

Ninestiles Academy Trust Mission Statement

Ninestiles Academy Trust will be nationally and internationally acknowledged as a high achieving, innovative and exciting group of schools which recognise and respect the richness and diversity of their communities. The trust will be structured and resourced to meet the needs of 21st century students and pupils. Within a caring environment, we will develop and reinforce the values, skills and attributes which promote good citizenship and lifelong learning. Parents, directors and councillors, and the wider community will work in partnership with our committed, appropriately skilled workforce and our students and pupils, to ensure that high quality learning takes place.
Outcomes will be outstanding.

Policy title	Appraisal policy for teaching staff
<p>Rationale</p>	<p>This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers in the Trust. It outlines the standards expected of teachers and sets out the transition arrangements that will apply when teachers fall below the levels of competence that are expected of them.</p> <p>Application of the Policy The policy applies to all teachers employed by the Trust, except those on contracts of less than one term and those undergoing induction (i.e. NQTs).</p> <p>Appraisal Appraisal at Trust Schools 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 all staff are able to continue to improve their professional practice and to develop in their role.</p>
<p>Policy statement</p>	<p>The Appraisal period will run for twelve months from October to October.</p> <p>Staff 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.</p> <p>Appointing Appraisers The Principal will be appraised by the Trust Board, supported by a suitably skilled and experienced external adviser, who has been appointed by the Board for that purpose.</p> <p>The task of appraising the Principal, including the setting of objectives, will be delegated by a</p>

sub group consisting of three members of the Trust Board.

The Principal will decide who will appraise all other staff. The appointment of appraisers will be based on the line management structure for staff. Appraisers for teaching staff must have QTS. In exceptional circumstances, where the member of staff is of the opinion that the person to whom the Principal has delegated the appraiser's duties is unsuitable for professional reasons, s/he may submit a written request to the Principal for that appraiser to be replaced, stating reasons. All appraisers will have access to appropriate support and development in the role.

Where it becomes apparent that the appraiser will be absent for the majority of the appraisal cycle or is unsuitable for professional reasons the Principal may perform the duties himself or delegate them in their entirety to another member of staff. Where this member of staff is not the appraisee's line manager the member of staff will have an equivalent or higher status in the staffing structure as the member of staff's line manager.

Although there is no limit on the number of appraisals that any appraiser can undertake in a cycle, wherever possible this will be limited to six.

Setting Objectives

The Principal's objectives will be set by the Directors after consultation with the external adviser.

Objectives for each member of staff will be set before or as soon as practicable after, the start of each appraisal period.

All teachers will have three Objectives:

- Objective 1 – Professional Practice: related to the quality of teaching
- Objective 2 – Professional Outcomes: related to pupil progress/outcomes
- Objective 3 – Professional Development: related to an aspect of the individuals training/developmental needs.

In addition teachers will be expected to demonstrate exemplary professional relationships and conduct in line with the expectations laid out in the Teachers' Standards.

The objectives set for each member of staff will be specific, measurable, achievable, realistic and time-bound. The appraiser and appraisee 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 that are beyond the control of the appraisee/appraiser.

The objectives agreed with each appraisee will, if achieved, enable the appraisee to make a contribution to the ongoing improvement of their school and the education of all students as well as to his/her own individual continuing professional development. This will be ensured by, amongst other things, quality assuring all objectives against the Academy improvement plan.

The Principal 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, e.g. Leadership

Reviewing Performance

All members of staff should expect to have their performance of their duties and responsibilities observed and assessed during each appraisal cycle.

Teachers will have their classroom practice observed as part of the appraisal process. The Trust 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 school improvement more generally.

All observation will be carried out in a supportive fashion. **See Appendix 1** (for Lesson Observation Protocol)

Development and Support

Appraisal is a supportive process that will be used to inform continuing professional development. The Trust expects all members of staff to take responsibility for improving their professional practice through appropriate professional development. Professional development will be linked to Academy improvement priorities and to the ongoing professional development needs and priorities of individual members of staff.

Feedback

All staff will receive constructive feedback on their performance throughout the year.

Feedback will highlight strengths as well as areas that require attention. Where there are concerns about any aspects of a member of staff's performance the appraiser will meet the member of staff formally to:

- give feedback to the member of staff about the nature and seriousness of the concerns;
- give the member of staff the opportunity to comment and discuss the concerns;
- agree any support (e.g. coaching, mentoring, work shadowing, structured observations in the case of teachers) that will be provided to help address the specific concerns; this will be detailed in a personalised support plan.
- make clear how, and by when, the appraiser will review progress;
- if necessary, revise objectives made in the initial appraisal meeting and allow sufficient time for improvement;
- explain the implications and process if no, or insufficient, improvement is made.

When progress is reviewed, if the appraiser is satisfied that the member of staff 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.

Transition to Capability

If the appraiser is not satisfied with progress, the member of staff 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 detailed in the Ninestiles Academy Trust Capability Policy.

Annual Assessment

Each member of staff's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the Principal, the Directors should 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.

Members of staff will meet with their appraiser at the end of the cycle to discuss their overall performance. The appraisee should provide evidence for the meeting in order to identify the level of performance achieved. A summary of performance will be agreed and a written record produced which includes:

- details of the individual's objectives for the appraisal period in question;
- an assessment of the individual's performance of their role and responsibilities against their objectives and the 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, where relevant in line with the Trusts Pay Policy and taking account of the PROFESSIONAL SKILLS LEVEL DESCRIPTORS as set out in

Appendix 2

	<p>GENERAL PRINCIPLES UNDERLYING THE POLICY</p> <p>Confidentiality The appraisal process will be treated with confidentiality.</p> <p>Where the Principal has delegated the responsibility for appraisal to other members of staff – then the role of the Senior Leadership Team will be one of moderation/quality assurance. The Principal will also be made aware of any pay recommendations that have been made in order to carry out effective moderation of judgements.</p> <p>Consistency of Treatment and Fairness The Academy Council is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.</p> <p>Monitoring and Evaluation The Academy and Principal will monitor the operation and effectiveness of the Academy’s appraisal arrangements.</p> <p>Retention of Records The Principal will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.</p> <p>Appeals All staff may choose to exercise an individual right of appeal against the implementation/operation of the Academy’s Appraisal Policy and this would be via the Academy’s Grievance Procedure.</p> <p>Appendix 1 Exemplar for Lesson Observation Protocol Appendix 2 Professional skills level descriptors (must be used by all Trust Schools as criteria for salary progression) Appendix 3 Support Plan Template (schools may wish to develop their own templates) Appendix 4 Exemplar for recording Performance Management objectives and Review. (schools may wish to develop their own templates)</p>
Monitoring and review	Principals
Links	Pay Policy for Teachers, Staff Code of Conduct, Capability Policy
Staff responsible	Executive, SLGs
Committee responsible	Board of Directors
Date approved	March 2015
Review date*	March 2017

**Please note that should any further national guidance be issued by external agencies that are relevant to this policy, it will be updated accordingly prior to the review date shown above and referred to the next academy council meeting*

Appendix 1

Lesson Observation Protocol

Teachers' performance will be regularly observed. The amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the school.

- Classroom observations will only be carried out by those with QTS. In practice this means that formal observations will be carried out by a teacher's line manager or a member of the leadership team.
- Formal observations will be identified and arranged with at least five working days advance notice.
- Formal Observations will include a judgement about the quality of Learning and Teaching and provide formal feedback to the teacher both verbally and in writing.
- Staff involved in formal observations will be trained and experienced in lesson observation and the provision of developmental feedback.
- In some cases formal lesson observations will be carried out by pairs of staff as part of that developmental process.
- Informal lesson observations will not have a judgement made and may only offer verbal feedback.
- Observations that have been planned as part of the Appraisal cycle should have a focus on areas of development agreed at the objective setting meeting. Any other formal lesson observations should have the focus for the observation made clear to the teacher.
- Lesson observations which are judged formally for the purposes of monitoring the standards of teaching and learning may be used by the appraiser for the purposes of appraisal, as long as they provide evidence to support the agreed objectives.
- A standard lesson observation record will be used for all formal lesson observations based on the relevant OfSTED framework .
- For all lessons which are observed formally the teacher will provide a lesson plan and details of the teaching group, identifying student groups such as SEND, FSM, LAC and G&T and their progress to date.
- Verbal feedback for a lesson should be given within two working days of the observation at a mutually convenient time and a written copy of the lesson observation record given to the teacher within five working days.
- The written documentation of formal lesson observations will be retained by the Principal.

In addition to formal observation, the Principal, members of the leadership team or other leaders may 'drop in' in order to evaluate the standards of teaching and learning and to check that high standards of professional performance are established and maintained. The frequency of 'drop in' observations will vary depending on specific circumstances and "drop-in" observations will not usually exceed 10 minutes in length

Appendix 2

PROFESSIONAL SKILLS LEVEL DESCRIPTORS

Name:	Pay Point:	Date:	Self/School Assessment								
Professional Area	Relevant Standards	Band 1 TEACHER			Band 2 ACCOMPLISHED TEACHER			Band 3 EXPERT TEACHER			
		M1	M2	M3	M4	M5	M6	U1	U2	U3	
PROFESSIONAL PRACTICE	1.1(1);1.2(2,3,5) 1.3 (1,3) 1.4(1,2,3) 1.5 all 1.6 (1) 1.7 (1,2,3) 1.8 (3) 2.1 (2,4) Preamble	Many – but not all – aspects of teaching over time are good			All aspects of teaching over time are good			Many aspects of teaching over time are outstanding			
PROFESSIONAL OUTCOMES	1.1(2) 1.2(1,2,3) 1.5(1) 1.6 (3,4) Preamble	With appropriate additional support, most pupils progress in line with school expectations			Most pupils progress in line with school expectations without additional support			Significant numbers of pupils exceed school expectations			
PROFESSIONAL RELATIONSHIPS	1.1(1) 1.6(4) 1.7(4) 1.8(2,3,5) 2.1 (1,3,4) Preamble	Positive working relationships established with pupils, colleagues and parents			These working relationships result in good progress by all groups of pupils and productive sharing of professional practice with others.			Working relationships with colleagues are characterised by an enthusiastic commitment to helping them overcome professional challenges			
PROFESSIONAL DEVELOPMENT	1.2(4,5) 1.3(1,2,4,5) 1.4(5) 1.5(2,3,4) 1.6(1) 1.8(4) 2.1(2) 2.3 Preamble	Develops professional practice in line with advice from more experienced colleagues			Takes a proactive role in identifying areas for professional development, accessing advice and adapting practice			Proactively leads the professional development of others in a way which leads to improved outcomes for pupils			
PROFESSIONAL CONDUCT	1.1(3) 1.7(1) 1.8(1) 2.1(all) 2.2 2.3 Preamble	Meets the standards for professional conduct set out in the Teachers' Standards			Meets the standards for professional conduct set out in the Teachers' Standards			Meets the standards for professional conduct set out in the Teachers' Standards			

Appendix 3

SUPPORT PLAN

Employee: _____

Date: _____

AREAS OF CONCERN/ REASONS	MEASURES/ ACTIONS AGREED	OUTCOMES AGREED (with dates)	SOURCES OF SUPPORT/ ASSISTANCE

Date of support plan review meeting:

Signed: _____ (employee)

Signed: _____ (line manager)

Date:

Date:

Appendix 4 Exemplar for recording Performance Management objectives and review

Name:

Job Title: **Main responsibilities:**

Performance objectives for 2016-17

	Performance Criteria	Evidence	Met/not met
Professional Outcomes: Objective 1	•	•	•
Professional Practice: Objective 2	•	•	•
Professional Development: Objective 3	•	•	•
4 Professional Relationships:	<ul style="list-style-type: none"> • make a positive contribution to the wider life and ethos of the school • develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support • deploy support staff effectively • take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues • communicate effectively with parents with regard to pupils' achievements and well-being. 	•	•
5 Professional Conduct:	<ul style="list-style-type: none"> • Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by: o treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position • having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions • showing tolerance of and respect for the rights of others • not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs • ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law. • Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality. • Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities 	•	•

Development and training required to support achievement of objectives:

Post holder: _____ date: ___/___/201 Reviewer: _____ date: ___/___/201

Performance review for 2016-17

Reviewer's evaluation – extent to which criteria have been met for the objectives set

Objectives:

- 1.
- 2.
- 3.
4. Professional Relationships
5. Professional Conduct

Overall comment:

Recommendation on pay progression (where appropriate) Reviewer's pay progression recommendation, taking into account the relevant criteria within the school Pay Policy: (delete as appropriate). Based on the outcomes of the performance review above, pay progression on the relevant spine **is recommended/ not recommended**

Post holder: _____ date: ___/___/201 Reviewer: _____ date: ___/___/201