

*Maplewell Hall School*

# Maplewell Hall School



## Staff Appraisal Policy

<b>Policy Created</b>	<b>01.09.24</b>
<b>Link Governor</b>	<b>K. Khan</b>
<b>Date Reviewed by Governing Body</b>	<b>Autumn Term 2024</b>
<b>Date of Next Review</b>	<b>Summer Term 2026</b>

## **Maplewell Hall School**

<b>Date</b>	<b>Review Date</b>	<b>Coordinator</b>	<b>Nominated Governor</b>
<b>1/09/24</b>	<b>31/08/26</b>	<b>J Brooks</b>	<b>K Khan</b>

The Governing Body of Maplewell Hall School adopted this policy on 1<sup>st</sup> November 2024.

### **Purpose**

The purpose of this policy is to set out the framework for a clear and consistent assessment of the overall performance of teachers, including the headteacher, and for supporting their development within the context of the school's plan for improving educational provision and performance, and the standards expected of teachers.

### **Scope**

This policy applies to all teaching staff employed by Maplewell Hall School, including those with QTLS status, and will be applied in accordance with the Education (School Teachers' Appraisal) (England) Regulations 2012.

### **The Appraisal Period**

The appraisal period will run for twelve months from 1st September to 31st August. 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.

### **Appointing Appraisers**

Appraisers of teachers, other than those appraising head teachers, will be teachers. Appraisers of members of support staff will normally be those who have responsibility for their line management. All appraisers will be suitably trained.

### **Headteacher**

The head teacher will be appraised by the Governing Body, supported by a suitably skilled and/or experienced external adviser who has been appointed by the Governing Body for that purpose.

The task of appraising the head teacher, including the setting of objectives, will be delegated to a subgroup consisting of normally 2 or 3 members of the Governing Body.

Where a head teacher is of the opinion that any of the governors appointed by the governing body is unsuitable to act as his appraiser, he may submit a written request for that governor to be replaced, stating the reasons for the request.

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### **Teaching Staff**

The headteacher will decide who will appraise other teachers. Appraisers will normally be the teacher's line manager.

Where employees have an objection to the head teacher's choice, their concerns will be carefully considered and, where possible, an alternative appraiser will be offered. All appraisers of teachers, appointed by the head teacher, will be qualified teachers and will have current or recent teaching experience.

If the head teacher appoints an appraiser who is not the teacher's line manager, the appraiser to whom she/he delegates those duties will have an appropriate position in the staffing structure, together with the necessary background knowledge, skills and training to undertake the role.

Where an employee is experiencing difficulties and the head teacher is not the appraiser, the head teacher may undertake the role of appraiser.

### **Setting Objectives**

The head teacher's objectives will be set by the appraisal sub-group of the Governing Body after consultation with the external adviser and the head teacher.

The school priorities will be used to inform the setting of the teacher's appraisal objectives. These can be supplemented by the teacher standards, where applicable. Neither will be used as a checklist against which the teacher's performance is assessed but can be used as a guide for professional development. The appraisal starts from the premise that all teachers are meeting the teacher standards and it will be assumed that they are meeting the standards unless clear, compelling written evidence to the contrary is provided.

Objectives will be set before, or as soon as practicable after, the start of each appraisal period. Each teacher will only receive one objective. This is designed to keep the process focused and takes into account teacher workload and well-being. The objective set will be appropriate to the appraisee's role and level of experience. In setting the objective, appraisers will have regard to what can reasonably be expected in the context of roles, responsibilities and experience, consistent with the school's strategy for achieving a work/life balance for all staff.

The appraiser and appraisee will seek to agree the objective. Objectives may be revised if circumstances change. Should the objectives not be agreed, the final decision on allocation of objectives rests with the headteacher.

The agreed objective will contain a description of what success may look like. Where use of numerical targets is appropriate, these will be reasonable, in the circumstances in which the employee works and it will be recognised that factors outside employees' control may significantly affect success.

## **Pay Progression**

The recommendations on pay will be made by the appraiser in the written appraisal report and will be considered by the headteacher in line with the school's pay policy.

The decision made regarding pay progression will be based on the statutory criteria and guidance set out in the STPCD and the relevant teacher standards.

The Governing Body has agreed the pay policy of the school and has considered the implications of the appraisal policy with respect to the arrangements relating to teachers' pay in accordance with the School Teachers' Pay and Conditions Document.

The Governing Body will ensure that decisions on pay progression are made by 31 December for head teachers and by 31 October for other teachers.

## **Reviewing Performance**

Performance will be reviewed regularly throughout the year, and there will be a formal assessment at the end of the appraisal period. This assessment will be 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.

This school will use the findings of each observation, including appraisal observations, for other management requirements (for example subject area reviews), thereby seeking to minimise the total number of occasions on which employees are observed.

Employees (including the head teacher) whose posts have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

## **Feedback / Development and Support**

Teachers will receive constructive feedback on their performance throughout the year. Feedback will highlight particular areas of strength as well as any areas that need attention.

Appraisal is a supportive process that will be used to inform continuing professional development. Maplewell Hall School wishes to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development.

## **Employees Experiencing Difficulties**

If there are concerns about any aspects of the teacher's performance, the appraiser will meet the teacher informally in the first instance to:

- Give clear feedback about the nature and seriousness of the concerns.
- Give the teacher the opportunity to comment and discuss the concerns.
- Agree on any support that will be provided to help address those specific concerns.
- Make clear how, and by when, the appraiser will review progress.

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### Appeals

The recommendations on pay will be made by the appraiser in the written appraisal report and will be considered by the headteacher in line with the school's pay policy.

Teachers may appeal against any pay recommendations arising from the appraisal process. Appeals will be conducted in accordance with the school's appeal procedures.

### Confidentiality

The appraisal process will be treated with confidentiality. Appraisal statements are confidential to the Headteacher, appraisee and appraiser. However, the desire for confidentiality does not override the need for the headteacher and governing board to quality-assure the operation and effectiveness of the appraisal system.

### Grievances

Where a member of staff raises a grievance during the appraisal or capability process, the appraisal or capability process may be temporarily suspended in order to deal with the grievance. Where the grievance and appraisal or capability cases are related it may be appropriate to deal with both issues concurrently.

### Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any member of staff and it helps to promote equality at this school.

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<b>Headteacher:</b>		<b>Date:</b>	1/09/24
<b>Chair of Governing Body:</b>		<b>Date:</b>	1/09/24

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Initial Equality Impact Assessment

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
Appraisal Policy (All staff)	Improve outcomes for students by raising morale and performance of staff		✓	

This policy affects or is likely to affect the following members of the school community (✓)	Pupils	School Personnel	Parents/carers	Governors	School Volunteers	School Visitors	Wider School Community
		✓		✓			

Question	Equality Groups																		Conclusion							
	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Yes	No
Does or could this policy have a negative impact on any of the following?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
		✓			✓			✓			✓			✓			✓			✓			✓			✓
Does or could this policy help promote equality for any of the following?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓				✓
Does data collected from the equality groups have a positive impact on this policy?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓				✓

Conclusion	We have come to the conclusion that after undertaking assessment that a full assessment is not required.
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Preliminary EIA completed by	Date	Preliminary EIA approved by	Date
School Business Manager		Jason Brooks	31.10.13

<b>Policy Evaluation</b>
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Points to be considered	Yes	No	N/A	Please supply evidence
<input type="checkbox"/> Policy annually reviewed				
<input type="checkbox"/> Policy in line with current legislation				
<input type="checkbox"/> Coordinator in place				
<input type="checkbox"/> Nominated governor in place				
<input type="checkbox"/> Coordinator carries out role effectively				
<input type="checkbox"/> Headteacher, coordinator and nominated governor work closely				
<input type="checkbox"/> Policy endorsed by governing body				
<input type="checkbox"/> Policy regularly discussed at meetings of the governing body				
<input type="checkbox"/> School personnel aware of this policy				
<input type="checkbox"/> School personnel comply with this policy				
<input type="checkbox"/> Pupils aware of this policy				
<input type="checkbox"/> Parents aware of this policy				
<input type="checkbox"/> Visitors aware of this policy				
<input type="checkbox"/> Local community aware of this policy				
<input type="checkbox"/> Funding in place				
<input type="checkbox"/> Policy complies with the Equality Act				
<input type="checkbox"/> Equality Impact Assessment undertaken				
<input type="checkbox"/> Policy referred to the School Handbook				
<input type="checkbox"/> Policy available from the school office				
<input type="checkbox"/> Policy available from the school website				
<input type="checkbox"/> School Council involved with policy development				

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<input type="checkbox"/> All stakeholders take part in questionnaires and surveys				
<input type="checkbox"/> All associated training in place				
<input type="checkbox"/> All outlined procedures complied with				
<input type="checkbox"/> Linked policies in place and up to date				
<input type="checkbox"/> Associated policies in place and up to date				
<b>A statement outlining the overall effectiveness of this policy</b>				