Elysian

Appraisal Policy

Reviewed February 2023

Date of next review: February 2024

Elysian Appraisal Policy

Elysian is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

For the purposes of this policy, where the term Elysian is used, it refers to Elysian Animal Assisted Therapy & Learning CIC

Introduction

Elysian is first and foremost a therapeutic provision. For us it is paramount that we work with young people in a way that is therapeutic and progressive. We focus on supporting and nurturing young people to attain their goals through a range of therapeutic and educational pathways whatever level of our provision they are accessing.

Those attending Elysian have complex Social, Emotional and Mental Health (SEMH) issues and therefore our primary focus is on developing our young people to create learners who have higher self-esteem with an increased awareness of their emotions and behaviours so they can; self-regulate and are able to develop and maintain positive relationships with their peers and adults.

These are often extremely anxious young people and many not have accessed education or any other provision for a significant period of time. We are dedicated to building a tailored curriculum and a managed transition that brings them back to education and creates a conduit them for the next steps in life in a holistic way that makes them feel safe and confident.

To reach this goal, we aim to ensure that all our staff are performing to a standard that allows our young people to enjoy, believe and achieve. To facilitate this, we provide a rigorous appraisal structure to support and nurture our whole team. The policy applies to all members of staff employed by the school, except those on contracts of less than one term or those on the probationary review process. Members of staff who are employed on a fixed-term contract or supply arrangement of at least one term but less than one year will be appraised in accordance with the principles underpinning this policy, the length of the appraisal period being determined by the duration of their contract.

Aims

The structure of the appraisal process is designed to:

- Provide feedback on performance and set objectives for the year ahead
- Develop and encourage a culture in which all members of staff take responsibility for improving their performance.
- Secure expected standards of performance
- Ensure that the line manager and employee are clear about the purpose of their job
- Help employees see how their job fits with the overall Elysian aims/development plans
- Enable the manager to plan how work is allocated fairly and effectively among team members
- Clarify the skills and qualifications required for the role
- Address staff development needs
- Help to support employees to progress in their chosen career

The process should be one where each staff member is affirmed and participates fully in an honest assessment which promotes a reflective and developmental ethos. Although part of Elysian's performance framework it is important that each appraisal is owned by the person and not regarded as something done to him or her.

Roles and Responsibilities

The appraiser will usually be the line manager, unless an alternative has been requested by the appraisee. The appraiser is responsible for;

- Ensuring a two-way, supportive conversation is facilitated
- Ensuring the appraisee is sent appropriate paperwork in line with the timescales set out in this policy
- Informing the appraisee which performance expectations are being met and not met
- Working collaboratively with the appraisee to set appropriate future goals
- Keeping the contents of the appraisal process confidential to the appraisee and senior members of staff

The appraisee is responsible for;

- Giving consideration to their performance and goals prior to the meeting, in order to facilitate a positive and functional discussion.
- Taking part in a two-way discussion about their performance
- Reading and ensuring an understanding of their job description before the meeting
- Maintaining an open and honest attitude throughout the process

The Head of Education is responsible for;

- Creating and overseeing the schedule of appraisals
- Ensuring deadlines are met and paperwork is completed to a high standard
- monitoring objectives to ensure consistency and relevance, both to Elysian development plan and to the individual
- Ensuring paperwork is stored in a secure location
- Supporting appraisers and appraisees in creating a development plan, should this be required due to concerns over performance.

The Proprietors and Advisory Board are responsible for;

- Ensuring the appraisal policy is fit for purpose and updated regularly. This may be designated to the Head of Education.
- Quality assurance of the appraisal process
- Overseeing mediation should there be disagreements about the contents or application of the appraisal process

Timescales

The staff performance management appraisal period runs for 12 months from 1 September to 31 August and must be completed by 30 September with agreed reviews taking place during the year. This is to allow moderation processes to take place each year. The Appraisee must have access to appropriate professional development for support and development.

The appraiser will send a diary invite, along with the relevant paperwork, to the appraisee at least 2 weeks before the meeting. The appraisee will fill out the paperwork before the meeting takes place. A review meeting will be held after 6 months, although this may be held sooner if concerns are raised. Further review meetings may be scheduled to offer further support and guidance.

The Appraisal Meeting

The appraisal meeting is an opportunity for a 2-way conversation to recognise the contribution made by an individual over the preceding 12 months. It is the time to set work targets/objectives for the coming year and an opportunity to identify training needs. These are recorded in the relevant spaces on the appraisal form (APPENDIX C).

A summary of the discussion will also be added to the appraisal form. Performance should have been discussed on an ongoing basis throughout the year and therefore this forms part of the appraisal interview and should be a recap of previous discussions that have taken place. As with any performance management process, there should be no surprises.

There are a number of specific aspects to working for Elysian which managers should ensure that their staff are competent to deal with. These will vary depending on the role which the employee undertakes, but may include some of the following:

- Identified Elysian priorities
- Pupil attainment
- Therapeutic Practice
- Data Protection and Information Security
- Safeguarding Young People
- The Ability to Form Relationships with Young People
- Health and Safety
- Equality and Diversity
- Meeting reasonable deadlines
- Writing high-quality reports
- Planning for learning
- Planning for behaviour

Where there are concerns about a particular area of an individual's performance, a discussion will take place during the appraisal meeting to ascertain the causes of this. Specific targets/goals will be set in any area where underperformance is identified and agreed. Support and training will be identified and clear success criteria outlined.

Objective setting
As part of the appraisal process each staff member will have 3 standardised core objectives set with regards to service need. In addition, 1 or 2 individual targets will be agreed between manager and employee. Individual objectives should be derived from the employee's job description and the service remit. Targets may also relate to skills, career development aspirations, behaviours or competencies required for the role or an existing development need. The objectives should be
SMART:
     Specific: objectives should specify what they want to achieve.
     Measurable: be able to measure whether the objectives are being met.
     Achievable: are the objectives set, achievable and attainable?
     Realistic: can they realistically achieve the objectives?
     Time: when do the set objectives need to be met?

Performance Measures
Each objective will be graded as either met, partially met or not met. If an objective is not met then a separate Performance Related Plan will be completed to identify actions and agreed targets to support in meeting this objective and any reasonable adjustments that are required. Performance may be measured in a number of ways including, but not limited to;
- Formal observation
- Informal observation
- Scrutiny of paperwork
- Discussions
- Outcome measures
- Analysis of data

The Performance Related Plan will be reviewed every half-term. This is a supportive measure, designed to ensure the employee has all the support available to him/her that has been identified in the plan. It is an opportunity for the employee to raise concerns about the process, or to say what is not working well.

If no progress has been made against the targets in the plan after 3 terms, formal notification will be issued to the employee that the procedures outlined in the capability policy are to be instigated.

Assessment

Before the appraisal interview, each appraisee will be required to completed the self-assessment form (APPENDIX B) and take the completed form to their appraisal meeting. The appraisee should review his/her job description before the appraisal meeting.

Each appraiser will similarly complete an audit of the appraisee's performance over the year and complete the Manager's assessment box. Appraisers should obtain a copy of the appraisee's job description. Where the appraiser indicates that performance is unsatisfactory, they will need to be in a position to back up their judgement by reference to written evidence previously shared with the member of staff.

The appraisal document will include:
- Details of the member of staff's objectives for the appraisal period in question.
- A completed self-assessment of the member of staff's performance of their role and responsibilities against their objectives and the relevant standards.
- A completed manager's assessment
- An assessment of the member of staff's training and development needs and identification of any action that should be taken to address them.
- Any other comments considered to be of value.
- An overall summary of their performance over the period of the appraisal

The assessment of performance and of training and development needs will form the basis for assessment of the appraisee during the next appraisal period.

Monitoring, Evaluation and Quality Assurance

The Head of Education will discuss progress on staff's appraisal with the Senior Leadership Team at least annually and provide an annual report to the Advisory Board on how effective the procedures have been including any relevant issues such as underperformance arising from the annual review cycle and on any action required to address those issues. The report will enable the Advisory Board to receive an overall general report of the process but will not include specific details relating to individual members of staff.

The Advisory Board will provide feedback with regards to the policy on an annual basis and will evaluate its effectiveness in light of any incidents which arise through its implementation.

In-year Concerns

Staff will receive constructive feedback on their performance throughout the year and as soon as practicable after observation or other evidence has come to light. Feedback may highlight particular areas of requiring attention not previously recognised. This process will run on an informal basis between employee and manager. If these additional areas of concern continue, despite support, they will form part of the discussions at the next appraisal meeting. This may be the annual appraisal meeting, or a mid-year review meeting. It may be appropriate to revise the initial objectives to reflect the changing situation.

When progress is reviewed, if the appraiser is satisfied that the member of staff has made, or is making, sufficient improvement against the new objective/s, the appraisal process will continue as

normal, with any remaining issues continuing to be addressed through that process. Any improvements will be expected to be sustained.

Teaching Staff

In addition to the objectives set for all Elysian staff, Teachers should set at least 1 objective which relates to the Teaching Standards. Self-evaluation against the standards should be completed before the appraisal meeting (Appendix A). For teachers the starting point of the process is a clear and objective analysis of professional attributes and practice based on evidence. This can be achieved through reflection on performance against the Teacher Standards 2012, using identified evidence sources.

The Head of Education will appraise Teachers. The Head of Education will be appraised by a member of the advisory board and a director. Where this is not possible, an external advisor may be asked to substitute the member of the advisory board. The external adviser must be familiar with the particular needs of a SEMH provision, for instance the development of the school's ethos and use of therapeutic practice.

Appraisal/CPD **Self Review: Teacher Standards 2012/UPR** The TEACHER is consistently able to…	Possible evidence sources: • Lesson observations • Audits of planning, marking & assessments • Progress and outcomes data, including exams and qualifications gained • Student voice examples • Behaviour data	Standard	UPR Secure	Secure	Not Secure
1. Set high expectations which inspire motivate and challenge learners 1.1 establish a safe and stimulating environment for pupils, rooted in mutual respect. 1.2 set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions. 1.3 Demonstrate consistently the positive attitudes values and behaviour which are expected of pupils.	Reasoning behind decision and what evidence is available to qualify this grading:	1.2 1.2 1.3			
2. Promote good progress and outcomes by pupils 2.1 attainment, progress and outcomes. 2.2 Be aware of pupils capabilities and their prior knowledge and plan teaching to build on these 2.3 Guide pupils to reflect on the progress they have made and their emerging needs 2.4 Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching 2.5 Encourage pupils to take a responsible and conscientious attitude to their own work and study **UPR:**	Reasoning behind decision and what evidence is available to qualify this grading:	2.1 2.2 2.3 2.4 2.5 2U1			

		2U1			

2U1: Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.					
3. Demonstrate good subject and curriculum knowledge 3.1 have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings. 3.2 demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship. 3.3 demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject. 3.4 if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics. 3.5 if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.	Reasoning behind decision and what evidence is available to qualify this grading:	3.1 3.2 3.3 3.4 3.5			
4. Plan and teach well-structured lessons 4.1 impart knowledge and develop understanding through effective use of lesson time. 4.2 **promote a love of learning and children's** intellectual curiosity. 4.3 set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired. 4.4 **reflect systematically on the effectiveness of** lessons and approaches to teaching. 4.5 contribute to the design and provision of an engaging curriculum within the relevant subject area(s).	Reasoning behind decision and what evidence is available to qualify this grading:	4.1 4.2 4.3 4.4 4.5			

UPR **4U1**: Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.		4U1			
5. **Adapt teaching to respond to the strengths and needs of all pupils** 5.1 know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.	Reasoning behind decision and what evidence is available to qualify this grading:	5.1			
5.2 have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.		5.2			
5.3 demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.		5.3			
5.4 have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. **UPR:**		5.4			
5U1 Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.		5U1			
5U2 Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent		5U2			

developments, including those relating to subject/curriculum knowledge.				
6. **Make accurate and productive use of assessment** 6.1 know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements. 6.2 make use of formative and summative assessment to secure pupils' progress. 6.3 use relevant data to monitor progress, set targets, and plan subsequent lessons. 6.4 give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. **UPR:** **6U1:** Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications. **6U2**: Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.	Reasoning behind decision and what evidence is available to qualify this grading:	6.1 6.2 6.3 6.4 6U1 6U2		
7. **Manage behaviour effectively to ensure a good and safe learning environment** 7.1 have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school,	Reasoning behind decision and what evidence is available to qualify this grading:	7.1 7.2		

in accordance with the school's behaviour policy. 7.2 have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly. 7.3 manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them. 7.4 maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary. **UPR:** **7U1**: Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.		7.3			
		7.4			
		7U1			
8. Fulfil wider professional responsibilities 8.1 make a positive contribution to the wider life and ethos of the school. 8.2 develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support. 8.3 **deploy support staff effectively.** 8.4 take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues. 8.5 communicate effectively with parents with regard to pupils' achievements and well-being. **UPR:** **8U1:** Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation. **8U2**: Promote collaboration and work effectively as a team member.	Reasoning behind decision and what evidence is available to qualify this grading:	8.1			
		8.2			
		8.3			
		8.4			
		8.5			
		8U1			
		8U2			

Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback					

	Further explanations or examples
Lesson Observations	• Lesson observations are used to enable constructive feedback on practice for teachers, and also to enable managers to evaluate progress and learning over time. They are opportunities to demonstrate many of the Teachers' Standards, but are not used in isolation as evidence in themselves. • Main scale teaching staff should demonstrate at least "Secure", UPR Teachers should be able to demonstrate "Exemplary" practice.
Audits	SLT will oversee these processes as part of the departmental training sessions / meetings and audits; and as part of their day-to-day role as subject leader. Lesson observations, drop ins and learners voice will confirm decisions. SLT and Senior leaders may also be involved. Examples include: • Planning – Schemes of Work and planner scrutiny, evidence of planning sequences of lessons. Shared planning. • Audits of pupil's work. This will show whether work being done matches planning, is differentiated and whether it is marked appropriately. • Feedback and Assessment - lesson observations and drop ins will confirm audit. Student voice will also be consulted. • Home Learning – work is being set and marked regularly. It is purposeful and differentiated and is located on SIMS / SharePoint.
Progress and Outcomes of Learners: This is the primary indicator of teacher effectiveness.	• Progress and Outcomes of all Learners – Tracking will be completed on SIMS and data will be available. Other sources could be National Data for subjects and Data from Examination boards. The appraisee will have analysed progress of individuals / groups (such as most-able / SEND / Disadvantaged) and be able to show the impact of intervention in ensuring that learners make expected progress or better. Outcomes are a key indicator of teacher effectiveness. Higher impact on outcomes and progress is expected of UPR teachers. This is detailed in the policy. • Progress against starting points and progress against expected progress are both highly relevant ways to consider progress and outcomes at Elysian. • Mitigating Circumstances that *might* be considered**:** Staff absence/student absence/absence from exam/a student underperforms similarly across several similar subjects/ shared groups. Data to be recalibrated to provide more accurate evidence of pupil progress. Please note: comparing performance to underperforming areas does not constitute evidence of impact.
Student Voice	• Learners of the teacher confirm other aspects of the performance development process e.g. Home learning. This will help the teacher to understand the impact they are having from the student perspective, so that they are affirmed, or informed of student concerns. This will also continue to develop the collaboration of learners in their learning to enable an increase in effective strategies to assist their progress. Student voice is not used to determine appraisal outcomes. Teachers are encouraged to consult their learners in order to enable them to reflect on their practice, and its impact.

Subject Based Learning	• Evidence of ongoing subject based learning, and its application in the classroom. – Participation in CPD that is linked to performance development. This can be internal or external provision – Monday or Wednesday training etc. or Examination board training (online), MOOCS etc
Mentoring or Coaching	• 4U1 Evidence of significant and positive impact of mentoring, training and or modelling practice for other professionals e.g. Leading Subject or Whole Elysian Training, Mentor ITT / NQT / NQT+1, take responsibility for ITT within the department, Lead whole Elysian CPD.
Behaviour for learning - positive ratio to negatives.	• That for the groups that you teach there is a higher ratio of positive comments per group than negative. That there are low numbers of on-call use relative to other colleagues with similar learners. • Number of incidents may be declining, or very low. • Severity of incidents may be declining or very low. • Evidence of increased learner engagement or motivation.

Fulfil wider professional responsibilities	Basic teacher expectations include, but are not restricted to,
	    • Taking of registers accurately, and on-time.
	    • The meeting of internal and external deadlines.
	    • Recording of behaviour incidents in a timely and consistent manner
	    • Effective deployment of support staff.
	    • Effective communication
	    • Involvement in extra-curricular activities
	    • Policies are read, understood and implemented

CPD	1. Departmental training / collaboration 2. CPD on Wednesdays 3. Coaching or Mentoring 4. Internal Support - e.g. observing good practice 5. External courses – examination boards, MOOCS

APPENDIX B: Appraisal Self-Assessment Form for All Staff - Completed before meeting

Elysian Animal Assisted Therapy and Learning
APPRAISEE <u>SELF</u> ASSESSMENT FORM　　　　　　**NAME:**

1. How are things going?
What successes have you had? What has given you the most satisfaction & why?
1.
2.
3.
What could have gone/could be going better? Give reasons.
1.
2.
3.

2. Performance against Objectives:	
Objective	Self-Review of Progress & whether completed or not?

3. Review JD	
Any gaps/queries?	

Anything no longer relevant?	

4. CPD

CPD undertaken:	
How used/impact:	
CPD required:	

5. What objectives do you think should be set for next year and why? (2 maximum)

6. Anything else you want to discuss?

APPENDIX B: Appraisal Self-Assessment Form for All Staff - Completed before meeting

Elysian Animal Assisted Therapy and Learning
APPRAISEE SELF ASSESSMENT FORM   NAME:

7. How are things going?
What successes have you had? What has given you the most satisfaction & why?
1.
2.
3.
What could have gone/could be going better? Give reasons.
1.
2.
3.

8. Performance against Objectives:

Objective	Self-Review of Progress & whether completed or not?

9. Review JD

Any gaps/queries?	
Anything no longer relevant?	

10. CPD

CPD undertaken:	
How used/impact:	
CPD required:	

11. What objectives do you think should be set for next year and why? (2 maximum)

12. Anything else you want to discuss?

APPENDIX C: Appraisal

review form for support staff - To be completed at meeting

1. Your Information					
Name		**Manager/Appraisers Name**		**Date of Appraisal**	
Job Title		**Reporting Year**			

2. Performance Objectives			
Use this section to set and review objectives for the appraisal year. There are THREE set core objectives that are mandatory for all staff. Staff should then set at least one individual objective as part of their own personal learning and development which will agreed as part of the appraisal discussion. Objectives should be reviewed throughout the year as part of the line manager process.			
Objectives	**Actions**	**Self-Assessment (to be completed by Employee)**	**Managers Assessment**
CORE OBJECTIVE 1: To support Young People to undertake educational and therapeutic activities with animals on the farm.	• Develop and sustain positive relationships with young people and staff. • Maintain boundaries and role model positive behaviours. • Use the PACE model to underpin all direct work with young people. • Take responsibility for own training and development with regards to therapeutic practice.		

CORE OBJECTIVE 2: To ensure all young people are kept safe by following Elysian's Safeguarding Policy.	• Read and demonstrate an understanding of the elysian's policy on Safeguarding. • If a young person makes a disclosure, follow best practice as outlined in Elysian's safeguarding policy. • Assess any harm to a young person, report to the DSL and record factual account of disclosure on My Concern. • Keep up to date with elysian information and procedures through bulletins, briefings, INSET days, reading relevant policies and completing all relevant training.		
CORE OBJECTIVE 3: Maintain any records necessary to ensure we are able to demonstrate we are meeting Young People's evolving needs and have a good understanding of their 'lived' experience.	• Ensure all key documents are completed in a timely and accurate manner, incorporating the young person's wishes and feelings. • Ensure all key documents are written using professional language in a young person focused way. • Take responsibility for regularly reviewing and updating with any new information to ensure that records are a current reflection of the young		

	person's presentation and holistic needs.		
PERSONAL/DEVELOPMENTAL OBJECTIVE:			
PERSONAL/DEVELOPMENTAL OBJECTIVE:			
ANY TRAINING NEEDS IDENTIFIED			
END OF YEAR COMMENTS AND SUMMARY ON PERFORMANCE (to include any supporting information)			

Each objective will be graded as either met, partially met or not met. If an objective is not met then a separate Performance Related Plan will be completed to identify actions and agreed targets to support you in meeting this objective and any reasonable adjustments that are required.

Agreed by:

Post Holder's signature and date

Manager's/Appraiser's signature and date