



# Teachers' Appraisal Policy & Procedure

Prepared by:	Senior Leadership Team Working Groups across Washwood Heath Multi Academy Trust and Director of HR
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## **1. Commitment & Purpose**

1.1 The Board of Directors is committed to:

- providing the very best education for all pupils, through high quality teaching and learning. It also recognises the importance of providing all of its teachers with a supportive and fair appraisal process that complies with current legislation and good practice; and
- providing staff with Continued Professional Development (“CPD”) opportunities, which enable them to grow and develop.

1.2 The purpose of this policy is to provide a clear and consistent framework for assessing teacher performance against the teachers’ standards (including Heads of Academy), and for supporting their continuing professional development. It also acknowledges the importance of managing and improving teacher performance in a fair and reasonable manner through regular professional dialogue. It therefore sets out the process to be followed when teachers fall below the levels of competence that are expected of them.

1.3 This Policy does not form part of an employee’s contract of employment and may be amended subject to consultation. However, all employees are expected to participate in the appraisal process and to comply with this Policy.

## **2.0 Application of Policy**

2.1 This Policy applies to all teachers employed by WHMAT (including unqualified teachers) and Heads of Academy.

2.2 It does not apply to:

- a) those who are on contracts of employment lasting less than one term; and/or
- b) those undergoing induction or training (i.e. Newly Qualified Teachers or those undertaking the “Assessment only” Route); and/or
- c) those subject to WHMAT’s capability procedure; and/or
- d) agency workers

2.3 Where an employee is not covered by this Policy as set out above, then performance will be managed through regular supervision and feedback.

2.4 In this policy ‘Appraiser’ is a member of staff carrying out the appraisal and ‘Appraisee’ is the member of staff who is being appraised under this Policy.

## **3.0 Principles of Appraisal**

3.1 Central to this policy are the standards for Teachers’ Professional Development and a WHMAT-

wide approach which requires all appraisees to reflect on their own performance against these standards depending on their level of professional skills and experience.

3.2 Appraisal in WHMAT will be a supportive and developmental process, designed to ensure that all teachers have the skills and support they need to carry out their roles effectively. It is a teacher-centred appraisal process which will help to ensure that teachers are able to continue to improve their professional practice and to develop as teachers at all levels of expertise and experience.

3.3 Appraisal within WHMAT will be based on:

- Clarity of expectation;
- Fairness and reasonableness;
- Consistency;
- Enablement (including continuous professional development); and
- Confidentiality

3.4 It is recognised that teachers must know what is expected of them in order to support the improvement plan within each WHMAT Academy as well as to benefit from the appraisal process.

3.5 The methods of assessment against the standards and objectives will be fair, thorough and non-discriminatory, and a variety of methods will be used (known as triangulated evidence).

3.6 Consistency and balance will be sought through appropriate moderation and monitoring for quality assurance and the Head of Academy for each WHMAT Academy will report to its local governing body annually on the appraisal process.

#### **4.0 Appraisal Period**

4.1 The appraisal period will run for twelve months (from 1<sup>st</sup> September to 31<sup>st</sup> August).

4.2 Teachers who are employed on a fixed term contract of less than one year but more than one term will have their performance managed in accordance with the principles underpinning this policy. The length of the appraisal period will be determined by the duration of their contract.

4.3 Teachers who leave WHMAT employment before the end of the appraisal period will have their performance reviewed on the basis of available evidence prior to their departure.

4.4 Teachers who start part way through an academy year will be set a pro-rated amount of objectives.

#### **5.0 Appointing Appraisers**

5.1 The CEO and Heads of Academy will be appraised by a qualified and experienced external adviser/School Improvement Partner (SIP). The SIP will meet with them to close off last years' objectives and to set new objectives, and they will then feed back to WHMAT's Staffing and Pay Group.

- 5.2. The CEO will be responsible for appraising WHMAT Head Office teaching staff.
- 5.3. The Heads of Academy will decide who will appraise teachers in their Academies. However, This will normally be:
- The Head of Academy; or
  - A member of the Senior Leadership Team or of middle leadership, preferably who has clear line management overview of the relevant teacher's work. i.e. a Faculty or Phase SLT link and who is appropriately trained on the requirements of this Policy, and who has current or recent teaching experience/including QTS.
- 5.4. Teachers who are dissatisfied with their choice of appraiser should explain their concerns to the relevant Head of Academy, who may then appoint an alternative appraiser.

## **6.0 Preparation**

- 6.1. Prior to commencing the appraisal process, the Heads of Academy will ensure that each nominated appraiser feels sufficiently trained and will discuss the process of moderation and quality assurance. Training may be provided internally or by external advisors as appropriate.
- 6.2. In September of each year, the Head of Academy will hold an informal group meeting with all teaching staff to discuss the appraisal cycle, including process, benefits and aims. This will provide an opportunity for clarification, questions and reassurance to appraisers and appraisees alike. During this meeting, copies of the Appraisal Profile Booklet & (including self-reflection tool), FAQs and guidance for applying for Upper Pay Range and/or accelerated pay progression will be distributed and discussed with all staff (see toolkit).

## **7.0 Setting Objectives and Continued Professional Development ("CPD")**

- 7.1. WHMAT teachers' appraisal is based on national teachers' standards alongside an understanding that colleagues should show a development in their practice and whole school impact which is reflective of their progression in the pay bands.
- 7.2. For this purpose, these stages and pay bands have been broken down as follows. Newly qualified teachers (NQT) follow a separate programme of support and assessment to ensure that their NQT induction year is successfully completed.
- 7.3. Colleagues who have successfully completed their induction NQT year will be grouped as follows:
- a) Independent teacher (MPS2 & 3)
  - b) Well-established teacher (MPS4 & 5)
  - c) Highly effective teacher (MPS 6)
  - d) Expert Teacher (UPR)
  - e) Advanced staff (UPR 2 & 3)
  - f) Leadership

7.4 The basis for which objectives are set, will depend on where the teacher is on the pay scale, and should reflect the strands of the national teachers' standards. This policy groups these into three broad strands, with one target being based on one strand.

- a) Teacher Planning and Delivery (Standards 1, 3, 4, 5)
- b) Pupil Progress and Outcomes (Standards 2, 6) plus team/department progress objectives for colleagues at expert teacher through to Head Teacher stages.
- c) Professional Practice and Effectiveness (Standards 7, 8, 9)
- d) An additional objective to support the appraisal of staff who are on the leadership spine or UPR linked to whole school impact and should reflect the strategic priorities of the individual academy and or WHMAT. This objective will, if achieved, contribute to WHMAT's plans for improving the education and performance of pupils across individual MAT academies or contribute to development at WHMAT level. A colleague at M6 (or below if wishing to be considered for accelerated progression) who is intending to apply for the UPR the following year may wish to set a fourth target to broaden their evidence range.

7.5 Teachers within different pay groupings will be set objectives in relation to their experience and to the teachers' standards as follows:

	<b>A: The evidence of monitoring of teaching, planning and delivery:</b>	<b>B Student progress and outcomes:</b>
MSP 2/3 (Independent Teacher)	shows that that the relevant national teacher standards are met with some areas of expertise emerging	Most pupils achieve in line with school & national expectations
MSP 4/5 (Well established teacher)	shows that that the national teacher standards are met and some areas of expertise are well-established and could be shared.	Almost all pupils achieve in line with school & national expectations
M6 (Highly effective teacher)	shows that that the national teacher standards are met and some areas of expertise are well-established and should be shared.	Almost all pupils achieve in line with school & national expectations. Some exceed them.
UPR 1 (Expert teacher)	shows that that the national teacher standards are met and many areas of expertise are well-established: the colleague should take a lead in sharing best practice.	Almost all pupils achieve in line with school & national expectations. Many exceed them.
UPR 2/3 (Advanced staff)	shows that that the national teacher standards are met and many areas of expertise are well-established: the colleague should take a lead in sharing best practice with a whole school impact.	Almost all pupils achieve in line with school/national expectations. Many exceed them.
Leadership	shows that that the national teacher standards are met; contribute to the strategic leadership of sharing areas of expertise and developing teaching and learning.	Contribute to strategic leadership of whole Academy achievement

	<b>C: Professional Practice &amp; Effectiveness</b>	<b>D: Whole School Contribution</b>
MSP 2/3 (Independent teacher)	shows that that the relevant national teacher standards are met with some areas of expertise emerging	
MSP 4/5	shows that that the national teacher standards are met and some areas of expertise are well-established and could be shared.	
M6	shows that that the national teacher standards are met and some areas of expertise are well-established and should be shared.	
UPR 1	shows that that the national teacher standards are met and many areas of expertise are well-established: the colleague should take a lead in sharing best practice.	Plays a developmental role in the professional development of colleagues/an improvement objective across the Academy.
UPR2/3	shows that that the national teacher standards are met and many areas of expertise are well-established: the colleague should take a lead in sharing best practice with a whole school impact.	Plays a proactive, leading role in the professional development of colleagues/an improvement objective across the Academy.
Leadership	Both model and contribute to the strategic leadership of the learning environment, personal development and well-being.	Contribute to strategic leadership of the Academy & of the Trust.

- 7.6 Individual academies must provide time and means to enable colleagues to reflect upon the Teachers' standards so that they can identify which areas of the standards are their areas of expertise and which areas they wish to develop further via CPD. Individual academies will choose their own model for accomplishing this, incorporating methods developed through collaboration of WHMAT colleagues.
- 7.7 Prior to the initial objective setting meeting, the appraisee must identify these areas based on their current performance and be willing to discuss these with their appraiser.
- 7.8 Before this first meeting, the appraiser shall review whole school monitoring and evaluation evidence, so that at the first meeting they are in a position to help the appraisee further reflect on what this evidence suggests should be their areas of expertise and their areas for development. (This may include evidence from an individual's previous school in the case of newly employed staff). If concerns regarding performance are to be expressed in the first (or subsequent) meeting, then it would normally be based on this evidence.
- 7.9 All staff will be encouraged to suggest/identify appropriate CPD opportunities with their appraiser at the first appraisal meeting (see below). This will be reviewed on an ongoing basis during the appraisal cycle.

## 8.0 First Appraisal Meeting

- 8.1 Shortly after the start of the appraisal period (and by no later than the end of October), the designated appraiser will hold a First Appraisal Meeting with the appraisee to:
- review and discuss the appraisee’s identified areas of expertise and development;
  - agree 3 or 4 objectives which will enable the teacher to achieve the expected level of performance during the appraisal period;
  - agree the way in which the objectives are to be achieved and assessed; and
  - to identify and agree the teachers’ professional development needs and how they should be addressed (professional development needs will be unique to each academy and its improvement priorities, although newly qualified teachers across WHMAT will receive one session per half term for “NQT Teach Meets”)
- 8.2 Objectives for all staff will be focused on key WHMAT priorities, the reflection carried out by the appraisee, the evidence of monitoring, and take account of relevant teacher standards as agreed. They will be set before or as soon as practicable after, the start of each appraisal period. The objectives will be Specific, Measurable, Achievable, Realistic and Time-bound (SMART), and will be fair, reasonable and appropriate to their role and level of experience.
- 8.3 In normal circumstances, teachers will be set up to a maximum of 3 objectives with a 4<sup>th</sup> objective for those on the leadership spine/UPR. However, these may be revised in discussion between the appraiser and the appraisee throughout the course of the year to enable teachers to meet the overall expectations of their role and experience.
- 8.4 The objectives set for each teacher will be appropriate to their role and experience and enable the teacher to work at or above their expected level of performance by the end of the appraisal period. Reasonable adjustments will be made for disabled staff.
- 8.5 The appraiser and the appraisee should aim to agree individual strengths and areas for development, performance objectives and professional development needs and record these on the objective setting form. If, however, it has not been possible, the appraiser will determine the final wording of reasonable performance objectives which enable the appraisee to perform at the expected standard for their current pay scale, and the appraisee may record their comments in writing as an appendix to the objective setting form. If the appraisee is unhappy with suggested objectives, they will have an opportunity to discuss with their appraiser. This may also be referred to the head of academy for input if agreement cannot be reached.
- 8.6 Objectives should not be regarded as an end in themselves, but as a way to support teachers in analysing their own practice so that the most appropriate support can be provided.
- 8.7 Objectives may be revised between appraiser and appraisee if circumstances change during the appraisal period, for example, if a member of staff is promoted, returns from a period of long-term sickness or other leave of absence (including maternity leave). Staff who are not present for part of the cycle due to maternity, disability or long term sickness, should not suffer a detriment as a result of this absence. Although they have not fully met objectives

during this cycle, adjustments may be made if they can evidence good progress towards meeting their objectives.

- 8.8 Teachers who leave WHMAT employment before the end of the appraisal period may request a meeting with their appraiser prior to their departure. The purpose of the meeting will be to review their performance on the basis of available evidence prior to their departure. If, following moderation in November, a decision to award incremental pay progression is taken, a pro-rata amount of back pay will be given to the departing employee. If a departing member of staff does not request a review meeting prior to their departure, incremental pay progression will not be considered.

## **9.0 Working above expected performance/accelerated pay progression (“APP”)**

- 9.1. A teacher may, during an appraisal meeting as appropriate, request to be considered for:

9.1.1 accelerated pay progression within their pay band, or

9.1.2 to be considered for progression on to the upper pay scale, or

9.1.3 to be considered for progression within the upper pay scale (i.e. because they are already within UPR).

To be considered for APP at 9.1.1, teachers will need to complete and submit a business case demonstrating through a business case by no later than the start of the October half term in each year how they have:

-worked in excess of the requirements required for their role/grade e.g. taken on additional responsibilities; and/or

-met and exceeded the objectives that were set for them during the appraisal cycle.

- 9.2 If possible, teachers should indicate at the start of the appraisal period i.e. during the first appraisal meeting if this is the case. However, this should not be seen as a barrier to later requests for consideration.

- 9.3 In order to be considered for the scenarios at 9.1.2 and 9.1.3 above, appraisers will need to ensure that objectives are suitably worded and that they challenge the appraisee accordingly. This is because their appraisees will need to be working at the appropriate level of performance by the end of the appraisal period in order to be considered for such pay progression (see guidance for applying for upper pay range and business case for accelerated pay progression in the appraisal toolkit).

## **10.0 Monitoring the Appraisal Process**

- 10.1 The Heads of Academy are responsible for ensuring that the Appraisal process operates consistently within each academy, that objectives are set to enable teachers to reach their expected level of performance and that teachers working at highly effective, expert or

advanced level are set an individual as well as a team target for standard (B) i.e. demonstrating contribution to the outcomes for a department/faculty or team and a 4<sup>th</sup> objective related to Academy school improvement priorities. This should be moderated within the local governing bodies of each Academy.

- 10.2 The CEO is responsible for ensuring that the appraisal process operates consistently across WHMAT, that objectives are set to enable teachers to reach their expected level of performance, and objectives are consistent. Where the CEO has concerns about the relevance of the objectives set, these concerns will be promptly discussed with the Heads of Academy, who will ensure that the appraiser promptly discusses these concerns with the teacher and that the objectives are amended following the discussion.

### **11.0 Collection of SIP Monitoring Evidence & Feedback**

- 11.1 During the appraisal period, the appraiser shall monitor the teachers' performance using a range of work-related activities as appropriate. Evidence should be appropriate to individual roles and WHMAT contexts and may include:

- Book/work scrutiny; and/or
- Lesson "drop-ins"; and/or
- Online homework scrutiny; and/or
- Use of behaviour for learning strategies; and/or
- Data/pupil progress checks; and/or
- Other reasonable academy monitoring procedures; and/or
- Lesson observations

The evidence used should be agreed with the member of staff at the planning stage.

- 11.2 To avoid any surprises and manage the expectations of appraisees, methods of evidence (including observation) should be discussed and agreed at the First Appraisal Meeting, and recorded in the Appraisal Booklet. Teachers will receive constructive feedback on their performance throughout the appraisal period (see Interim Review Meetings below). Appraisers recognise the importance of ongoing professional dialogue with teachers about their performance and will do all they reasonably can to provide feedback promptly, whether it is good or bad, so that the necessary support can be agreed and improvements made for the benefits of pupils. Any feedback given may be used during interim review meetings to determine appropriate action required.
- 11.3 WHMAT believes that observation of classroom and leadership practice is essential, both as a way of assessing teachers' performance (identifying strengths and areas for development during the appraisal period), and of gaining information to inform academy improvement generally.
- 11.4 The number of lesson observations may vary per academy. However, all teaching staff will be observed and nationally recommended limits adhered to.
- 11.5 All lesson observations will be carried out in a supportive fashion with the points below being discussed with/notified to the teacher in advance:

- the focus of the lesson observation
- the particular aspects of work to be assessed during it
- date and duration
- who is likely to undertake it

11.6 There is a joint responsibility between appraiser and appraisee to agree which lessons are appropriate for lesson observations, to show progress in line with appraisal objectives. Members of staff may request that a certain lesson be observed if they feel that this would demonstrate their progress in line with appraisal objectives.

11.7 On occasion, monitoring and evaluation exercises will take place without prior notice, depending on urgent school improvement priorities or in response to the circumstances. Guidance about each academy's monitoring activities is available in their teaching and learning policies.

11.8 Observations will be undertaken by members of staff who have qualified teacher status, are adequately prepared and have the appropriate professional skills (including current or recent teaching experience).

11.9 The appraiser will provide oral feedback to the teacher as soon as reasonably possible, preferably on the day of the observation or within one working day, unless there are exceptional circumstances. Written feed-back from observations will be recorded and be shared with the teacher within five working days of the observation, unless there are exceptional circumstances. Each academy will have its own feedback pro-forma.

11.10 Teachers will not receive a grade for their lesson. Instead, they will be judged to be working at or below expected performance requirements according to the teachers' standards and the expectations of their pay grade. Areas of strength and development will be noted in line with teachers' standards. There should be the opportunity for the of staff being observed to comment.

## **12.0 Reviewing Performance (Interim Review Meetings)**

12.1 During the appraisal period, each teacher will have at least one interim review meeting with their appraiser, as well as a third and final review meeting at the end of the appraisal process.

12.2 The purpose of interim review meeting(s) is to:

- Enable appraisers to support teachers in evaluating their performance;
- Enable appraiser and appraisee to reflect on the effectiveness of their objectives;
- Use SIP monitoring evidence including achievement data, lesson observation and other types of feedback to update standards matrices. Teachers will update their skills, knowledge and understanding using this feedback;
- Clarify whether the teacher is on track or not to meet their objectives and the possible impact on pay progression if objectives are not met by the end of the appraisal period

- Identify ongoing professional development needs and update the PM document as appropriate (development areas identified may assist with identifying appropriate CPD opportunities);
- Update and change objectives if evidence shows the teacher is performing at expected standards in a particular area;
- Discuss and agree informal support, if it is perceived by the appraiser (subject to relevant evidence) that the teacher is working below expected performance levels;
- If more than one interim meeting is to take place, then one meeting may focus on a particular area.

### **13.0 Performance below acceptable standards**

13.1 Where, during an interim review meeting, the evidence shows that there are concerns about any aspects of the teacher's performance against the teachers' standards and the expectations of their pay grade, the appraiser, or another appropriate manager, will meet with the teacher to discuss the nature and the level of concerns.

13.2 During this meeting, the appraiser will:

- Give clear feedback to the teacher about the nature and seriousness of these concerns with specific reference to evidence against requisite teachers' standards;
- Give the teacher the opportunity to comment on and discuss these concerns;
- Find out if there are any issues (both inside and outside of work) that are affecting their performance, so that the appraiser can provide support/assist;
- Offer informal support for up to 6 working weeks, including agreeing what increased support will be provided to the teacher (e.g. mentoring, structured observations, or additional training). Managers must take into account the impact on workload that additional monitoring may have and set reasonable expectations;
- Clarify expected performance within the informal support period including revising objectives if required;
- Explain the implications and process if little or insufficient improvement is made by the end of the informal support period i.e. potential transition to a period of informal support under WHMAT's capability procedure. This is essential to avoid any surprises.

13.3 This interim meeting can happen at any stage during the appraisal period. It is designed to be a supportive meeting to address issues early on, to give the employee an opportunity to improve and to avoid the matter escalating to capability.

13.4 If an employee chooses not to engage with the informal support being offered to them in good faith under appraisal and this policy, this will be less beneficial for them. The appraisee will make a note in their appraisal paperwork and the Head of Academy (or CEO in case of Heads of Academy) will be informed. Depending on the circumstances of the case, this may be treated as a potential disciplinary matter and/or the appraisal process may need to be suspended at the end of any agreed period of informal support, to allow for the capability process to start.

13.5 At the meeting, the appraiser will present evidence collected that indicates that the

employee's performance is not up to the required standard. Although this is part of an informal process, a note of the meeting will be kept so that they are clear about the support that they will be given, what improvements need to be made and the timescales.

- 13.6 Following the meeting, the appraiser shall confirm in writing within a reasonable period, the content of the discussion, including a summary of the concerns discussed, a summary of the agreed informal support plan (including objectives set, additional support agreed, start and end date of informal monitoring period and date scheduled to review progress made during informal monitoring period).
- 13.7 When the teacher's progress is reviewed in a meeting at the end of the informal monitoring period, the appraiser may:
- a) be satisfied that the teacher has made, or is making sufficient performance improvements in line with the agreed support plan. If this is the case, the appraisal process will continue as normal with any remaining issues continuing to be addressed through that process; or
  - b) believe that whilst performance has improved, further time is required to monitor the employee's performance under appraisal, in which case a further final period of informal support under appraisal will be agreed. This should not be unduly long and regular reviews should take place to ensure progress is being made; or
  - c) be satisfied that the teacher has not made, or is not making sufficient improvements in performance despite the agreed support plan. In this situation, the matter will be referred to the Head of Academy, who, in consultation with the CEO and/or Director of HR, may start a 6-week period of informal support under the Capability Procedure. If so, the teacher will be notified in writing that the appraisal process will be suspended so that the informal monitoring under capability can take place.
- 13.8 Again, a brief note of areas raised and support and/or action points agreed, should be provided by the appraiser to the teacher within a reasonable period of the meeting to ensure clarity of expectation and understanding of the support to be implemented during the informal capability period.

#### **14.0 Annual Assessment**

- 14.1 Each teacher's performance will be formally assessed during the appraisal period as described above. In assessing the performance of the Heads of Academy, the Board of Directors will consult the external advisor as referred to above.
- 14.2 This assessment is the end point to the appraisal process, but performance and development priorities may be addressed on a regular basis through:
- Individual Teachers' Planning in response to particular feedback or teaching groups
  - Interim Reviews with Appraiser
  - Lesson Observations
  - Work scrutiny
  - Progress checks or lesson/form time 'drop ins'
  - Online homework scrutiny

- Use of Behaviour for Learning Strategies
- Data checks, particularly the accuracy of interim data compared to final results
- Observation or scrutiny of leadership and management activities, including leadership of learning where appropriate
- Other feedback obtained during the appraisal cycle relevant to the teachers' overall performance
- CPD to address individual needs (local academy & MAT wide packages)

14.3 By 31<sup>st</sup> October each year, the teacher will receive a final signed copy of their written appraisal report. This will include:

- Details of objectives set to support overall performance for teachers at different stages of their expertise in line with pay and progression.
- An assessment of the teachers' performance of their role and responsibilities against their objectives
- An assessment of the teachers' training and development needs and identification of any action that was taken to address them.
- A recommendation on pay including any recommendation for accelerated progression or progression to upper pay range as set out above.

14.4 As part of the evaluation process, each employee has sole responsibility for gathering evidence of their progress throughout the year in line with objectives set. The appraiser will then review their own evidence, as well as the employee's evidence and make an assessment on performance in the appraisal report.

## **15.0 Review of Appraisal Report**

15.1 The appraiser will give the teacher the appraisal report during the final review meeting and they should aim to agree on the assessment of performance in it during the meeting. Copies of the appraisal report will be sent to appraisees after objective setting and final review. The original record appraisal form will be kept securely in HR folders.

15.2 If the teacher is dissatisfied with any aspect of the appraisal report, they should discuss the objection(s) with the appraiser in the first instance. If that discussion does not resolve the objections, the teacher may submit a written request to the Head of Academy, or (if s/he was the appraiser, the CEO) to review the report. In these circumstances, the teacher should set out their concerns clearly in writing as an appendix to the report with clear rationale for objections.

15.3 The Head of Academy or CEO, as appropriate, will review the appraisal report and teachers' comments and decide whether any action is necessary in terms of the quality or accuracy of the appraisal report, and/or the performance of the teacher.

15.4 The assessment of performance and of training and development needs will inform the planning process for the subsequent appraisal period. Recommendations on pay will be referred to the Heads of Academy first, before being referred on to the CEO and/or Board of Directors as appropriate.

## **16.0 Employees who are dissatisfied with the outcome of the appraisal cycle**

- 16.1 Employees who are dissatisfied with the outcome of their appraisal may appeal in writing to their Head of Academy (CEO for Head Office staff) within 4 weeks of receiving confirmation of their appraisal outcome. Head Office staff will need to appeal to the Chair of WHMAT's Staffing & Pay Group.
- 16.2 The Head of Academy (or Chair of Staffing & Pay) will meet with the employee within a reasonable period of receiving their complaint and may call appropriate witnesses. The employee has the right to be accompanied by a workplace colleague or trade union representative, although this is not obligatory. They may also call relevant witnesses where appropriate.
- 16.3 The outcome of the appeal will either be a) that the employee's appeal has been upheld; or b) that the employee's appeal has not been upheld. The Head of Academy (or Chair of Staffing & Pay Group) will confirm the outcome in writing to the employee within a reasonable period after the appeal meeting has taken place.
- 16.4 The outcome of this appeal will be final and the employee does not then have a further right to raise the same concern under any other WHMAT policies.

## **17.0 Head of Academy/CEO's Report to Governing Body**

- 17.1 Once the moderation process has taken place, the Heads of Academy will use the information in the appraisal reports for their individual academies to prepare a summary on appraisal outcomes for their local governing bodies. The report will be shared with the CEO and Staffing & Pay Group to inform progress and school improvement initiatives. The CEO will provide a similar report for teaching staff in the head office team as appropriate.
- 17.2 Provided that this data is available, this will include:
- confirmation of how many staff have been awarded pay progression during this appraisal cycle; and
  - a breakdown of how many staff applied for and were awarded accelerated pay progression, either within their pay band or to the next pay band, or to be considered for progression on to the upper pay range; and
  - confirmation of how many staff appealed against the outcome of their applications for accelerated pay progression, UPR progression and the outcome of those appeals (if known at the time of writing the report)
  - a breakdown of results based on the protected characteristics under the Equality Act 2010. The purpose of this breakdown is to identify trends and/or potential discrimination in the workplace and to look at whether any positive action can be taken by WHMAT to minimise such discrimination.

**18.0 Storage of appraisal paperwork**

18.1 Once appropriate steps have been taken by WHMAT in relation to appraisal paperwork, the Head of Academy will arrange for confidential storage of the appraisal report for up to 6 years in each member of staff's HR file, after which time they will be destroyed.

**19.0 Review of Policy**

19.1 This Policy will be reviewed annually in consultation with affected staff. WHMAT will monitor the application and outcomes of this Policy to ensure that it is working effectively.