

Appraisal policy

West Heath School



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Contents

Contents	1
1. Aims and scope	2
2. Legislation and guidance	3
3. Definitions	3
4. The appraisal period	3
5. Setting objectives	3
6. Standards	4
7. Reviewing performance (including observation protocol)	4
9. Annual assessment	5
10. Conducting annual appraisal meetings	6
11. Appraisal report	6
12. Concerns about an employee's performance	6
13. Confidentiality	7
14. Monitoring arrangements.....	8
15. Links with other policies.....	8
Appendix 1: Appraisal timeline	9
Appendix 2: Appraisal Appeal Process	10
Appendix 3: Appraisal report template	11

Copies of this policy are available on the School Website - <http://www.westheathschool.com/> Staff matters - Policies or as a hard copy on request from the School Office.

1. Aims and scope

This policy aims to:

- Set out the arrangements for appraising employee at West Heath School, including the process and the responsibilities of individuals
- Ensure consistency and fairness across the school
- Create a process where employees' professional development is supported and encouraged, in the context of the school's latest Ofsted report, our school improvement plan and Professional Standards.
- Ensure employees have the skills and knowledge they need to fulfil and excel in their role and provide an excellent education to our students

In implementing this policy, West Heath School will ensure that appraisal is managed in a way that minimises any increase in workload for all parties concerned, for example, reviewing the number and frequency of meetings and observations, and ensuring the process for collecting evidence is always proportionate.

The policy applies to all employees employed by the school, except those on contracts of less than 1 term, those undergoing induction and those undergoing capability procedures., to ensure consistency in managing performance across all employees.

Agency Workers are exempt from the Appraisal Policy.

Employees including Early career teachers (ECTs) starting their induction on or after 1 September 2021 are not subject to annual appraisal and pay review cycles during their induction period and are not covered by this policy.

Arrangements for ECT appraisal will follow the statutory induction process for ECTs.

This policy does not form part of any employee's contract of employment and may be amended at any time [following consultation with staff .

2. Legislation and guidance

This appraisal policy has been developed to comply with current legislation including the Education (School Teachers' Appraisal) (England) Regulations 2012 (the Appraisal Regulations), that apply to teachers in all maintained schools. West Heath School has decided to follow the principles of the Appraisal Regulations in developing and implementing this policy, which is based on the model policy produced by the Department for Education (DfE).

3. Definitions

In this policy, the term 'teacher' refers to classroom teachers, middle and senior leaders, and the principal.

Where relevant, we have added further detail regarding arrangements for principals.

4. The appraisal period

The appraisal period will run for 12 months beginning in the Autumn Term. Final appraisal meetings will be held during the Autumn term and discussion will focus on around up of the previous year and target setting for the following year (see section 9).

For employees on a fixed-term contract of less than 12 months, the appraisal period will be determined by the duration of their contract.

Employees who start at or leave the school during the appraisal period can have a longer or shorter appraisal period in that appraisal round, with the length of the period and employee's objectives determined by the length of the remainder of the appraisal year.

It is intended that employees will have received their appraisal report by 31st October.

5. Setting objectives

Employees' objectives will be set before, or as soon as possible after, the start of the appraisal period.

The principal's objectives will be set by the governing board. The principal will decide who will appraise all other employees, usually their line manager. Employees will be notified of who their appraiser will be, before or as soon as practicable after the start of each appraisal period.

Objectives will:

- Contribute to improving the education of students at the school and the implementation of any school improvement plans. To ensure this happens, The Senior Management Team will quality assure all objectives against the school improvement plan
- Be specific, measurable, achievable, realistic and time-bound (SMART)
- Be appropriate to the role and career experience
- Be revised if circumstances change throughout the year

When objectives are set, employees will also be informed of the standards their performance will be judged against.

The appraiser and employee member will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives.

The school has a duty to have a regard to the work life balance of all employees and the objectives will reflect this.

6. Standards

Teachers will be assessed against the Teachers' Standards. The principal, and other school leaders where relevant, will also be assessed against the Headteachers' Standards.

Other employees will be assessed against their professional body standards or when none exist the requirement of their role based on their job descriptions.

7. Reviewing performance (including observation protocol)

We will use a range of evidence to judge employees' performance, in the case of Teachers and Teaching Support (LSA's and SLSA's) employee we will use some or all of the items below, dependent on your role:

- Formal and informal lesson observations
- Observations and results from wider school activities, if applicable
- Development of their students
- Reviews of planning and marking (Book Looks)
- Parent and student voice, if applicable
- Drop in observations (Learning Walks)

All other staff will have their performance reviewed based on completion of targets and day to day activities.

The range and level of evidence collected for appraisal purposes will always be proportionate and minimise workload.

7.1 Observation protocol (Teachers/ LSAs/ SLSAs)

We believe that observations are an important way of assessing teachers' and teaching support employees' performance. They can help identify strengths and areas for improvement and can help us identify areas of good practice that can be shared across the school.

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 school. There will be both formal and 'drop in' observations for Teachers. Teachers with responsibilities outside the classroom will also have these responsibilities observed.

All observations will:

- Be carried out in an objective, fair, professional and supportive manner
- Be carried out by teachers with QTS/ QTLS or employee member with relevant experience (LSA observations)
- Provide constructive feedback
- Remain confidential to those who need to know details as part of their jobs

7.2 'Drop in' observations (Learning Walks) (Teachers only)

Drop-in observations, also known as Learning Walks, will usually be conducted by a relevant member of staff, as allocated by the Head of Curriculum in order to monitor the quality of teaching and learning. Support employees will not be subject to Learning Walks.

No notice of 'drop in' observations will be given.

They will usually last around 10-15 minutes and may involve the observer talking to students and looking at their work.

They will focus on a specific priority e.g. beginnings and ends of lessons, aspects of school / department policy, preparing for Ofsted-style inspections, Marking & Assessment etc.

The frequency will depend on the individual teacher and the school's needs at the time.

"Drop ins" can be used to provide feedback as part of the ongoing supportive nature of the appraisal process, but are not part of the formal observation process

Please note that we also carry out drop-in observations where fellow teachers observe a lesson for their own professional development. Notice may not be given and evidence will not be used as part of the appraisal process.

7.3 Formal observations (Teachers/LSAs/SLSAs)

The purpose of formal observations is to assess the teacher's or teaching support employee's performance and progress against their objectives and the relevant standards.

We will consider the employee's workload and individual circumstances when determining the number of formal observations.

For example, less experienced teachers who have recently started at the school will receive a number of formal observations to establish their strengths and areas for development. A very experienced teacher will typically receive fewer observations.

Experienced Teachers will not receive more than three formal observations over the year.

Generally, verbal feedback will be given the following day or as soon as practicable after an observation has taken place.

We will use all reasonable endeavors to provide written feedback within five working days.

7.4 Additional observations

Additional formal observations will take place if:

- The teacher requests them
- There are concerns that the teacher's performance is not meeting the Teaching Standards
- The teacher is subject to formal capability proceedings

The above protocols will still apply to these additional observations.

8. Development and support

Our appraisal process is supportive and for all employees to inform and decide continuing professional development which improves performance. The school encourages a culture in which all employees take responsibility for improving their performance in their role and extending their depth of knowledge through appropriate professional development. Agreed training and professional development will be linked to school improvement priorities and where possible, to the ongoing professional development needs and priorities of individuals. We are committed to supporting appropriate and reasonable development which not only assists the employee in their role but also leads to improvements in performance across the school.

9. Annual assessment

Performance will be reviewed and addressed on a regular basis throughout the year in termly meetings with the employee member's line manager.

The appraisal meeting is the end point of the annual appraisal process and will take place in the Autumn term. In this meeting, the appraiser will:

- Review the relevant evidence
- Assess performance in the appraisal period against the relevant standards
- Assess performance in the appraisal period against objectives
- Discuss the teacher's professional development needs and identify action that should be taken
- Discuss the teacher's wellbeing, career aspirations and any difficulties they may be facing
- If necessary, discuss underperformance and put a plan in place to address it.

10. Conducting annual appraisal meetings

The principal's appraisal meeting will be conducted by the Chair of Trustees and the School Improvement Partner.

The principal will decide who will appraise employees. Unless there is a good reason not to, this will normally be the employee's line manager. By way of example, a 'good reason' could be a poor or deteriorating working relationship between the employee and line manager, including where a formal grievance has been lodged by the employee citing their line manager.

All appraisers will be provided with appropriate training.

Appraisal meetings will take place within the employee's normal working hours and will typically last for at least an hour. Scheduling appraisal meetings for an hour and a half is therefore recommended.

11. Appraisal report

Employees will be provided with a written report of their appraisal. The report will be completed by the person who conducted the appraisal. We will use all reasonable endeavors to complete this within five working days of the appraisal meeting.

This will include:

- An assessment of the employee's performance against their objectives and the relevant standards
- An assessment of the employee's training and development needs, and the action that should be taken to address them

There will be space in the report for the employees' own comments.

After the report has been issued, we will hold review meetings where employees can discuss the contents of their report if they wish.

Employees will be required to sign the appraisal report to say they have seen it and agree with its content. Employees can appeal to the Principal, and the Principal can appeal to the governing board, if they disagree with the contents of the report.

A template appraisal report can be found in appendix 2.

12. Concerns about an employee's performance

If it becomes clear an employee is having difficulties at any point during the appraisal period, they will be provided with additional support.

This will begin with a meeting with their line manager, where the problem will be discussed and potential solutions identified. This meeting can happen at any time during the appraisal period. It is designed to be a supportive meeting to address issues early to avoid the matter escalating, giving the employee the opportunity to improve. At the meeting, the appraiser will present evidence collected that indicates that the employee's performance is not up to the required standard. There is no right to be accompanied to this meeting. Although this is part of an informal process, a note of

the meeting will be made and a copy given to the employee so that they are clear about the support they will be given, what improvements need to be made and the timescales.

During the meeting the line manager will:

- give clear feedback about the nature and seriousness of the concerns;
- give the appraisee the opportunity to comment and discuss the concerns;
- find out if there are any issues (both in or outside of work) that are affecting their performance that the appraiser can assist with or provide support;
- set clear objectives for the required improvements and how these can be achieved;
- 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;
- make clear how, and by when, the appraiser will review progress either by setting new and clear objectives for required development 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 and will be confirmed in an Action Plan;
- explain the implications and process if no - or insufficient - improvement is made during the informal review period

A performance improvement plan may be created.

An informal review period will follow this meeting; the length will be determined by the appraiser based on the individual circumstances of the situation but it should not be unduly long. During the informal review period, regular meetings should take place to ensure progress is being made and the agreed upon support is being provided.

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

At the end of the informal review period 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. If performance is improving and the appraiser feels that further time is required to monitor improving performance, the appraiser can decide to extend the informal review period but it should not be unduly long. If no or insufficient improvement is being made, then employee will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the Capability Policy, and will be invited to a formal capability meeting.

13. Confidentiality

The appraisal process and relevant documents are strictly confidential. Only employee members who need the information in order to do their jobs will have access to the information. E.g. as set out in section 14 below.

Appraisal information will be anonymized when information is reported to the governing board.

Appraisal records will be kept securely in the employee's personnel file. As part of the application of this policy, the school may collect, process and store personal data in accordance with our data protection policy. We will comply with the requirements of Data Protection Legislation (being the UK General Data Protection Regulation and Data Protection Act 2018) and any implementing laws, regulations and secondary legislation, as amended or updated from time to time. Records will be kept in accordance with our [Workforce Privacy Notice], our [Retention and Destruction Policy] and in line with the requirements of Data Protection Legislation.

14. Monitoring arrangements

The governing board will monitor and review the effectiveness of the appraisal arrangements. The Senior Management Team will monitor objectives and assessments to ensure consistency.

This policy will be reviewed every year.

15. Links with other policies

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

The **capability policy** will be used where this appraisal policy has not been able to address concerns about an employee's performance. It applies to all employees, not just teaching employees.

The **pay policy** sets out how pay increases will be awarded.

The **early career employee (ECT) induction policy** sets out the appraisal and pay arrangements for ECTs.

Appendix 1: Appraisal timeline

DATE	ACTION
First day of autumn term	Appraisal cycle begins
Sept/ Oct	Discuss and set objectives, inform employees of the standards their performance will be assessed against and Appraisal meeting held to review the previous appraisal period
31 October	Appraisal process is completed for employees, deadline for appraisal reports to be sent
Termly throughout the year	Meetings held to review progress
Throughout the year	Formal and drop-in observations and monitoring take place, constructive feedback is provided

Appendix 2: Appraisal appeal process

The Appraisal Appeal process is as follows:

1. Discuss their performance review candidly with their appraiser, expressing any disagreements they may have with the review, and provide additional information/documentation to support their case.
2. If employee still disagrees with their evaluation after discussion with the immediate supervisor, employee may include their comments in the Employee Comments section of the evaluation form, and submit a formal, written appeal to the HR Department within 7 calendar days of the final line managers signature on the evaluation form.

The appeal must include:

- a. A written memo stating the employee's intent to appeal and listing the specific parts of the appraisal with which the employee disagrees and explaining the nature and extent of the disagreement
- b. Copy of the performance appraisal with the employee's comments
- c. Relevant supporting documentation.

The appeal will be forwarded to the Appraisers Line Manager or other suitable manager of a similar level, if it is not practicable for the Appraisers Line Manager to manage the appeal.

3. The Appraisers Line Manager will:
 - a. Review the appeal
 - b. Meet with the appraisee and/ or appraiser if they feel it is necessary
 - c. Respond in writing to employee within 15 calendar days.
4. If the employee continues to disagree with their performance evaluation, they may then appeal to the Principal within 30 calendar days. The appeal must include all the information submitted on appeal to the HR Department and the Line managers written response.
5. The Principal will review all of the paperwork, meet with the appraisee and/or appeal manager and will give their written response within 15 calendar days.

The Principals response is final and there will be no further recourse to appeal the outcome.

Appendix 3: Appraisal report template

West Heath School Employee Appraisal



Appraisee Name:	
Line Manager Name:	
Appraisal Year	

Our Mission Statement

"REBUILDING LIVES THROUGH EDUCATION"

To support and empower every member of our community in the process of developing the capacity to accept and exercise responsibility; to demonstrate respect for themselves and others; to build and maintain relationships based on trust, respect and integrity; and to be courageous enough to continue to build the resilience necessary to flourish.

Our Values

Respect - Having respect for others, for ourselves and for our environment.

Responsibility - Having the courage to accept responsibility for our own actions and their consequences and taking the necessary action to do what's right.

Relationships - Being open to the vulnerability that comes from building trusting and respectful relationships, knowing that through connection comes so much of what gives life value.

Resilience - Developing the courage to live life, accepting failure as part of learning and growth, and building the capacity to respond positively to adversity.

SELF APPRAISAL - EVIDENCE AND REFLECTION FORM – TO BE COMPLETED PRIOR TO THE APPRAISAL MEETING

POINTS FOR REFLECTION	COMMENTS	EVIDENCE
What has gone well over the past year?		
What are my strengths and what skills have I developed?		
How do I want my career to progress?		
What barriers/difficulties have I encountered this year, and what have I learnt from dealing with them?		
What do I want to achieve during the coming year and what training and support do I think I will need?		
Is my job description still relevant or does it need some changes?		
What are your wellbeing goals for the next 12 months		

This template will be used during the meeting and following appraisal meetings to send a record to the employee.

REVIEW					
NAME:					
SCHOOL YEAR:					
Assessment against objectives					
Objective 1:					
Fully achieved		Partly achieved		Not achieved	
Comments:					
Objective 2:					
Fully achieved		Partly achieved		Not achieved	
Comments:					
Objective 3:					
Fully achieved		Partly achieved		Not achieved	
Comments:					
Objective 4:					
Fully achieved		Partly achieved		Not achieved	
Comments					

Assessment against standards and Objectives

Standards that apply (i.e. the Teachers' Standards and any other relevant standards) or Values:

Comments:

Reviewer name and signature:

Reviewee name and signature:

Assessment against standards and Objectives
PLANNING
PLANNING FOR THE NEXT SCHOOL YEAR:
New objectives
Objective 1:
Steps to achieve, evidence to assess progress, and timescales:
Objective 2:
Steps to achieve, evidence to assess progress, and timescales:
Objective 3:
Steps to achieve, evidence to assess progress, and timescales:
Objective 4:
Steps to achieve, evidence to assess progress, and timescales:

STANDARDS AND TRAINING/DEVELOPMENT

Standards/ Values

Standards/ Values to focus on:

Evidence to assess progress and timescales:

Training and development

Focus:

Action:

Support:

Timescales:

COMMENTS
Reviewer:
Reviewee:
Names and signatures
Reviewer:
Reviewee:
Date:
DATE OF NEXT MEETING:

Contribution Level	Summary of Definition
Not Assessed	<p>Assessment was not made because of:</p> <ul style="list-style-type: none"> • Individual is leaving or is new to post and there is insufficient evidence on which to make an assessment and assessment is deferred. • Or the employee's performance is being monitored and reviewed within the school's formal capability procedure. • Or the employee does not have the required length of service by the date of the award.
Performance Improvement Required	<p>Employee did not achieve the standards expected in the job. This may be due to one or a combination of:</p> <ul style="list-style-type: none"> • One or more performance management objectives not being met without adequate explanation. • Evidence of behavior or conduct contrary to that expected in the role. • Employee did not achieve the standards expected in the job. Among other reasons this may arise when an individual has not had regular attendance or not performed to their usual standard. • Overall standards of performance in the job are less than expected.
Successful Performance	<p>The employee has achieved all the performance objectives or if this is not the case there is an understandable and acceptable reason for this.</p> <p>A successful rating should be given to any employee who is on extended sick leave at the time assessment is due or who has had several periods of sickness absence/ who has taken Family Leave.</p> <p>Additionally, performance generally is consistently sound across all key areas of the role and the behaviors demonstrated by the employee are consistently positive.</p> <p>In common terms an employee with this assessment would be regarded as sound, positive, reliable and doing a 'good job' all round and there will be a range of evidence to substantiate this.</p>
Excellent Performance	<p>Employees at this level will be those whose performance clearly stands out as above the norm. Their work will be seen to be consistently of a high caliber with a sense of pride in the quality of their work. Performance objectives will have been met and exceeded in some way unless the objectives were regarded as 'stretch' targets or particularly challenging in some way.</p> <p>There will be evidence of using own initiative and taking personal responsibility to seek out new tasks or responsibilities that are desirable, appropriate and have a positive impact on children and/or colleagues.</p> <p>The employee will also consistently demonstrate very positive behaviors towards their work, children and colleagues with clear evidence of effective outcomes.</p>
Outstanding Performance	<p>Performance objectives will be delivered to an exceptionally high standard. The quality of work throughout the year will be regarded as first class and impressive in terms of what is achieved and how it is delivered.</p> <p>Employees at this level will be regarded by others as 'exceptional' in their role and they demonstrate exceptionally positive behaviors towards children, parents (if appropriate to role) and colleagues.</p> <p>There will be clear evidence of often going the 'extra mile,' of doing things above expectation on a regular basis and constantly demonstrating behaviors consistent with the values, principles and ethos of this school.</p>