



Learning Link Multi-Academy Trust (LLMAT)

Appraisal Policy

(January 2019)

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Appraisal procedure

1. About this procedure

- 1.1 This procedure sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the Head Teacher, and for supporting their development within the context of Learning Link MAT's plan for improving educational provision and performance, and the standards expected of teachers. It also sets out the arrangements that will apply when teachers fall below the levels of competence that are expected of them.
- 1.2 Appraisal in LLMAT academies 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.
- 1.3 This procedure is intended to apply to the Headteachers and to all teachers employed by LLMAT, except those on contracts of less than one term or those undergoing induction (i.e. NQTs).
- 1.4 This procedure is intended for guidance only. It does not form part of any employee's contract of employment and it may be amended at any time.

2. Confidentiality and consistency

- 2.1 The appraisal and capability processes at LLMAT will be treated with confidentiality. However, the desire for confidentiality does not override the need for the Headteacher and Trustees to quality assure the operation and effectiveness of the appraisal system.
- 2.2 The LLMAT and Headteacher will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.
- 2.3 The LLMAT 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.

3. Grievances

- 3.1 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.

4. Appointing appraisers

- 4.1 The Headteacher will be appraised by the LGB, supported by a suitably skilled and/or experienced external adviser - in this case the CEO - who has been appointed by the Trustees for that purpose.
- 4.2 At LLMAT, the task of appraising the Headteacher including the setting of objectives, will be delegated to a sub-group consisting of the CEO and members of the LGB. The Headteacher will decide who will appraise other teachers.

5. Setting objectives

- 5.1 The Headteacher's objectives will be set by the CEO after consultation with the LGB.

- 5.2 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:
- (a) Specific;
 - (b) Measurable;
 - (c) Achievable;
 - (d) Realistic;
 - (e) Time-bound; and
 - (f) Will be appropriate to the teacher's role and level of experience.
- 5.3 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.
- 5.4 The objectives set for each teacher will, if achieved, contribute to each academy's plans for improving educational provision and performance and improving the education of pupils.
- 5.5 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. With the exception of those who are qualified teachers by virtue of holding and maintaining Qualified Teacher Learning and Skills (QTLS) status (post-16 further education), all teachers will be assessed against the Teachers' Standards. The Headteacher or LGB (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.
- 5.6 For teachers who are qualified teachers by virtue of holding QTLS status (post-16 further education), the LGB or Headteacher of LLMAT will decide which standards are most appropriate. Such teachers may be assessed against the Teachers' Standards, against any other sets of standards issued by the Secretary of State, against any other professional standards relevant to their performance or any combination of those three.
- 6. Observation**
- 6.1 LLMAT 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.
- 6.2 In each 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 Qualified Teacher Status (QTS). In addition to formal observation, the Headteacher 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.
- 6.3 Teachers (including the Headteacher) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

7. Development and support

- 7.1 Appraisal is a supportive process which will be used to inform continuing professional development. LLMAT 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.

8. Feedback

- 8.1 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 need attention.
- 8.2 Where there are concerns about any aspects of the teacher's performance, the appraiser will meet the teacher formally to:
- (a) Give clear feedback to the teacher about the nature and seriousness of the concerns;
 - (b) Give the teacher the opportunity to comment and discuss the concerns;
 - (c) Agree any support (e.g. coaching, mentoring, structured observations), that will be provided to help address those specific concerns;
 - (d) Make clear how, and by when, the appraiser will review progress;
 - (e) Explain the implications and process if no, or insufficient, improvement is made.
- 8.3 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.

9. Transition to capability

- 9.1 If the appraiser is not satisfied with 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 capability procedure, and will be invited to a formal capability meeting.

10. Annual assessment

- 10.1 Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the Headteacher, the LGB must consult the CEO.
- 10.2 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.
- 10.3 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.
- 10.4 At LLMAT, teachers will receive their written appraisal reports by 31st October (31st December for the Headteacher). The appraisal report will include:
- (a) Details of the teacher's objectives for the appraisal period in question;
 - (b) An assessment of the teacher's performance of their role and responsibilities against their objectives and the relevant standards;

- (c) An assessment of the teacher's training professional development needs and identification of any action that should be taken to address them;
 - (d) A recommendation on pay where that is relevant. Pay recommendations will be made by 31st October for teachers and 31st December for the Headteacher.
- 10.5 The assessment of performance and of professional development needs will inform the planning process for the following appraisal period.