



Diocese of Norwich  
St Benet's  
Multi Academy Trust

# Appraisal Policy – Teaching Staff and Headteachers

<b>Policy Type:</b>	<b>Trust Policy</b>
<b>Date Issued by MAT:</b>	<b>17/09/2025</b>
<b>Approved By:</b>	<b>Trust Board</b>
<b>Approval Date:</b>	<b>14/07/2025</b>
<b>Review Date:</b>	<b>September 2027</b>
<b>Person Responsible:</b>	<b>Chief Executive Officer</b>

## **Our Christian Ethos and Values**

Our academies are open to all and accepting of all regardless of faith. Our passion and ambition are to see children and young people in all our academies achieve excellent educational outcomes alongside developing and growing into their potential as individuals made in the image of God.

Our culture is one of high aspiration for all. This is rooted in our Christian values as demonstrated in the life and teachings of Jesus Christ. We have a desire to see our academies acknowledged as places of aspiration, high quality learning, achievement and hope making a significant contribution to the communities they serve.

All policies within St Benet's Multi Academy Trust (hereafter referred to as "the Trust"), whether relating to an individual academy or the whole Trust, will be written and implemented in line with our Christian ethos and values.

## **Overall accountabilities and roles**

The Trust has overall accountability for all its academies and staff. Through a Scheme of Delegation it sets out the responsibilities of the Trust, its Executive Officers, the Local Governance Committee and the Headteacher. The Headteacher of each academy is responsible for the implementation of all policies of the Trust.

All employees of the Trust are subject to the Trust's policies.

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## Statement of Intent

**St Benet's Multi Academy Trust** ('the Trust') recognises the right of all staff to receive appraisal of their performance. However, the Trust manages separately the two distinct functions of reviewing performance and continued professional development, after an initial Annual Performance Review meeting with an appointed appraiser. Central to this policy are expectations of ethical leadership, where relationships at all levels are regularly nurtured through honest and supportive dialogue. This is to promote a culture where growth, learning and wellbeing are prioritised whilst professional standards are maintained, and strengths celebrated.

The implementation of this policy removes performance-related pay and seeks to reduce the administrative burdens of the previous policy and procedures. It brings a renewed focus on the use of professional standards and job descriptions rather than annual objectives to review performance. Instead, performance review is ongoing, and staff receive feedback throughout the year that is also referenced during an Annual Performance Review.

The policy also introduces the use of a Continued Professional Development (CPD) cycle where staff identify and work towards development goals linked to Trust/academy improvement priorities and to their own ongoing professional development needs. These are agreed at the Annual Performance Review meeting with opportunities throughout the year to review progress, share practice and receive feedback from peers and/or management. CPD is a requirement for all teachers under Teacher Standard 8: Fulfil Wider Responsibilities ("***take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleague***") and in Part Two: Personal and Professional Conduct.

This policy covers appraisal for all staff: the appraisal year runs from 1<sup>st</sup> September - 31<sup>st</sup> August. Appraisers are appointed by the Headteacher and by the Chief Executive for the Central Team.

## 1. Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Revised appraisal arrangements came into force on 1<sup>st</sup> September 2012. They are set out in the Education (Academy Teachers' Appraisal) (England) Regulations 2012 (the Appraisal Regulations) which replace the Education (Academy Teacher Performance Management) (England) Regulations 2006.
- DfE (2016) 'Standard for teachers' professional development'
- DfE (2021) 'Teachers' Standards'
- DfE (2020) 'Headteachers' Standards'
- The Equality Act 2010

This policy operates in conjunction with the following school policies:

- HR01 Staff Induction Policy
- Behaviour Policy (school specific)
- S23 Code of Conduct Staff & Volunteers
- S10 Complaints Procedure
- S11 Staff Capability Policy
- HR03 Continuous Professional Development Policy
- Threshold Expectations

## 2. Standards

There is a renewed focus on adherence to job descriptions and maintaining a minimum level of expectation against professional standards as the basis of performance review, rather than targets. Professional standards and expectations are used both by leaders to judge performance and identify areas for development, and individual staff to evaluate their performance for continual development and to discuss with their appraiser.

Standards will be applied as appropriate to the role and context within which the member of staff is practising, i.e., trainee, early career teacher, mid-career teacher, or a more experienced practitioner. The professional judgment of the Headteachers and appraisers will therefore be central to appraisal against these standards. Each staff member will be informed of the standards against which their performance in that appraisal period will be assessed, at the start of the appraisal period.

Associate staff standards will be linked to the level of responsibility and expectation commensurate with their grade of pay, as well as their job description and person specification.

For teaching staff performance is judged against The Teacher's Standards and Headteachers and school leaders will be appraised against the Trust's Leadership Standards based upon the Headteacher Standards (2020).

Post threshold teachers are judged against the teacher standards but are expected to demonstrate high levels of competency in all elements and their achievements and contribution to the school must be substantial and sustained (see *Threshold Expectations and Aquinas Guidance for Post-Threshold Teachers*).

Failure to attain minimum expectations of job standards could result in the commencement of capability proceedings and for this the **Capability Policy** will be implemented.

### 3. Annual Performance Review

The appraisal year begins with an **Annual Performance Review** where individuals meet with an appointed appraiser determined by the Headteacher. The purpose of this meeting is to formally acknowledge achievements from the previous year and to set development goals for the new cycle. In preparation for the meeting, individuals are expected to have reflected on the previous year and to have evaluated themselves against relevant standards and/or their job descriptions.

The self-evaluation forms the basis for the first part of the meeting but evidence from discussions with line managers, observations, and learning walks throughout the year, should also be referenced. The tone of this meeting should be supportive and placing the development needs and interests of the individual at the heart of the conversation. If evaluation against teaching/leadership standards shows any areas for further refinement, these should be the focus before any other development goals are selected.

Each member of staff will receive a progression statement, as soon as practicable, following the end of each appraisal period. In this Trust, staff will receive their written progression statement by 31<sup>st</sup> October or 31<sup>st</sup> December for Headteachers and those on Leadership pay scales. The letter will include confirmation of continuing to uphold the standards of their role or job description and salary progression information.

### 4. In-year Review of Performance

Throughout the year, the performance of individuals is continuously evident, and development is ongoing. Leaders monitor performance regularly to ensure the organisation works effectively and to identify strengths and areas for development including to inform academy improvement more generally.

The Trust believes that observation of classroom practice and other responsibilities is an important way of assessing teacher's performance, but monitoring might also include, but is not limited to, regular line management or team meetings, learning walks, work sampling etc. As a result, summaries of performance will take into consideration a range of evidence, and this will be used as a basis for the Annual Performance Review and if there are concerns raised at any point within the year.

Teachers' performance will be regularly observed throughout the year, but the amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the academy. All observations will be carried out in a supportive fashion against Teacher Standards, by those with QTS and will not exceed three hours per academic year.

In addition, Improvement Directors/Executive Headteacher/Headteacher/Head of School or other appointed staff with lead responsibility for the quality of education, may “drop in” to evaluate the standards of teaching and to check that expected standards of professional performance are established and maintained.

Teachers (including the Improvement Directors/Executive Headteachers/Headteachers/Heads of School) who have responsibilities outside the classroom and Associate staff, will also have their performance observed with appropriate feedback and support provided as required.

## **5. Feedback**

Feedback is necessary for continued improvement and is an entitlement of all staff. Formal feedback can be based upon observations of performance as well as conversations about performance; both are likely to occur in line management or appraisal relationships and formally recorded.

Informal feedback can happen at any time and may be in relation to performance or progress towards an intended outcome, such as a developmental goal, and this can be sought from any colleague. It is a key component of the continued development cycle where staff are encouraged to share their learning and progress against development goals with their peers and use this to reflect upon and amend key actions to the completion of their goal.

Staff will receive constructive feedback on their performance throughout the year and written formal feedback as soon as practicable after line management meetings or observations have taken place, or other evidence has become known. Formal feedback records will contribute to the annual review of performance highlighting areas of strength as well as any areas that need attention.

Where performance concerns are identified they should be addressed immediately. The line manager will meet the staff member formally to:

- Give clear feedback to the member of staff about the nature and seriousness of the concerns.
- Give the member of staff the opportunity to comment on and discuss the concerns.
- Agree any support (e.g., coaching, mentoring, structured observations), that will be provided to help address those specific concerns.
- Make clear how and by when progress will be reviewed, allowing sufficient time for improvement. The amount of time is up to the academy but should reflect the seriousness of the concerns and will be agreed with the teacher at the time of the review.
- Explain the implications and process if no, or insufficient, improvement is made.

The meeting must be documented and held by Human Resources.

After this meeting, the line manager may decide a period of informal/formal support is required and will refer to the S11 Staff Capability Policy to set targets.

## 6. Continued Professional Development (CPD) Cycle

This section of the policy **must** be read in conjunction with our **Flourishing People Handbook: CPD Cycle**.

Within this Trust, we aim to ensure staff at all levels have the skills and support they need to carry out their roles effectively, helping to ensure they can continue to improve their practice and to develop as professionals. The CPD cycle is used to inform development opportunities including training and encourages a culture in which all staff take responsibility for improving their practice. The CPD cycle draws from the ***Education Endowment Foundation's 'What makes Effective CPD – Guidance Report' (updated 2021)*** and incorporates mechanisms for effective CPD: Revisiting prior learning, goal setting, providing feedback, and action planning:



Individuals discuss their development priorities with their appraiser, articulating either one to two development goals for the year. Teachers are expected to identify at least one goal to enhance their craft of teaching that will have a direct impact on pupil achievement and learning experience.

Individuals then plan key actions to achieve stated goals, identifying research opportunities, any training needs, considering potential barriers, and expected impact. Throughout the year they work towards achieving their goals and attend regular scheduled sessions to check-in and discuss progress. For teachers, there will be opportunities to check-in with peers, but these conversations can take place with line managers or other appointed coaches.

For personal accountability reasons, individuals should keep records of their development journeys as research tells us this is key to successful goal setting. Each academy and Headteacher will agree where and how to keep this information, but it should not be onerous.

## 7. Delegation

The Headteacher is delegated with the responsibility for ensuring that the academy for which it is responsible follows this policy and any related procedures for the CPD cycle in accordance with the **Flourishing People Handbook**.

## 8. Data Protection Notice

The Trust processes personal data in accordance with the data protection principles embodied in the General Data Protection Regulations (GDPR) and Data Protection Act (2018). The Trust complies with the requirements of the GDPR as detailed in the Trust **Data Protection Policy**.

All staff are aware of the principles of data protection and will not process personal data unless necessary. The Trust safeguards the personal data it collects through the operation of the Trust **Data Protection Policy**, and the **ICT Policy**. In addition, the Trust has taken steps to ensure that all its contracts that process data have the GDPR compliant provisions.

## 9. Evaluating Impact

The Headteacher of each academy should evaluate the impact of the appraisal policy and CPD cycle for their own context. The Trust will also undertake evaluation activities throughout the year looking at:

- a. Impact on Trust culture.
- b. Impact on learners and academy attainment.
- c. Improved teaching and learning.
- d. Increased staff confidence.
- e. Increased evidence of reflective practice.
- f. Recruitment, retention, and career progression/promotable staff.

## 10. Monitoring and Review

This policy is reviewed on a **biennial** basis by the CEO. Monitoring is conducted through the Trust's programme of quality assurance and that undertaken by the individual Academy. Changes to this policy are communicated to relevant stakeholders.

The next scheduled review date for this policy is **September 2027**.