

## The Swan School Policy - Appraisal

Aims:	<ul style="list-style-type: none"> <li>To create a healthy organisational culture of <i>high challenge, low threat</i> where all staff seek to improve, make their best better, as well as improving in any areas where they are less strong.</li> <li>To create a supportive environment where staff are unafraid of recognising and working to improve weaknesses.</li> <li>To ensure that staff feel confident in their own self-efficacy and professional agency, enabling belief and the ability to succeed.</li> </ul> <p><i>This will be achieved by:</i></p> <ul style="list-style-type: none"> <li>Reviewing and evaluating performance in line with relevant standards and job descriptions, including informing decisions regarding pay progression where relevant, and identifying areas for continuous professional learning and development (CPLD)</li> <li>Supporting continuous professional learning and development (CPLD)</li> <li>Supporting wellbeing and motivation.</li> </ul>
Targets/ Outcomes	<ul style="list-style-type: none"> <li>Staff contribute to our student achieving 'more than they ever believed possible' to the best of their ability.</li> <li>All staff benefit effective appraisal conversations about their own professional strengths and development needs.</li> <li>Staff are able to access appropriate CPLD opportunities and apply learning to their own practice.</li> <li>Staff feel that the appraisal process is supportive of their own professional development and wellbeing.</li> </ul>
Definition:	<p><u>Overview of the appraisal process:</u></p> <ul style="list-style-type: none"> <li>Start of Cycle 1 (September) - Annual appraisal meeting with line manager: <ul style="list-style-type: none"> <li>Review and evaluation, supported by self-review of overall performance and progress towards individual objectives. The outcome is formally recorded.</li> <li>Set new appraisal objectives for the year ahead in line with the guidelines below.</li> </ul> </li> <li>Start of Cycle 2 and 3 - Mid-year appraisal meetings with line manager: <ul style="list-style-type: none"> <li>Discussion of overall performance and progress towards individual objectives. Positives are celebrated and development areas identified as soon as possible.</li> </ul> </li> <li>Ongoing - Weekly CPLD programme (mornings) <ul style="list-style-type: none"> <li>Peer Coaching Conversations - Staff work in coaching groups to discuss progress and support each-other towards meeting their objectives and development priorities.</li> <li>CPLD programme - briefing, deliberate practice, curriculum planning, and meetings.</li> </ul> </li> </ul> <p><u>Performance Objectives</u></p> <ul style="list-style-type: none"> <li>All staff have three performance objectives, one of which is consistent across the RLT.. The appraisee should take a lead in setting objectives 2 and 3 in agreement with their appraiser; appropriate evidence for meeting each objective should be considered.</li> </ul> <ol style="list-style-type: none"> <li><i>CPLD - To engage positively with continuing professional learning and development (RLT)</i></li> <li>Related to your role</li> <li>Related to your contribution to the wider life of the school.</li> </ol>
<b>Roles and Responsibilities:</b>	
Appraisers will:	<ul style="list-style-type: none"> <li>Complete training provided to facilitate effective appraisal meetings.</li> <li>Support appraisees to set appropriate performance objectives.</li> <li>Consider the totality of their appraisee's performance when making judgements about whether objectives have been met.</li> <li>Celebrate successes and raise any concerns in a timely way - appraisees should be aware in advance if they are at risk of not meeting their objectives.</li> <li>Review and evaluate performance in line with relevant standards and job descriptions, including informing decisions regarding pay progression where relevant</li> <li>Identify areas for continuous professional learning and development (CPLD)</li> </ul>
Appraisees will:	<ul style="list-style-type: none"> <li>Set performance objectives in agreement with their appraiser, taking into consideration their own professional development needs and the priorities of the school.</li> <li>Complete self-evaluation in preparation for appraisal meetings.</li> <li>Consider appropriate evidence for meeting each objective and discuss with appraiser.</li> <li>Engage positively in appraisal meetings and coaching conversations, being unafraid to recognise and work to address weaknesses.</li> <li>Actively seek out support to meet objectives where needed.</li> </ul>
SLT will:	<ul style="list-style-type: none"> <li>Design and implement a professional development programme that allows staff to reflect on and refine their own practice.</li> <li>Enable informal coaching conversations to support staff in meeting their performance objectives.</li> <li>Embed a feedback culture across the school where teachers feel comfortable to take risks and actively seek out opportunities to give and receive feedback on their own practice.</li> <li>Be supportive of staff requests for CPLD.</li> <li>Provide training for appraisers to facilitate effective appraisal conversations.</li> </ul>
Governors will:	<ul style="list-style-type: none"> <li>Review and approve recommendations for pay progression.</li> </ul>
Related Docs:	<ul style="list-style-type: none"> <li>Teacher standards, job/role descriptions, RLT appraisal policy</li> </ul>

Monitoring Date:	Monitored By:	Full Review Due:	Review By: