



# The LETTA Trust

## Appraisal Policy

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<b>Reviewed by:</b>	TB Resources	<b>Signed:</b>	



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## **1. Introduction**

This Policy reflects the arrangements that came into effect on 1 September 2012. These arrangements are set out in the Education (School Teachers' Appraisal) (England) Regulations 2012 (the Appraisal Regulations) which replaced the Education (School Teacher Performance Management) (England) Regulations 2006 (the 2006 Regulations).

## **2. Purpose of appraisal**

This policy sets out the framework for a clear & consistent assessment of the overall performance of teachers, including the headteacher, & for supporting their development within the context of the school's plan for improving educational provision & performance, & the Standards for Teachers.

Where teachers are eligible for pay progression, the assessment of performance throughout the cycle against the performance criteria specified in the statement will be the basis on which the recommendation is made by the reviewer.

The policy applies to the headteacher & to all teachers employed by the school except teachers on contracts of less than one term, those undergoing induction (i.e. NQTs) & those who are the subject of capability procedures.

At LETTA Trust schools the appraisal process also applies to the support staff. The policy aims to:

- Improve staff morale & motivation
- Lead to an entitlement to professional development according to identified needs;
- Increase staff participation in decision-making & develop a sense of control over their work
- Identify the resources & facilities needed to support staff in their development
- Be manageable & not introduce unnecessary bureaucratic burdens
- Create an atmosphere of trust between staff, reviewers & the headteacher.

This policy should be read in conjunction with the school's pay policy which provides details of the arrangements relating to teacher's pay in accordance with the School Teachers' Pay & Conditions Document.

## **3. Our appraisal process**

Appraisal in Trust schools will be a supportive & developmental process designed to ensure that all staff have the skills & support they need to keep learning & developing professionally. To be effective, appraisal must include open & honest discussions between the appraiser & the appraisee.

## **4. Our appraisal period**

The appraisal period will run for twelve months, autumn term to autumn term. Teachers 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.

There is flexibility to have a longer or shorter appraisal period if teachers begin or end employment at some point during the year.

## **5. Appointing appraisers**

The headteacher will be appraised by the CEO & school Governors, (a panel of at least 2). The CEO is appraised by Trustees. The appraising Trustees or Governors will be supported by a suitably skilled or experienced external adviser who has been appointed by the Trust Board for that purpose.

The headteacher will decide who will appraise other teachers & will consider an alternative appraiser where a member of staff has a valid & genuine objection to their designated appraiser. The appraiser will normally be the appraisee's line manager. New appraisers will be supported by the headteacher in their role.

## **6. Setting objectives**

The CEO & headteacher's objectives will be set by their appraisal panel after consultation with the external adviser.

Objectives for each teacher will be set before or as soon as practicable after the start of each appraisal period. Teaching staff (teachers & support staff) will have the following 3 objectives:

1. Pupil progress
2. Quality of teaching & learning
3. Leadership (or wider professional responsibilities)

The objectives set for each teacher are intended to contribute to the school's plans for improving the school's educational provision & performance & improving the education of pupils at that school. Objectives will also take into account the professional aspirations of the teacher.

The objectives set for each teacher will be Specific, Measurable, Achievable, Realistic & Time-bound & will be appropriate to the teacher's role & level of experience. The appraiser & teacher will seek to agree on the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change. The appraisal objectives for second year teachers will link to their targets set in their final NQT report. Those teachers on the upper pay spine or the leadership group must be set objectives at a level that meets the appropriate National Standards. Objectives will be quality assured by the headteacher to ensure consistency.

## **7. Reviewing the quality of teaching & learning**

At The LETTA Trust we believe that there are a number of indicators of the quality of teaching & learning. Pupil assessment information, samples of their learning (in books for example) & feedback from lesson visits or learning walks, are all useful pieces of evidence.



Monitoring activities can fulfil a number of functions & information gathered during them will support staff professional development & be used to inform school self-evaluation & school improvement strategies. Information gathered from visits to classes is one form of data that leaders use to evaluate the standards of teaching & learning & to ensure that proper standards of professional performance are established & maintained.

## **8. Feedback**

Feedback will be in the form of a developmental discussion where the member of staff is encouraged to reflect on their practice. It will highlight strengths & areas that could be improved including any support that may be required to assist the teacher to achieve the required improvement.

## **9. Continuing professional development**

Continuing professional development is a priority at LETTA Trust schools. Appraisal is a developmental process & the Trust wishes to encourage a culture in which all staff take responsibility for pupil progress & continuing their own learning. Professional development will be linked to school improvement priorities & to the ongoing professional development needs & priorities of individual teachers.

## **10. Annual assessment**

Each teacher's performance will be formally assessed in respect of each appraisal period. The teacher will need to provide evidence to the appraiser to show how they have met their objectives. The headteacher quality assures the rigour & consistency with which objectives are evaluated & supports appraisers new to this role. For the headteacher or CEO, Trustees & Governors consult the external adviser.

This assessment is the end point to the annual appraisal process, but performance & development priorities will be reviewed & addressed on a regular basis throughout the year through the process of line management meetings.

The teacher receives a written appraisal report by 31 October (31 December for the CEO or Headteacher). The report includes:

- Details of the teacher's objectives for the appraisal period in question
- An assessment of the teacher's performance of their role & responsibilities against their Objectives & the relevant standards
- An assessment of the teacher's professional development needs & identification of any Action that should be taken to address them
- A recommendation on pay where that is relevant (NB – pay recommendations need to Be made by 31 December for headteachers & by 31 October for other teachers).

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

Failure to pass an appraisal will mean that teachers will not progress on the pay spine (see pay policy). If the quality of teaching is not good & is not improving, the capability policy will need to be employed (see capability policy).



## **11. Feedback to the Trust Board**

The headteacher & CEO will provide feedback to the Trust Board Resources Committee on the performance management process including an overview of anonymised outcomes & follow up action planning.