



Teacher Appraisal Policy

The Board of Trustees of Kings Academy Trust adopted this policy in June 2024

It will be reviewed in two years

Updated: March 2025

Purpose

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the headteacher, and for supporting their development within the context of the school's plan for improving educational provision and performance, and the standards expected of teachers.

The Appraisal Policy applies to senior leaders and to all teachers employed by Kings Academy Trust, except those on contracts of less than one term, those undergoing induction (i.e., ECTs) and those who are subject to Capability.

The policy should always be applied in a way that is robust whilst minimising the impact on workload for teachers, line managers, headteachers and governance boards.

Appraisal:

Appraisal in this Trust 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 Appraisal Period:

The appraisal period will run for twelve months from 1st October to 30th September.

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.

Appointing Appraisers:

The Headteacher of Schools within the Trust will be appraised by the School Chair of Governors supported by a suitably skilled and/or experienced external adviser who has been appointed by the Trust Board for that purpose.

The headteacher will decide who will appraise other teachers. Appraisers will have QTS.

The headteacher will ensure that there are no conflicts of interest when choosing appraisers and fairness is applied throughout the appraisal process.

Setting Objectives:

The headteacher's objectives will be set by the Chair of Governors or CEO after consultation with the external adviser and in accordance with School and Trust

Development Plans. The Chair of Governors and CEO has a duty to have regard to the work-life balance of the headteacher and objectives will reflect this.

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. Objectives and performance management discussions will not be based on teacher generated data and predictions, or solely on the assessment data for a single group of pupils. There will be a maximum of 3 objectives.

Objectives can be set in relation to robust assessment data, however, these will not be used in isolation and other factors will also be considered when making decisions. Data objectives will only relate to the contribution that a teacher can make towards achieving an outcome. The appraiser and teacher will seek to agree the objectives but, if that is not possible, the appraisee may appeal the decision to a senior manager, who will meet with the appraisee and appraiser, attempt to resolve the matter, and ultimately set the objectives. Any objection to the objectives set will be recorded as part of the process. Objectives should be revised if circumstances change.

The objectives set for each teacher will, if achieved, contribute to the Trust's plans for improving the Trust's educational provision and performance and improving the education of pupils within the Trust.

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. The success criteria should be clearly laid out in relation to the objectives set.

Reviewing performance:

Observation:

This Trust believes that observation of classroom practice and other responsibilities is important as a way of assessing teachers' performance in order to identify any particular strengths and areas for development they may have, gaining useful information which can inform school improvement more generally and enabling teachers to learn from each other and collaborate. All observation will be carried out in a supportive fashion and not add to teacher workload. There will be a limit of 3 observations, each up to 1 hour long, with a maximum of 3 hours per year for appraisal purposes. Additional observations may be necessary if performance concerns arise.

Development and Support:

In accordance with the School Teachers Pay and Conditions Document 2024 the Trust will apply automatic pay progression annually and will only withhold pay progression if a teacher is in capability proceedings. The Trust 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.

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 require further development. 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.
- set clear objectives for required improvement.
- 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.
- explain the implications and process if no, or insufficient, improvement is made – e.g., impact on pay progression and potential move to formal capability.

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.

Evidence:

The range and level of evidence collected for appraisal purposes will always be proportionate and minimise workload.

Transition to Capability:

If a teacher demonstrates serious underperformance, and has not responded to support provided 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 will be invited to a formal capability meeting. The capability procedures will be conducted as in the 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 Chair of Governors 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 which will take place once a term and may be amended by agreement.

The teacher will receive as soon as practicable following the end of each appraisal period – and have the opportunity to comment on – an appraisal report (in practice the report could be produced using online performance management systems, which can help to reduce workload. In this Trust, teachers will receive their appraisal reports by 31 October (31 December for the headteacher).

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 professional development needs and identification of any action that should be taken to address them.**

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

General Principles Underlying This Policy:

ACAS Code of Practice on Disciplinary and Grievance Procedures:

The policy will be implemented in accordance with the provisions of the ACAS Code of Practice.

Confidentiality:

The appraisal and capability processes will be treated with confidentiality. However, the desire for confidentiality does not override the need for the headteacher and governance board to quality-assure the operation and effectiveness of the appraisal system.

Consistency of Treatment and Fairness:

The governance 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 governance 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 the headteacher.

Delegation:

Normal rules apply in respect of the delegation of functions by governance boards, headteachers and local authorities.

Grievances:

Where a member of staff raises a grievance during the capability procedure the capability procedure may be temporarily suspended in order to deal with the grievance. Where the grievance and capability cases are related it may be appropriate to deal with both issues concurrently.

Sickness:

If long term sickness absence appears to have been triggered by the commencement of monitoring performance at any stage of the procedure or a formal capability procedure, the case will be dealt with in accordance with the Trust’s absence policy.

Monitoring and Evaluation:

The governance board and headteacher will monitor the operation and effectiveness of the Trust's appraisal arrangements. This will include ensuring that the arrangements minimise the impact on workload for all parties involved.

Retention:

The Trust will ensure that all written appraisal records are retained and stored in a secure place in line with their Retention and Disposal Policy.