

Maximising Performance (Appraisal) Policy for Teaching Staff

Policy Code:	HR2
Policy Start Date:	September 2018
Policy Review Date:	October 2019

Please read this policy in conjunction with the policies listed below:

- HR1 Capability Policy
- HR6 Data Protection Policy
- HR11 Teachers' Pay Policy

1 Policy Statement

The Priory Federation of Academies Trust is committed to providing high quality outcomes through quality teaching and learning. Maximising Learning is the approach which the Trust uses to help all teachers to deliver quality first teaching and assessment. Through our workforce we aim to provide opportunities for all of our pupils, whatever their ability. Each employee will therefore be given support to ensure that they have the skills they need to carry out their role; to help them to improve their performance continually; and to allow them to develop to their full potential which will in turn help improve outcomes for young people. The Trust's approach to school, personal and professional development (Maximising the Effectiveness of Teaching and Leadership) supports continual improvement at all levels.

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers and for supporting their development needs within the context of the Trust's development plans.

Wherever referred to, Academy or Trust throughout this policy includes The Robert De Cheney Boarding House at The Priory Academy LSST, the Keyworth Centre at The Priory City of Lincoln Academy, the Early Years Setting at The Priory Witham Academy and the French Centre.

2 Roles, Responsibilities and Implementation

- 2.1 The Pay, Performance and HR Committee has overall responsibility for the effective operation of this policy and for ensuring compliance with the relevant statutory framework. This committee delegates day-to-day responsibility for operating the policy and ensuring its maintenance and review to the HR Director.
- 2.2 Leaders and managers have a specific responsibility to ensure the fair application of this policy and all employees are responsible for supporting colleagues and ensuring its success.

3 The Maximising Performance Structure

- The Trust will appraise the performance of the Chief Executive Officer (CEO). The CEO will appraise the performance of the Headteachers and the Trust's Directors referred to below as 'the Directors'. In turn, the Headteacher of each Academy is responsible for ensuring the review of the performance of every other teacher deployed at the Academy.
- The purpose of any maximising performance meeting is to review the employee's current job, their performance and their future plans. Any meeting will also be an opportunity to discuss how the employee can

contribute to the wider work of the Trust and to agree how maximising performance objectives will be met.

4 The Maximising Performance Period

- The maximising performance period will be for 12 months and will begin on 1st September; the process must be completed by 31st October for teachers and by 31st December for the CEO, the Headteachers and the Directors. The cycle will begin with a Planning Meeting and will end with a Review Meeting. The Trust strongly recommends that there should also be a mid-year review meeting.
- Where a teacher starts their employment, or transfers to a new post within the Trust part way through a maximising performance cycle, the Headteacher (or in the case where the employee is the CEO, a Headteacher or a Director), the Trust shall determine maximising performance arrangements for the remainder of the maximising performance period, with a view to bringing their cycle into line with the cycle for other teachers and staff as soon as possible. In these circumstances, a maximising performance cycle must not be extended beyond one year.
- Where a teacher is employed on a fixed term contract for a period of less than 12 months, the length of the maximising performance period will be determined by the duration of the contract.

5 The Appraisers

- (i) Those leading maximising performance meetings (appraisers) will be provided with appropriate training.
- (ii) Arrangements for the CEO, the Headteachers and the Directors:
 - a) The Trust is the appraiser for the CEO. The CEO is the appraiser of the Headteachers and the Directors. To discharge these duties, they will delegate responsibility to the Pay, Performance and HR Committee and CEO as appropriate. The CEO, the Headteachers and the Directors can each raise an objection to the Chair of the Trust, in writing and with good reason, outlining why an appointed Trustee should be excluded from the maximising performance process. Where the objections are rejected, the colleague should be advised in writing.
 - b) The Trust appoints an external adviser for the purposes of providing it with advice and support in relation to the maximising performance of the CEO, the Headteachers and the Directors. The qualifications and experience required of an external adviser are not set by

regulation. It is for the Trust to decide who it wishes to use as an external adviser, ideally with the agreement of all parties concerned.

- c) The external adviser is not responsible for determining a recommendation to the Pay, Performance and HR Committee on whether an increment should be paid, following the review; this is a matter for the committee in the case of the CEO and the CEO for Headteachers and the Directors. However, Trustees on the committee can ask for advice and should take account of any advice offered.
- (iii) Arrangements for all other employees:
- a) The Headteacher is responsible for the maximising performance cycle of all teachers in the Academy. The Headteacher will delegate this responsibility to the employee's immediate line manager.
- b) If a teacher wishes to change their appraiser, on professional grounds, they can do this once per academic year by requesting in writing to the member of SLT/Headteacher in charge of maximising performance. Where the objections are rejected, the teacher will be advised in writing. The member of SLT/Headteacher's decision is final.

6 Objectives

- In relation to the CEO, the Trust must, before, or as soon as practicable after, the start of each maximising performance period, inform them of the standards against which their performance will be assessed. Objectives must then be agreed for the maximising performance period.
- In relation to the Headteachers and Directors, the CEO must, before, or as soon as practicable after, the start of each maximising performance period, inform them of the standards against which their performance will be assessed. Objectives must then be agreed for the maximising performance period.
- In relation to every teacher employed at that Academy, the Headteacher of each Academy must, before, or as soon as practicable after, the start of each maximising performance period, inform the teacher of the standards against which their performance will be assessed. The Trust sets three objectives for all teachers; personalised approaches to meeting these objectives will be agreed. Headteachers may delegate this responsibility to other staff.

- The objectives must contribute to the improvement of the Trust's educational provision and performance and appraisers will, therefore, be expected to align individual approaches to meeting objectives with the Trust's priorities.
- The approaches to meeting objectives will be specific, measurable, achievable, realistic and time bound and will be appropriate to the teacher's role and level of experience.
- All appraisers and appraisees should look to agree how objectives will be achieved; where agreement cannot be reached, the member of SLT who has been delegated responsibility for maximising performance, shall make the final judgement.
- Standard objectives set by the Trust are:
 1. Teaching: To ensure an increasing positive impact on pupil/student progress by developing areas of practice in order that pupils/students perform in line with expectations.
 2. Professional Duties: To provide a positive and increasing contribution to the outcomes of pupils/students by fulfilling the teacher's role within the Academy, having high expectations and supporting the Academy in achieving its priorities as outlined in the Academy Development Plan.
 3. CPD: To have an increasing impact on the effectiveness of staff, teachers are expected to undertake a period of professional development, with clearly established and successful outcomes, which can be used by themselves and others.

Personalised approaches to meeting objectives must include any Trust-wide focus or priority, and any specific priorities that relate to the individual teacher's performance.

Where there are concerns about any aspects of an employee's performance, the appraiser will meet the appraisee to:

- a) give clear feedback about the nature and seriousness of the concerns;
- b) give the appraisee the opportunity to comment and discuss concerns;
- c) find out if there are any issues that are affecting their performance with which the appraiser can assist or provide other support;
- d) make clear what improvements need to be made and how this can be achieved;

- e) agree any support (for example coaching, mentoring, training, structured observations, observing others in a similar role, etc), that will be provided to help address those specific concerns;
- f) make clear how, and by when, the appraiser will review progress, either by setting new and clear approaches to meeting objectives which will be assessed during the review period or by revising current objectives, allowing sufficient time for improvement; the amount of time for this should reflect the seriousness of the concerns. This will be an informal review period.

7 Teachers' Standards

- The standards against which performance must be assessed in respect of a teacher are the set of standards articulated in the current Teachers' Standards document. These can be found on pages 51-52 or in the Trust's Maximising Performance Guide.
- In order to meet the Teachers' Standards, a teacher will need to demonstrate that their practice is consistent with the definitions set out in Part 1 (Teaching) and Part 2 (Personal & Professional Conduct).

8 Applying the Current Teachers' Standards

- Teachers must make the education of their pupils their first concern and are accountable for achieving the highest possible standards in their work and conduct.
- Teachers must act with honesty and integrity, have strong subject knowledge and be self-critical.
- Teachers are expected to forge positive professional relationships with those around them and work with parents in the best interests of their pupils.

9 Gathering the Evidence

- The evidence which is gathered by a member of staff will largely be determined by the nature and scope of the agreed personalised approaches to meeting the objectives and / or the Teachers' Standards.
- Examples of evidence may include:
 - (i) evaluation of the quality of teaching
 - (ii) observations of improved classroom practice
 - (iii) reviews of assessment results
 - (iv) reviews of lesson planning records
 - (v) internal tracking and the impact of student progress

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- (vi) leadership team walkabouts where they have a relevance to specific teacher objectives
 - (vii) evidence supporting progress against Teachers' Standards
 - (viii) parents' voice
 - (ix) pupils' voice
 - (x) school improvement and departmental / Faculty plans
 - (xi) effective involvement in Quality Assurance processes.
- For maximising performance purposes, the Trust is committed to ensuring all evidence gathering is developmental and supportive and that those involved in the process will:
 - (i) carry out the role with professionalism, integrity and courtesy
 - (ii) evaluate objectively
 - (iii) report accurately and fairly
 - (iv) respect the confidentiality of the information gained.
 - Where evidence emerges about the appraisee's performance, which gives rise to concern during the cycle, additional evidence gathering and relevant support may be arranged during the cycle. An agreed period of coaching and support will be introduced. If there are still concerns, an informal meeting will be initiated and, depending on the circumstances, an appropriate member of the SLT may be present. The purpose of the meeting is to:
 - (i) Give clear feedback to the teacher about the nature and seriousness of the concerns
 - (ii) Give the teacher the opportunity to comment and discuss the concerns
 - (iii) Build on the coaching, and determine any additional support that will be provided to help address those specific concerns
 - (iv) Make clear how, and by when, the appraiser will review progress, explain the implications and process if no, or insufficient, improvement is made
 - (v) If appropriate, incorporate points (i) to (iv) into an informal support plan (Performance Plan) that will be shared with the teacher.
 - When progress is reviewed, if the appraiser is satisfied that the teacher has made, or is making, sufficient improvement, the maximising performance process will continue as normal, with any remaining issues addressed through that process.
 - The informal Performance Plan must be continued until the review date, even if it extends beyond the maximising performance deadline of 31st October. At the end of the Performance Plan, if successful, any pay increases will be backdated to 1st September.
 - If, however, the appraiser is not satisfied with progress, the teacher will be notified in writing that the maximising performance process has come to an end,

that their performance will be managed under the Capability Policy, and that they will be invited to a formal capability meeting. A teacher in a formal capability process will not receive a pay increase in any academic year during which they are in formal procedures.

10 Reviewing Performance and Annual Assessment

- At the end of the cycle, assessment of performance will be on the basis agreed at the beginning of the cycle.
- The Trust or Headteacher must assess the performance in the maximising performance period against the agreed approaches to meeting objectives and relevant standards.
- A written maximising performance report must be provided at the conclusion of the maximising performance process – by 31st October for teachers and by 31st December for the CEO, the Headteachers and the Directors; the report must record the overall performance assessment and pay recommendation.
- Good progress towards the achievement of an objective in challenging or exceptional circumstances, even if the performance criteria have not been met in full, may be assessed favourably. If agreement cannot be reached, especially on the outcomes of a maximising performance meeting, the teacher may appeal to the Headteacher. The CEO, the Headteachers and the Directors may appeal to the Chair of the Pay, Performance and HR Committee. The Chair of the Trust will review all cases where there has not been a resolution and will make a decision that will be final.
- The maximising performance process will be externally moderated by appropriately qualified and experienced colleagues.
- The final version of the maximising performance documentation will be held centrally. The sharing of such information is governed by the data protection principles under the Data Protection Act 1998.
- The Trust will ensure that all written maximising performance records are retained in a secure place for six years and then destroyed.

11 Continuing Professional Development

- The Trust's Maximising the Effectiveness of Teaching and Leadership programme will be informed by the training and development needs identified through the maximising performance procedure and through the general needs of the individual academies and the Trust.

- Support to meet individual or collective development needs should be provided within the context of each Academy's development plan.

12 Conflict of Interest

- In any circumstances where an individual believes that their participation in any part of the maximising performance process amounts, or may amount, to a 'conflict of interest', they should declare this to their appraiser and / or not take part in that part of the performance management process where they believe that a 'conflict of interest' would, or is likely to, prevail. In such cases, alternative arrangements will be made.

13 Pay Progression Linked to Performance

- All pay recommendations should be clearly attributable to the performance of an employee through the performance management system.
- The decision whether or not to award a pay increase must be related to a teacher's performance against the performance management objectives and relevant standards established at the start of the cycle.
- A pay recommendation must be made in writing as part of a teacher's annual performance management report.
- Where a teacher is not subject to the current regulations, the Trust will determine through what process the teacher's performance will be assessed and a pay recommendation made for the purposes of making its decision on pay.
- Continued good performance should give a classroom or an unqualified teacher an expectation of progression to the top of their respective pay ranges.
- Teachers will work with their appraisers to ensure that there is sufficient evidence to support pay recommendations. Teachers will also keep records of objectives and it is strongly recommended by the Trust to review them throughout the maximising performance period.

14 Guiding Principles

- In its oversight of the maximising performance (MP) system, the Trust is committed to ensuring consistency of treatment and fairness and to stay within the prevailing legal framework applicable to all employees; for example, the Equality Act 2010, the Employment Rights Act 1996, the Part-Time Workers Regulations 2000, the Fixed Term Employees Regulations 2002 and the Data Protection Act 1998.

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- The Headteacher in each Academy will moderate a sample of the planning statements to check that the plans comply with the Trust's Maximising Performance (Appraisal) Policy. As the employer, the Trust will sample MP documents to ensure consistency in the application of the appraisal policy.
 - The MP (appraisal) process and the supporting documentation will be treated with strict confidentiality at all times. Only those who need access to such information will be granted access to enable them to discharge their responsibilities as directed by the Trust. The Trust will monitor the operation of the appraisal system and review it at appropriate intervals.
 - The Trust has the highest aspirations for all students and groups of students; this will be reflected in the challenging nature of the objectives.

15 Policy amendment

This policy may only be amended or withdrawn by The Priory Federation of Academies Trust.

The Priory Federation of Academies Trust Maximising Performance (Appraisal) Policy

This Policy has been approved by the Pay, Performance and HR Committee:

Signed..... Name..... Date:

Trustee

Signed..... Name..... Date:

Chief Executive Officer

Signed..... Name..... Date:

Designated Member of Staff

Please note that a signed copy of this agreement is available via Human Resources.