

APPRAISAL PROCEDURE

DIRECTOR

Chief Executive Officer

RATIFIED BY TRUST

December 2022

REVIEW DATE

September 2024

1. Terms of Policy

This procedure gives BCAT employees a clear annual process whereby a small number of objectives can be agreed, performance against those objectives tracked and discussed and a final assessment made at the end of each cycle.

The overall objective is that each member of staff helps set and understands what is expected in their role and that there is a formal opportunity to discuss and confirm what development and support you need to deliver consistently effective performance. The outcomes of this procedure will feed into discussions about promotion and development.

The Appraisal Procedure applies to all employees (teaching and support) and to supply staff on contracts longer than one term in duration. It does not apply to employees in Probation, who will have target set specifically to cover their probation period, or to agency staff. This policy is linked to the process to assess pay progression as set out in the BCAT Pay Policy.

Appraisals will be a supportive and developmental process designed to ensure that all employees have the skills and support they need to carry out their role efficiently. It will help to ensure that employees are able to continue to improve their professional practice and to develop in their profession.

Please note the terms Principal and Headteacher are interchangeable in this procedure.

2. The purpose of Appraisal

The Appraisal process has the following main functions:

- to provide a formal process to discuss objectives, performance and development within a consistent annual cycle

- to develop staff, improve teaching and learning and raise standards of achievement for all pupils
- to provide appropriate and effective training and development to ensure a high level of expertise and progression for staff in their chosen profession specialism and job satisfaction
- to set objectives (performance priorities) for the year from 1 September to 31 August (allowing data to be collected in the September after the end of the review period)
- to review progress on the achievement of objectives and to receive feedback
- to provide the basis for pay progression following successful appraisal.
- to provide opportunities for personal development projects
- to review and update the Development Action Plan
- to link individual performance through setting objectives to the achievement of our strategic and operational priorities as a school and as a Trust.

3. Setting objectives

3.1 Teacher Objectives

The performance of all QTS teachers and teachers without QTS status, is assessed against the teachers' standards and which define the minimum levels of practice. Early Career Teachers (ECTs) will join the appraisal process on the completion of their ECT phase. Prior to that they will be assessed as part of normal ECT induction programme.

The standards against which performance must be assessed for a teacher are the set of standards set out in the teachers' standards document and any other set of standards relating to teachers' performance published by the Secretary of State and as BCAT Board determine as being applicable.

In order to meet the teachers' standards, a teacher needs to demonstrate that their practice is consistent with the definitions set out in part one (teaching) and part two (personal and professional conduct).

For teachers, three objectives are set, in collaboration with the teacher, based on the following areas:

- Pupil Progress: Based on KS3 - KS5 class but must be based on Yr 11 or Yr 13 outcomes for staff that teach those year groups (this will be based on a 'best fit progress'). Primary targets are based on working towards achieving individual class outcomes for Reading, Writing, Maths and Combined with the exception of Early Years where targets are based on working towards achieving Early Learning Goals.
- Teaching and Learning: based on best practice concerning the improvement of the quality of teaching and learning
- Personal Development: career path progression/developing individual expertise in the area of teaching or interest to the appraisee

The overall judgement by the appraiser is then based on a best fit judgement of the above.

For those on the Upper Pay Scale or who are holders of a TLR, one of their appraisal objective should be linked to the role and responsibility of that TLR.. This target will relate to a responsibility within the school. It should be measurable and demonstrate how it will impact an area for development within the school development Plan.

Specific additional targets may also be added for those in school Leadership and Management positions.

Annex A sets out the Teacher Standards to be used.

Teacher objectives should reflect their role in school e.g. a Head of Department or Key Stage should be set objectives by year group or key stage, objectives for a member of SLT should be set at whole school level, etc. Best fit targets wherever possible should focus on end of Key Stage progress.

3.2 Administrative and non-teaching Support Staff Objectives

For Administrative and non-teaching support staff three objectives will be set, in collaboration with the employee. These will cover:

- At least two objectives for their designated area of responsibility, plus
- One objective relating to Personal or Professional development.

In preparation for setting objectives the line manager and team member think about:

- the priorities of the team/area in their area of responsibility
- the focus/content and priorities of the job
- the potential for personal development projects
- past performance and potential and the outcomes of the most recent appraisal.

4. Setting helpful objectives

An objective is a performance priority to be achieved within a stated period of time.

Objectives should be SMART: Specific, Measurable, Achievable, Relevant and Time bound. Line managers should therefore ensure that each objective is:

- clearly written to avoid misunderstanding
- relevant to the individual's job role and responsibilities
- achievable in a meaningful way, to maximise the potential of the individual's performance
- measurable in terms of expected outcomes specified in eg quality, quantity, time, cost and accuracy.

5. The annual Performance Cycle

First stage: By the end of September each academic year the line manager meets with the appraisee and agrees the performance objectives for the coming academic year.

Second stage: a mid-year review to discuss progress against objectives, provide interim feedback and track how things are progressing is held before 31st March.

Third stage: Once the academic year has finished and there has been time to collate evidence re the achievement of exam attainment and progress the line manager will hold a review of the achievement against objectives and agree with the individual what has been met and what development areas are identifiable.

For teaching staff, all appraisals will be timetabled into directed time. Meetings should be held in a location which will ensure privacy and freedom from interruptions. Setting objectives is a two-way process and the final objectives should be clearly mutually understood. Ideally, objectives are agreed but in circumstances where the objective relates to a BCAT priority this may not be possible; ultimately, it is the line manager/ appraiser's responsibility to determine and set objectives.

During the first stage meeting when objectives are set the focus should be on:

- identifying what the objectives are
- clarifying the tasks/activities required to achieve the objective
- confirming how the objective will be measured
- identifying any objectives which contribute to the work of the team, ie team or shared objectives
- identifying start/end dates and any interim dates/targets
- confirming that all objectives will be as part of an overall assessment of performance by the appraiser and Principal/Headteacher
- summarising what has been discussed
- set review date(s) for stage two and three.
- arrange for the appropriate screens in SISRA to be completed to record the objectives agreed (this is normally completed together as part of the review discussion)

6. Development and Support

Appraisal is a supportive process used to inform continuing professional development. The Trust wishes to encourage a culture in which all employees take responsibility for improving their performance through appropriate professional development. This will be linked to the Academy improvement priorities and to the professional development needs and priorities of individual employees.

The individual Academy's continuing professional development (CPD) programme will be informed by the training and development needs identified as part of the appraisal process. The Academy will ensure in budget planning that, as far as possible, resources are made available for appropriate training and support agreed for appraisees, maintaining and access on an equitable basis.

7. Gathering and recording evidence

As part of the overall appraisal process, it is important that staff are clear about the evidence required by their appraiser to enable them to assess performance and make a pay recommendation to the Principal/Headteacher.

All documents and evidence should be stored in SISRA so to minimise the amount of additional work required to verify the achievements of objectives and overall performance attainment. It is not envisaged that any new documentation will need to be created other than that developed as usual during the normal school year. Examples of such evidence are set out below.

Judgements relating to performance should be supported by evidence against targets set.

For teachers, this is based on evidence of action to demonstrate

- a positive impact on pupil progress
- a positive impact on wider outcomes for pupils
- improvement in specific elements of practice, eg lesson planning
- a positive contribution to the work at the school.

The evidence gathered by the school and the member of staff will largely be determined by the nature and scope of the agreed objectives and/or the teachers' standards. Examples of evidence may include the following, although this list is not exhaustive:

- classroom observations
- task observations
- reviews of assessment results
- reviews of lesson planning records
- internal tracking
- moderation within and across schools
- evidence supporting progress against teachers' standards

Any classroom or task observations will be carried out by qualified teachers in accordance with the school's classroom and task observation protocol.

For Teaching Assistants and Administrative and Support Staff, appropriate evidence of action may include:

- a positive impact on pupil progress
- a positive impact on the wider outcomes for pupils
- enhancing the pupil experience
- improving the cost effectiveness of services
- improving the efficiency of services
- maintaining and further improving high standards of health and safety, welfare and wellbeing for pupils.

Examples of evidence may include:

- written proposals
- observations
- assessment results, evidence of lower costs or better performance
- outcomes of audits and inspections.

7. The end of year assessment (stage three)

At the end of the year, individual performance will be assessed in line with targets set.

The SISRA systems will show both the appraiser and appraisee what has been agreed re the RAG rating against the targets. Comments are also recorded to show the supporting evidence presented that enabled the judgment to be arrived at. This step of the process should be concluded via SISRA by the 30th September, to take into account examination results, for all school leaders, teachers and support staff recording the overall performance assessment and pay recommendation.

The overall assessment of performance and its subsequent performance rating for individual members of staff is subject to a process of moderation no later than the date required for payroll processing in October each year. This will usually be by the end of the second week of October.

The final version of the appraisal assessment is held in SISRA, including the performance grade recommendation, where it can be accessed by appropriate stakeholders such as the Principal/ Headteacher and HR as well as by the line manager and employee.

8. The Appraisal Process – a reminder of key dates

Objectives are set for the period 1 September to 31 August.

Objectives are drafted at the beginning of the year in September and finalised no later than 31 October.

A mid-year review will take place no later than 31 March.

The end of year assessment takes place by 30 September with moderation by the Principal/ Headteacher no later than 15th October.

The appraiser records a performance grade recommendation in SISRA for review by the Principal/Headteacher (see Performance Related Pay).

Employees in post on or before 28 February in the year 1 September – 31 August who have their pay determined by performance related pay must have objectives set. For employees appointed on or after 1 March, setting objectives is optional but recommended as part of the induction and probation processes. These employees are not eligible for a performance related pay increase from the following 1 September.

9. Further information

Employees who wish for information about how to apply to the Upper Pay Scale (UPS) should contact the Trust HR and Governance Manager who will explain the process for making an application.

Employees should contact their line manager or HR representative in the first instance with any questions. The Principal or Headteacher may also offer clarification or advice as required.

Note:

Objectives for the CEO and pay recommendation are set by the Chair of the BCAT Board.

Teacher Standards
<p>1 Set high expectations which inspire, motivate and challenge pupils</p> <ul style="list-style-type: none"> • establish a safe and stimulating environment for pupils, rooted in mutual respect • set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions • demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
<p>2 Promote good progress and outcomes by pupils</p> <ul style="list-style-type: none"> • be accountable for pupils' attainment, progress and outcomes • be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these • guide pupils to reflect on the progress they have made and their emerging needs • demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching • encourage pupils to take a responsible and conscientious attitude to their own work and study.
<p>3 Demonstrate good subject and curriculum knowledge</p> <ul style="list-style-type: none"> • have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings • demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship • demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject • if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics • if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.
<p>4 Plan and teach well-structured lessons</p> <ul style="list-style-type: none"> • impart knowledge and develop understanding through effective use of lesson time • promote a love of learning and children's intellectual curiosity • set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired • reflect systematically on the effectiveness of lessons and approaches to teaching • contribute to the design and provision of an engaging curriculum within the relevant subject area(s).
<p>5 Adapt teaching to respond to the strengths and needs of all pupils</p> <ul style="list-style-type: none"> • know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively • have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these • demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development • have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
<p>6 Make accurate and productive use of assessment</p> <ul style="list-style-type: none"> • know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements • make use of formative and summative assessment to secure pupils' progress • use relevant data to monitor progress, set targets, and plan subsequent lessons • give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.
<p>7 Manage behaviour effectively to ensure a good and safe learning environment</p> <ul style="list-style-type: none"> • have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy • have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly • manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them • maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
<p>8 Fulfil wider professional responsibilities</p> <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.

Teacher Standards

9 Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- 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.

10 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.

11 Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Use of Pupil Performance Data

When we analyse pupil performance data this is one aspect of the appraisal process and it is important that we do so in a contextually accurate way. The way we do this is:

1. Remove statistical outliers from the analysis in the same way as is done to the overall school performance data by the DfE. This is to prevent a small number of pupils skewing the overall data that does not reflect the general performance of a group.
2. Pupils with overall school attendance beneath 85% are also removed from the analysis. It is imperative that the school overall improves the attendance of pupils, and this does not cause an unfair impact on the analysis of pupil group performance for appraisal.
3. The prior attainment profile of a pupil group will be considered. Long term statistical evidence shows that groups with a higher percentage of lower prior attainers are less statistically likely to achieve their targets on average in England. This is actively considered by the line manager.
4. The overall analysis of pupil performance is one aspect of the appraisal process and is a constructive dialogue to identify successful methods of teaching and support for pupils that has worked and identify next steps to improve performance in future years. Where the analysis identifies clear cases of significant group underperformance that is then balanced against an overall best fit judgement in terms of other appraisal targets.
5. During the appraisal process the employee will explain other contextual factors to their line manager which may impact on particular pupil's performance which will be considered by the line manager.