



Performance Appraisal Policy

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Author/owner: Board of Trustees

Review: Biennial

NB. 'Trustees' means the Directors referred to in the Trust's Articles of Association

History of most recent policy changes

Version	Date	Page	Change	Origin of Change e.g. TU request, Change in legislation
V1.0	May 2021		New policy introduced for the Tarka Learning Partnership Central Trust Team and Schools within the Trust	Statutory requirement for Teachers' Appraisal policy. This policy covers all staff at the TLP.

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1.0 Purpose

This policy sets out the framework for a clear and consistent assessment of the overall performance of leaders, teachers and support staff, for supporting their development within the context of the Tarka Learning Partnership and its schools' development plans for improving educational provision and performance, and the standards expected of all leaders, teachers and support staff.

The Performance Appraisal Policy will also be used to address any concerns that are raised about an employee's performance.

If concerns are such that they cannot be resolved through the performance management process, there will be consideration of whether to commence the Tarka Learning Partnership's Capability Policy.

2.0 Scope

This procedure applies to all leaders, teachers and support staff in the Tarka Learning Partnership and its schools, except for those on contracts of less than one term, those undergoing induction (i.e. Early Career Teachers) and those who are subject to the Trust's Capability Policy. The application of this policy will be fair, equitable, objective and will not discriminate either directly or indirectly on the grounds of an employee's gender, age, disability, gender re-assignment, marital or civil partnership status, pregnancy, maternity status, race (including colour, nationality and ethnic or national origins), religion or belief and sexual orientation.

The main purpose of appraisal is to ensure that all staff have the opportunity to discuss their performance and development needs in relation to their job role. The focus of a performance appraisal is on continuous development and performance improvement, and the performance appraisal process is an essential element of this. The process ensures all staff have the skills and support to improve their practice.

3.0 The appraisal cycle

The appraisal period will run for twelve months from 1st September to 31st August each year.

Trust, school and individual objectives will be set and performance formally appraised each year in the Autumn term for teachers and an appropriate time for support staff.

Teachers and support staff 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 the contract.

Where a teacher or support staff starts their employment at the school part way through a cycle, the Head Teacher, or in the case where the employee is the Head teacher, the CEO, shall determine the length of the first cycle for that teacher or support staff, with a view to bringing the cycle into line with the cycle for other teachers and support staff as soon as possible.

Where a teacher or support staff transfers to a new post within the school part way through the cycle, the Head Teacher or, in the case where the employee is the Head Teacher, the CEO, shall determine whether their cycle shall begin again and whether to change the appraiser.

4.0 Appointment of appraisers

Staff in the central Tarka Learning Partnership Strategic team will be appraised by the CEO. The CEO will be appraised by the Chair of the Trustees along with an externally appointed appraiser. The externally appointed appraiser can use the Tarka Learning Partnership appraisal form, or may record the appraisal using a different format to the Trust form.

School Head Teachers will be appraised by one of the Tarka Learning Partnership's Directors (CEO, Deputy CEO or Director of Inclusion and Safeguarding), along with at least one Governor from the Local Governing Body (LGB), usually the Chair of the school's LGB.

The Head Teacher and senior leadership team will decide who will undertake appraisals of the teaching and support staff. It will normally be the member of staff with a clear line management overview of the work of the member of staff being appraised.

5.0 The appraisal process

Staff will be made aware of the standards and at which level they are expected to be performing and if relevant will be in line with the following national standards:

- National Teachers' Standards (2011 - updated June 2013)
- National Head Teachers Standards (2020)
- National Standards for Subject Leaders (1998)
- SenCo Standards
- National Standards for School Leaders
- National occupational standards for supporting teaching and learning in schools
- Individual school leadership standards

5.1 The appraisal meeting

Appraisers and Appraisees will meet to undertake a formal Appraisal Meeting to discuss previously set objectives and targets to assess evidence on whether the objectives have been met, and set objectives for the forthcoming appraisal cycle.

The outcome will be recorded on an appraisal statement form.

The objectives will be reasonable and appropriate to the career stage of the individual concerned.

For teachers, in order to comply with 'The Education (School Teachers' Appraisal) Regulations 2012', each teacher will have objectives set which, if achieved, contribute to the school's plan for improving the educational provision and performance.

5.2 Setting objectives

Objectives will be focused on key Trust and school priorities and take account of the relevant national standards ensuring that these are being met. It is the responsibility of the appraiser and appraisee to familiarise themselves with the relevant national standards in advance of the appraisal meeting.

Objectives for each teacher, including the Head 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 linked to the relevant standards, 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, and the teacher may record their comments in writing as an appendix to the appraisal statement. Objectives may be revised if circumstances change.

The objectives set for each teacher, including the Head Teacher, will, if achieved, contribute to the school's plans for improving the school's educational provision and performance and improving the education of pupils at that school. This link will be made:

- By ensuring that the pupil progress objective (all teachers) addresses the key attainment priority identified by the school improvement plan
- By ensuring that the professional development objective (all teachers) addresses the key development priority identified by the annual audit against teacher standards
- By ensuring that the leadership and management objective (all teachers with paid leadership responsibilities) addresses the key development priority identified by consideration of the leader's effectiveness - with reference to any relevant leadership standards - in addressing key school improvement plan priorities.

Under normal circumstances teachers will have a maximum of 4 objectives. However, teachers who are found not to be meeting standards at the appropriate level for their career stage may be given as many additional objectives as are required to ensure that the most appropriate support can be provided.

5.3 Completion of the appraisal statement

It is the responsibility of the Appraiser to complete the appraisal statement and forward it to the Appraisee for comment/approval within a reasonable time after the appraisal meeting (or specify duration for completion of appraisal statement). At this point, the Appraisee can add any comments they wish to make in the relevant section of the form.

Once both parties are in agreement with the content, they should both sign and retain copies. The Head Teacher will ensure that all written appraisal records are retained on the employee's file.

The appraisal form will include the following:

- Details of the objectives for the appraisal period in question;
- An assessment of the individual's performance of their role and responsibilities against their objectives and relevant standards;
- An assessment of the individual's training and development needs and identification of any action that should be taken to address them;
- A recommendation on pay (for Teachers);
- Identified support for the forthcoming appraisal period.

For teachers, a recommendation regarding pay will be considered by the Head Teacher who will refer it to the Governing Body, after which the outcome will be confirmed to the teacher in writing within one

month of the determination.

6.0 On-going monitoring and reviewing performance

The level and nature of ongoing assessment required will be confirmed within the appraisal meeting and statement. It should be carried out in a supportive fashion and reflect the performance and development needs of the individual. Any feedback on performance will be given promptly, highlighting particular areas of strength as well as any areas that need attention and is to determine any appropriate action required.

6.1 Observation

The Tarka Learning Partnership believes that observation of classroom and leadership practice 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 by those with QTS.

6.2 Other assessments

Other means of assessing performance may include:

- Planning and work scrutiny;
- Meeting with appraiser;
- Mid-cycle review meeting with appraiser;
- Observation / scrutiny of leadership and management activities where appropriate;
- Other feedback obtained during the cycle relevant to the employee's overall performance;
- Focused and moderated work with specific groups;
- Learning walks;
- Pupil behaviour and their management;
- Quality of learning environment;
- Pupil attitude survey;
- Specific internal as well as external tests;
- Lesson plans and showcase innovative approaches;

Assessments of the quality of teaching will be made against the Teachers' Standards.

6.3 Development and support

Appraisal is a supportive process which will be used to inform continuing professional development. The Trust wishes to encourage a culture in which all teachers take responsibility for improving their teaching other work activities 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 as detailed in the section on "Setting Objectives" above.

6.4 Feedback

All staff will receive constructive feedback on their performance throughout the year and for teachers as soon as practicable after observation has taken place or other evidence has come to light. Feedback will include discussion with the staff member, will highlight particular areas of strength as well as any areas that need attention and will determine any appropriate action required.

Where, during the review cycle, there are concerns about any aspects of the teacher's performance these will be addressed.

When progress is reviewed, if the appraiser is satisfied that the employee 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.

6.5 Transition to capability

If the appraiser is not satisfied with progress, a meeting will be held with the employee explaining this.

In the cases of a teacher, the teacher is able to be represented by their trade union or professional representative at this meeting. Following this meeting, if it is evidenced that there is insufficient 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 Tarka Learning Partnership's Capability procedure.

This notification will trigger the commencement of the Capability procedure.

7.0 Appeal

In the event that an employee is dissatisfied with the outcome of an appraisal, they can raise an appeal with the line manager of the person who carried out their appraisal. If the appraiser is the Head Teacher, then an appeal can be made to the Tarka Learning Partnership via the HR Leader who will appoint a suitable person within the central team to investigate the concerns.

The appeal should be made in writing, outlining the reason for the appeal and providing appropriate evidence which challenges the appraisal outcome.

A meeting will be held with the employee raising the appeal to explore their concerns and then a subsequent meeting with the appraiser. The person investigating and hearing the appeal will decide whether or not to uphold the appeal and will communicate this decision to both the appraiser and appraisee. The decision made at this stage will be final.

8.0 Confidentiality

Access to the written appraisal report will normally be limited to the appraisee, the appraiser, the Head Teacher and/or a nominated member of the management team.

9.0 Equality and consistency

In schools the relevant Head Teacher will have overall responsibility for the quality assurance of the appraisal process across the school. This will include ensuring the consistency and equality of application

of the process throughout the school. The Head Teacher may delegate responsibility for monitoring consistency and equality of application to a teacher member of the senior leadership team.

The Head Teacher will be responsible for reporting annually to the Trust School Improvement team and local governing body on any relevant issues, including those of underperformance, arising from the annual review cycle and on any action required to address those issues. The report will enable the Trust to assist with relevant capability process or CPD offer, and for governors to receive an overall general report of the process but will not include specific details relating to individual members of staff.

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