to identify any particular strengths and areas for development they may have, and for gaining useful information which could inform improvement. Observation can also enable teachers to learn from each other and collaborate.

The following guidelines will be adhered to:

- The number of official observations will not normally exceed three sessions per year
- Observations will not exceed one hour per session
- The focus and timing of annual observation sessions will be agreed in consultation with the teacher
- Observations will be conducted with professionalism, integrity, courtesy and objectivity
- Observation reports will be accurate and fair
- The confidentiality of the information in the report will be respected
- Observations will not add to teachers' overall workload

The governing board will determine whether teaching staff can refuse to share their lesson plans during observations – this decision will be communicated to all teaching staff and their appraisers. Classroom observation will be carried out by those with QTS.

Evidence

The range and level of evidence collected for the purposes of appraisal and pay determination will always be proportionate and the impact on workload will be minimal.

Evidence used will relate directly to the pre-agreed objectives. The form of the evidence will be agreed with the teacher in advance, and will be material, or contain material, which is readily available from day-to-day practice.

Development and support

Appraisal is a supportive process which will be used to inform CPD. The school encourages a culture in which all teachers take responsibility for improving their teaching through appropriate professional development.

Professional development will be linked to improvement priorities in the School Development Plan where possible, and to the ongoing professional development needs and priorities of individual teachers.

Feedback

Teachers will receive constructive, supportive feedback on their performance throughout the year and as soon as practicable after observation has taken place, or when other evidence has come to light. Feedback will highlight particular areas of strength as well as any areas that require attention. Teachers will also receive an assessment of their professional development requirements and any action that should be taken to address them.

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 an opportunity to comment and discuss the concerns.

- Agree any support 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, for example, the impact on pay progression and the potential for movement into formal capability proceedings.
- Set clear objectives to be met to achieve the required improvement.

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 the teacher's progress, the teacher will receive formal written notification that their performance will be managed under the capability procedure instead of the appraisal system and will be invited to a formal capability meeting. The capability procedures will be conducted in accordance with the school's Teacher Capability Policy.

Annual assessment

Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the headteacher, the governing board will consult the MAT CEO/DCEO and an LGB appointed external advisor where the headteacher has chosen to have one. This assessment is the final stage of the annual appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year in interim meetings and a mid-term review.

The teacher will, as soon as practicable, receive and have the opportunity to comment on an appraisal report – this may be written in hard copy format or made available online. Teachers will receive their appraisal reports by date **XXX** and the headteacher by date **XXX**. 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 their 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 progression where that is relevant.

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

7. Monitoring and review

The Trustees, local governing board and headteacher will monitor the operation and effectiveness of the school's appraisal arrangements, including monitoring the impact on workload.

The Trust, governing board and headteacher will ensure that all written appraisal records are retained in a secure place for six years in line with the school's Records Management Policy and in accordance with DfE guidance.