



**EVERYONE MATTERS
SCHOOLS TRUST**

Appraisal Policy (Teaching Staff)

Everyone Matters Schools Trust Central Policy



Policy Owner	Principal and Trustees
Scope of the Policy	This policy applies to all of the school community
Last reviewed by trustees	February 2022
Next review due	February 2025
Summary of key changes	No changes
Committee Responsible	

HEAD OFFICE
HIGHER LANE RAINFORD ST HELENS
MERSEYSIDE WA11 8NY
COMPANY NO: 10455406 10455406

1. SCOPE AND PURPOSE

- 1.1 This policy aims to set out the arrangements for appraising teachers, including the process and the responsibilities of individuals
- 1.2 Ensure consistency and fairness across the school
- 1.3 Create a process where teachers' professional development is supported and encouraged, in the context of the school's latest Ofsted report, our school improvement plan and the Teachers' Standards
- 1.4 Ensure teachers have the skills and knowledge they need to fulfil and excel in their role and provide an excellent education to our pupils

2. WHO IS COVERED BY THIS POLICY?

- 2.1 The policy applies to all teaching staff employed by the school, except those on contracts of less than one term, those undergoing induction and those undergoing capability procedures.
- 2.2 ECT1 teacher will follow the Ambition Institute induction programme whilst all ECT2 teachers will continue to follow the Best Practice Network BPN induction programme.

3. LEGISLATION AND GUIDANCE

- 3.1 As an academy, we are free to determine our own appraisal arrangements. However, where a teacher's contract specifically incorporates conditions from The Education (School Teachers' Appraisal) (England) Regulations 2012, these will continue to apply due to The Transfer of Undertakings (Protection of Employment) (TUPE) Regulations 2006, which protect employees' terms and conditions when a maintained school becomes an academy.
- 3.2 We have based this policy on the model policy produced by the Department for Education (DfE).

4. DEFINITIONS

- 4.1 In this policy, the term 'teacher' refers to classroom teachers, middle and senior leaders, and the Principal.
- 4.2 Where relevant, we have added further detail regarding arrangements for the Principal.

5. THE APPRAISAL PERIOD

- 5.1 The appraisal period will run for 12 months, for teachers on fixed-term contracts of less than 12 months, the appraisal period will be determined by the duration of their contract.
- 5.2 Teachers who start at or leave the school during the appraisal period can have a longer or shorter appraisal period in that appraisal round.

5.3 It is intended that teachers will have had their annual appraisal meeting and received their appraisal report by 31st October.

5.4 It is intended that the Principal will have had their annual appraisal meeting and received their appraisal report by 31st December.

6. OBJECTIVE

6.1 The school implements an 'Inquiry' approach to Appraisal. All teachers will set one Inquiry question (IQ) objective based upon the school and departmental priorities.

6.2 The IQ Objectives will:

- Contribute to improving the education of pupils at the school and the implementation of any school improvement plans.
- Be specific, measureable, achievable, realistic and time-bound
- Be appropriate to the teacher's role and career experience
- Be revised if circumstances change throughout the year

6.3 The reviewer and reviewee will seek to agree the IQ and the implementation of the IQ based upon subject priorities, where a joint determination cannot be made the reviewer will make the determination.

6.4 The IQ objective cannot cover the full range of a teacher's roles/responsibilities. The objective will, therefore, focus on the priorities for an individual based on their subject priorities.

6.5 At the review stage it will be assumed that those aspects of a teacher's roles/responsibilities not covered by the objective or any amendment to the statement which may have been necessary in accordance with the provisions of the regulations have been carried out satisfactorily.

6.6 The headteacher's objectives will be set by the board of trustees.

7. REVIEWING APPRAISAL

7.1 The completion of the Inquiry question process and the Inquiry report will form the basis of the assessment of performance.

7.2 A range of evidence can be used by the teacher in the IQ report:

- Formal and informal lesson observations
- Observations and results from wider school activities, if applicable
- Performance of their pupils
- Reviews of planning and marking
- Parent and pupil voice, if applicable

8. OBSERVATION PROTOCOL

- 8.1 We believe that observations are an important way of assessing teachers' performance.
- 8.2 They can help identify a teacher's strengths and areas for improvement, and can help us identify areas of good practice that can be shared across the school.
- 8.3 There will be both formal and 'drop in' observations. Teachers with responsibilities outside the classroom will also have these responsibilities observed.
- 8.4 All observations will:
- Be carried out in an objective, fair, professional and supportive manner
 - Be carried out by teachers with Qualified Teacher Status
 - Provide constructive feedback
 - Remain confidential to those who need to know details as part of their jobs

9. 'DROP IN' OBSERVATIONS

- 9.1 Drop-in observations will usually be conducted by the senior leadership team in order to monitor the quality of teaching and learning.
- 9.2 They will usually last around 15 minutes, and may involve the observer talking to pupils and looking at their work.
- 9.3 The frequency will depend on the individual teacher and the school's needs at the time.
- 9.4 Generally, verbal feedback will be given the following day.
- 9.5 We will use all reasonable endeavours to provide written feedback within 5 working days.
- 9.6 Please note that we also carry out drop-in observations where fellow teachers observe a lesson for their own professional development.

10. ADDITIONAL OBSERVATIONS

- 10.1 Additional formal observations will take place if:
- The teacher requests them
 - There are concerns that the teacher's performance is not up to standard (this may be triggered by poorly performing or poorly behaved pupils)
 - The teacher is subject to formal capability proceedings
- 10.2 The above protocols will still apply to these additional observations.

11. ANNUAL ASSESSMENT

- 11.1 IQ will be reviewed and addressed on a regular basis throughout the year

11.2 The appraisal meeting is the end point of the annual appraisal process and will take place in the autumn term. The appraisee will present their IQ report.

11.3 In the meeting, the appraiser will:

- Review the relevant evidence and impact of the inquiry question
- Assess performance in the appraisal period against the IQ objective
- Discuss the teacher's professional development needs and identify action that should be taken
- Discuss the teacher's wellbeing, career aspirations and any difficulties they may be facing
- If necessary, discuss underperformance and put a plan in place to address it. If a teacher continues to demonstrate serious underperformance and does not respond to support provided, they 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. Refer to our capability policy for more information

Note, the completion not the success of the Inquiry question process will form the basis of the assessment of performance.

12. CONDUCTING ANNUAL APPRAISAL MEETINGS

12.1 The Principal's appraisal meeting will be conducted by the board of trustees.

12.2 The board of trustees will typically delegate the principal's appraisal to a sub-group of three trustees with a wide range of experience and knowledge of the school. This will not include any staff governors.

12.3 The Principal will decide who will appraise teachers. Unless there is a good reason not to, this will normally be the teacher's line manager. By way of example, a 'good reason' could be a poor or deteriorating working relationship between the teacher and line manager, including where a formal grievance has been lodged by the teacher citing their line manager.

12.4 All appraisers will be provided with appropriate training.

13. APPRAISAL REPORT

13.1 Teachers will be provided with a written report of their appraisal. The appraisee will review their objectives and then the report will be completed by the person who conducted the appraisal. We will use all reasonable endeavours to complete this within 7 working days. This will include:

- An assessment of the teacher's performance against their objectives and the relevant standards
- An assessment of the teacher's training and development needs, and the action that should be taken to address them
- Where relevant, a recommendation on pay progression

- There will be space in the report for the teacher's own comments.
- 13.2 After the report has been issued, we will offer review meetings where teachers can discuss the contents of their report if they wish.
- 13.2 Teachers will sign the appraisal report to say they have seen it and agree with its content.
- 13.3 Teachers can appeal to the Principal, and the Principal can appeal to the board of trustees, if they disagree with the contents of the report and the pay recommendation it makes.
- 13.4 A template appraisal report can be found in appendix.

14. CONCERNS ABOUT A TEACHER'S PERFORMANCE

- 14.1 If it becomes clear a teacher is having difficulties at any point during the appraisal period, they will be provided with additional support.
- 14.2 This will begin with a meeting with their line manager, where the problem will be discussed and potential solutions identified. A performance improvement plan may be created.
- 14.3 The nature of the support will be based on the individual's circumstances. For example, teachers whose difficulties are linked to a long-term health condition may be referred to the occupational health service.
- 14.4 Teachers new to the school may be given a mentor or coach.
- 14.5 The concerns may be of a nature that would usually involve beginning the capability procedure. In these cases, refer to our capability policy.

15. CONFIDENTIALITY

- 15.1 The appraisal process and relevant documents are strictly confidential. Only staff members who need the information in order to do their jobs will have access to the information.
- 15.2 Appraisal information will be anonymised when information is reported to the board of trustees.
- 15.3 Appraisal records will be kept securely in the teacher's personnel file.

16. MONITORING ARRANGEMENTS

- 16.1 The board of trustees will monitor and review the effectiveness of the appraisal arrangements.
- 16.2 Alex Cooper will monitor objectives and assessments to ensure consistency.
- 16.3 This policy will be reviewed every year.

17. LINKS WITH OTHER POLICIES

- 17.1 This policy should be read in conjunction with our capability and pay policies.
- 17.2 The capability policy will be used where this appraisal policy has not been able to address concerns with a teacher's performance. It applies to all staff, not just teaching staff.
- 17.3 The pay policy sets out how pay increases will be awarded, based on the results of a teacher's appraisal.

APPENDIX 1 - APPRAISAL TIMELINE

SEPTEMBER

SL and SLT training of IQP

Review 2021-22 Appraisal, set IQ appraisal objective for 2022-23

INSET IQ Launch session 1, subjects decide on their 'area of interest'

OCTOBER

IQ Session 2 Evidence gathering (split over 2 consecutive weeks)

NOVEMBER

Session 3 Clinic part 1

DECEMBER

IQP Session 3 Clinic part 2

21.12.2022 – Final submission of IQ to line managers for QA

JANUARY

INSET Implementation (1 hour)

* 2 x hours IQ time in March and May, to review/reflect/evaluate/gather evidence

JUNE

IQP Sharing and celebration event

APPENDIX 2: INQUIRY QUESTION TEMPLATE

Where we are heading!

Begin with your clear and specific inquiry focus.

What impact does **[what practice?]** delivered **[over how long?]** have on **[what outcome?]** for **[whom?]**?

This should include:

- The **INTERVENTION** being evaluated.
- The **DURATION** of the intervention.
- The **OUTCOME** which will be measured.
- The **CONTEXT** including the participants and setting.

APPENDIX 3: APPRAISAL REPORT TEMPLATE



**EVERYONE MATTERS
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Review of Objectives

Reviewee's Name	
Reviewer's Name	
Date for Review meeting	

What have you been most pleased with in your T&L during the past 12 months?

What do you feel hasn't gone as well during the past 12 months?

Objective 1	Everyone Matters: Rainford Team Expectations
Evidence Presented	
Target Met / Cause for Concern	
Comment by Reviewee	
Comment by Reviewer	

Objective 2	Everyone Helps: Developing and improving the Quality of Teaching and Learning
Evidence Presented	
Target Met / Cause for Concern	
Comment by Reviewee	
Comment by Reviewer	

Objective 3	Everyone Succeeds: Leadership level
Evidence Presented	
Target Met / Cause for concern	
Comment by Reviewee	
Comment by Reviewer	

Is there any specific training you feel you need?

Career aspirations

Any further comments

Signed:

Reviewee

Signed:

Reviewer



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Appraisal Objectives 2022-23
Teaching staff

Reviewee's Name	
Reviewer's Name	
Date of Objective Setting Meeting	
Date for Review meeting	

Rainford Team Expectations

All staff are expected to behave in a professional manner and meet the standards laid out by the National Teaching Standards and perform their role in the best interests of the school community. This means supporting the school ethos and using the clear guidance of the Rainford Way documents. In return the academy will focus on supporting staff in meeting this challenge and balancing work load against the need for a positive home life.

Our key focus' in this year's school improvement strategy is to:

Embed the school ethos and whole school behaviour systems.

Ensure the schools safeguarding approaches are strong and robust CARE

Support all teachers in being teachers of SEND and reading

Develop a rich curriculum that promotes the three strands of literacy: reading, writing and vocabulary development

Refine, improve and develop the assessment system

Objective	Evidence required, success criteria
To carry out an Inquiry question (IQ) and deliver an intervention in my classroom based on evidence-based research.	Complete the Inquiry question process which includes: Identifying departmental priorities Diagnosing issues in my classroom based on departmental priorities Planning a classroom intervention using evidence-based research Running the intervention in my classroom Evaluating the impact of the intervention Completing the IQ report <i>Note, the process of completing the Inquiry is the objective, rather than whether or not the intervention is successful</i>
<u>Additional Comments</u>	

Signed:

Reviewee

Signed:

Reviewer

APPENDIX 4: INQUIRY QUESTION REPORT

THE INQUIRY QUESTION PROCESS FINAL REPORT: EVALUATING IMPACT

NAME –
SUBJECT -

TITLE OF INQUIRY QUESTION:

INGREDIENTS

Context: (Information on pupil cohort or selected group. Any other background information that contextualises your inquiry)

Aims: (What did I intent to prove/develop or explore based on my prior knowledge and/or data analysis? [Maximum of three bullet points])

Rationale: (What was the intervention I intended to run and why did I specifically choose that intervention? What evidence did I use to support the selection of my inquiry? Explain the process of analysing any key data. What do you know about the classroom intervention you are exploring?)

Testing: (What pre- and post-intervention tests did I undertake? Did I use any control measures?)

METHOD

Implementation: (1. Method 2. Analysis 3. Interpretation

Outline details of your intervention strategies. Include links to additional research or references to evidence I used in my inquiry work.)

Examples of Implementation: (Examples of pupil work or outcomes, feedback from pupils – quotes from pupils are valid. Actual results from pre/post testing can be included.)

Evidence of Findings: (Summarising outcomes or changes seen in pupil behaviours. Include graphs or charts to summarise findings. Evaluation of data or outcomes?)

OUTCOME

Preliminary Findings: (What did the initial evidence show? Did you find anything of interest in your pre/post testing? Summarise the evidence of impact on pupil outcomes.)

Preliminary Conclusions: (Does your inquiry and/or intervention show evidence of promise; can you scale this up to impact on more pupils? Are there any opportunities to work collaboratively within your department to promote any positive aspects of your work?

How could you refine your classroom intervention to make it more successful, if possible?

If your classroom intervention had limited success why in your opinion do you think this was?)

Final Thoughts: (Impact of my professional learning on; me, my thinking, my practice, my professional actions.)

Next Steps: (How do I make sure my inquiry work continues to have an impact in the future? What would I like to do next to support and develop my inquiry work further? How would you improve the inquiry process to make it more effective next time?)

