



**LAURUS**  
TRUST

# Appraisal Policy

**Date of Review:** 01/09/2025

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<b>Policy Title and Summary</b>	Appraisal Policy
<b>Author</b>	J Jenkins
<b>Last Review Date</b>	September 2025
<b>Next Review Date</b>	September 2028
<b>Reviewed By</b>	S Carty
<b>Date and Responsibility of next update/review</b>	The Appraisal Policy will be monitored and reviewed every 3 years, unless there is a statutory change
<b>Trade Union Consultation</b>	
<b>Ratification Date</b>	
<b>Audience</b>	All employees
<b>Related Documents</b>	Pay Policy Capability Policy School Teachers Pay and Conditions Document
<b>Legal Framework</b>	The Equality Act 2010 Data Protection Act 1998 The General Data Protection Regulation (EU) 2016/679 Education School Teachers' Appraisal (England) Regulations 2012 (the Appraisal Regulations) Public Sector Equality Duty.

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# Policy statement

The Laurus Trust is committed to providing high quality teaching and learning. Each employee will therefore be given support and development to ensure that they have the skills they need to carry out their role, help them continually improve their professional practice and develop to their full potential which will in turn improve outcomes for our young people.

Having an effective performance management process in place is one of the ways we can support our employees and deal with performance matters as they arise. This involves effective day-to-day supervision, carrying out appraisals, providing development opportunities and operating a fair and reasonable capability process.

This policy has been developed to comply with current legislation including the Education School Teachers' Appraisal (England) Regulations 2012 (the Appraisal Regulations) and in line with the Public Sector Equality Duty.

The Laurus Trust is committed to equality and diversity principles in operating this procedure. At all stages, the application of this policy will be carried out in accordance with the Trust's duty and commitment to encouraging equality, diversity and inclusion among our employees, and eliminating unlawful discrimination.

When applying this policy, the Trust will not unlawfully discriminate because of the Equality Act 2010 protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race (which includes colour, nationality and ethnic or national origin), religion or belief, sex and sexual orientation.

## Procedure

The appraisal period will run for twelve months from 1st November to 31st October with the exception of the CEO, whose appraisal period will run from 1st January to 31st December.

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.

There is flexibility to have a longer or shorter appraisal period when teachers begin or end employment with a school for less than the usual appraisal period.

In the case of Early Career Teachers, whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process.

# Appointing Appraisers

The task of appraising the CEO and agreeing objectives with, will be carried out by the Remuneration Committee.

The task of appraising the Director of Education, Executive Head Primary and Secondary and agreeing objectives with, will be carried out by the CEO.

The task of appraising the Heads of School, including the seeking to agree objectives, will be carried out by the Executive Heads in conjunction with the CEO.

The Head of School will decide who will appraise other teachers. This will usually be the line manager.

Appraisers will either be senior leaders or other teachers with line management responsibility. All appraisers will have QTS. Training will be provided for all reviewers.

Appraisal objectives will be moderated by the Head of School or member of the leadership team to whom this responsibility has been delegated. Staff objectives should reflect and support all aspects of the School Development Plan.

Appraisers will meet on an annual basis, within directed time, to ensure that a consistent approach is adopted.

The Appraisal Policy and procedures will be monitored and evaluated by the Trustees.

# Setting Objectives

Objectives for each teacher will:

- Be agreed before, or as soon as practicable after, the start of each appraisal period;
- Be Specific, Measurable, Achievable, Realistic and Time-bound;
- Be appropriate to the teacher's role and level of experience.

The appraiser and teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. A teacher may append any comments they wish to make about their objectives which should be taken in to account at the review stage.

Objectives may be revised if circumstances change.

The objectives set for each teacher will, if achieved, contribute to the school's plans for improving the school's educational provision and performance and improving the education of students at the school.

Under normal circumstances teachers will have a maximum of 3 objectives. The appraiser will take into account the effects of an individual's circumstances, including any disability, when agreeing

objectives. However, teachers who are found not to be meeting standards during the appraisal cycle may be given short-term objectives to meet as part of the additional support detailed below.

The teachers' standards will be used to inform the setting of the appraisal objectives. All teachers will be assessed as meeting the teacher's standards unless clear, compelling evidence to the contrary is provided.

## Reviewing Performance

The Trust will set out what evidence they will take into account when making judgements about a teachers' performance and their individual objectives. This evidence will be decided upon when the objectives are being set at the beginning of the appraisal process.

The Trust believes that a range of different methods should be utilised, in a supportive fashion, to assess teachers' performance.

### Observation

The Laurus Trust believes that observation of classroom practice and other responsibilities is important both as a way of assessing teachers' performance in order to identify any particular strengths and areas for development they may have and of gaining useful information which can inform school improvement more generally.

The school leader may, as a matter of course, observe practice whilst walking around the school and visiting classrooms as part of their regular routine, although this activity will not form part of the individual's appraisal process.

All observations will be carried out in a supportive fashion and will allow:

- at least five working days' notice prior to an observation;
- verbal feedback to be provided by at least the end of the next school day;
- written feedback to be provided within 5 working days, unless circumstances make this impossible.

A pre-observation conversation should take place before each formal observation. This should involve an analysis of the class data and give the member of staff an opportunity to provide some context.

Exercise books and planning will be scrutinised as appropriate.

If the lesson is a cause for concern, the member of staff must be made aware.

If a lesson is judged to be below the standard that is expected this will lead to an additional observation and may lead to a programme of support.

If a lesson raises 'serious concerns about the progress/ safety of pupils', this automatically triggers an additional formal lesson observation. This will be a joint observation involving the Line Manager and a

Senior Member of staff. In the interim period support should be provided by the line manager as appropriate.

## Development and Support

Appraisal is a supportive process which will be used to inform continuing professional development. The school and Trust wish to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development.

Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual teachers.

Where there are concerns about any aspects of the teacher's performance the appraiser will consult the teacher formally to:

- give clear feedback to the teacher about the nature and seriousness of the concerns;
- give the teacher the opportunity to comment 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, the appraiser will review progress ensuring that the appraisee has enough time to demonstrate progress;
- the teacher will be given regular feedback on progress and arrangements will be made to modify the support programme if appropriate;
- explain the implications and process if no – or insufficient – improvement is made.

The above process will constitute the first step of the support process to tackle underperformance.

The Trust will consider any support an individual may require to assist them in meeting the required standards on a case-by-case basis. This will be in-line with the Health and Wellbeing Principles and will include, where appropriate, the provision of reasonable adjustments.

Whilst there is no right for representation at support meetings, a teacher may wish to bring a work colleague or trade union representative for support purposes.

When progress is reviewed, if the appraiser is satisfied that the teacher has made, or is making, sufficient improvement, the Appraisal process will continue as normal, with any remaining issues continuing to be addressed through that process.

If a teacher raises a grievance about the appraisal process it will normally be dealt with concurrently or the process may be temporarily suspended to allow the grievance to be dealt with.

# Feedback

Teachers will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has come to light. Feedback will highlight particular areas of strength as well as any areas that require further development.

## Transition to Capability

If the appraiser is not satisfied with progress, the teacher will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the Capability Procedure, and will be invited to a formal capability meeting. Capability is dealt with in a separate policy.

## Annual Assessment

Each teacher's performance will be formally assessed in respect of each appraisal period.

This assessment is the end point to the annual appraisal process, but performance and development priorities will be reviewed and addressed at a meeting half way through the academic year or on a more regular basis if necessary.

As part of the appraisal process appraisers may review pupil/student results, stakeholder feedback, lesson observations, exercise books and planning, and any other relevant data or information to provide further context to the review.

The Trust acknowledges that at an individual level there are a variety of circumstances that affect the eventual achievement of a student. The exam performance of a class depends on many factors, many of which are outside the control of the person who happens to have them in their final year.

The teacher will receive as soon as practicable following the end of each appraisal period, and have the opportunity to comment in writing on, a written appraisal report. In Laurus secondary schools, teachers will receive their written appraisal reports by 31st October, in primary schools it will be received by 30th September and the CEO will receive their report by the 31st December.

The appraisal report will include:

- details of the teacher's objectives for the appraisal period in question;
- an assessment of the teacher's performance of their role and responsibilities against their objectives and the teacher's standards (based on the assumption that teachers are meeting the standards unless clear, compelling evidence to the contrary is provided);
- an assessment of the teacher's training and development needs and identification of any action that should be taken to address them.

The assessment of performance and of training and development needs will inform the planning

process for the following appraisal period.

In addition to assessing a teacher's achievement of objectives, it is important for line managers to also discuss workload, wellbeing, working hours, flexible working opportunities, and career aspirations in a supportive manner. This can help the teacher identify strategies to effectively manage their workload and wellbeing, as well as provide feedback to management for further improvement and retention.

## Process for Moving Up Pay Scales

A recommendation on pay where that is relevant will need to be made by 31st December for the CEO, by 31st October for teaching staff and Laurus Leadership.

At the end of the cycle, the appraiser will write a summary of the teacher's progress during the year. This will include reference to the Teachers' Standards and any objectives set. Teachers will be responsible for meeting their objectives when applying for UPS.

Additionally, over a sustained ('sustained' means maintained continuously over a period of at least 2 school years) period UPS teachers will be able to demonstrate:

- their teaching is highly effective;
- an ability to support some pupils to exceed expected levels of progress/achievement;
- consistently taking responsibility for identifying and meeting their own professional development needs and using their learning to improve their own practice and pupils' learning;
- demonstrating that they have made an impact on the school beyond their own class/group(s);
- demonstrating an ability to support the development of others through our professional learning models;
- contributing to professional learning and practice which has improved teaching and learning across the school.

# Equality Impact Statement

<p>Names and title of people involved with this assessment</p>	<p>Rachel Robinson Assistant Trust Director of Inclusion</p>
<p>Impact assessment carried out with regard to identified characteristics</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Race</li> <li><input checked="" type="checkbox"/> Disability</li> <li><input checked="" type="checkbox"/> Sex</li> <li><input checked="" type="checkbox"/> Age</li> <li><input checked="" type="checkbox"/> Religious belief</li> <li><input checked="" type="checkbox"/> Sexual Orientation</li> <li><input checked="" type="checkbox"/> Gender Reassignment</li> </ul>
<p>Summary of any issue/proposed changes</p>	<p>Added in table to confirm last review date, related documents, legal framework etc.</p>
<p>Date</p>	<p>Sept 2025</p>
<p>Date of next review</p>	<p>Sept 2028</p>