

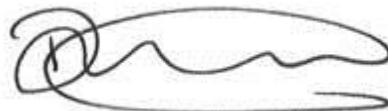
APPRAISAL PROCEDURE

The OHC&AT Board of Directors has agreed this Policy and as such, it applies across the organisation – 26th November 2015.

Jay Mercer
Chair of OHCAT Board

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Darren Coghlan
Chair of OHC Board

A handwritten signature in black ink, appearing to read "Darren Coghlan".

Appraisal Procedure

INTRODUCTION

Orchard Hill College and Academy Trust (OHC&AT) is committed to providing outstanding educational opportunities for all our pupils and students. Part of this commitment is to ensure high quality staffing across all OHC&AT settings.

OHC&AT sees the appraisal as a very important and powerful tool, not only for monitoring and approving the performance of staff, but also as part of a succession planning strategy across the family to ensure that there are opportunities for progression.

This procedure sets out the framework for a clear and consistent assessment of the overall performance of all staff and for supporting their development within the context of the OHC&AT plan for improving educational provision and performance, and the standards expected of teachers/lecturers and support staff. It also sets out the arrangements that will apply if teachers/lecturers and other staff fall below the levels of competence that are expected of them, and the transition to the Capability Procedure.

The procedure applies to all staff except those on contracts of less than one term, those undergoing induction e.g. NQTs, and those who are subject to capability procedures.

All references to Orchard Hill College and Academy Trust (OHC&AT) include both Orchard Hill College (OHC) and Orchard Hill College Academy Trust (OHCAT) as employers unless otherwise specified.

CONTEXT

Revised appraisal arrangements for school teachers came into force with effect from 1 September 2012. They are set out in the Education (School Teachers' Appraisal) (England) Regulations 2012 (the Appraisal Regulations) which replace the Education (School Teacher Performance Management) (England) Regulations 2006 (the 2006 Regulations). These are fully referred to in detail in Appendix 1.

APPRAISAL

Appraisal within OHC&AT will be a supportive and developmental process designed to ensure that all staff have the skills and support they need to carry out their role

effectively for the benefit of our pupils and students. It will help to ensure that staff are able to continue to improve their professional practice and to develop either as teachers/lecturers or within their respective roles.

The appraisal period

The appraisal period will run for twelve calendar months from 31st October in Academies and from 1st September in Orchard Hill College. Staff 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.

Appointing appraisers

The performance of the CEO/Principal of OHC&AT will be appraised annually by the Chair of Orchard Hill College with advice and input from the Chair of OHC&AT.

The performance of the Executive Heads of OHC&AT will be appraised annually by the CEO/Principal of OHC&AT with advice and input from a Director with relevant portfolio expertise.

The performance of the Academy Heads/Principals and Head of College will be appraised annually by the CEO/Principal of OHC&AT with advice and input from the Chair of the Academy's LGB/College Committee.

All other staff within OHC&AT will be appraised annually by their line manager.

Setting objectives

The objectives for each member of staff will be set before, or as soon as practicable after, the start of each appraisal period. The objectives set for each staff member, will be SMART (Specific, Measurable, Achievable, Realistic, Relevant and Time-bound) and will be appropriate to the employee's role and level of experience. The appraiser and staff member 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.

Teachers/lecturers will be set objectives related to quality improvement linked to whole school/academy/college development. Support staff will be set key objectives relating to their job role. The objectives set for each staff member will contribute directly to OHC&AT plans for improving educational provision and performance and improving the education, learning outcomes and destinations of pupils and students at each OHC&AT setting. This will be ensured by quality assuring all objectives against each provision's Development Plans.

Assessment against standards

For teachers/lecturers who are qualified teachers by virtue of holding QTLS status, it is for the relevant Head/Principal to decide which standards are most appropriate. Such teachers/lecturers may be assessed against the Teachers' Standards, against any other sets of standards issued by the Secretary of State, against any other professional standards relevant to their performance or any combination of those three.

Support staff should be assessed against their job description and key job specific competencies for their post, identifying areas for training or development.

REVIEWING PERFORMANCE

A teacher/lecturer's performance across the year will be monitored in a variety of ways and set against the Teachers' Standards (DfE 2012). Ongoing monitoring will include an assessment of that teacher/lecturer's overall professional contribution to the life and work of OHC&AT, as well as being explicitly referenced to their appraisal targets. Observation takes both formal and less formal guises.

Observation

Observation of classroom practice and other responsibilities is important both as a way of assessing the performance of teachers/lecturers, and other teaching support staff, in order to identify any particular strengths and areas for development they may have, and as a way of gaining useful information which can inform OHC&AT improvement more generally. Observation is for the purposes of Academy/College improvement in its entirety and is not solely for the purpose of appraisal. Observations may be used for multiple purposes in order to minimise the total number. OHC&AT believes that observation of classroom practice and other responsibilities is important both as a way of ensuring quality for pupils/students and assessing staff performance in order to identify any particular strengths and areas for development they may have, and of gaining useful information which can inform Academy and College improvement more generally. Observations will be carried out in a supportive fashion. Teachers'/lecturers' performance will be regularly monitored but the amount and type of monitoring will depend on the individual circumstances of the teacher/lecturer and the overall needs of OHC&AT at any given time.

There may be circumstances where other monitoring is required or desirable, for example, additional observations for the purpose of supporting performance that may be causing concern, or to showcase excellent practice.

In addition to formal monitoring, the CEO or other leaders with responsibility for standards, including Board or LGB members or appointed external verifiers, may

undertake learning walks or 'drop in' in order to help evaluate the overall standard of professional performance, ensuring that they are established and maintained. The length and frequency of learning walks or drop in observations will vary depending on specific circumstances and may be announced, part-announced or unannounced.

Teachers/lecturers who have responsibilities outside the classroom should also expect to have their performance of those responsibilities monitored and evaluated.

Staff not involved in working within the classroom will have their performance monitored and appraised through regular 1:1 meetings with their line manager and by review of their performance against set targets and objectives.

Development and support

Appraisal is a supportive process which will be used to inform continuing professional development. OHC&AT wishes to encourage a culture in which all staff take responsibility for improving their teaching/performance through appropriate professional development. Professional development will be linked to school/college strategic improvement priorities and to the ongoing professional development needs and priorities of individual staff. The family also recognises the value of mentoring and the sharing of good practice between colleagues.

Feedback

Staff will receive regular and constructive feedback on their performance throughout the year and, with respect to observations, as soon as is practicable after it has taken place. Feedback will highlight particular areas of strength as well as any areas that require improvement.

Where there are some concerns about any aspects of the staff member's performance, the appraiser will arrange a planned and structured meeting with them, within the appraisal process, to:

- Give clear feedback to the staff member about the nature and seriousness of the concerns;
- Give the staff member the opportunity to comment and discuss the concerns;
- Agree any support (e.g. coaching, mentoring, training and support plan) that will be provided;
- Make it clear how and by when the appraiser will review progress. The amount of time set should be determined on a case by case basis but should reflect the seriousness of the concerns;
- Explain the implications and process if insufficient improvement is made.

The appraisal plan will be revised as necessary to reflect any changes, such as to the objectives or planned development activities. Additional objectives may be set that are

specifically relevant to supporting the staff member to meet identified standards in a way that is appropriate to their career stage.

When progress is reviewed, if the appraiser is satisfied that the staff member has made, or is making, sufficient improvement, the appraisal process will continue as normal, with any remaining issues continuing to be addressed through the appraisal process.

Transition to capability

If, after additional time-limited support under the appraisal process, the appraiser continues to have concerns about the quality of a staff member's performance, this will be discussed with the appraisee and the evidence reviewed. A decision will then be made to move to the first stages of the capability procedure or continue with appraisal. This meeting does not itself form part of the capability procedure but may lead to the first stages of the procedure. Until that point, the staff member remains subject to appraisal. If the appraiser decides to instigate the capability procedure, the member of staff will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the capability procedure. They will be invited to a formal capability meeting conducted in accordance with the OHC&AT Capability Procedure.

Annual assessment

Each staff member's performance will be formally assessed in respect of each appraisal period. 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. Regardless, staff will meet with their appraisers late in the summer term of the academic year to a) summarise progress against their appraisal targets and b) share ideas and draft new targets for the year ahead. These discussions will be concluded fully in an additional meeting to take place during the first half of the autumn term of the following academic year.

As soon as is practicable following the end of each appraisal period, staff will receive and have the opportunity to comment in writing on a written appraisal summary report. Teachers will receive their written appraisal reports by 31 October and Heads/Principals by 31 December. The appraisal report summary will include:

- Details of the staff member's objectives for the appraisal period in question;
- An assessment of the staff member's performance of their role and responsibilities against their objectives and the relevant standards;
- An assessment of the staff member's professional training and development needs and identification of any action that should be taken to address them;
- A recommendation on pay, in line with the Pay Policy.

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

It is also important that individual staff members recognise and engage with their own (as well as their appraiser's) responsibilities for monitoring their professional development, and that they play a proactive role in assembling evidence to support progress against their appraisal targets throughout the year. This is conducive to a mutually supportive relationship between appraiser and appraisee, helps to generate a disposition of reflective practice and ensures that the appraisee is better informed about their progress when it comes to review.

Appeals

Appraisees have a right of appeal against any of the entries in the written appraisal report. Appeals should be made through the Grievance Procedure.

Confidentiality

The appraisal process will be treated with confidentiality. However, the desire for confidentiality does not override the need for the CEO and for OHC&AT as a whole to quality assure the operation and effectiveness of the appraisal system.

Monitoring and Evaluation

The Executive Team and the Board will monitor the operation and effectiveness of OHC&AT's appraisal arrangements.

Equality & Diversity

OHC&AT is committed to ensuring consistency of treatment and fairness. It will abide by all relevant equality legislation, including the duty to make reasonable adjustments for staff with a disability.

POLICY REVIEW DETAILS

<i>Version:</i>	1.0
<i>Reviewer:</i>	Janet Sherborne
<i>Approval body:</i>	Family Board
<i>Date this version approved:</i>	26 th November 2015
<i>Due for review:</i>	Autumn 2018

RELATED POLICIES AND PROCEDURES

Capability Procedure
Staff Code of Conduct
Staff Development Policy
Pay Policy
Grievance Procedure

APPENDIX 1: Revised appraisal arrangements for school teachers

Revised appraisal arrangements for school teachers came into force with effect from 1 September 2012. They are set out in the Education (School Teachers' Appraisal) (England) Regulations 2012 (the Appraisal Regulations) which replace the Education (School Teacher Performance Management) (England) Regulations 2006 (the 2006 Regulations).

There is no mandatory requirement to adhere to these arrangements for lecturers in FE colleges or support staff in schools or colleges; however, Orchard Hill College and Orchard Hill College Academy Trust ('the family') recognise that this model policy reflects best practice within the appraisal of teaching and support staff and as such have drawn on this model to inform this Policy.

The Appraisal Regulations set out the principles that apply to teachers in all maintained schools and Academies and unattached teachers employed by a local authority or Academy, in each case where they are employed for one term or more. They do not apply to Newly Qualified Teachers (NQTs) who are in their induction year. They retain the key elements of the 2006 Regulations but allow schools and Academies more freedom to design arrangements to suit their own individual circumstances. They provide the minimum national framework within which schools and Academies should operate and say nothing, or very little, on many subjects on which the 2006 Regulations made detailed provision. If they wish, schools or Academies may include in their own policies details that are no longer covered by the Appraisal Regulations.

Schools, Academies and local authorities must stay within the legal framework set out in the Appraisal Regulations and in other relevant legislation that affects all employers (for example legislation on equality, employment protection and data protection). Schools, Academies and local authorities must have an appraisal policy for teachers and a policy, covering all staff, which deals with lack of capability.

On 1 September 2012 new DfE notes superseded the previous performance management model policy and guidance, which had been designed to support the 2006 Regulations.