



The Children First Learning Partnership Appraisal Policy 2023-2024 (Version 4)

The Appraisal Policy in respect of the Children First Learning Partnership has been discussed and adopted by the Directors Board after consultation with Unions

Chair of Board:

Mrs N. Chell

Responsible Officer:

CEO – Mrs A Rourke

Agreed and ratified by the Directors

23rd October 2023

To be reviewed:

October 2024

1. Introduction

Appraisal arrangements for Teachers are set out in the Education (School Teachers' Appraisal) (England) Regulations 2012 (the Appraisal Regulations).

The Appraisal Regulations set out the principles that apply to teachers and all Children First Learning Partnership Schools and unattached teachers employed by the Children First Learning Partnership, in each case where they are employed for one term or more.

Schools must stay within the legal framework set out in the Appraisal Regulations and in other relevant legislation that affects all employers (for example legislation on equality, employment protection and data protection).

Schools must have an appraisal policy for teachers.

This Policy has been designed for use with all employees of the school including the CEO headteacher, teachers, non-teaching and support staff; it is also for use with unattached teachers employed by Children First Learning Partnership.

As it applies to Teacher, CEO and Headteachers, this policy is in line with the provisions of the School Teachers Pay and Conditions Document [STPCD], statutory requirements, the National Standards of Excellence for Headteachers and the Teachers Standards.

This procedure/policy does not form part of any employee's contract of employment and it may be amended by the Children First Learning Partnership at any time, following consultation with recognised Trade unions.

NB: For information, text in bold indicates statutory requirements contained in the Appraisal Regulations or the School Staffing Regulations which apply to Teachers.

2. The Children First Learning Policy for Appraising Employee Performance

The Director Board of the Children First Learning Partnership first adopted this policy on 14th December 2020.

It has been the subject of consultation with recognised Trade Unions. The policy will be reviewed annually in the Autumn Term of each academic year.

3. Purpose

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the headteacher, non-teaching and support staff in the school. The appraisal procedure may also be used to address and manage relevant areas for improvement raised about an employee's performance which are not concerns serious enough to require a Performance Improvement/Capability process.

The policy is also the framework for supporting staff development within the context of the school's plan for improving educational provision and performance, and the standards expected of teachers. Through the appraisal process the school seeks to improve outcomes for children/students by improving morale, encourage staff to update skills and encouraging professional dialogue. This policy will be operated separately to the Performance Improvement/Capability Policy, where this is relevant.

4. Application of the policy

This policy applies to the headteacher and to all teachers employed by the Children First Learning Partnership, except those on contracts of less than one term, those undergoing induction (i.e. ECTs) and those who are subject to the Formal Performance Improvement/ Capability Procedure.

The policy will also be used with non-teaching and support staff so that a consistent approach in the management of staff is effective across the whole school. The headteacher will consider whether it is appropriate to use the appraisal policy for other temporary staff or those subject to probationary period arrangements.

5. Appraisal

Appraisal will be a supportive and developmental process designed to ensure that all staff have the skills and support they need to carry out their role effectively. It will help to ensure that teachers and other staff are able to continue to improve their professional practice and to develop.

A. The appraisal period

The appraisal period will run for twelve months from Sept 1st to August 31st for Teaching staff and from 1st April- 31st March for all support staff. The CEO/Headteacher's appraisal period will run from 1st Jan until 31st Dec or from the date the objectives are agreed prior to this date.

Teachers and others 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.**

The School will work with the member of staff to determine the relevant appraisal period when employment begins or ends during the normal appraisal period and will bring the cycle in line with others as soon as possible, although no member of staff should be unfairly prevented from progressing solely due to length of service.

B. Appointing appraisers

The headteacher will be appraised (including objective setting) by a subgroup (usually made up of 3) of the Local Advisory Board, supported by the CEO who has been appointed by the Directors for that purpose. The CEO will be appraised (including objective setting) by a subgroup (usually made up of 3) of the Director Board members, supported by a suitable qualified external advisor who has been appointed by the Directors for that purpose.

The headteacher, after consultation with the CEO, will decide who will appraise other teachers and support staff. Appraisers will be suitably skilled, trained and qualified to undertake the role. Appraisers will normally have line management responsibility for the appraisee and will be responsible for managing all aspects of the appraisal. All appraisers of teachers other than headteachers will have appropriate, relevant and current teaching experience. All appraisers should have Qualified Teacher Status and the appraiser will receive sufficient and appropriate training before undertaking the role. The appraiser should have equivalent or greater level of responsibility than the teacher he or she is appraising, and normally have line management responsibility.

Where a teacher is of the opinion that their appraiser is unsuitable for professional reasons, they may submit a written request to the CEO (or the Chair of the Board of Directors in the case of the headteacher) for an alternative appraiser, stating the reasons for the request. The request will be considered but ultimately it is for the CEO (or Chair of the Board of Directors in the case of the CEO/ headteacher) to make the decision.

Where possible, alternative appraisers will be offered where there is a genuine and valid reason, or the appointed appraiser is not available due to long term sickness. This will be confirmed with the appraisee at the beginning of the process. Wherever practicable, an appraiser should ONLY have a maximum of four appraisees.

Sufficient time, within directed hours, should be provided to enable the appraiser and appraisee to fulfil their obligations with regard to the appraisal process.

C. Setting objectives

The CEO's objectives will be set by a Board of Directors subgroup after consultation with the external advisor. The headteacher's objectives will be set by the Local Advisory Board subgroup after consultation with the CEO. Objectives for each employee will be set before, or as soon as practicable after, the start of each appraisal period. The objectives set for each 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 will be ensured by quality assuring all teaching objectives against the school improvement plan.

The objectives set for every employee will, if achieved, contribute to the schools' plans for improving the schools' education provision, performance and improving the education of pupils at the school.

When setting objectives, the following principles will be used:

- A. Objectives which are Specific, Measurable, Achievable, Realistic and Time-bound (SMART).
- B. Objectives which are relevant, realistic and reasonable for the role, responsibility and experience of the post holder and in the context of the schools' wider HR policies.

- C. The number and type of objectives will be relevant to leadership/management resource of the whole school development plan, pupil progress objectives and contribute to professional development.
- D. No staff member will be given more than three agreed objectives or additional subobjectives. Setting more than three agreed objectives can may cause increased workload and in most cases would be inconsistent with the school's strategy for achieving work/life balance for all staff.
- E. Objectives themselves should not be based purely on numerical targets and success should not be determined by meeting these.
- F. Objectives should be agreed between the appraiser and appraisee but, where this is not possible, determined by the appraiser. Where agreement cannot be reached, the CEO will make a determination following discussion with both parties. The appraisee may add comments to the plan.
- G. The appraiser will take into account the effects of an individual's circumstances, including any disability or the need to take statutory leave, when agreeing objectives. For example, this might include a reasonable adjustment to allow an individual slightly longer to complete a task than might otherwise be the case. When staff return from a period of extended absence, objectives may be adjusted to allow them to readjust to their working environment.
- H. Objectives will be quality assured and moderated by the headteacher or nominated performance management lead.

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 agreed objectives will contain a description of what success may look like, will be fully related to the circumstances in which the teacher works and any factors outside teachers' control which may significantly affect success will be recognised.

The relevant standards for teachers are the set of standards contained in "The Teachers' Standards" as varied from time to time and directly link back to the Children First Learning Partnership's Teachers Standards Breakdown.

D. Reviewing performance

Observation: Teachers

Observation of classroom practice and other responsibilities is important both as a way of assessing teachers' performance in order to identify any particular strengths or areas for development they may have and of gaining useful information which can inform school improvement more generally.

Observation arrangements will be based on the following principles:

- A. The numbers and types of observations will appropriate to the individual circumstances of the teacher and needs of the school, but in all cases will not be excessive.

- B. Classroom observation for teachers will be carried out by those with QTS, in a supportive fashion, with professional integrity, courtesy and taking account of any potential circumstances on the day.
- C. For formal planned observation, 5 working days' notice will be given of time and date.
- D. 'Drop ins', for example learning walks, will not form part of the formal appraisal evidence.
- E. Verbal feedback should be given very shortly after observation with written feedback of the formal observation within 5 working days.
- F. Formal responsibilities of the post holder outside of the classroom will also be assessed as part of the appraisal process.
- G. Overall the number of observations of a teacher will be appropriate and reasonable taking account of the wellbeing and other circumstances of the teacher and the overall needs and resources of the school. Observations may be used for multiple purposes, by agreement, in order to minimise the number of observations being carried out. This should not, in most cases, exceed 3 hours' observation per cycle (adjusted appropriately for the teacher's working patterns).
- H. These principles are supplemented by a specific school observation protocol (Appendix 2).

E. Observation: Other Staff and Unattached Teachers

Appropriate mechanisms will be used to review performance for non-teaching staff. The overall approach will include the principles set out above but will need to be relevant to the role. Performance review may include:

- A. Review of produced work
- B. Classroom observations of classroom support staff
- C. Observation in meetings or service delivery
- D. Peer Review of classroom support staff
- E. Discussion and other feedback

F. Reviewing other supporting information

Other information useful for reviewing performance may include:

- A. Lesson plans
- B. Work sampling
- C. Pupil progress information
- D. Pupil progress meetings
- E. Pupil/parental discussion and feedback
- F. Pupil behaviour management

G. Development and support

Appraisal is a supportive process which will also be used to inform continuing professional and general development. It is important to encourage a culture in which all employees take

responsibility for improving their performance and appropriate professional development. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual teachers and other members of staff.

The schools' CPD Plan will be informed by the training and development needs identified in appraisees' planning and review statements. In planning and providing budget and resources for staff development the Local Advisory Board will take account of:

- A. The training and support required to meet school priorities
- B. The support agreed as essential for an appraisee to meet their objectives
- C. The future aspirations of all staff
- D. Fair and equal access to development

An account of the support and development needs of staff in general, including the instances where it did not prove possible to provide any of the agreed CPD and the reasons for this not being provided, will form a part of the head teacher's annual report to the Governing Body about the operation of the appraisal process in the school.

H. Feedback

Employees will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has been assimilated. Feedback will highlight particular areas of strength as well as any areas that need attention.

The appraisal meeting should hold no surprises for any member of staff as any concerns over performance should have been raised during the appraisal cycle. The appraiser will give consideration, as with the setting of objectives, to any circumstances or health issues which may have impacted on performance. Where any aspects of the employee's performance (as opposed to points for development) are of concern, the appraiser will meet him/her as soon as possible to:

- A. Give clear feedback about the nature and seriousness of the concerns;
- B. Give the employee the opportunity to comment and discuss the concerns;
- C. Re-confirm the requirements to be met (including reviewing set objectives to ensure they are achievable)
- D. Agree any support (e.g. coaching, mentoring, training, structured observations), that will be provided to help address those specific concerns;
- E. Make clear how, and by when, the appraiser will review progress, allowing an appropriate period of time to address the issues raised;
- F. Explain the implications and process if no – or insufficient – improvement is made
- G. The appraisee should receive – and be able to comment in writing upon – a written note of the meeting.

When progress is reviewed, if the appraiser is satisfied that the employee has made, or is making, sufficient progress, the appraisal process will continue as normal, with any remaining issues continuing to be addressed through that process.

I. Where concerns continue

Employees should not be held accountable for failing to make good progress towards meeting their objectives where the CPD or support recorded in the planning statement as being required to make progress has not been provided.

No member of staff should be subject to formal Performance Improvement/Capability procedures without understanding in full that this is the case, the reasons for this process being initiated, and the possible outcomes should the process not result in the necessary improvements.

If, however, despite support and opportunities to improve, the appraiser continues to have serious concerns that inadequate improvement/progress has been made, the appraiser will consider in consultation with the headteacher as appropriate, whether the Performance Improvement/Capability procedure should be used. Should this be the case the employee will be invited in writing to a meeting under the school's Performance Improvement/Capability Policy.

At all stages of the appraisal and Performance Improvement/Capability procedures employees are able to seek advice and guidance from their Trade Union representatives or other forms of support.

Where appropriate improvement is achieved under this separate policy and any performance improvement/capability process ceases, the employee's performance and development will be managed again in accordance with the Appraisal policy.

6. Annual assessment

Each teacher's performance will be formally assessed in respect of each appraisal period. This approach applies similarly to non-teaching/support staff. In assessing the performance of the headteacher, the Local Advisory Board must consult the CEO. In assessing the performance of the CEO, the Board of Directors must consult the appointed External Consultant.

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 at specified intervals

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. The appraisal report will include:

- details of the employee's objectives for the appraisal period in question;

- **an assessment of the employee's performance of their role and responsibilities against their objectives and the relevant standards;**
- **an assessment of the employee's training and development needs and identification of any action that should be taken to address them;**
- other items specified by the school;
- a space for the appraisee's own comments.

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

An account of the support and development needs of teachers in general, including the instances where it did not prove possible to provide any the agreed CPD and the reasons for this not being provided, will form a part of the CEO's annual report to the Board of Directors about the operation of the appraisal process in their school.

A short, written summary of the appraisal discussions held and objectives set should be provided to non-teaching staff.

7. Pay Progression

The CEO will make recommendations regarding pay progression to the Board of Directors in line with the school's Pay Policy and based on the statutory criteria and guidance set out in the STPCD and the relevant teacher standards. The CEO, on behalf of the Board of Directors must ensure that the process is fair and equitable

Dates for Pay Progression decisions are 31st October for teachers and 31st December for headteachers.

All of our schools must continue to adhere to the School Teachers' Pay and Conditions Document (STPCD), which includes the requirement to ensure that all pay progression for teachers is linked to performance management. We would expect schools to use their discretion and take pragmatic steps to adapt performance management and appraisal arrangements to take account of the current circumstances. Schools must ensure that teachers are not penalised during the appraisal process or in respect of any subsequent pay progression decisions as a result of the decision to restrict pupil attendance at schools, such as where this has had an impact on the ability of the teacher to meet fully their objectives.

Support staff will receive an annual appraisal in line with the Schools Appraisal Policy however there should be no link between performance and pay progression as incremental progression is based on time in post including the maximum spine within each grade.

8. Appeal

The appraisee may appeal against the Appraisal Report by appealing to the headteacher or the Board of Directors (where headteacher has been the appraiser) within 10 working days, setting out the reasons for appeal and requesting a meeting to discuss their concerns. The meeting will be held in line with the Formal Meeting Procedure. They may be accompanied by a trade union representative/official or colleague. The Employee will be informed in writing of the outcome of the appeal as soon as possible following the meeting, but at the latest within 5 working days of the appeal meeting.

Where the headteacher has not been recommended for pay progression they will be informed by the CEO and Chair of the Local Advisory Board. The headteacher will notify any teacher who has not been recommended for pay progression. The headteacher/employee may exercise the right of appeal to the Board of Directors following its decision on pay, as above, assisted by a trade union representative/official or colleague.

Appendix 1 General principles underlying this Policy

This Policy should be read in conjunction with other HR Policies adopted by the School.

Confidentiality

The appraisal processes will be treated with confidentiality. Access to appraisal records will generally be restricted to Appraiser/Appraisee and line manager (where different). However, the desire for confidentiality does not override the need for the CEO on behalf of the Directors Board to quality-assure the operation and effectiveness of the appraisal system. The CEO or appropriate colleague might review all teachers' objectives and written appraisal records personally, in order to check consistency of approach and expectation between different appraisers.

Consistency of Treatment and Fairness

The Children First Learning Partnership is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.

Definitions

Unless indicated otherwise, all references to "teacher" also include the headteacher. Where the term 'working days' is used, it is intended to indicate days on which the school is open, and staff are expected to attend; therefore, it includes inset days but specifically excludes periods of school closure.

Delegation

Normal rules apply in respect of the delegation of functions as referenced in the Children First Learning Partnerships Scheme of Delegation.

Monitoring and Evaluation

The CEO, on behalf of the Director Board will monitor the operation and effectiveness of the school's appraisal arrangements.

The CEO will provide the Directors with a written report on the operation of the Children First Learning partnership appraisal policy annually. The report will not identify any individual by name. The report will include an assessment of the impact of these policies on:

- Race
- Sex
- Sexual Orientation
- Disability
- Religion and beliefs
- Age
- Part-time Status
- Maternity and Pregnancy

The CEO will report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination.

Retention

The Local Advisory Board and head teacher will ensure that all written appraisal records are retained and stored in a secure place in line with their Retention and Disposal Policy. The appraisee should retain their own copies.

Appendix 2 - Classroom Observation Protocol for Appraisal Purposes

The Children First Learning Partnership is committed to ensuring that classroom observation is developmental and supportive, and that those involved in the process will:

- carry out the role with professionalism, integrity and respect;
- evaluate objectively;
- report accurately and fairly, in a timely manner;
- respect the confidentiality of the information gained, and;
- seek to reach agreement in advance on how classroom observations are to be carried out.

The total period for classroom observation arranged for any teacher, for appraisal purposes, will not exceed three hours per cycle, ensuring the time is proportionate to the individual circumstances and needs of the teacher. There is no requirement to use all of the three hours.

In this school 'proportionate to need' will be determined in keeping with the following principles:

1. Prior to the appraisal observation the context of the observation will be confirmed between the appraiser and appraisee and included in the planning and review statement, which will detail:
 - a. the amount of observation
 - b. its primary purpose
 - c. any particular aspects of the teacher's performance which will be assessed
 - d. the duration of the observation
 - e. when during the appraisal cycle the observation will take place, and
 - f. who will conduct the observation.
2. Where evidence emerges about the appraisee's teaching performance which gives rise to concern during the cycle, additional classroom observations may be agreed, subject to a revision meeting being held.
3. Information gathered during the observation will be used, as appropriate, for a variety of purposes. These include informing school self-evaluation and school improvement strategies in accordance with the school's commitment to streamlining data collection, minimising bureaucracy and workload burdens on staff.
4. In keeping with the commitment to supportive and developmental classroom observation, those being observed will be notified in advance of the date and time of the observation, with at least 5 working days' notice of the appraisal observation.
5. Classroom observations will only be undertaken by persons with QTS. In addition, in this school, classroom observation will only be undertaken by those who have had adequate preparation and the appropriate professional skills to undertake observation and to provide

constructive oral and written feedback and support, in the context of professional dialogue between colleagues.

6. Verbal feedback will be given as soon as possible after the observation and no later than the end of the following working day. It will be given during directed time, in a suitable, private environment.
 7. Written feedback will be provided within five working days of the observation taking place. If issues emerged from an observation that were not part of the focus of the observation, as recorded in the planning and review statement, these should also be covered in the written feedback and the appropriate action taken in accordance with the regulations and guidance.
 8. The written record of feedback should include the date on which the observation took place, the lesson observed and the length of the observation. The teacher has the right to append written comments on the feedback document. No written notes in addition to the written feedback will be kept.
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Version Control and History

Version	Date	Amendment	By
V2	20.07.2021	Date of review- Autumn 2021 and ratification changed to Autumn 2022(Front cover)	CEO
V2	20.07.2021	P2 review date changed to autumn of each academic year	CEO
V3	23.07.2022	Date of review- Autumn 2022 and ratification changed to Autumn 2023(Front cover)	CEO
V4	01.08.2023	Amended NQT to ECT Removed original 7.4 regarding reference to Covid19 Added section 7.4 which references support staff and links to 13.3 in current Pay Policy Linked words performance improvement and capability to reflect appropriate procedure (Performance Improvement Policy) Date of review- Autumn 2022 and ratification changed to Autumn 2023(Front cover)	COO

Appointing Appraisers

The headteacher will be appraised by a sub-group of the Local Advisory Board supported by the CEO.

The headteacher may be the appraiser for other teachers / the headteacher may delegate the role of appraiser to other teachers who have line management responsibility. Teachers should be appraised by qualified teachers.

Appointing Appraisers

The headteacher will be appraised by a sub-group of

Appraisal Meeting

Reviewing Performance

Feedback

Annual Assessment

Objectives should be set before,

Performance will be reviewed in the

Feedback will take place throughout

This is the end point of or as soon as

practicable after, the following ways:

start of each appraisal period. (Usually 1 September).

as any areas that as practicable a written appraisal The objectives should be Specific, learning environment and other need attention. report. The teacher will have the Measurable, Achievable, Realistic monitoring sources e.g. opportunity to comment in writing and Time-bound. Formal feedback of planned observation in 5 days on the report. The report will cover:

- o Lesson Plans
- o Work sampling
- o Pupil progress meetings
- o Pupil and parental training and development discussions/ feedback
- o Pupil behaviour records
- o regular professional dialogue,

There should be no more than 3

Setting Objectives

The objectives 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

For example, objectives may be set period the appraiser will meet with

- Leadership & Management seriousness of the
- Pupil Progress concerns
- Professional Development

"Teachers' Standards (2012)" discuss the concerns. appraisal process as apply to teachers. • Agree any support that will be

normal where the teacher provided to help address those has made or is making

Certain teachers should also be specific concerns sufficient improvement, or assessed against other sets of

standards that are relevant to them.

- Explain the implications and the

Setting Objectives

The objectives will, if achieved,

the year and as soon as practicable after observation has taken place. **the annual appraisal process.**

- Lesson observations

Classroom based evidence Feedback will highlight particular areas The appraiser will receive as soon such as the quality of the of strength as well as any areas that as practicable a written appraisal The objectives should be Specific, learning environment and other need attention. report. The teacher will have the Measurable, Achievable, Realistic monitoring sources e.g. opportunity to comment in writing and Time-bound. Formal feedback of planned observation in 5 days on the report. The report will cover:

- Details of the objectives
- Performance and development
- An assessment of objectives set.
- Pupil progress data priorities will be reviewed
- An assessment of the
- training and development discussions/ feedback
- interim appraisal meeting(s) needs
- A recommendation on pay discussions and meetings. (for Teachers) to the Governors' pay committee

Reviewing Performance

Feedback

The appraiser will meet with the

The possible outcomes are to:

- The opportunity for the

During or at the end of the review having regard to: appraiser to provide:

- Whole School
- Feedback about the nature and on progress. Development Plan the

appraisee to comment and

-

reviewed

process if no or insufficient progress/improvement is made

satisfied with progress, consider performance

Reviewing Performance

During or at the end of the review having regard to: appraiser to provide:

- Whole School
- Feedback about the nature and on progress. Development Plan the

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-

reviewed

process if no or insufficient progress/improvement is made

(Where there are concerns)

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During or at the end of the review having regard to: appraiser to provide:

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appraisee to comment and

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reviewed

process if no or insufficient progress/improvement is made

improvement/ capability policy

Development and Support

Each appraiser's training and development needs will be identified

**Whole School Appraisal Policy
Flowchart**