



King's Group Academies Appraisal Policy

Date adopted: 12th December 2024

Review frequency: Biennially

1. Introduction and scope

A positive, supportive working environment, where our people can flourish and work together towards our vision is the foundation of our people management. To be able to deliver their best work, our people can expect clear objectives, support, development and regular feedback from their manager.

It is the responsibility of a line managers to work with their team members to set direction and expectations for work and to regularly review progress to ensure that colleagues are accountable for delivering them. Whilst this takes place across the working year, through regular meetings, the annual appraisal forms an important part of the ongoing management process.

This policy sets out the framework for our approach to annual appraisals which are sometimes also called 'reviews'. Every colleague is entitled to an annual appraisal, supported by regular meetings with their manager throughout the year. The objectives that are set will depend on their role.

This policy is linked to but separate from the Capability Policy, which sets out the process for working with colleagues who consistently fall short of their agreed objectives and the standard of work set out for them in their job description. However, under performance should always first be discussed as part of the regular catch ups and appraisal process, only moving to the capability process when those discussions do not show improvement.

This policy applies to all colleagues, however certain sections are relevant to different job types.

2. Appraisal/review purpose

The fundamental purpose of the annual appraisal is to ensure that colleagues have the following:

- Clear direction and written objectives for the year ahead, with discussion and feedback on achievement of objectives set last review period
- Pastoral support that pays attention to wellbeing and workload
- A development plan that ensures they have the skills and ongoing

learning/professional development needed to carry out their role effectively and as appropriate, to prepare for possible future roles within the academy or Trust.

3. Appraisal/review cycle

The exact appraisal period will vary depending of the role and the start date for newer colleagues. In most cases the appraisal period will run from September to August in line with the academic year. However, this may be varied to accommodate roles that do not work to this cycle or to allow managers with large teams to stagger reviews across the year. In the first year of employment, the probationary period will apply as the first appraisal cycle. For Early Careers Teachers(ECT), their appraisal will be informed by their induction and support plans for their ECT years.

4. Appraiser

Appraisals are carried out between the individual and their line manager. Where there is more than one line manager for an individual, the person assigned as the primary line manager will attend the appraisal and feedback may also be provided by the other manager

5. Objectives

Objectives are agreed in each appraisal for the year ahead. The 'SMART' principle should be used, that is, the objectives should be; Specific, Measurable, Achievable, Realistic and Time-bound. Objectives should be relevant to the individual's role, job description and the department within which they work, taking into account the post holders experience. They should always have a demonstrable link Academy or Trust improvement. For some roles, Trust wide objectives will be identified and communicated to Principals for inclusion. The Principal should quality assure objectives for this relevance.

At regular points through the year and then fully at the annual appraisal, objectives should be reviewed alongside a discussion about overall achievements and challenges. Where objectives are not achieved, the conversation should include the reasons for this and whether there are areas where the colleague requires additional learning or support to improve.

6. Development plans

Appraisals offer the opportunity to reflect on development needs and continued professional development. Everyone is expected to consider how they stay 'up to date' and grow in their role. For this reason, development plans should be included in appraisals. Where the post holder is experienced in their current role and looking at development that would support the next stage of their career, development plans can include activities that support this and should pay attention to resource needs across the Trust that can be supported through these opportunities, such as sharing good practice more widely or participating in Trust projects.

7. Feedback

Feedback from managers and from colleagues to their managers should always be constructive but robust. It should be given as soon as possible, using regular catch ups and does not need to wait until the annual appraisal. It is however helpful to reflect on previous

feedback and progress made at the appraisal. Feedback should regularly include positive affirmation and highlight areas of strength (using good and outstanding practice examples as applicable). Areas of challenge can be harder to do and should come from the position of support and intention to seek improvement in order that the needs of the academy and therefore students are served.

8. Support

Support (e.g. coaching, mentoring, structured observations etc.) should be identified and actioned to facilitate further development as well as specific concerns. Support may also include reviewing priorities, workload and wellbeing.

9. Appraisal/Review Records

The formats for appraisals for different job types can be found on the Leadership Hub and MyKGA. These should be used to record the annual discussions and planning for the year ahead.

10. Governance responsibilities

The Board of Trustees has overall responsibility for this policy and will review it regularly. The academy LGB has delegated responsibility to scrutinise academy performance and this includes ensuring that annual appraisals/reviews are taking place for all colleagues, that outcomes are contributing to academy improvement and that professional development is included. The LGB should therefore receive a report annually from the Principal that outlines;

- The percentage of colleagues who have had an appraisal/review in the past 12 months
- The common themes (successes and challenges) that the reviews have identified and how these will be taken forward
- Feedback on the rate of achievement of objectives over the past year and any reasons for emerging patterns. (e.g. where a significant number of teachers have not delivered to agreed objectives, what are the underlying reasons and how improvements will be made)

Appendices A – Guidance for Classroom Observations – Developmental Drop Ins (DDIs)

The Trust considers that DDIs provide valuable feedback and opportunity to improve individual practice and therefore inform the appraisal process and ongoing professional development.

DDIs are a supportive tool that have the intention of providing clear feedback to the teacher about the strengths and areas for development linked to the Principles of Teaching, Routines and Expectations

In accordance with these principles, the arrangements for developmental drop ins and/or task observation will be agreed, where possible, in advance with the Head of Faculty, Line Manager or Principal.

DDIs will only be undertaken by persons with QTS who have appropriate professional skills to undertake the observation and provide constructive oral and written feedback and support.

Teachers will be given the opportunity to comment and discuss the feedback given

- Oral feedback will be given as soon as possible after the DDI. It will be given during directed time in a suitable, private environment.
- Lesson feedback will normally be provided within five working days of the observation. A written copy of the developmental drop in will be recorded, this will include the date on which the observation took place, the lesson observed and the length of the observation. The teacher has the right to add their own reflection and comments on the observation
- any resulting support (e.g. coaching, mentoring, structured observations), will be provided to help address specific concerns
- Where concerns emerge about a teacher's performance during the annual cycle, additional classroom developmental drop ins may be arranged.
- Reasonable notice will be given of additional drop ins or learning walks but depending on the particular circumstances, it may not be practicable to provide advance notice of monitoring activities. The number and duration of monitoring activities will be for the Principal to determine as appropriate