



**Truro and Penwith
Academy Trust**

Teacher Appraisal Policy

The following policy applies to all Truro & Penwith Academy Schools:

**Alverton Primary School
Berrycoombe Primary School
Blackwater C.P. School
Bodriggy Academy
Cape Cornwall School
Cardinham School
Chacewater Primary School
Gulval School
Hayle Academy
Kehelland Village School
Kennall Vale School
Lanivet Community Primary School
Liskeard Hillfort School
Mithian School
Mousehole Primary School**

**Nancledra School
Newlyn School
Pendeen School
Pensans C.P. School
Perranporth C.P. School
Roche C.P. School
Sennen Primary School
St Dennis Primary Academy
St Erth School
St Ives School
St Just Primary School
Threemilestone School
Trewirgie Infant School
Tywardreath School**

Approved by the Board of Trustees : July 2020

Reviewed by the Board of Trustees: October 2021

TEACHER APPRAISAL POLICY

1.0 INTRODUCTION

This policy applies to all Teachers employed by Truro and Penwith Academy Trust (known as 'the Trust'), except those on contracts of less than one term, those undergoing induction and those who are subject of the formal capability procedure. It supersedes any local policies relating to the performance management of Teachers.

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 and an individual teacher's objectives should take account of the length of contract.

Performance management procedures within each school are monitored by each school's Local Governing Body (LGB). This Policy will be regularly reviewed by Trustees.

Appraisal will be a supportive and developmental process 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. The annual appraisal review and planning meeting is one moment in a continuous and comprehensive cycle of performance management. Performance management (PM) continues throughout the year with ongoing monitoring. It is a collaborative process and it operates within the culture of the school: with positive school improvement being the shared goal.

The appraisal period will run for twelve months but there is flexibility to have a longer or shorter appraisal period when teachers begin or end employment with a school.

2.0 RESPONSIBILITIES

The review of the Teacher will be undertaken by the Headteacher or another member of the senior or middle Leadership Team who is a qualified teacher.

The choice of appraiser is for the Headteacher to determine. Where teachers have an objection to the Headteacher's choice, their concerns will be set out in writing and carefully considered by the Headteacher who will suggest an alternative appraiser where this is appropriate... Any refusal by the Headteacher to change appraiser will be documented within the appraisal report with reasons set out.

Where it becomes apparent that the appraiser appointed by the Headteacher will be absent for the majority of the appraisal cycle, the Headteacher may perform those duties or delegate those duties for the duration of that absence.

If the Headteacher appoints an appraiser who is not the teacher's line manager, the appraiser to whom those duties are delegated will have an appropriate position within the school's staffing structure, together with the necessary background knowledge, skills and training to undertake the role.

The appraiser will ensure that the objective setting and performance review, take account of the school priorities as set out in the School Development Plan (SDP) and the school self-evaluation (SEF Summary).

3.0 PROCEDURE

3.1 Review and Planning Meeting

The Teacher and appraiser will agree a date, during directed time, to review the previous academic year's PM targets and to plan for the PM targets for the new academic year, and this must take place by the 31st October.

The Teacher will be advised to consider the self- review form (Appendix 1) by way of preparation for the meeting.

At the start of every review and planning meeting the Headteacher will ask after the Teachers wellbeing (see Appendix 2).

The meeting will involve the Headteacher (or nominated appraiser) meeting with the teacher. The purpose of the review meeting will be to:

- assess the extent to which the appraisee has met their objectives (and good progress towards the achievement of a challenging objective will be reviewed favourably).
- determine whether there has been successful overall performance in confirming the appraisee continues to meet the relevant Teachers Standards as listed in the School Teachers Pay and Conditions document.
- if necessary, identify the need for additional support, training or development and how this will be met

The appraisee will receive as soon as possible following the end of each appraisal period, and have the opportunity to comment on in writing, a written appraisal statement (see appendix 2) and a summary of the new objectives set, which will have been agreed in the discussion between the appraiser and appraisee.

The appraisal statement will include:

- Details of the appraisee's objectives for the appraisal period in question,
- An assessment of the appraisee's performance of their role and responsibilities against their objectives,
- An assessment of the appraisee's subsequent training and development needs and identification of any action that should be taken to address them by both parties,
- A space for the appraisee's own comments, although appraisees may at any point append their comments alongside their objectives

The assessment of performance and of training and development needs will inform

the planning process for the following appraisal period. At this meeting, objectives will also be agreed for the next academic year.

3.2 Objectives

Objectives will be appropriate to the teacher's role and level of experience. Objectives will contribute to improving the education of pupils and will be linked to the school's development plan.

In setting the objectives, appraisers will have regard to what can reasonably be expected in the context of roles, responsibilities and experience, consistent with the school's strategy for achieving a work/life balance for all staff. Numerical objectives should be avoided. Teachers may, at any point, append their comments alongside their objectives.

The appraiser and appraisee will seek to agree the objectives. Objectives may be revised by agreement if circumstances change. Objectives will be moderated across the school by the Headteacher to ensure that they are consistent between teachers with similar experience and levels of responsibility. Should the objectives not be agreed, the final decision on allocation of objectives (and supporting rationale) rests with the Headteacher.

Setting more than three objectives, or, for example, using sub-targets, can lead to teachers experiencing unreasonable workload and pressure, making the objectives more difficult to achieve. Therefore, other than in exceptional circumstances, **no teacher will have more than three agreed objectives.**

The appraiser will take into account the effects of an individual's circumstances, including any disability, when agreeing objectives. For example, this might include a reasonable adjustment to allow an individual slightly longer to meet an objective than might otherwise be the case. When a teacher returns from a period of extended absence, objectives may be adjusted to allow them to re-adjust to their working environment. Any reasonable adjustments must be based on objective medical evidence, obtained via a professional source (e.g. Occupational Health). Any such evidence must be considered as advice and duly considered in line with the requirements of the Equality Act 2010.

Before, or as soon as practicable after, the start of each appraisal period, the appraiser will discuss, and wherever possible agree with each teacher, the evidence base to be used for assessment at the end of the appraisal period. The evidence base may vary according to the chosen objectives and any development focus.

The objectives will be clearly detailed on the Appraisal Statement (shown at Appendix 2), together with the evidence to be used, the success criteria and any training and development needs.

4.0 REVIEWING PERFORMANCE

a. Observation

The effective implementation of the appraisal process requires lesson observation to be a constructive process of mutual and shared engagement within an atmosphere of support and co-operation.

Classroom observation will be carried out by qualified teachers. Example classroom visit protocols are available on Connect.

For the purposes of appraisal, teachers' classroom practice will be observed on an appropriate and reasonable number of occasions and will, as far as possible, be agreed by the appraiser with the appraisee based on the individual circumstances of the teacher and the overall needs of the school.

Headteachers or other leaders with responsibility for learning and teaching standards may 'drop in' or undertake other observations to evaluate the standards of teaching and learning and to ensure that high standards of professional performance are established and maintained. The length and frequency of 'drop in' or other observations will vary depending on specific circumstances.

For the purpose of professional development, feedback about lesson observations should be developmental, and provide clear priorities for improvement, identifying effective practice and recognising success.

Teachers whose posts have responsibilities beyond the classroom may also have their performance of those responsibilities observed and assessed.

b. Development and Support

Appraisal is a supportive process which will be used to inform continuing professional development. The Trust's culture is one in which all teachers take responsibility for improving their teaching through appropriate professional development, through agreed peer observation for example. Professional development will be linked to school improvement priorities and to the on-going professional development needs and priorities of individual teachers.

c. Interim review(s)

An interim review may be held at an appropriate point during the appraisal cycle i.e. at a point when there has been sufficient time for progress to have been made. This will normally be by February half term. The purpose of the interim review is to assess progress against objectives.

If an appraiser identifies through the appraisal process that performance difficulties experienced by a teacher are such that, if not rectified, could lead to the need for additional support, the appraiser, the Headteacher, or a member of the leadership team, will, as part of the appraisal process meet the teacher at an interim review to identify this additional support and ensure that appraisal objectives are directed at the areas requiring improvement or leading to concern.

There may be some cases when a review of the updated appraisal plan is required part way through this process either at the request of the appraiser or the teacher.

When working with a teacher who is experiencing difficulties with their performance, the objective is to provide support and guidance through the appraisal process in such a way that the teacher's performance improves and the difficulties are, therefore, resolved.

The appraiser must ensure that any improvements required are made clear and appropriate support is agreed and put in place. (This may involve reviewing and revising the appraisal objectives). The teacher will be given time to access this support and prompt and constructive feedback will be given in a timely manner.

If, at the end of this period of support there remain concerns, the appraiser will inform the teacher and contact TPAT HR with a view to moving to the Capability Procedure (see paragraph 7.0).

d. Pay progression

In accordance with the TPAT Pay Policy, decisions regarding pay progression will be made with reference to appraisal reports and the pay recommendations they contain. In the case of NQT/ECTs, pay decisions will be made by means of the statutory induction process.

All teachers on Main Pay Range who achieve a successful appraisal review can expect progression, one annual point at a time, to the top of their pay range. Any increase in pay will be backdated to be effective from 1 September.

If a teacher wishes to be considered for progression to the Upper Pay Range, then the process in the TPAT Whole School Pay Policy will be followed.

5.0 REPORTING ARRANGEMENTS

Each teacher's performance will be formally assessed in respect of each appraisal period. The teacher will receive a written appraisal report as soon as practicable following the end of each appraisal period and wherever possible, within 10 working days of the review having taken place. The teacher will have the opportunity to comment on this report which 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 against the relevant standards;
- an assessment of the teacher's training and development needs and identification of any action that needs to be taken to address them;
- a recommendation on pay where that is relevant in accordance with the schools pay policy;
- a space for the teacher's own comments;

Where there are concerns about a teacher's performance this will be highlighted at the earliest opportunity in the cycle, to facilitate appropriate support and to avoid wherever possible, a situation where a teacher may not achieve their objectives within the appraisal cycle.

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

6.0 APPEALS

Appraisees have a right of appeal against the written appraisal report. The Headteacher will ensure teachers are aware of their right of appeal. Appraisee's can appeal against any aspect of the application of the procedure but not against the procedure itself. Reasons for the appeal should be stated in writing to the Headteacher who will arrange to meet with the employee to discuss the concerns. There is no further right of appeal. An employee has the right to representation at these meetings from a work colleague or trade union official. A representative from the HR function will also attend. Additionally, the Headteacher will notify any teacher who has not been recommended for pay progression of the date when the Local Governing Body meets to consider pay recommendations, following which the teacher may exercise the right of appeal.

7.0 TRANSITION TO CAPABILITY

If insufficient progress and improvement has been made during the appraisal period, the teacher will be invited to a transition meeting with the Headteacher, to determine whether the Capability Procedure needs to be commenced (initially the concerns will be managed in accordance with the informal capability process) or whether the appraisal process remains in place with augmented support.

Approved by Board of Trustees

July 2020

Pre Appraisal Meeting Template - Teacher Self Review

This may be used as an aide memoire to help teachers in their preparation for appraisal meetings.

What have your successes been over the past year in relation to the following (as appropriate to role/impact and current objectives):	Notes/Evidence/Dates
Pupils? <ul style="list-style-type: none"> - attainment - progress - behaviour / attitudes - attendance - safeguarding/ welfare and guidance - wider contributions 	
Curriculum development? <ul style="list-style-type: none"> - Development of plans and resources - increased personal knowledge - use of assessment procedures - professional use of ICT skills - contribution to wider curriculum e.g. clubs/ trips/ visits/ external school partnerships 	
Support for wider aspects of school life? <ul style="list-style-type: none"> - development and implementation of systems//processes - contribution to policy development - membership of working/project groups? 	
Support for other staff/ team members and impact? <ul style="list-style-type: none"> - shared new knowledge or skills - built significant relationships 	

What have your successes been over the past year in relation to the following (as appropriate to role/impact and current objectives):	Notes/Evidence/Dates
<ul style="list-style-type: none"> - mentored/coached a colleagues - provided professional development activities/ resources 	
What learning or development opportunities have you undertaken over the year and the impact? <ul style="list-style-type: none"> - professional learning courses/networks/events - shadowing/ observing colleagues - peer reviews - learning from observation - reading / internet research 	

Teacher Appraisal Statement for (School name?) 20__/20__

Name/appraisee:	Post held:
Name and role of line manager/appraiser:	
Date of review and planning meeting:	Date of interim review:

REVIEW OF PREVIOUS OBJECTIVES

Objective	Success criteria	Evidence including lesson observations	Met/not met	Resulting training needs
1.				

Objective	Success criteria	Evidence including lesson observations	Met/ not met	Resulting training needs
2.				
3.				
COMMENTS				

Assessment of overall performance

Recommendation for pay progression (where applicable)

PLANNING OBJECTIVES FOR NEXT 12 MONTHS

	Date 20XX – 20XX		
Objectives	Success Criteria	Planned evidence including lesson observations	Training and development needs
Objective One			
Objective Two			
Objective Three			

Comments			

Appraiser Date

Appraisee Date

Interim Review

(By February half term)

Progress being made towards targets:

	Achieved	Working Towards	Support required	Comments
Objective 1				
Objective 2				
Objective 3				
COMMENTS				

Appraiser Date

Appraisee Date

INCORPORATING STAFF WELLBEING INTO PERFORMANCE MANAGEMENT/APPRaisal **DISCUSSIONS**

This should be read by all Headteachers and Line Managers and incorporated into ALL performance management (PM)/appraisal discussions for all TPAT staff.

1.0 INTRODUCTION

TPAT recognises that good performance helps everyone in the organisation and that staff well-being is essential for that to happen. Formalising the importance of well-being at work helps managers and employees focus on healthier ways of working.

Wellbeing is all about holistic health, including the physical and emotional. When staff have good levels of wellbeing they feel that life is in balance and generally cope well. They feel motivated and engaged, they're resilient and able to deal effectively with daily troubles, as well as 'bounce back' from life's challenges.

One of the most poignant starting points for well-being at work is enabling employees to reach out when they are feeling overwhelmed. TPAT want to provide an opportunity to all employees to be able to ask for support when they need it.

Whilst staff can approach their Headteacher or Line Manager at any time, by asking Managers to discuss staff wellbeing as part of the PM process, there is an immediate focus and formal dialogue about that employee's wellbeing.

2.0 Wellbeing in the PM Process

Schools are social environments where employees interact, so the wellbeing of one member of staff can impact on others. This means that not only does wellbeing affect an individual's performance, it can also affect the performance of colleagues around them. Good staff wellbeing is essential for cultivating a mentally healthy school, for retaining and motivating staff and for promoting pupil wellbeing and attainment.

In the school, being able to effectively manage performance also has huge potential to improve employee wellbeing. If employees feel comfortable, are able to be open and honest, and know they have access to the right support, they are much more likely to achieve great things.

Regular catch ups between Headteachers/ managers and employees are important. They give staff a voice and help to make conversations about work-life balance, stress and mental health easier.

3.0 Wellbeing questions

At the start of every PM discussion (planning and review meeting), Headteachers /managers should begin the dialogue by asking about their employee's health and wellbeing.

The questions to be asked may include;

- How are you feeling – do you have a good work/life balance?
- Are you feeling positive about your day to day work at the moment?
- Do you think the school is a positive work environment at the moment?

- Do you feel that there is a strong sense of belonging amongst the team at this school? Do you feel part of that team?
- Does the school communication style help engage staff and build good staff relationships? Is there a better way we could consider?
- Do you know where to find support for your own wellbeing if you need it?
- You are a valued member of the team. Can the school do any more to support your wellbeing (training, CPD, OH support, counselling etc.)?

4.0 Recording

A written record of the wellbeing discussion (see appendix 1) should be retained and reviewed regularly, including at each PM discussion. If a Headteacher or Line Manager is concerned about an employee's wellbeing, they should contact TPAT HR for advice.

Appendix 1

Wellbeing Record Sheet	
Name of employee	Name of Line Manager
Summary of wellbeing discussion	
Follow-up action required	
Additional Support to be provided to employee	
To be reviewed (Date)	
Comments	

Signed:

(Employee)

Signed:

(Appraiser)