



Beacon Academy Trust

A COMPELLING VISION FOR SUCCESS

STAFF APPRAISAL POLICY

Approving Body	Trust
Date of First Approval	April 2019
Date of Last Amendment	April 2022
Statutory (Y/N)?	N
Responsible Officer	BMAT CEO, for and on behalf of the Trust.

I. PURPOSE, SCOPE AND GUIDING PRINCIPALS

1. This Policy provides a framework for the appraisal of BMAT staff. It exists to:
 - a. Help performance managers to assess performance clearly and consistently;
 - b. Provide clarity of expectation for staff; and
 - c. Support the development of members of staff within the context of their own needs, the needs of BMAT and school improvement plans.
2. Scope: This Policy applies to all members of BMAT staff except for NQTs during their statutory induction period and members of staff who are the subject of relevant proceedings (e.g. capability or disciplinary proceedings).
3. Data confidentiality and retention: Only members of staff responsible for the appraisal process and/or the pay review process and/or disciplinary, capability or grievance proceedings may access records from the appraisal process. Formal records from the appraisal process will be retained by BMAT confidentially in personnel files, in line with the [BMAT Data Protection Policy and Retention Schedule](#).
4. Equality and diversity: The appraisal process will be conducted in accordance with the [BMAT Equality and Diversity Policy](#) and any underlying legislation. It will be managed flexibly for staff who are absent in line with relevant BMAT policies, as appropriate.
5. Review: This Policy will be reviewed at least every three years by the BMAT Trust Executive.

II. ROLES AND RESPONSIBILITIES

6. Appraisers (line managers) are responsible for managing the appraisal process in line with this Policy, and for applying its terms fairly and consistently to all staff that they manage.
7. Appraisees share responsibility for ensuring that the appraisal process is managed in line with this Policy (e.g. for arranging formal or informal appraisal meetings and lesson observations as appropriate).
8. The BMAT HR Team is responsible for the day to day management of this Policy, including:

- a. The retention of appraisal records on personnel files, in line with the [BMAT Data Protection Policy and Retention Schedule](#);
- b. Monitoring compliance with this Policy, responding to queries from staff in relation to this Policy and reminding staff of appraisal deadlines; and
- c. Reporting to the Trust Executive on the operation and outcomes of this Policy, in line with the [BMAT Data Protection Policy and Retention Schedule](#).
- d. The BMAT Trust Executive has overall responsibility for the oversight and implementation of this Policy; and for reviewing it at least every three years.

III. **PROCEDURE**

9. The appraisal cycle runs annually from September to August.
10. BMAT teaching staff will be appraised in line with or in reference to:
 - a. The Education (School Teachers' Appraisal) (England) Regulations 2012;
 - b. The [Teachers' Standards](#), their objectives, the requirements of their role, school improvement plans and BMAT objectives.
11. BMAT support staff will be appraised in line with their objectives, the requirements of their role, national standards or frameworks if applicable, and BMAT objectives and school improvement plans, as appropriate.
12. All staff will be appraised in line with the [BMAT Pay Policy and Procedure](#). Where a member of staff is eligible for pay progression, the results of the appraisal process will form the basis on which pay recommendations are made.
13. Objectives for all staff should be rigorous, challenging, achievable, time-bound and equitable. Objectives for teachers should be focused on improving the progress of BMAT students and on overall performance. Appraisers and appraisees should agree objectives, but where agreement cannot be reached, the appraiser will make the determination.
14. It may be appropriate to set objectives that cover more than one appraisal cycle. In such cases, milestones should be set, to be assessed at the end of or within each appraisal cycle. Some objectives may have a shorter timescale than a year, in which case dates for achievement should be built into the objective.

<u>Appraisal structure (subject to change and for guidance purposes only):</u>	
<u>Appraisee</u>	<u>Appraiser</u>
Support Staff.	Line manager.
Teaching staff (non-leadership).	Head of department.
Middle Leaders (Heads of Department, DAPs and DDAPs).	Designated member of SLT.
Members of SLT, excluding school principals.	School Principal.
Members of the BMAT Trust Executive, including school principals.	BMAT CEO.
BMAT CEO.	Chair of the Trust.
<i>If a member of staff has more than one line manager, they will either share responsibility for reviewing performance or agree that one manager should take charge.</i>	
<u>Appraisee</u>	<u>Deadline</u>
Teachers, including middle and senior leaders but excluding school principals.	By 31 st September.
BMAT Trust Executive, including school principals.	By 31 st November.
Support Staff.	By 31 st September.
<p><i>Where a member of staff starts their employment at BMAT part-way through an appraisal cycle, his/her appraiser shall determine the length of the first cycle, with a view to bringing it into line with the main appraisal cycle.</i></p> <p><i>If a member of staff who transfers to a post part-way through an appraisal cycle acquires a new appraiser, that appraiser will assume responsibility for reviewing performance. Alternatively, the original appraiser will decide whether or not to set new or amended objectives.</i></p>	

15. It is the joint responsibility of teaching staff and their appraisers to arrange at least one formal lesson observation per appraisal cycle. See Appendix A – Lesson Observation Template.
16. Staff are encouraged to meet informally throughout the year to discuss and review progress (e.g. during INSET days).
17. At the end of the appraisal cycle, a formal review meeting will be held between the appraiser and appraisee to:

- a. Assess the extent to which the appraisee has met their objectives;
- b. Determine whether there has been successful overall performance;
- c. If necessary, identify the need for additional support, training or development and how this need will be met.

18. As soon as practicable after the formal review meeting, the appraisee will receive a written appraisal report from their appraiser. The appraisee has a window of five school days following receipt of the report to add comments in the appropriate format (e.g. email, Blue Sky). Comments made outside this window will not be added. The report will include:

- a. Details of the appraisee's objectives for the appraisal period in question;
- b. An assessment of the appraisee's performance;
- c. An assessment of the appraisee's professional development needs and any action that should be taken to meet them;

19. The assessment of performance and professional development needs will inform the planning process for the following appraisal period; in the interests of swiftness, the planning process may be combined with the formal review meeting. Alternatively, a separate planning meeting must be held between the appraiser and appraisee, within ten school days of agreeing the written appraisal report.

IV. APPEAL

20. Members of staff who disagree with their appraiser's comment(s) in a written appraisal report may appeal those comments, but only if:

- a. On an objective reasonable assessment, those comments may have an impact on their progression/promotion;
- b. The appraisee has concrete evidence (e.g. assessment data for teaching staff and completed work schedules for support staff) which, on an objective and reasonable assessment, may invalidate/disprove the appraiser's comments; and
- c. The appraisee has not filed a separate appeal against a pay progression decision.

21. The right of appeal under this Policy is on the papers only, but BMAT reserves the right to arrange a hearing in complex appeals. Appellants must submit the

Appraisal Appeal Form (Appendix C) with supporting evidence to the BMAT HR Department, in person or at hr@beaconacademytrust.co.uk.

22. Appeals by support staff and members of teaching staff at or below middle leadership level will be determined without a hearing, by a designated member of the appropriate LGB, within 20 school days of receiving the appeal.
23. Appeals by members of a BMAT SLT and members of the BMAT Trust Executive will be determined without a hearing, by a designated Trustee, within 20 school days of receiving the appeal.

APPENDIX A – LESSON OBSERVATION TEMPLATE (please record observations on Blue Sky)

Teacher		School	
Class		Date	
Observer		Period	
Lesson Theme			
Main Focus of Observation to be discussed with the teacher in advance:			
Notes:			
<p>Reflections and Targets <i>use previous lesson observations and other evidence of teaching over time to determine areas for development. Ensure these relate to one or more of the Teachers' Standards.</i></p>			
<p><i>Previous lessons or evidence from teaching over time indicate that in order for pupils to make better progress the teacher needs to:</i></p>			

Evidence of progress towards these targets in this lesson - Refer to the evidence that students make progress and the Teachers' Standards.

In today's lesson students made progress because (Standard 1-8 if applicable)

In today's lesson pupil progress could have been improved by (Standard 1-8 if applicable)

Did individuals /groups /the whole class make progress?

- All pupils made good or better than expected progress (maximum impact)
- All pupils made at least expected progress (significant impact)
- The majority of pupils made at least expected progress (minimum impact)

What evidence do I have for this? (Tick as many boxes as appropriate)

- Pupil responses
- Pupils' work within the lesson
- Observation of pupils in the lesson
- Pupils' responses to feedback/marking
- Test results/assessment results
- Discussions with pupils
- Level of activity accessed by pupils

Observer's Signature:

APPENDIX B – APPRAISAL REPORT TEMPLATE - for support staff only

(Teachers will use Blue Sky to record appraisals/performance management targets)

APPRAISAL REPORT	
Date	
Appraisee	
Appraiser	
What are the appraisee's main strengths?	
What are the appraisee's objectives for the next appraisal cycle? Where appropriate, link to role requirements, school improvement priorities, national standards, department objectives and BMAT objectives Where appropriate, specify the time limit/review period for each objective. Continue on a separate sheet where necessary.	

<p>Does the appraisee have any professional development and training needs?</p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>If yes, specify those needs and how they should be met (e.g. training courses).</p>
<p>Comments from the appraisee (must be added within five school days of receiving this report).</p>	

Declaration

Appraiser's signature:

Appraisee - By signing this declaration, I consent to the information contained in my appraisal report and agree to work towards the objectives specified therein.

Appraisee's signature:

APPENDIX C – APPRAISAL APPEAL FORM

APPEAL INFORMATION

Submit this form to HR (hr@beaconacademytrust.co.uk). Your appeal will be decided on the papers by a member of the appropriate LGB or a Trustee, as appropriate, within 20 school days.

Date	
Name	
Job Title & Department	
Appraiser (Line Manager)	
What comments in your written appraisal report do you disagree with?	
Did you attempt to change these comments within 5 school days of receiving your written appraisal report?	Yes <input type="checkbox"/> No <input type="checkbox"/> If 'no', why not?
<u>Summary of Appeal –</u> Based on the evidence you have submitted (e.g. exam results, teaching materials, schedules of work), why do you think that the above comments are unfair and ought to be removed from your appraisal report? Continue on separate sheet if necessary.	