Appraisal Policy

Approved by: Pay & HR Committee	**Date:** 5th July 2022

Last reviewed on: 5th July 2022

Next review due by: July 2024

Greensand Appraisal Policy

Greensand Values and Principles

Greensand Multi-Academy Trust ("the Trust") values all members of staff and seeks to support every individual's professional development. Our policy positively challenges our staff to be committed to excellence, whilst ensuring that everyone maintains a minimum 'threshold' level of performance. Our policy is based upon encouragement, challenge, support, clarity, consistency, rigour, trust and time.

This policy must be read in conjunction with the following:

- Greensand MAT Pay Policy
- Individual School Growth/Performance Improvement Plan (PIP) Procedures
- Greensand MAT Attendance Management Policy
- Greensand MAT Disciplinary & Capability Procedure

1. Aims

This policy aims to:

- set out the arrangements for appraising staff, defining how growth, performance management, attendance management, capability and pay policies link together;
- ensure consistency and fairness across the Trust;
- create a process where the professional development of our staff is supported and encouraged; and
- ensure that all members of staff have the skills and knowledge they need to fulfil and excel in their role and provide an excellent education to our pupils.

The policy applies to all members of staff employed by the Trust, except members of staff on contracts of less than one term, teachers undergoing induction, (ECT1 and ECT2), staff subject to capability procedures, staff engaged on a temporary basis (e.g. casual workers, agency staff) or those serving a probationary period.

Staff engaged on a temporary or fixed term contract likely to last for less than one year will have their performance managed in accordance with the principles underpinning this policy, although the process will be adjusted to take into account the known or likely duration of the contract.

The Trust is mindful of its obligations under the Equality Act 2010 and this policy will be applied fairly and consistently to all staff, with the exceptions outlined above.

2. The Appraisal Cycle

The appraisal period will run annually beginning on the first day of the autumn term.

Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Start of Growth Cycle				Growth Meeting with Coach			Growth Meeting with Coach			
Attendance Monitoring				Attendance Monitoring			Attendance Monitoring			
Quality Assurance Processes,				Quality Assurance Processes			Quality Assurance Processes			
			Appraisal Record			Appraisal Record				Appraisal Record

3. Appraisal Judgements - Minimum Thresholds

Trust and school leaders, usually Headteachers within schools and the CEO for the Central Team, will assess whether a member of staff has met the minimum threshold for each criterion every term based upon the appropriate policy and procedure for each criterion. We recognise that there are circumstances where it is difficult to make a binary decision as to whether thresholds have been met or not, so there are three possible assessments for each:

1. MET

2. RAISES QUESTIONS

3. NOT MET

Staff will be appraised on a termly basis under the following criteria:

Threshold 1 - Engagement with Growth/PIP procedures

All staff are required to positively engage in their own professional development and the individual school's Growth/PIP processes. Growth/PIPE models include the use of professional standards and job profiles as part of self-review process. There is no pass or fail element of Professional Growth.

Threshold 2 - Acceptable Attendance

This will be judged in accordance with the Trust's Attendance Management Procedure. Attendance thresholds will be deemed to have been MET unless one of the triggers in the policy has been breached. In such circumstances, attendance records will be considered individually to consider any contributing factors which may have had an adverse impact on someone's ability to render regular attendance.

Threshold 3 - Competency

This will be judged in accordance with individual job profiles and the Trust Disciplinary and Capability Procedure. All staff will be judged as having MET this threshold unless they are not meeting the requirements of their job description, this includes UPS criteria for members of staff graded UPS1, 2 and 3. The usual monitoring and quality assurance processes will be used to make this judgement. Members of staff wishing to move through and up the UPS will need to apply and be assessed according to the UPS standards and criteria set out in the Pay Policy.

Quality assurance will always be carried out by members of staff with appropriate seniority, levels of training and qualifications. For some activities, colleagues from other schools in the Trust and external consultants will be used. Examples are given below.

Role	Teacher	Classroom/Child Facing Support Staff (to inc. MDS, playworker)	Senior Leaders	Non-classroom based support staff
Examples of typical monitoring and Quality Assurance activities	Learning Walks Subject Review Days Lesson Observation Trust Challenge Visits	Learning Walks Trust Challenge Visits Intervention observations	Learning Walks Staff Survey Trust Challenge Visits Pupil outcomes	Learning Walks Individual achievements Work sampling Meeting targets Collaborative working

	Pupil outcomes			Stakeholder engagement and feedback Health and Safety Checking

Threshold 4 - Good Professional Behaviours

All staff are expected to behave in a way that is supportive of the school and Trust's vision, mission and values. There is an expectation that members of staff maintain positive, appropriate relationships with all stakeholders and follow the staff code of conduct. All staff will be judged as having MET this threshold unless some specific behaviours trigger a concern.

4. Appraisal Record Keeping

How is this information used?

This information is recorded and held in accordance with the GDPR.

Individual headteachers and line managers are responsible for:

- ensuring that new employees have an agreed job description which should be reviewed and updated annually to ensure it is an accurate reflection of the job holder's role. Teacher job descriptions should be aligned with the Teacher Standards (updated December 2021);
- identifying specific underlying behavioural competencies that form an integral part of role;
- meeting with staff members to discuss professional growth initiatives including training and development needs linked to the effective delivery of the job role, and career aspirations.

Individual staff members are responsible for:

- taking an active role in reviewing their own performance and professional growth and
- engaging with and taking responsibility for their own learning and development.

All staff and line managers are encouraged to take responsibility for their own role within the professional growth process. Failure to engage with the professional growth process may lead to a lack of clarity over job role, learning needs or expected standards of performance, resulting in underperformance which can directly or indirectly put pupil progress at risk.

What happens if a member of staff meets all of the thresholds?

We expect the vast majority of staff to meet all thresholds every term. No action is taken as this is a minimum requirement of all staff.

What happens if a member of staff does not meet one or more of the thresholds?

This should not be a surprise to the member of staff as action should already have been taken, in accordance with either attendance management, capability or disciplinary policies, or Growth/PIPE procedures. Support should already be in place to help meet thresholds moving forward. However, Headteachers must inform the member of staff at the end of each term if they do not meet any of the thresholds and that this may prevent them from being eligible for pay progression at the end of the academic year.

Staff will receive constructive feedback on their performance throughout the year and as soon as practicable after quality assurance activities have taken place or other evidence has come to light. Feedback will highlight

particular areas of strength as well as any areas that require further development. Where there are concerns about any aspects of someone's performance, the line manager will meet the staff member formally to:

- give clear feedback about the nature and seriousness of the concerns;
- give the member of staff the opportunity to comment and discuss the concerns;
- set clear objectives for required improvement;
- agree any support (e.g. coaching, mentoring, structured observations) that will be provided to help address those specific concerns;
- make clear how, and by when, progress will reviewed , allowing sufficient time for improvement. The amount of time is up to the school but should reflect the seriousness of the concerns; and
- explain the implications and process if no, or insufficient, improvement is made – e.g., impact on pay progression and potential move to formal capability proceedings.

The specific nature of the support will be based on the individual's circumstances. For example, members of staff whose difficulties are linked to a long-term health condition may be referred to the occupational health service. Those new to the school may be given a mentor or coach.

What happens if a member of staff 'raises questions' against one of the criteria?

The member of staff must be informed that there are questions regarding their performance and provided with support to help them securely meet the threshold.

What happens if a member of staff does not meet all of the thresholds on more than one occasion?

This will not be a surprise as action will have been taken in accordance with the relevant policy to provide support for the member of staff. In accordance with all of the relevant policies, a formal process will be triggered if informal support is ineffective.

5. Pay Progression

Pay progression, within the pay range for the individual member of staff, will be automatic providing they meet minimum thresholds of expectation. Pay progression will take place at the end of the academic year, in accordance with the Pay Policy.

(UPS and other allowances will be awarded according to the Trust's Pay Policy)

If a member of staff is in a formal process of support under Attendance, Capability or Conduct at the end of the academic year, they will not be eligible for pay progression. If a member of staff has been subject to a formal process, but has made the necessary improvements to meet minimum thresholds by the end of the academic year, they will be eligible for pay progression.

6. Confidentiality

When conducting an employee's appraisal, schools will process personal data collected in accordance with the Trust's Data Protection Policy. Data collected by the school as part of the operation of the appraisal process is held securely and accessed by, and disclosed to, individuals only for the purposes of managing his/her appraisal, or to quality assure the operation and effectiveness of the appraisal system. Inappropriate access or disclosure of employee data constitutes a data breach and should be reported in accordance with the Trust's Data Protection Policy immediately. It may also constitute a disciplinary offence, which will be dealt with under the Trust's Disciplinary and Capability Procedure.

7. Monitoring arrangements

The Pay and HR Committee will monitor and review the effectiveness of the appraisal arrangements. The Trust HR Manager will monitor the threshold records to ensure consistency across schools and that appropriate procedures and policies are being followed.

This policy will be reviewed annually.

The Pay and HR Committee will be responsible for approving this policy.

8. Links with other policies

This policy should be read in conjunction with our capability and pay policies.