



# Teacher Appraisal Policy

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<b>Review Date:</b>	March 2023
<b>Review Frequency:</b>	Every 3 years
<b>Approved By:</b>	Governing Body

## **1. Introduction and Purpose of Policy**

This policy sets out the framework for a clear and consistent assessment of the overall performance of staff at the school and for supporting their development within the context of the school's plan for improving educational provision and performance, the national standards expected of teachers and the role expectations of support staff.

The appraisal system in this school is intended to be a supportive and developmental process designed to ensure that all members of staff:

- have the skills and support they need to carry out their role effectively;
- can continue to improve their professional practice and to develop further in their role
- receive fair pay progression awards reflecting their achievements and contribution, in accordance with the school's pay policy.

For teaching staff, the appraisal system also provides the basis for ensuring that teachers receive fair pay progression awards reflecting their achievements and contribution, in accordance with the school's pay policy.

This policy applies to all staff (including the Headteacher) employed by the school except those on contracts of less than one term, teachers undergoing induction (i.e. NQTs) and those who are the subject of capability procedures or a period of probationary service.

The Governing Body is mindful of its obligations under the Equality Act 2010 and this policy will be applied fairly and consistently to all staff employed at the school, with the exceptions outlined above.

All pay progression decisions for teachers are based on appraisal reports and therefore foster a much stronger link between the performance and remuneration.

Appraisal in this school will be a supportive and developmental process designed to ensure that all teachers have the skills and support they need to carry out their role effectively. It will help to ensure that staff are able to continue to improve their professional practice and to develop as practitioners.

## **2. The appraisal period**

The appraisal period will run for twelve months commencing in Autumn term (October) for teachers and end of the summer term/beginning of the Autumn term for the head teacher.

Employees who are engaged on a temporary or fixed term contract likely to last for less than one year will have their performance managed in accordance with the principles underpinning this policy. The length of the appraisal period will be determined by the known or likely duration of the contrac

### **3. Appointing appraisers**

The head teacher will be appraised by the Governing Body, supported by a suitably skilled and/or experienced external adviser who has been appointed by the Governing Body for that purpose.

In this school the task of appraising the head teacher, including the setting of objectives, will be delegated to a sub-group consisting of two members of the Governing Body.

The head teacher will decide who will appraise other members of staff.

### **4. Setting Objectives and Agreeing Evidence Base**

#### **4.1 General**

Objectives for each member of staff will be set before, or as soon as practicable after, the start of each appraisal period. The objectives set for each appraisee will be 'SMART' (i.e. specific, measurable, achievable, realistic and time-bound) and will be appropriate to the individual's role and level of experience. It may be determined that specific objectives require a longer time span than a single appraisal period, in which case appropriate milestones towards the achievement of such objectives will be built in, in order to monitor progress within each appraisal period.

The appraiser and appraisee will seek to agree the objectives. Where this is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change.

#### **4.2 Teachers Objectives**

The Headteacher's objectives will be set by the Governing Body after consultation with the external adviser.

The objectives set for each teacher will, if achieved, contribute to the school's plans for improving the school's educational provision and performance and improving the education of pupils at the school.

This will be ensured by following the school's own Monitoring Policy and includes, but is not limited to, lesson observations, scrutiny of teacher's planning and children's work and analysis of pupil achievement.

In this school, teachers including the Headteacher, will all receive three objectives. All objectives will be linked to the School Development Plan or the School's Aims.

Each of the three objectives will have two sets of Success Criteria – a smart target (the Effective Performance Target) and an extra target which indicates how the objective may be exceeded in exceptional circumstances (the Exceptional Performance Target). For a teacher with class responsibilities, one

objective will be the Prime Target which is based on pupil progress over the year.

Objectives will be subject to moderation by SLT before they are finalised in accordance with the school's arrangements for monitoring and evaluation in section 7.

### **4.3 Standards**

In addition to three objectives, each teacher's performance will be assessed against a set of standards. Before, or as soon as practicable after, the start of each appraisal period, each teacher will be informed of the standards against which that teacher's performance in that appraisal period will be assessed.

In addition, the appraiser will discuss, and wherever possible agree with each teacher, the evidence base to be used for assessment of both the objectives and the set of standards at the end of the appraisal period. The evidence base may vary according to the chosen objectives and any development focus but is likely to include (but not limited to):

- Classroom observation (see also 5.1)
- Planning
- Book looks
- Learning walks
- Pupil progress data
- Examination / test outcomes
- Pupil / parental surveys
- Pupil talk

Section 5.5 details how the assessment against objectives and the assessment against standards are applied to determine an overall performance rating for the teacher for pay review purposes.

### **4.4 Support Staff**

It is recognised that the process of objective setting will be more appropriate to some support staff roles than others and therefore it may not be practicable in all cases to set formal objectives. Although the appraisal process may require adaptation for different roles, the Governing Body will continue to ensure that all employees have the opportunity to have their performance reviewed on an annual basis.

Objectives will relate to the school's plans for improving educational provision where relevant to the individual's role; otherwise (or in addition) they may relate to progress in a specific task and/or professional development.

Relevant occupational or professional standards may be used as a backdrop for

the appraisal discussion where appropriate.

## **5. Reviewing Performance**

### **5.1 Reviewing Teachers' Performance**

#### **Classroom Observation**

This school believes that observation of classroom practice and other responsibilities is important both as a way of assessing teachers' performance in order to:

- identify any particular strengths and areas for development they may have and
- of gaining useful information which can inform school improvement more generally.

All observations will be carried out in a constructive fashion.

Teachers' performance will be regularly observed but the amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the school. Teachers can, however, expect to be formally observed on a minimum of two occasions in any appraisal period.

Classroom observation will be carried out by those with QTS. In addition to formal observation, head teachers or other leaders with responsibility for teaching standards may "drop in" in order to evaluate the standards of teaching and to check that high standards of professional performance are established and maintained. The length and frequency of "drop in" observations will vary depending on specific circumstances.

Teachers (including the Headteacher) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

Formal observations will be at a mutually agreed date with a minimum of one week's notice. Should a teacher's performance be a cause for concern, observations may be undertaken more frequently and without notice.

Feedback will be given for formal observations in writing and within 5 working days of the observation. Feedback from observations for other reasons (e.g. subject leader observations or peer observations) can be verbal and should be given as soon as possible after the lesson.

Any observation whether formal or drop-in can be used in the appraisal review process.

A checklist for observers and a feedback template is available to aid teachers and observers.

### **5.2 Reviewing Support Staff Performance**

The process of reviewing support staff performance may involve a mixture of informal and formal evidence gathering and assessment. For learning support

assistants' data will normally consist of evidence of pupils work or progress, coupled with observations of working with groups or individual children. For other support staff there may be evidence from project documentation or from co-worker or managers which can feed into the process, including (but not limited to) evidence from continuous observations made by class teachers during the course of day-to-day activities.

### **5.3 Development and Support**

Appraisal is designed to be a supportive and constructive process which will be used to inform continuing professional development. The school wishes to encourage a culture in which all members of staff take responsibility for improving their performance through appropriate professional development. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual members of staff.

### **5.4 Feedback**

All members of staff will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has come to light. Feedback will highlight particular areas of strength as well as any areas that need further development. Where there are concerns about any aspects of the individual's performance the appraiser will arrange to meet the member of staff to:

- give clear feedback about the nature and seriousness of the issues
- give the member of staff the opportunity to comment and discuss the issues concerns
- agree any support (e.g. coaching, mentoring, structured observations), that will be provided to help address those specific issues concerns
- make clear how, and by when, the appraiser will review progress
- explain the implications and process if no – or insufficient – improvement is made

The appraisal plan will be revised as necessary to reflect any changes, such as to the objectives or planned development activities.

When progress is reviewed, if the appraiser is satisfied that the appraisee has made, or is making, sufficient improvement, the appraisal process will continue as normal, with any remaining issues continuing to be addressed through that process.

### **5.5 Transition to Capability Procedures**

If the appraiser is not satisfied with progress, the member of staff will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the capability procedure. They will be invited to a formal capability meeting in accordance with the school's adopted

procedure.

## **5.6 Annual Assessment**

Each member of staff's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the Headteacher, the Governing Body will consult the external adviser.

This assessment is the end point to the annual appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year. The reviewer will use these meetings to check progress against objectives and that evidence-gathering is on track to inform the final assessment of performance at the end of the appraisal year. These meetings are very important as changes to the objectives or the objectives' success criteria may occur due to unforeseen changes in the circumstances of the teacher or the school.

The appraisee will receive as soon as practicable following the end of each appraisal period – and have the opportunity to comment in writing on – a written appraisal report. Teachers/ Headteacher will receive their written appraisal reports by 31<sup>st</sup> October. The appraisal report will include:

- details of the individual's objectives for the appraisal period in question;
- an assessment of the appraisee's performance of their role and responsibilities against their objectives and ,
  - for teachers, the relevant standards or,
  - for support staff, their job description and any occupational or national standards deemed relevant
- an assessment of the appraisee's training and development needs and identification of any action that should be taken to address them;
- an overall performance rating for the purposes of determining pay progression and a recommendation on pay where relevant in accordance with the school's pay policy.

The performance ratings for pay decisions effective are shown below:

Exceptional (1)
Effective (2)
Developing (3)
Unsatisfactory (4)

The performance ratings will be decided as follows:

**Exceptional** (1) - the teacher has met the Prime Target at the Exceptional level, one other target at the Exceptional level, and has met the other one at an Effective level. In addition the teacher meets all of the relevant standards which are "embedded in practice".

**Effective** (2) - the teacher has met at least 2 of their 3 targets at the Effective level and has at least partly met the third. The Prime Target must be one of these 2 targets. In addition the teacher meets all of the relevant standards which are at least "well developed in practice".

**Developing** (3) - the teacher has not reached the level to be granted the Effective rating but is not subject to the procedures laid out in the Staff Discipline, Capability and Grievance Policy

**Unsatisfactory** (4) – the teacher's conduct and performance is being addressed through the procedures laid out in the Staff Discipline, Capability and Grievance Policy

The assessment of performance and of training and development needs will inform the planning process for the following appraisal period.

A copy of the Appraisal Report template is kept with this Policy.

## **6. Confidentiality**

The appraisal process will be treated with confidentiality. However, the desire for confidentiality does not override the need for the Headteacher and governing body to quality assure the operation and effectiveness of the appraisal system.



## **7. Monitoring and Evaluation**

The Governing Body and Headteacher will monitor the operation and effectiveness of the school's appraisal arrangements.

- The Headteacher will review all teachers' objectives to check consistency of approach and expectation between different appraisers;
- The Headteacher will be appraised of all pay recommendations;
- Reviewers will receive training to ensure they are familiar with the Teacher Standards and the school's approach to appraisal and objective setting;
- The Headteacher shall provide the governing body with a written annual report on the appraisal process.
- The Governing Body's Pay Committee will review this policy annually.

## **8. Retention of Appraisal Records and Documentation**

The Governing Body and Headteacher will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.