



Brontë Academy Trust
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Bronte Academy Trust

Appraisal Policy

Bronte Academy Trust has adopted the PACT HR recommended model procedure as agreed by Trade Unions

- UNISON
- GMB
- NASUWT
- NEU
- ASCL
- NAHT

Reviewed By	Approved By	Date of Approval	Version Approved	Next Review Date
DH	Trustees	11 June 2024		11 June 2025
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SUMMARY OF KEY CHANGES

Updated 1 April 24

1. The Performance Management Policy (formerly comprising Appraisal and Capability) has been separated and reverted to two separate policies.
2. Incorporates up to date guidance in line with applicable frameworks such as the current Headteacher Standards, Teacher Standards and Teacher Appraisal Guidance.
3. Reference to Committee / School Governing Bodies has been extended to incorporate Multi Academy Trusts and Academies.
4. Clarity regarding working days' notice throughout the policy and where necessary bringing notice in line with other PACTHR policies for consistency of application.
5. Guidance to objective setting is linked to PactHR's regular updates to ensure best practice is being adopted by Appraisers.
6. Staff Experiencing Difficulties has its own section for transparency and ease of application
7. Equality Impact Assessment Reference has been added.
8. Paragraph numbers have been inserted on key paragraphs of the policy for transparency purposes.
9. The following Appendices have been added to the policy with work versions for adaption available on the PactHR website / HR Business Partnering Section:

- Appendix 1: Equality Impact Assessment

Updated 25 November 2024

1. Removal of references to pay to reflect the removal of Teachers Performance Related Pay from the School Teachers' Pay and Conditions (STPCD) with effect from 1 September 2024
2. Incorporates up to date Teacher Appraisal Guidance by the DfE July 2024

1 APPRAISAL POLICY

1.1 INTRODUCTION

Appraisals will be a supportive and developmental process designed to ensure that all staff have, or are able to, fully develop the skills and access the support they need to carry out their role effectively. In this way we will ensure that all members of staff are able to continue to improve their professional practice and to develop in their roles.

This policy sets out the framework for a clear and consistent assessment of the overall performance of staff including Senior Leaders as well as supporting their development within the context of the Trust plan for improving educational provision and performance and the standards expected of all staff. It also sets out the arrangements that will apply when members of staff fall below the levels of competence that are expected of them. In the case of support staff, they will be assessed against the relevant job description for their post in school and their area of work, together with any nationally agreed standards in place from time to time.

Appraisal arrangements are as per the current [DfE School Teachers' Appraisal \(England\) Regulations](#). The appraisal regulations set out the principles that apply to teachers in all maintained schools and centrally employed (or unattached) teachers employed by a local authority where they are employed for a period of one term or more. The regulations detail the minimum national framework which schools must abide by. It is good practice for other schools such as Free School and Academies to follow these appraisal regulations.

Schools must stay within the legal framework set out in the appraisal regulations and all schools (including Free Schools and Academies) must adhere to any other relevant legislation that affects all employers (for example equality, employment protection and data protections)

It is a statutory requirement to have an appraisal policy for teachers and a capability policy applicable to all staff.

Although there is no requirement for schools to have an appraisal policy for other staff, it is good practice to provide a fair and equitable scheme for all school-based staff including support staff.

1.2 COMMITMENT

Bronte Academy Trust is committed to ensuring that staff are treated fairly and consistently during their annual appraisal. Senior Leaders will, at all times, abide by the relevant Appraisal Regulations in force, whilst reserving the right to include additional requirements that are relevant to our Trust.

Bronte Academy Trust is of the belief that the Trust can only be fully effective in delivering a high-quality service to pupils and the community if it has well trained, motivated, committed and competent staff. Appraisal will be a supportive and developmental process designed to ensure that all staff have the skills and support they need to carry out their role effectively. It will help to ensure that staff are able to continue to improve their professional practice and to develop in their professional roles.

1.3 IMPACT ON PAY

All references to Pay have been removed from this policy. Please refer to PACT HR's Pay Policy for more information.

1.4 EQUALITY IMPACT ASSESSMENT

All Schools, Academies and Trusts must ensure that all strategies, policies, service and functions, both current and proposed have considered equality, diversity and inclusion. It is recommended that an Equality Impact Assessment (EIA) form is used in conjunction with PactHR Policies. An EIA template is attached to this policy.

1.5 APPLICATION OF THE POLICY

The policy applies to all members of staff except those on fixed term contracts of one term or less, those undergoing induction e.g. Early Career Stage Teachers (ECTs) and those who are subject to capability procedures. Staff 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.

It is important that both the appraisal and capability processes are managed in a way that avoids increased workload for all parties concerned, but is sufficiently robust in order to achieve the required outcome.

1.6 PERFORMANCE CONCERNS

Performance concerns, will in the first instance, be managed within the scope of the Appraisal Policy. Where attempts to redress performance are unsuccessful, the process will transition to the Capability Policy. Transitioning to capability will not ordinarily take place until all avenues within the appraisal policy are exhausted except in extenuating circumstances.

1.7 THE APPRAISAL PERIOD

The appraisal period for all staff is an annual process with targets normally based on the academic year 1 September to 31 August. Appraisals should be conducted during the Autumn Term as set out in this policy.

If a member of staff begins or ends their employment part-way through the normal appraisal cycle, the length of the first appraisal cycle will be decided by the Senior Leader when the new member of staff joins.

1.8 APPRAISAL TARGETS

Autumn Term: Targets are set and usually based on the academic school year with no more than three performance objectives being set for any member of staff. Sub-targets should not be used in any circumstances to avoid undue pressure during the appraisal cycle. Targets should be:

SMART (Specific, Measurable, Achievable, Realistic and Time-Bound)

Targets should be linked to the employee's role and are recommended with a further objective for CPD purposes.

- Be appropriate to the staff member's role / level of experience
- Contribute to the efficient management and performance of the school
- Consider the staff member's professional aspirations
- Be mindful of the time available to fulfil the objectives whilst maintaining a good level of wellbeing and work/life balance

- Include a description of what success might look like
- Consider any effects of individual / personal circumstances including reasonable adjustments if the employee has a disability / long term health condition

PactHR regularly update information regarding Appraisal Target Setting. Please refer to the PactHR website for further details.

1.9 APPOINTING AN APPRAISER

School Based Staff Appraisals

An Appraiser is responsible for managing all aspects of the appraisal cycle of their allocated staff.

With the exception of those appraising the Senior Leader of the school, anyone required to appraise teachers should hold Qualified Teacher Status, be suitably trained in appraisal, and have current or recent teaching experience.

The school's head teacher will appraise members of the Leadership Team and will decide who should appraise all other members of staff.

The appraiser of support and ancillary staff will be line management or other appropriate management as determined by the Senior Leader.

If any appraiser is going to be absent for the majority of the appraisal cycle, the Senior Leader can take on the responsibility or delegate the duties to another teacher for the duration of the absence.

Any member of staff that has a reasonable concern about their assigned appraiser, will have their concerns carefully considered by the Senior Leader and, where both possible and appropriate, an alternative appraiser will be offered.

Headteacher / Executive Leadership Team / Chief Executive Officers Appraisals

The task of managing the performance of the Headteacher / Executive Team will be delegated to a committee consisting of two members of the School Governing Body / Trustees, normally comprising of the Chair of the Governing Body / Chair of Trustees.

In a Multi Academy Trust setting, the appraiser would normally be the CEO for the Headteacher.

The appraiser of a CEO will be delegated to a committee consisting of the Chair of Trustees and s suitably skilled and / or experienced adviser who has been appointed for that purpose.

If the Senior Leader believes that any of those appointed to act as their appraiser is unsuitable, they may submit a written request, including reasons, for that appraiser to be replaced. A quorate meeting of the Board will decide on the matter.

1.10 MODERATION AND QUALITY ASSURANCE

There should be a system of moderation in place to ensure that there is consistency in the management of the appraisal process and the understanding and application of the relevant standards.

The Headteacher (or applicable leader) is responsible for ensuring that objectives/targets and moderated across the school to ensure that they are consistent between members of staff with similar experience and levels of responsibility. They are also responsible for ensuring that all appraisal processes comply with current policy, the relevant regulations and the requirements of equality legislation.

Anyone who is an appraiser will be provided with suitable training sufficient to enable them to carry out that role appropriately and effectively. This includes:

- Conducting the appraisal reviews
- Setting objectives / targets
- Classroom observation, and
- Providing quality feedback to the employee whose performance they are appraising

1.11 REVIEWING PERFORMANCE

Spring / Summer Term: Whilst the appraisal cycle is an annual one, with a mid-term review and final assessment meeting, performance should be reviewed on an on-going basis, evaluating information from a range of sources and not just that gathered at the appraisal meetings.

More regular, perhaps less formal, meetings can be key to successful performance management. It allows the manager to be able to take a view on progress at any point in the annual cycle and offer feedback or support as necessary. It is strongly advised that more regular meetings are held with employees in addition to the two statutory reviews. This will enable the manager to identify, and address, any potential areas for development as early as possible.

1.12 FEEDBACK DURING THE APPRAISAL YEAR

Employees should receive constructive feedback on their performance throughout the year, verbally and in writing, as soon as practicable after observations have taken place or other evidence has come to light.

The feedback should highlight particular areas of strength as well as any areas that need further development and what needs to be done to develop those areas. There should be no surprises.

1.13 OBSERVATION

For all employees working with children, observation of professional practice and other associated responsibilities is important as a method of assessing performance. It assists in identifying any strengths or areas for development that the employee may have also helps in gaining useful information which can inform school improvement generally.

All observations should be carried out in a supportive fashion and should not add unduly to the workload of any member of staff. The Trust may develop their own template on which to record observations.

Performance will be observed as appropriate during the annual cycle. However, the amount and type of classroom observations will depend on the individual circumstances of the member of staff and the overall needs of Bronte Academy Trust.

Three observations carried out as part of the appraisal cycle will not be in excess of three hours per academic year.

As well as the more formal classroom observations, the Senior Leader or other leaders with responsibility for teaching standards may 'drop in' in order to evaluate the standards of teaching and ensure that high standards of professional performance are established and maintained.

The length and frequency of 'drop ins' or other observations, and the notice to be given, may vary depending on specific circumstances but will comply with the DfE current guidance on Reducing School Workloads.

When carrying out classroom observations, appraisers should be mindful of any particular factors which might affect performance on that day.

For any classroom-based employees with responsibilities outside of the classroom, an observation and assessment of those responsibilities will also be carried out.

The range and level of evidence collected for appraisal and pay determination purposes should be proportionate and not add unduly to staff workload.

1.14 TRAINING AND SUPPORT

Appraisal will be used to assess the need for continuing professional development.

All employees should be encouraged to learn and develop so that they can perform their roles to a high standard. The appraisal process plays an important part in this.

We believe that a culture in which all employees are encouraged to take responsibility for improving their practice through appropriate professional development, through peer observation for example, should be the norm. Relevant training for peer observation must be given where it is utilised.

If support recorded in the planning statement is not, for whatever reason, provided, then the appraiser must take that into account during the appraisal review meeting, particularly if the member of staff has not met their performance objectives.

1.15 THE APPRAISAL REPORT

Summer / Autumn Term: The employee should receive their written appraisal report as soon as possible following the end of each appraisal cycle and must have the opportunity to comment on it, in writing. The appraisal report will be drawn up in discussion between the manager and the member of staff and will include:

- Details of the employees' set of objectives for the appraisal period in question
- As assessment of their performance measured against the requirements of their role and against their objectives, taking account of any relevant standards
- As assessment of their training and development needs together with details of any action that should be taken to address them

The assessment of performance and of training and development needs will feed into the planning process for the following appraisal period.

1.16 APPEALS

Employees have the right to comment on their appraisal report and, through discussion with their appraiser, the need for an appeal may be avoided. This is the first, informal, stage of the appeal process.

Employees wishing to appeal against any of the entries in their written appraisal report should contact a senior leader of the appeal process.

1.17 CONFIDENTIALITY

The appraisal process and any related paperwork should be treated with strict confidentiality at all times. Access to an individual's plan in their appraisal statement is restricted to their line manager/s. Access will only be agreed, following a request from the line manager, where it is necessary to enable the line manager to fulfil his or her line management responsibilities. The member of staff will be told who has requested and who has been granted access.

2 STAFF EXPERIENCING DIFFICULTIES DURING THE APPRAISAL CYCLE

2.1 INTRODUCTION

Additional support and monitoring can play an integral part of the appraisal cycle where necessary, however, occasionally a staff member may be identified as having particular difficulties in achieving a satisfactory standard of performance. Where concerns are noted about the performance of a member of staff, a meeting will take place to discuss the concerns and a period of support put in place.

2.2 MEETING TO DISCUSS DIFFICULTIES AND ADDITIONAL SUPPORT

If an appraiser identifies through the appraisal process that the staff member is experiencing difficulties in reaching the expected standard of performance and that the use of capability procedures could be necessary if the situation is not rectified, a meeting will be arranged to discuss the situation. Concerns may arise through appraisal monitoring, observations of performance or via other sources of information (for example parental complaints)

At least **5 working days'** notice of the meeting will be given and the staff member will be informed that they have the right to be assisted by a representative of an independent trade union or workplace colleague at the meeting. The meeting will be conducted by the appraiser and the school's senior leader team representative as appropriate. The purpose of the meeting will be to:

- Give clear feedback about the nature and seriousness of the concerns;
- Give the opportunity to comment and discuss the concern;

2.3 POSSIBLE OUTCOMES OF THIS DISCUSSION

Possible outcomes of the meeting are as follows:

- It is agreed that the concerns do not merit special support over and above the normal arrangements for all staff and that normal appraisal arrangements should continue
or
- It is decided that special support under an Action Plan would be beneficial

In all cases the staff member will be advised that the capability procedure may be used if under-performance continues and that the aim was to avoid such an eventuality.

2.4 PREPARING THE ACTION PLAN

When preparing the Action Plan, the following should occur:

- Discuss targets for improvement
- Agree an Action Plan in consultation with the staff member, which includes any possible forms of support (e.g. coaching, training, in class or on the job support, mentoring, structured observations, opportunities to observe outstanding practitioners and discussions with outside experts), that will be provided to help address those specific concerns
- Make clear how, and by when, the appraiser will review progress and set dates for Review Meetings
- It may be appropriate during the process to revise objective, and it will be necessary to allow sufficient time for improvement. The amount of time is up to the Trust but should reflect the seriousness of the concerns
- Explain the implications and process if no, or insufficient, improvement is made, including the possible use of capability procedures;
- Where it is apparent that a staff member's personal circumstance or health are contributing to the difficulties at work, appropriate support including access to occupational health, will be offered as soon as possible, without waiting for the formal annual assessment
- Set a date for a final review meeting reflecting the time allowed for improvement and that the outcome of this meeting could result in:
 - The staff member has improved performance so that this is no longer a concern;
or
 - Continued support where good progress towards improvement is being made;
or
 - The use capability procedures are considered

The outcome of the meeting will be confirmed in writing including details of the Action Plan, the expected standards of performance and the timescale for improvement.

When dealing with a staff member experiencing difficulties, the objective is to provide support and guidance through the appraisal process in such a way that the staff member's performance improves and the problem is, therefore, resolved and the use of capability procedures becomes unnecessary.

The staff member also has a responsibility to engage with the support programme and to discuss with the appropriate manager any other forms that may be of assistance. If sufficient progress is made such that the staff member is performing at a level that indicates there is no longer a possibility of capability procedures being invoked, then they should be informed of this at a formal meeting with the appraiser or senior leader and confirmed in writing.

Following this meeting the appraisal process will continue as normal.

Where concerns about the staff member's progress persist, they will continue to be monitored as part of the appraisal process and a reasonable time given for their performance to improve. The amount of time

allowed for improvement will depend upon the circumstance with appropriate support as agreed in the Action Plan, in order that the aim of recovering and improving performance can be achieved. During this monitoring period the staff member will be given regular feedback on progress and arrangements will be made to modify the support programme if appropriate.

2.5 TRANSITION TO CAPABILITY

Where a member of staff demonstrates unacceptable underperformance and has not responded to support offered during the appraisal process or has not demonstrated a sustained improvement in performance, a capability meeting will be arranged (transition meeting) to advise that their performance will no longer be managed through the appraisal process but through the Capability Policy and Procedure

MONITORING AND REVIEW

The Appraisal Policy will be reviewed annually

Responsibility for reviewing the procedure belongs to the board of Trustees.

This Appraisal Policy was reviewed and formally adopted by Bronte Academy Trust on:

.....13 May 2025.....



.....Signed Chair of Trustees



.....Signed Chief Executive Officer

APPENDIX 1: EQUALITY IMPACT ASSESSMENT

A word version for adaptation of this Appendix is available on the PACT HR Website: HR Business Partnering: Advice and Guidance Section.

Introduction

All Schools, Academies and Trusts need to ensure that all strategies, policies, service and functions, both current and proposed have considered equality, diversity and inclusion. The below is a recommended Equality Impact Assessment (EIA) Form for use in conjunction with PACT HR Policies. For further advice regarding the completion of this form, please contact your named PACT HR Business Partner.

Assessment

School Name:	
Policy Name:	
Name of staff member conducting assessment:	
Date of assessment:	
Reason for assessment: (what are you aiming to do?)	

Main Stakeholders/Beneficiaries: (e.g., Staff; Pupils; Governors; Trustees)

Will the proposed policy/project/ strategy etc. impact on equality groups?	
What information / data do you have? What further information do you need? What cross-strand issues do you need to consider? Please include any actual or potential impacts on stakeholders (e.g., Staff; Pupils; Governors; Trustees,)	
Race	
Sex	
Age	
Disability	
Pregnancy and Maternity	
Gender Reassignment	
Marriage and civil partnership	
Religion or Belief	
Sexual Orientation	

Improvement Plan

The Improvement Plan needs to outline actions you propose to take to mitigate actual or potential negative impacts.

Issues Identified	Action Required	Lead	Timescale	Comments

Governance, ownership and approval

Please state here who has approved the actions and outcomes of the assessment (add rows as required)		
Name	Job title	Date

Publishing

This document will act as evidence that due regard to equality and diversity has been given. For record keeping purposes a copy will be kept on file with a copy of the policy and one with the Governing Body / Board of Trustees approval.	
Date screening completed:	
Date agreed: Governors Body / Board of Trustees	