



## Windsor Academy Trust

<b>Appraisal Policy</b>	
<b>Responsible Committee:</b>	Windsor Academy Trust, Board of Directors
<b>Date revised by Board of Directors:</b>	July 2018
<b>Next review date:</b>	September 2019

## **1. Introduction**

- 1.1 This policy sets out the framework for a clear and consistent assessment of the overall performance of employees of Windsor Academy Trust (WAT) and for supporting their development within the context of the Trust's plan for improving educational provision and performance, and the standards expected of all employees, except those on contracts of less than one term.
- 1.2 This policy does not form part of any employee's contract of employment and it may be amended at any time following consultation.
- 1.3 Definitions:

Chief Executive means the Chief Executive of WAT.

Headteacher refers to all or any of the Executive Headteachers, Headteachers, Head of Schools at all or any of the academies within WAT.

Leadership Team refers to any member of the Leadership Group as defined by the School Teachers' Pay and Conditions Document, or a senior member of staff with responsibility for support staff.

Local Advisory Body (LAB) is a key mechanism for local accountability for each academy.

Board of Directors/Directors means the Directors of WAT.

## **2. Appraisal**

- 2.1 Appraisal in WAT 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 effectively and to contribute to the Trust's improvement. It will help to ensure that all employees are able to continue to improve their professional/employment practice and to develop in their respective roles.
- 2.2 The appraisal period will run for twelve months on an academic cycle.
- 2.3 Employees 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.
- 2.4 There is flexibility to have a longer or shorter appraisal period when employees begin, change post or end employment within WAT.

## **3. Appointing Appraisers**

- 3.1 The Chief Executive will be appraised by a sub-group of the Trust Board, supported by a suitably skilled and/or experience external adviser, who has been appointed for that purpose. The sub-group will have membership of no less than 2 Directors.
- 3.2 Headteachers will be appraised by the Chief Executive.
- 3.3 The Headteacher will decide who will appraise other employees.
- 3.4 The Chief Executive will decide who will appraise the staff within the Executive and Central Team.

## **4. Setting objectives**

- 4.1 The Chief Executive's objectives will be set by the sub-group after consultation with the External Adviser.
- 4.2 Headteachers' objectives will be set by the Chief Executive.
- 4.3 Objectives for each employee will be set before or as soon as practicable after, the start of each appraisal period. These will be reasonable in number. The objectives set 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.
- 4.4 The objectives set for each appraisee will, if achieved, contribute to each academy's plans for improving its educational provision and performance and improving the education of students at each academy. This will be ensured by, amongst other things, quality assuring all objectives against the school improvement plan. In some cases, staff working across WAT may have their objectives set by the Executive Team and they may relate to work in another academy within the Trust.
- 4.5 At the same time as setting objectives each employee will be informed of the standards against which their performance during that appraisal cycle will be assessed. All teachers will be assessed against the Teachers' Standards and against any specific role or responsibility they hold within school e.g. TLR. The Chief executive or Board of Directors (as appropriate) will need to consider whether certain employees should also be assessed against other sets of standards published by the Secretary of State that are relevant to them.

## **5. Reviewing Performance**

- 5.1 The Trust believes that observation of classroom practice and other responsibilities is important both as a way of assessing employee 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.
- 5.2 An employee's performance will be regularly observed but the amount and type of classroom observation will depend on the individual circumstances of the employee and the overall needs of the academy. There will not be a one-off lesson observation directly linked to an employee's appraisal, as the Trust believes it is important to assess the quality of an employee's performance over time to gain an accurate evidence base. In addition to formal observation, the Chief Executive, Headteacher(s) or other leaders with responsibility for teaching standards 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 length and frequency of "drop in" observations will vary depending on specific circumstances.
- 5.3 It is important that any evidence collected, as part of the quality of employee performance monitoring and evaluation schedule, is triangulated and is subject to internal and external quality assurance checks. Monitoring and evaluative activities include planning and work scrutiny, data outcomes, progress made towards pupil action plan targets and pupil wellbeing and involvement.

5.4 Employees (including the Headteachers) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities assessed.

## **6. Development and Support**

6.1 Appraisal is a supportive process which will be used to inform continuing professional development. WAT wishes to encourage a culture in which all employees take responsibility for improving the teaching and learning of children through appropriate professional development for staff.

6.2 Professional development will be linked to academy improvement priorities and to the ongoing professional development needs and priorities of individual employees.

## **7. Feedback**

7.1 Employees will receive constructive feedback on their performance throughout the year and as soon as practicable after an observation has taken place or other evidence has come to light. Feedback will highlight strengths as well as areas that require attention.

7.2 Where there are concerns about any aspects of the employee's performance the appraiser will meet the employee formally to:

- give feedback to the employee about the nature and seriousness of the concerns;
- give the employee the opportunity to comment and discuss the concerns;
- agree any support (e.g. coaching; mentoring, structured observations) that will be provided to help address the specific concerns;
- Agree a timescale for improvement - make clear how, and by when, the appraiser will review progress. The review period will depend on the seriousness of the concerns.
- explain the implications and process if no or insufficient improvement is made.

7.3 When progress is reviewed, if the appraiser is satisfied that the employee 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.

7.4 Where it has not been possible to eliminate concerns about an employee's performance or improvement has not been sustained, the formal Capability policy will be invoked.

7.5 The appraiser will keep a note of any concerns, the support given and the review outcome. A copy of this note will be given to the employee.

## **8. Transition to capability**

8.1 If the appraiser is not satisfied with progress, the employee 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 outlined in the Trust's Capability Policy. It is recommended that advice be sought from the Trust's Head of HR before moving to the formal stage.

## **9. Annual Assessment**

- 9.1 Each employee's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the Chief Executive, the sub-group must consult the external adviser.
- 9.2 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.
- 9.3 The employee will receive as soon as practicable following the end of each appraisal period, and have the opportunity to comment on, a written appraisal report by 31 October. 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;
  - a recommendation on pay where relevant.
- 9.4 The assessment for performance and of training and development needs will inform the planning process for the following appraisal period.