



APPRAISAL POLICY FRAMEWORK

for September 25 onwards

The Trust's values below, are for everyone in the Trust – all staff and for all children, pupils and students. Staff model these in our daily professional work and interactions, both within and beyond the school gates.

QUALITY: to create an outstanding learning community, including strong leadership and governance

OPPORTUNITY: to provide the best opportunities for all children to reach their full potential

COLLABORATION: to support a shared commitment and dedication to learning

AMBITION: for continual improvement and to strive for excellence in all we do

COMMUNITY: to be an active participant in our community, leading and supporting initiatives for the benefit of all members of society.

Introduction

Most trusts have two appraisal policies – one for support staff, one for teachers, which mirror the two types of employment contract that are mainly used.

The two groups of staff are often thought of and treated as distinct and separate. But we believe that all staff are important in providing a great education to pupils and students – each with their own unique job role as part of the whole.

With the flexibilities now afforded to schools and trusts to remove the link between pay and appraisal, we can have one appraisal policy framework for all employees in our Trust.

All employees will now have aligned pay – with automatic movement up individual's pay spines to the top, both for support and teaching staff.

Previous policies took a great deal of teacher time of staff in compiling evidence for pay decisions and not in improving effectiveness. Support staff appraisal has been inconsistent across the schools. In implementing this new policy framework, we aim to streamline processes, reduce

bureaucratic activity and have a more effective system to benefit all colleagues.

This policy clearly identifies that all staff have the same value to the organisation and that every individual's contribution has an impact on the quality of education that we provide through each of our schools, through one over-arching policy.

Implementation

This new Appraisal Policy Framework is from September 2025 for Teachers, with detailed 'Principles into Practice' guidance for teaching and teacher leadership roles; and for Support Staff from September 2026, with 'Principles into Practice' guidance, tailored for the roles of support staff and support staff leadership roles.

There should be no 'bolt-on' appraisal tasks which do not have a relevance to improving pupil outcomes and career development. Workload should not increase as a result of this new Appraisal Policy Framework.

Appraisal activity should be meaningful, effective and in line with individuals strengthening their practice - whatever their role in the Trust.

Principles of Appraisal in our Trust

We start from the belief that great education results from highly effective staff.

- Supporting career development and progression for all colleagues provides the best learning environment for our children, pupils and students and the communities we serve.
- All staff engage in professional reflection and continuous improvement activity - the heart of our culture.
- Our staff learning offer is underpinned by robust evidence including academic research and evidence-informed practice.
- Evidence of positive impact of our appraisal policy will be seen in the rapidly improving or sustained high performance, and excellent support, of our children, pupils and students.
- Appraisal activity should be an integrated part of the work of a school/ central team.
- Collective and individual effectiveness should be evidenced through the planned monitoring and evaluation work of a school/central team.
- Access to agreed training and development is facilitated.
- All employees engage with the appraisal process.

Appraisal emphasises the growth of the individual and professional development, using the impact and outcomes of development as evidence of achievement.

Staff are at the heart of improving their own professional knowledge, skills and abilities.

We want all staff to:

- Be confident in fulfilling all aspects of their role to the highest level
- Understand how their role fits into the wider organisation
- Identify any training and development needs for themselves and staff they manage
- Be given support and advice to develop their skills to progress to posts at the next level
- Act as a source of support, advice and guidance to their colleagues
- Continually grow and see a progression route through the trust.

Progression phases

In all roles, there is an overt phasing of progression as employees join and grow, enhance their effectiveness and seek further challenge or provide increasing support for others.

On boarding.
To ensure consistency in the schools and centrally.
Induction.
During the probationary period for a member of support staff or the first four to six months for a teacher. It would include getting to know your role within your team, the context of the school, information about the Trust and so on.
Embedding.
This is around knowing and carrying out your job well.
1. Highly Effective (individual)
The first phase is around individual effectiveness in the job role that you have. To be in this phase, you would be making significant positive impact as a result of your job role.
2. Highly Effective (team contribution)
This phase is around being highly effective but working across your school/central team. This is distinct to having a leadership role. This phase would be characterised by contributing to the development of other colleagues in the school/central team in a similar job role during their onboarding and induction experience.

Leadership.

Some colleagues may choose to follow the leadership route through promoted posts.

Impact of this policy

Each year an evaluation will be made of the impact of this policy. This will include an overview of the training undertaken, the improvement in effectiveness as assessed through routine monitoring and appraisal meetings, engagement with training and development activities, in the context of schools that are either maintaining an above national quality of education or rapidly improving towards this. Analysis will be by school (reported to the Local Academy Committee of each school) and cross-Trust results shared with trustees at the Finance and General Purposes committee.

May 2025