



Appraisal Policy for Teachers

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Version Control

Version	Reviewed	Changes since last version
1		Existing
2	June 2019	No updates, part of annual review
	June 2020	Minor wording changes – no further updates to Tower Hamlets policy to implement.
3	June 2021	No changes to make- awaiting further updates from Tower Hamlets that have not yet been published.
4	September 2021	Minor changes: to allow for the second appraiser for headteachers / principals to be either a trustee or member of the LGB; to remove the requirement for there always to be an external consultant involved in the CEO's appraisal; to make clear that the reviewing officer will be a trustee not involved in appraisals that year to ensure independence.
5	June 2022	No changes made in this review – have moved next window to September 2022 (in line with LBTH updates)
6	June 2024	Minor updates made to include executive principals and outcome dates, part of annual review

This policy has been adopted by the Mulberry Schools Trust and will be applied to all schools which belong to the Mulberry Schools Trust.

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Introduction

The Mulberry Schools Trust adopted this policy on 1 May, 2017 and updates it annually as necessary.

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). The 2006 Regulations continue to apply to any performance management cycle which is in progress on 1 September 2012, unless the Trust decides to end that cycle early and to begin a new appraisal period starting on or after that date.

Text in bold indicates statutory requirements contained in the Appraisal Regulations or the School Staffing Regulations.

Purpose of Appraisal

The policy applies to the Chief Executive Officer (CEO), executive principals, principal/headteachers and to all teachers employed by the school except teachers on contracts of less than one term, those undergoing induction (i.e. Early Career Teachers (ECT's)'s) and those who are the subject of capability procedures.

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, the headteachers / principals, executive principals and CEO and for supporting their development needs within the context of the school's improvement plan and their own professional needs. 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.

This Trust's Appraisal policy is designed to:

- improve staff morale and motivation;
- lead to an entitlement to professional development according to identified needs;
- encourage the development of confident and professional judgements amongst teachers;

- increase teachers' participation in decision-making and developing a sense of control over their own work;
- identify the resources and facilities needed to support teachers;
- be manageable and not introduce bureaucratic burdens; and
- have regard to the necessity of achieving a work/life balance for all teachers in respect of all aspects of the performance management process.

The Trust believes, therefore, that its policy will create:

- An atmosphere of trust between teachers, reviewers and the headteacher / principal; and
- A proper opportunity for teachers for professional discussion with their reviewers about their work and their professional development.
- Lead to high quality achievement for every pupil at the schools within the Trust.

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

Appraisal Process

Appraisal in this Trust will be a supportive and developmental process designed to ensure that all teachers have the skills and support they need to carry out their role effectively. It will help to ensure that teachers are able to continue to improve their professional practice and to develop as teachers. Appraisal must include open and honest discussions between the appraiser and the appraisee.

The appraisal period

The appraisal period will run for twelve months from 31st October to 30th October.

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 when teachers begin or end employment with a school in the Trust or when unattached teachers change post within the same family of schools belonging to the Mulberry Schools Trust.

Appointing appraisers

The headteacher / principal will be appraised by the CEO of the Mulberry Schools Trust and the Chair of the Local Governing Body (LGB) and one other governor from the LGB.

The CEO will be appraised by the Chair of the Trust and the Chair of the Standards Committee, as well as one other trustee (who may not be the Vice Chair of the Trust

Board, who is the reviewing officer). The CEO's appraisers will be supported by a suitably skilled external adviser who has been appointed by the Board for that purpose.

The headteacher / principal will decide who will appraise other teachers within their school.

The headteacher will consider an alternative appraiser where a member of staff has a valid and genuine objection to their designated appraiser.

Setting objectives

The headteacher's / principal's objectives usually will be set by the Chair of the LGB, one other trustee or governor from the LGB and the CEO.

The CEO's objectives will be set by the Chair of the Trust, the Chair of the Standards Committee and one other trustee, usually in consultation with the external adviser.

A reviewing officer will be appointed from amongst the trustees not involved in the appraisal process in case of challenge or appeal by headteachers / principals or the CEO.

Objectives for each teacher will be set before, or as soon as practicable after, the start of each appraisal period

Setting more than three objectives, or, for example, using sub-targets, can lead to teachers experiencing unreasonable workload and pressure, making the objectives more difficult to achieve. Therefore, other than in exceptional circumstances, no teacher will be given more than three objectives. The headteacher / principal and CEO may have more than three objectives to allow coverage of their responsibilities although the same considerations should apply with regard to workload that apply to teachers.

The objectives set for each teacher / headteacher or principal / the CEO are intended to contribute to the school's or the Trust's plans for improving provision and performance and improving the education of pupils at a particular school or within the Trust. This will be ensured by quality assuring all objectives against the school improvement plan or other appropriate Trust plans/strategies. Objectives will also take into account their professional aspirations. The objectives set should reflect relevant contractual hours and conditions of service.

The objectives set will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to role and level of experience. 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. The appraisal objectives for those teachers on the upper pay spine, AST or the senior leadership group must be set at a level that meets the appropriate National Standards.

Before, or as soon as practicable after, the start of each appraisal period, each teacher will be informed of the standards against which that teacher's performance in that appraisal period will be assessed. With the exception of those who are qualified teachers by virtue of holding and maintaining Qualified Teacher Learning and Skills (QTLS) status, all teachers must be assessed against the set of standards contained in the document called "Teachers' Standards" published by the DfE. The Trust will need to consider whether certain teachers should also be assessed against other sets of standards published by the Secretary of State that are relevant to them.

For teachers who are qualified teachers by virtue of holding QTLS status, it is for the Trust to decide which standards are most appropriate. Such teachers 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.

Reviewing

Performance

Observation

The Mulberry Schools Trust believes that observation of classroom practice and other responsibilities is important both as a way of assessing teachers' 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.

In this Trust, teachers' performance will be regularly observed but the amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the school. Classroom observation will be carried out by those with QTS. The total period for classroom observations for the purposes of appraisal and the monitoring of teaching and learning will not exceed 3 hours, other than in exceptional circumstances, having regard to the individual circumstances of the teacher and the overall needs of the school. All teachers will have two formal lesson observations over the course of a year. If a colleague is judged to need improvement or to be inadequate, a personalised support plan focused on professional development will begin.

The lesson observation protocol for the Trust including the arrangements for formal lesson observations, learning walks and drop-ins must be followed by all staff. The Deputy headteacher for Professional Learning in each school will provide further guidance and training to assist in the process. (Please see lesson observation protocol for more details).

The Trust is committed to ensuring that classroom observation is developmental and supportive and that those involved in the process will:

- Carry out the role with professionalism, integrity and courtesy
- Evaluate objectively
- Report accurately and fairly
- Respect the confidentiality of the information gained

Classroom observation can fulfil a number of functions and Information gathered during the observation will be used, as appropriate, including to inform school self-evaluation and school-improvement strategies in accordance with the school's commitment to streamlining data collection and minimising bureaucracy and workload burdens on teachers. Information gathered from classroom observation will assist the head teacher in the exercise of her/his duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained.

In keeping with the Trust's commitment to supportive and developmental classroom observation, those being observed will be notified of their observation for the purposes of appraisal.

Teachers (including the headteacher) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities reviewed on annual basis.

Development and support

Appraisal is a supportive process which will be used to inform continuing professional development. The Trust wishes to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual teachers.

Feedback

Feedback will highlight particular areas of strength and discuss what has gone well and highlight how this can be consolidated through CPD etc. Feedback will also highlight any areas of concern, including areas that require improvement and any support that may be required to assist the teacher to achieve the required improvements

The Trust's policy on observation provides examples of support that may be given.

Written feedback will usually be provided within 10 working days of the observation taking place. The teacher can append written comments on the feedback document.

Annual assessment

Each teacher'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 through the process of line management meetings.

The teacher will receive as soon as practicable following the end of each appraisal period – and have the opportunity to comment in writing on - a written appraisal report. In this Trust, teachers will receive their written appraisal reports by 31 October (and submission for pay recommendations will be made in the November pay committee for the headteacher / principal and by 31 December for the CEO. Staff will usually receive any backpay for uplifts in their December salary). Please note that this date is not a statutory requirement. The appraisal report will include:

- details of the teacher's objectives for the appraisal period in question;
- **an assessment of the teacher's performance of their role and responsibilities against their objectives and the relevant standards;**
- **an assessment of the teacher's professional development needs/continuing professional development needs and 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 the date of the Trust's pay committee for headteachers / principals and for the CEO by 31 December and by 31 October for other teachers);

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

Appendix One: Appraisal Process for the headteacher / principal / executive principal

With regard to the appraisal of a headteacher / principal / executive principal, the following process will be observed:

- The headteacher / principal / executive principal will arrange with the CEO / Chair of the LGB a suitable date for appraisal before the November meeting of the pay committee, allowing a long enough time slot (normally 90 minutes)
- The headteacher / principal will complete the section of their appraisal form which concerns their self-re / executive principal view. They will write their self-review on the form and send this in advance to the CEO for distribution to the appraisers
- The Chair of the LGB will come to the meeting prepared with the self-review and some suggested areas for setting objectives
- The appraisers will review the previous year's work with the headteacher / principal, using and adding to the self-review and agreeing a pay determination
- The appraisers will then work with the headteacher / principal / executive principal to agree objectives for the next year

The CEO will write up the agreed objectives and pay determination on the appraisal form together with the additional review comments from the meeting and will circulate the form to the headteacher / principal for comment and agreement. The appraisal form, once agreed, will then be signed off by the Chair of the LGB.

Appendix Two: Appraisal of the CEO

With regard to the appraisal of the CEO, the following process will be observed:

- The CEO will arrange with the Chair of the Trust and the Chair of the Standards Committee plus one other trustee (who are the agreed appraisers for the CEO) a suitable date for the appraisal meeting, allowing a long enough time slot (normally 90 minutes)
- The CEO will arrange, where possible, for the attendance of the appointed external consultant
- The CEO will complete the self-review section of their appraisal form and send this in advance to the appraisers and the external consultant
- The CEO will meet first with the external consultant to discuss the CEO's review and consider suggestions for objectives for the next year
- The external consultant will then meet with the appraisers to discuss the CEO's review and to consider the appraisers' suggestions for objectives for the next year and to discuss any pay determination
- The CEO will then join the appraisers and external consultant. The appraisers will discuss the review with the CEO and agree any pay determination
- The appraisers will then work with the CEO to agree objectives for the next year

What happens if the teacher / headteacher / principal / executive principal / CEO disputes their appraisal?

There is a review process set out in the Trust's pay policy for any dispute of an appraisal and pay decision. The Trust's reviewing officer for any disputes not resolved with the CEO will be a trustee who has not been involved with appraising the headteacher / principal / executive principal / CEO. The same process for review of decisions in the pay policy should be followed for any dispute of an appraisal.