

STAFF APPRAISAL POLICY

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| Approving Body | Trust |
| Date of Last Review | July 2025 |
| Statutory (Y/N) | Y |
| 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 ECTs 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 (performance 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.

| Appraisal structure (subject to change and for guidance purposes only): | |
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| Appraisee | Appraiser |
| Support Staff. | Performance manager. |
| Teaching staff (non-leadership). | Head of department. |
| Middle Leaders (Heads of Department, HOYs and DHOYs). | Designated member of SLT. |
| Members of SLT, excluding school principals. | School Principal/Co-Headteachers |
| 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> | |
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| <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 Feedback 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 B) 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.

Record of Lesson Observation

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| Teacher: | | Class: | | Link to resources if desired | |
| Date: | | Period/Time: | | Subject: | |
| Student considerations | | | | | |
| What is the lesson title? What is the core content? | | | | | |

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| Lesson commentary – Notes and timed examples of what staff and students are undertaking during the lesson e.g. 10:07 students begin work on the Do Now. This activity re-caps prior learning. |
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Appendix B – Appraisal Appeal Form

| <u>APPEAL INFORMATION</u> | |
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| <i>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.</i> | |
| 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. | |

Staff Appraisal Policy
Teaching Standards

| Standard | Exceeding the standards – maximum impact | Meeting the standards – significant impact | Meeting the standards – minimum impact | Not meeting the standards |
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| <u>TS1:Teachers' expectations</u> <i>Set high expectations which inspire, motivate and challenge learners</i> | Create an atmosphere highly conducive to learning with high levels of mutual respect. Very effectively promote learners' resilience, confidence and independence and generate high levels of enthusiasm and participation. | Create an atmosphere conducive to learning where they are well respected by learners. Consistently set high expectations of learners. Effectively promote learners' resilience, confidence and independence and generate learners who are motivated to participate. | Create an atmosphere conducive to learning and develop a rapport with a range of individuals and groups. Set appropriately high expectations and demonstrate professional behaviour. Encourage learners to participate. | Not have high expectations of learners or encourage participation. Not demonstrate professional behaviour. Not develop a rapport with students and groups to create an encouraging and positive learning environment |
| <u>TS2: Progress</u> <i>Promote good progress and outcomes by learners</i> | Ensure that the majority of learners make very good progress by: Setting challenging tasks. Support learners in reflecting on their learning. Regularly creating opportunities for independent learning. | Ensure that the majority of learners make good progress by: Setting appropriately challenging tasks. Enabling learners to reflect on their own learning. Encouraging independent learning. | Ensure that all groups of learners make at least satisfactory progress by: Enabling learners to reflect on their own learning. Supporting learners to reflect on their learning Planning teaching and learning activities which encourage independent and autonomous learning. | Not enable students to make progress in lessons by: Not encouraging students to reflect on what they have learned. Not being clear about the intended lesson outcomes / learning and setting tasks to encourage students to achieve them. Not encouraging autonomous learning. |
| <u>TS3: Subject knowledge</u> <i>Demonstrate good subject and curriculum knowledge</i> | Have in-depth subject knowledge. Anticipate common errors and misconceptions in their planning. Model very high standards of written and spoken communication. Identify and exploit opportunities to develop learners' skills in communication, reading and writing. | Have well developed subject knowledge. Address common errors and misconceptions effectively in their teaching. Model good standards of written and spoken communication. Encourage and support learners to develop these skills in their lessons. | Have sufficiently secure subject knowledge. Know about learners' common misconceptions. Respond appropriately to subject specific questions which learners ask and use subject specific language accurately and consistently. Promote high standards of communication. Build reading and writing opportunities into lessons. | Being unaware of/ not identifying common misconceptions and addressing them. Using subject specific language incorrectly or not at all. Being unable to respond appropriately to subject specific questions. Not promoting opportunities for reading and writing activities in lessons. |
| <u>TS4:Planning & Teaching</u> <i>Plan and teach well-structured lessons</i> | Plan lessons that often use well-chosen imaginative and creative strategies that match individuals' needs and interests. | Plan lessons that take account of the needs of groups of learners and individuals. Carefully match teaching and learning activities and resources to support learners in achieving the intended learning outcomes. | Plan lessons that are appropriately structured to support learners in developing their knowledge, skills, understanding, interest and positive attitudes. Teach well-paced lessons in which the learners are usually engaged. Respond flexibly to what is happening in the classroom and the needs of the learners. Design and set homework tasks which can sustain learners' progress and consolidate learning. | Delivering lessons which do not support the learners in developing knowledge, skills and understanding because they have no appropriate structure Being unable to respond to the learners and adapt lessons accordingly which results in a lack of pace or progress. Failing to create independent learning tasks which can sustain progress and consolidate learning. |
| <u>TS5:Adapting teaching to the needs of all learners</u> <i>Adapt teaching to respond to the strengths and needs of all learners</i> | Differentiate and intervene effectively to secure progression for individuals and groups. Have an astute understanding of how effective different teaching approaches are in terms of impact on learning and engagement of learners. | Consistently adapt their teaching to support progression in learning. Identify when groups and individuals have made progress. Use a range of effective strategies to reduce barriers and respond to the strengths and needs of their learners. Appropriately deploy available support staff. | Recognise the different needs and strengths of individuals and groups. Begin to adapt teaching to address these needs and strengths to support learners in achieving their potential. Begin to deploy strategies to overcome barriers to achievement with experienced teachers and support staff. Use distinctive teaching approaches and strategies to engage and support learners with EAL and SEND. | Being unable to identify or recognise the different needs and strengths of individuals and groups. Being unable to adapt the teaching to address needs or challenge students Failing to deploy strategies to overcome barriers to achievement with other teachers and support staff. Failing to differentiate to engage and support EAL students or those with SEND. |

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Teaching Standards

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| TS6:Assessment <i>Make accurate and productive use of assessment</i> | Use a range of assessment strategies very effectively to monitor progress and to inform future planning. Systematically and effectively check learners' understanding and intervene where needed. Assess learners' progress regularly and work with them to accurately target further improvement and secure rapid progress. | Use a range of appropriate formative assessment strategies effectively. Adapt their teaching within lessons in light of learners' responses to assessment. Assess learners' progress regularly and accurately. Discuss assessments so that learners know how well they have done and what they need to do to improve | Use a range of appropriate formative assessment strategies effectively to evaluate the impact of teaching on the progress of learners. Mark learners' work constructively and provide appropriate oral feedback to help them to make progress. | Failing to use formative assessment strategies to determine the impact of teaching on the progress of learners. Failing to provide written and oral feedback which tells the learner how to improve to make progress. |
| TS7: Behaviour management <i>Manage behaviour effectively to ensure a good and safe learning environment</i> | Work within the school's framework for behaviour and apply rules and routines consistently and fairly. Consistently have high expectations of students. Very effectively apply a range of strategies that promote positive behaviour. Create an environment highly supportive of learning. Manage pupil behaviour with ease so that learners display very high levels of engagement, courtesy, collaboration and cooperation. | Work within the school's framework for behaviour and apply rules and routines consistently and fairly. Consistently have high expectations of students. Effectively apply a range of strategies that promote positive behaviour, Create an environment supportive of learning. Manage behaviour effectively so that learners demonstrate positive attitudes towards the teacher, their learning and each other allowing lessons to flow smoothly so that disruption is unusual. | Work within the school's framework for behaviour and can apply rules and routines consistently and fairly. Have high expectations of students. Appropriately apply a range of strategies that promote positive behaviour, Create an environment supportive of learning. Work alongside experienced teachers and support staff, as appropriate, to apply strategies which address the barriers to learning which impact on pupil behaviour. | Failing to work within the school's framework for behaviour and apply routines fairly and consistently. Not having high expectations of students and creating a positive learning environment. Failing to apply strategies that promote positive behaviours. Failing to work with other colleagues to remove barriers to learning which can impact on learner behaviour. |
| TS8: Fulfil wider professional responsibilities <i>Make a positive contribution to the wider life and ethos of the school</i> | They are pro-active in seeking out opportunities to contribute in a significant way to the wider life and ethos of the school. They build strong professional relationships and demonstrate that they are able to work collaboratively with colleagues on a regular basis. They take responsibility for deploying support staff in their lessons and for seeking advice from relevant professionals in relation to learners with individual needs. They deliberately seek out opportunities to develop their own professional learning and respond positively to all the feedback they receive. They communicate very effectively, both verbally and in writing, with parents and carers in relation to learners' achievements and well-being, both when required to do so formally and are proactive in communicating in relation to individual learners' emergent needs. | They are pro-active in seeking out opportunities to contribute to the wider life and ethos of the school. They can build good professional relationships with colleagues and can work well collaboratively when required to do so. They take responsibility for deploying support staff in their lessons and for seeking advice from relevant professionals in relation to learners with individual needs. They are pro-active in terms of their own professional learning and value the feedback they receive from more experienced colleagues, using it to develop their own teaching further. They communicate effectively, both verbally and in writing, with parents and carers in relation to learners' achievements and well-being. They assume some responsibility for doing so in response to emergent needs. | They show an inclination to contribute to the wider life of the school in appropriate ways and understand how to support the ethos of the school. They can build effective professional relationships with various colleagues and have the skills required for working collaboratively. They communicate with and direct any support staff deployed in their lessons, to assist in supporting the progress and achievement of individuals and of groups of learners. They understand when to ask for information and advice from specialist staff about individual learners with specific needs. They seek out and are responsive to advice from more experienced colleagues. In evaluating their own practice they are able to identify professional development targets and opportunities to address and meet these targets. They recognise the importance of communicating with parents and carers in supporting learners' achievement and monitoring learners' well-being and communicate effectively at set points in the year. They understand the need to communicate at other points in response to emergent needs. | Not understand the school ethos and support it or contribute to the wider life of the school Failing to build effective or professional relationships with colleagues or be unable or unwilling to work collaboratively. Failing to communicate with support staff and deploy them effectively in lessons to support progress for different groups and individuals. Failing to seek advice from colleagues and specialist staff about particular learners with particular needs. Failing to take responsibility for their own professional learning, seek advice and respond to feedback from more experienced colleagues. Failing to recognise the importance of effective communication with parents or carers about student achievement and wellbeing. |

