

Performance Development (Appraisal) Policy



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Responsible Directorate

HR

Our Vision



Transforming Lives of our learners

We seek to ensure that all our learners receive a high-quality education from expert staff and aspire to achieve the best they possibly can, no matter their background or ability. Our learners have safe, supportive learning environments in which they develop, grow, and challenge themselves. We are determined that our learners will receive the very best enrichment and opportunities to help them reach their full potential and ensure they are prepared for the future, wherever it might take them.



Transforming Lives of our colleagues

Our colleagues are supported with the very best professional development through our innovative ATT institute, allowing them to stay focused on learning and developing as practitioners whilst they progress in their careers. We share the very best practice across our community of academies to help build systems and processes that really work.



Transforming Lives in the communities we serve

We are committed to actively engaging with and addressing inequality in our local areas. We understand that every one of our academies and their diverse communities are different, so we aim to build a supportive, collaborative, and nurturing relationship with each whilst sharing our key values across our Trust.

**Commitment
to Education**

**Transparency
and Integrity**

**Innovation and
Improvement**

**Dedication to
Inclusivity**

Our Values

Commitment to Education

Our core purpose is to positively impact the lives of all our learners. Education will always be at the heart of everything we do.

Transparency and Integrity

We are proud of our success whilst being open and honest about our areas for improvement. Our actions are always ethical and in the best interests of all our stakeholders.

Innovation and Improvement

We are committed to innovative education- always moving forward and never standing still. Our learners are ambitious and prepared for a future that is constantly changing and developing.

Dedication to Inclusivity

Our learners are all different and all important to us. We aspire to support, challenge, and help each one of them reach their full potential, regardless of their background or level of ability.

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1 | Glossary of Key Terms

Performance Development	Our term for the appraisal process or what might previously have been known as performance management.
Disciplined Inquiry	The conscious and deliberate effort to improve practice, knowledge, and skills by engaging in research, evidence and professional learning.
Inquiry Question	A question designed to enable disciplined inquiry for colleagues.
Leadership Objective	An additional objective for any colleagues with additional responsibility in their role.
Planning and Review Meeting	A meeting at the beginning of each cycle to review the previous cycle and set Inquiry Questions/Leadership Objectives for the next cycle.
Interim Meeting	An interim meeting for colleagues who have changed role, recently joined an academy or team, or for any reason, have not been involved in the beginning of a cycle.
Colleagues	Everyone in our Trust. This includes all roles across both education and services.
Line Manager	The person responsible for overseeing the Performance Development process.
Line Management/Meetings	The process of day-to-day management of colleagues. This involves line management meetings throughout the year.
Evaluation Report	The report detailing engagement with professional learning, the Inquiry Question for the year and the evaluation of this learning.

2 | Scope of this Policy

- 4.1 This policy applies to all staff employed by Academy Transformation Trust, except for casual or relief workers.

3 | Roles and Responsibilities

- 3.1 **The** Trust Board and the Chief Executive Officer are responsible for monitoring the effectiveness of this policy, ensuring that a consistent approach to performance development is applied across the Trust.
- 3.2 **Executive** leaders, Principals and senior leaders are responsible for ensuring that staff and managers adhere to this policy and procedure, with all colleagues establishing Inquiry Questions and Leadership Objectives with their line manager. This process places development at the heart and drives the strategic direction of Academy Transformation Trust, our teams, and academies.
- 3.3 **The** HR team is responsible for ensuring that all employees are aware of this policy and procedure and that managers and employees apply it fairly and consistently with confidence and skill.
- 3.4 Managers and staff with supervisory or leadership responsibilities must ensure they implement this policy fairly and equitably, seeking guidance, clarification, and support as and when required. It should be viewed as an opportunity to engage and motivate employees, recognise their strengths, and consider with them how we can help them learn, grow, and have greater impact on the lives of those who learn with us. Employees are encouraged to remain professionally curious, always working towards continuous, sustainable, improvement.

4 | Equality and Diversity

- 4.1 Academy Transformation Trust is committed to:
- Promoting equality and diversity in its policies, procedures, and guidelines
 - Delivering transformational education and services that meet the diverse needs of its student population and its workforce, ensuring that no individual or group is disadvantaged

5 | Introductions

- 5.1 Performance Development (appraisal) plays a vital role within Academy Transformation Trust. It is key to supporting the Trust's commitment to developing its colleagues and to delivering transformational educational provision to all that learn with us.

- 5.2 Our focus is on the development of colleagues to ensure transformational performance. Our colleagues engage in disciplined inquiry every academic year and focus on incrementally getting better. We believe that all colleagues in all roles can continuously improve, and our Performance Development process supports exactly that. We have designed a process that enables all colleagues to benefit from a high challenge, low threat environment where they both develop as professionals, but also, maximise their impact on the quality of education in our Trust.
- 5.3 We are committed to supporting all colleagues, in all roles, both in our education directorate and across operations and services roles. All our colleagues play a vital part in the transformational education we offer to the children, young people and adults who learn with us.
- 5.4 Performance Development is our primary entitlement for the development of our colleagues, aligned with our commitment to “the very best people development”. It is the foundation of our development offer.
- 5.5 The Performance Development Process is underpinned by effective line management. Line management is our vehicle for addressing concerns about performance. We do not address concerns about performance as part of the Performance Development process, and this is covered by the Capability Policy.
- 5.6 The Performance Development Process contributes to pay decisions. All colleagues must engage purposefully in this policy to achieve pay progression. How pay decisions are made is outlined in the Pay Policy.
- 5.7 This policy sets out the framework for the Performance Development process. The policy provides a process through which colleagues performance development may be linked to the Trust’s improvement plan and priorities, and the priorities of individual academies and teams to create coherence and alignment of strategic direction.

6 | The Performance Development Period

- 6.1 The Performance Development period for all colleagues will be 12 months.
- 6.2 Where a colleague starts their employment with the Trust or changes post part way through a Performance Development cycle, shorter-term or longer-term Inquiry Questions or objectives may be set, linked to the end of the current or next Performance Development cycle respectively. The Director, Principal, or relevant leader shall determine Performance Development arrangements for the remainder of the Performance Development period, with a view to bringing their cycle into line with the cycle for other colleagues as soon as possible. This

may also apply to colleagues starting or returning from maternity or long-term sickness absence part-way through the Performance Development period. The Performance Development process continues for those colleagues who may be part of a support planning or capability process.

- 6.3 Where a colleague is moving between roles then there will be a review of their Inquiry Question and (if applicable) Leadership Objectives and their Performance Development arrangements, usually at an interim review. Interim reviews can be used for colleagues changing role, or if circumstances in a development cycle change significantly.
- 6.4 Where an individual is employed on a fixed term contract for a period between 1 term and 12 months, the length of the Performance Development period will be determined by the duration of the contract.
- 6.5 Where a colleague is absent for an extended period or leaves the employment of the Trust during the cycle, the Principal or relevant leader will ensure that alternative arrangements, such as reducing the scope of Inquiry Questions or Leadership Objectives put in place.

7 | Purpose of Performance Development

- 7.1 The main purposes of the Performance Development Policy are to:
 - Ensure that all colleagues' contribution to their academy/team and the Trust is recognised.
 - Place development at the heart of what we do.
 - Help colleagues to identify ways of enhancing their professional practice, knowledge and skills. We believe everyone can continuously improve.
 - Assist colleagues to realise their potential and to plan for professional and personal development.
 - Provide information which will assist with, but not decide, pay recommendations.
 - For pay progression, all colleagues must engage with the professional obligation to improve in their role. This is enabled through Inquiry Questions and the process of Performance Development.
- 7.2 Performance Development must be consistent with the principles and practices of equal opportunities, legislative provisions, including employment law, and all statutory duties that apply to all schools and local authorities.

- 7.3 Performance Development in this Trust will be a supportive and developmental process in the context of Trust and academy improvement plans. It is designed to ensure that all colleagues have the skills and support they need to carry out their role effectively and with increasing impact. The aims of the policy are to improve outcomes for all learners in the Trust and to ensure that all colleagues are motivated to continuously develop their skills and improve their performance. All employees of Academy Transformation Trust are expected to accept the professional obligation to improve their practice.
- 7.4 This policy is separate from the Trust's Capability Policy. This Performance Development policy is designed to be the primary development entitlement for colleagues in our Trust.

8 | Application

- 8.1 This policy applies to our people both within academies and the central team, with the following exceptions:
- Early Career Teachers undergoing their statutory induction period
 - Supply, casual and relief workers who work rarely within the Trust.
- 8.2 Modified Performance Development arrangements, such as Inquiry Questions on a smaller scale and Leadership Objectives reflecting time in cycle, will apply to colleagues who have only been at work for part of the Performance Development cycle. This will include colleagues who:
- Are on parental leave including maternity and adoption leave;
 - Are on long-term sickness absence;
 - Join or leave part way through the Performance Development cycle;
 - Come out of other arrangements during the Performance Development cycle including probation, statutory induction and capability.
 - Where appropriate, it may be determined that Inquiry Questions are not appropriate due to individual academy circumstances. Where this is the case, this will be directed by the appropriate Education Director.

9 | Guiding Principles

- 9.1 In developing and applying this policy, the Trust is committed to ensuring fairness and consistency of treatment within the prevailing legal frameworks applicable to all employers and in line with the Trust's equality policy.
- 9.2 Academy Transformation Trust's commitment to professional development is reflected in the quality of training dedicated to developing colleagues. Our Community Groups enable cross-

Trust collaboration and development time. Directors, Principals, Heads of Academy, and Teaching and Learning leads should allocate PD time to Performance Development during any autumn term to ensure that colleagues can develop effective Inquiry Questions, in line with Trust and individual academy or directorate improvement plans. This time should be allocated from within academy or team budgets and form part of any PD cycle.

- 9.3 All colleagues will be clear about how to record their professional learning and Inquiry Question during the cycle. As a minimum, colleagues will complete the Inquiry Question Evaluation Report, but may use reflective journals or choose to keep examples of research or professional learning activities.
- 9.4 Performance Development is a two-way process and Inquiry Questions, and Leadership Objectives should be agreed between the colleague and the line manager. Leadership Objectives should be clear around what success in meeting objectives will look like and how this will be measured.
- 9.5 The academy/directorate PD curriculum will be informed by the training and development needs identified as part of the Performance Development process.

10 | Roles and Responsibilities

10.1 The Role of the Line Manager

- Performance Development is an ongoing process, and the line manager has a continuing responsibility for the support and development of the colleagues they lead. It is the responsibility of the line manager to ensure that Performance Development meetings take place and that the process is completed in accordance with the requirements of the policy:
 - For teaching colleagues, there will be a minimum of an annual planning/review meeting and at least one interim review.
 - For operations and services colleagues, there will be a minimum of an annual planning/review meeting and one interim review.
 - For all colleagues, an additional interim review will be held, in exceptional circumstances, if it is necessary to amend objectives, for example because of emerging new priorities or a change of role.
- Line Managers will be responsible for:
 - The ongoing development of colleagues that they lead.
 - Supporting their teams with their Inquiry Question, development and any Leadership Objectives throughout the Performance Development period;
 - Agreeing new Inquiry Questions and Leadership Objectives linked to the Trust, academy, or team strategic objectives at the start of a new cycle.

10.2 The Role of Colleagues

- All colleagues are expected to support and participate in the Performance Development process and any agreed development activities arising from the process.
- In addition, colleagues should engage fully in the development process, including in research, evidence, resources, exploring best practice and implementation of improvement strategy. Colleagues should prepare for any Performance Development meetings and be prepared to articulate their professional learning over the course of the cycle.

10.3 Performance Development of the Principal and Executive

- The Performance Development of the Principal/Head of Academy will be carried out with oversight from a member of the Executive Team. This will take the form of appropriate Leadership Objectives.
- The Performance Development of Executive Leaders will be carried out by the relevant line manager. This will take the form of appropriate Leadership Objectives.

10.4 Performance Development and Directors/Principals

- The Principal/Director is responsible for the Performance Development of all colleagues but will delegate this responsibility to line managers.

11 | The Planning and Review Meeting

11.1 Performance Development discussions are most successful when both colleagues and their line managers are well informed and prepared. The areas for discussion should be agreed at the start of the meeting as should the arrangements for making notes and writing up Performance Development records.

11.2 The Performance Development record should include:

- Acknowledgement of achievements, strengths, good practice and successes of colleagues as appropriate;
- Review of development against the previous year's Inquiry Question, leadership objectives where appropriate and relevant competency framework/the teaching standards;
- Review of professional development activities undertaken in the previous period including how these activities have enhanced colleagues work effectiveness;
- Agreement of Inquiry Questions and additional leadership objectives if appropriate for the coming year linked to Trust, academy or team improvement plans;

- Agreement of how leadership objectives will be assessed and evidence of achievement gathered;
- Agreement of how development will be supported, and objectives met.

12 | Interim Meetings

- 12.1 For all colleagues, there will be a minimum of one interim review during each Performance Development cycle. The date for the interim reviews may be set at the annual Planning and Review Meeting.
- 12.2 The main purposes of the interim reviews are:
- To review the colleague's development, Inquiry Question and any Leadership Objectives where appropriate;
 - To provide guidance and support.
- 12.3 Additional interim reviews may be held if there is a need to review objectives due to changing circumstances or colleagues moving to a different job role.

13 | Inquiry Questions and Leadership Objectives

- 13.1 The leadership objective, for those with additional responsibility, and Inquiry Question set will be relevant to the individual's job role and contribute to strategic objectives. Colleagues with additional leadership responsibility may have a specific objective set in relation to this. It is the policy of the Trust to give colleagues no more than 3 objectives of which at least one is in the form of an Inquiry Question.
- 13.2 Performance Development should begin with the assumption that all colleagues, unless there is evidence to the contrary, are meeting the relevant standards; where national standards are unavailable, job descriptions will be used. Any objectives, including Inquiry Question, set will be rigorous, challenging, achievable, time-bound, fair and equitable in relation to teachers with similar roles/responsibilities and experience.
- 13.3 In our Trust:

- Main-scale teachers and colleagues with no leadership responsibility will have just one objective, which will be their Inquiry Question;
- All teachers with a Teaching and Learning Responsibility (TLR), any other colleagues with additional responsibility, UPS holders, those on the Leadership Spine, including the Principal and Directors, will have leadership objectives as well as their Inquiry Question.

13.4 To achieve maximum coherence and focus our Trust we will have:

- A coherent set of Trust priorities that set the strategic direction of the organisation;
- Academy or directorate priorities closely linked to the Trust strategic direction;
- Each colleague will have an Inquiry Question designed to drive transformational strategic work and change, along with an additional leadership objective for those colleagues with additional responsibility as part of their role.

13.5 Leadership objectives for those with additional responsibility will be to implement and develop aspects of their leadership portfolio.

14 | Articulating Professional Development

14.1 It is important that all colleagues can articulate their professional development and professional learning over the course of a cycle. The Inquiry Question Evaluation report supports this and should be completed during each phase of the cycle to reduce and minimise workload.

14.2 Self-evaluation is an important part of an effective Performance Development process and colleagues can develop their skills when they explore their strengths and areas for development through reflection. This is an important part of preparing for any Performance Development meetings.

14.3 At the Review of a teacher's Performance Development the teacher will provide their records and reflections on their development as a teacher over the year. This is a crucial element of the overall Performance Development process and plays a central role in the Trust's drive to improve the overall quality of teaching. This is achieved through completion of the Inquiry Question Evaluation Report.

Appendix 1- IQ Evaluation Proforma

INGREDIENTS

IQ TITLE
NAME – SUBJECT
Context:
Aims:
Rationale:
Proposed evidence:

METHOD

Inquiry Question:
Implementation:
Examples of implementation:
Evidence of findings:

OUTCOMES

Preliminary findings:
Preliminary conclusions:
Final thoughts:
Next steps:

Appendix 2- IQ Evaluation Proforma Guidance

INGREDIENTS

Write your title here (this should be shorter than your inquiry question)

NAME – SUBJECT

Context: Briefly describe the context of your IQ in terms of the subject, class/students, your prior experience of the planned techniques and anything else which will help colleagues understand your IQ.

Aims: Describe what you aim to achieve by the implementation of your chosen techniques (e.g. is it student engagement, recall, understanding? Etc.) What improvements are you hoping to secure for students?

Proposed evidence: Describe what evidence you will collect to determine the impact (if any) of your IQ? If you used a control group include details of it here.

Rationale: What made you choose this IQ? Why did you choose the techniques/strategies? Why did you select the evidence base? This should specifically reference research and show the evidence base for your chosen practice.

METHOD

Inquiry Question: Full inquiry question written here.

Implementation: Describe how you implemented the project over the course of the half term. Describe any challenges you encountered or adaptations you made to your implementations giving rationale for these.

Examples of implementation: To help anyone wanting to understand how your IQ applied in a classroom setting, please include relevant specific examples of your IQ implementation in action. This could link to appendix documents.

Evidence of findings: Include here the results/data that you collected. This should include both start and end point data. This may link to appendix documents.

OUTCOMES

***Preliminary findings:** Describe what the evidence of findings shows you.

***Preliminary conclusions:** Draw conclusions from your findings. This will differ from above as it could infer possible future impacts and give more details about your personal conclusions about your IQ from drawing knowledge from all aspects of your IQ experience.

Final thoughts: Did your IQ have the desired impact, no impact or unexpected impact?

Next steps: Will you continue with this practice based on your findings? Will you discontinue the practice completely? Will you roll out the techniques/strategies on a larger scale? Will you adapt or evolve it? Will you continue with this or a similar IQ in the next cycle or do you plan to start a new IQ?

*Note the use of the word “preliminary” this is because due to the small scale, short time frame and specific context we cannot draw full conclusions. Using the word preliminary allows us to state findings and draw conclusions, whilst keeping in mind the expected caveats and limitations of our IQs.

Appendix 3- SLT Leadership Objective Overview Proforma

ATT Leadership Objectives

Academy:

SLT 3 objectives

Academy Key Lines/ Big Moves:					
1					
2					
3					
4					
Principal	V.P	V.P	A.P	A.P	A.P

Appendix 4- Leadership Objective Overview Proforma

ATT Leadership Objectives

SLT 3 objectives and middle leaders 2 objectives

Leadership Objective 1:

Linked to KLI/Big move:

Actions that will support this objective:

Leadership Objective 2:

Linked to KLI/Big move:

Actions that will support this objective:

Leadership Objective 3:

Linked to KLI/Big move:

Actions that will support this objective:

