



Teacher Appraisal

Review: Aut 2022

1. Purpose

The purpose of this policy is to ensure that the standards of professional performance achieved by all staff are dealt with in a systematic and fair way.

The organisation is committed to supporting and retaining individuals who have the right motivation, skill and experience to make a positive contribution to the organisation's success and the delivery of high quality education.

The organisation is committed to achieving this through:

- setting high standards of expectation consistent with the school community, expectations of our organisation and relevant professional standards;
- the application of consistent and fair procedures in accordance with good practice and equal opportunities;
- adhering to relevant employment legislation and statutory guidance.

2. Scope

This policy applies to all colleagues including, temporary, fixed term staff and casual staff dependent upon length of service. This policy sets out the framework for a clear and consistent assessment of the overall performance of colleagues including support staff, teachers and the Principal/Headteacher, and for supporting their development within the context of the organisation's plan for improving educational provision and performance to enhance pupil achievement, and the professional and organisational standards expected.

This policy does not apply to teachers appointed on contracts of less than one term, those undergoing induction (i.e. NQTs) and those who are subject to capability procedures. The Appraisal process will not be used as a substitute for informal programmes of support or counselling which should precede the initiation of a formal capability procedure.

Appraisal in this school will be a supportive and developmental process designed to ensure that all colleagues have the skills and support they need to carry out their role effectively. It will help to ensure that all colleagues are able to continue to improve their performance and professional practice through high quality continuous professional development (CPD) and to develop their skills and practice further.

This procedure does not form part of your contract of employment and may be varied from time to time.

3. Accountabilities

The Principal/Headteacher is accountable for ensuring that managers are appropriately trained to implement this policy and for appointing appropriately skilled managers to appraise others.

Appraisers

All appraisers of teachers other than Principals/Headteachers will have appropriate, relevant and current teaching experience and will have Qualified Teacher Status (QTS). All appraisers will receive sufficient and appropriate training before undertaking the role. The appraiser should have equivalent or greater level of responsibility than the colleague he or she is appraising, and normally have line management responsibility.

Where it becomes apparent that the appointed appraiser will be absent for the majority of the appraisal cycle, the Principal/Headteacher may perform those duties him/herself or delegate those duties to another appraiser for the duration of the absence. Where possible, alternative appraisers will be offered to colleagues where there is a genuine and valid reason to appoint an alternative appraiser.

Governors

The Principal/Headteacher will be appraised by the Governing Body, supported by a suitably skilled and experienced external adviser appointed by the Governing Body for that purpose.

The task of appraising the Principal/Headteacher, including the setting of objectives, will be delegated to a sub-group normally consisting of three members of the Governing Body. Where a Principal/Headteacher is of the opinion that any of the governors appointed by the governing body is unsuitable to act as his/her appraiser, s/he may submit a written request for that governor to be replaced, stating the reasons for the request. Where possible, alternative appraisers will be offered where there is a genuine and valid reason to appoint an alternative appraiser.

External Adviser

The organisation will appoint a suitably qualified external adviser who will provide the Governing Body with advice and support in relation to the management and review of the performance of the Principal/Headteacher. This could be a representative of the local authority, a professionally qualified and experienced school leader or external consultant.

Colleagues (Teachers and Support Staff)

All colleagues have a responsibility to maintain high standards of performance. Colleagues are responsible for maintaining an appropriate level of skill and knowledge to fulfil their role and must reasonably engage in the training and support offered to ensure that professional and organisational standards are met.

4. Guiding Principles

The following guiding principles will apply:

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

Equitable and Fair - We are committed to equality and diversity and will make reasonable adjustments to the application of this policy and procedure in line with our equal opportunities commitment.

Consistent and Objective - All managers have a duty to ensure that they and all of the colleagues they are responsible for are aware of, and comply with, the organisation's policies and procedures. Managers are also responsible for making sure that the appraisal objectives set are specific, measurable, achievable, realistic and time-bound. Objectives should be set at an appropriate level for the colleague given their role and level of experience.

Policy Monitoring and Evaluation - The organisation will monitor the operation and outcomes of appraisal arrangements and the Principal/Headteacher will provide the Governing Body with a written report on the operation of the appraisal policy annually. The report will avoid, where possible, the identification of any individual whose performance is appraised under this policy.

The report will include:

- the operation of the appraisal policy;
- the effectiveness of the school's appraisal procedures;
- staff training and development needs.

S. Link with Other Policies and Procedures

Grievance Policy - In exceptional circumstances a colleague may raise a grievance about the Principal/Headteacher or manager in relation to the application of the appraisal policy. In these circumstances, the matter should be investigated in accordance with the organisation's Grievance Procedure.

Depending on the circumstances it may be appropriate to suspend the procedure until the grievance can be considered. Such a delay should only be considered where there is a strong indication that the colleague has been mistreated and consideration should be given to bringing in another manager to deal with the appraisal cycle. Any records should be passed to the new manager and, if appropriate, the appraisal cycle should be continued within the same timetable.

Managing Attendance at Work Policy - Absence which is triggered by the appraisal policy, and which management believe is likely to be long term, should be referred immediately to the occupational health adviser to assess the colleague's fitness for work and what support can be offered.

The appraisal process may need to be adjusted if long term sickness absence or maternity leave affects the achievement or progress towards the appraisal objectives, and in such cases a review will take place.

Capability Procedure - Managers will not rely solely on the appraisal process as a trigger to consider implementation of the capability procedure. The organisation will take account of a wider knowledge of the quality of performance and the appraisal process will inform that wider knowledge. The organisation recognises that poor performance issues can arise for a variety of reasons including being triggered by work related and non-work-related factors. Once a decision has been made to proceed to capability procedures the appraisal process will be suspended. Before embarking on a formal capability procedure, the appropriate manager will be able to evidence that appropriate support through the appraisal process has been exhausted and has failed to achieve the

required improvements. Where it is necessary to begin the capability procedure a formal meeting will be held with the colleague to bring the appraisal process to an end and to give notice of the initiation of the capability procedure.

Appraisal and capability processes will be kept separate.

6. The Appraisal Period

Teachers - The appraisal period for teachers will run for twelve months normally from 1 October to 30 September.

Support Staff - The appraisal period for support staff will run for twelve months normally from 1 April to 31 March.

All Colleagues - staff who are employed on a fixed term contract of less than one year will have their performance managed in accordance with the principles underpinning this policy. The length of the period will be determined by the duration of their contract.

There is flexibility to have a longer or shorter appraisal period when colleagues begin or end employment part way through an appraisal cycle.

7. Setting Objectives

Objectives set will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the appraisee's role and level of experience. Common objectives may be agreed to support school development plans.

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

Objectives for each colleague will be set before or as soon as practicable after, the start of each appraisal period. This will be quality assured by the Principal/Headteacher.

The appraiser and appraisee will seek to agree the objectives but where a joint determination cannot be made the appraiser will make the determination. The appraisee may request moderation and should this be unsuccessful then the appraisee will be given the opportunity to append

comments alongside their objectives. Objectives may be revised by agreement if circumstances change.

The objectives set will, if achieved, contribute to the school's plans for improving the school's educational provision and performance and improving the education of pupils taking into account the professional aspirations of staff. Colleagues will not normally be given more than three objectives: setting more than three objectives can cause increased workload and be inconsistent with the school's strategy for achieving work/life balance for all staff.

Before, or as soon as practicable after the start of each appraisal period, colleagues will be informed of the standards against which their performance in that appraisal period will be assessed.

Teachers' Standards provide the context in which, through professional discussions, objectives are set, CPD needs identified, success criteria defined and the nature and extent of any required observations planned. The Teachers' Standards should not be used as a checklist but should inform the setting of targets. The Teachers' standards for the career stages at this school are detailed in **Appendix 1**.

The agreed objectives will contain a description of what success may look like. Where use of numerical targets is appropriate, these will be reasonable, in the circumstances and consideration will be given to factors outside the colleague's control which may significantly affect success.

The appraiser will take into account the effects of an individual's circumstances, including any disability, when agreeing objectives. For example, this might include a reasonable adjustment to allow an individual slightly longer to complete a task than might otherwise be the case. When staff return from a period of extended absence, objectives may be adjusted to allow them to readjust to their working environment.

S. Reviewing performance

Observation

As appropriate, observation of classroom practice and other responsibilities is important both as a way of assessing performance in order to identify any particular strengths and areas for development and of gaining useful information which can inform school improvement more

generally. All observations will be carried out in a supportive manner and follow the procedure as set out in Appendix 2.

The amount and type of observation will depend on the individual circumstances and the overall needs of the organisation.

The total period for classroom observation arranged for appraisal purposes for any teacher will not normally exceed three hours per cycle having regard to the individual circumstances of the teacher. There is no requirement to use all of the three hours. The amount of observation will reflect, and be proportionate to, the needs of the individual. Classroom observation of teachers will be carried out by those with QTS. All colleagues including Teachers and the Principal/Headteacher, who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

In the more general monitoring and evaluating of teaching standards concerns may be identified. Any concerns that may arise should be discussed with the teacher.

Verbal feedback will be given promptly following any observation and written feedback will be provided within ten working days by the person who has undertaken the observation.

Support Staff

As appropriate, observation of professional duties and other responsibilities, including reviewing work evidence, is important both as a way of assessing performance in order to identify any particular strengths and areas for development and of gaining useful information which can inform school improvement more generally.

Development and support

Appraisal is a supportive process which will be used to inform CPD. The organisation encourages a culture in which all colleagues take responsibility for improving their performance through appropriate professional development. Professional development will be linked to school improvement priorities and to the ongoing professional and performance development needs and priorities of individual colleagues.

The CPD Plan will be informed by the training and development needs identified through the appraisal process and the organisation will ensure, as far as possible, that appropriate resources are made available to

provide the identify support. This may include coaching, mentoring, work shadowing or training provided internally or externally.

An account of the support and development needs of teachers and support staff, including the instances where it did not prove possible to provide any agreed CPD, will form a part of the Principal/Headteacher's annual report to the Governing Body about the operation of the appraisal process in the school.

Appropriate consideration will be given for failing to make good progress towards meeting their performance criteria where the support identified or a suitable alternative has not been provided.

Feedback

Colleagues will receive constructive feedback on their progress towards the achievement of their appraisal objectives throughout the appraisal cycle e.g. following observation or review of work evidence. Feedback will be given in a supportive context highlighting particular areas of strength as well as any areas that need additional support in order to successfully meet their appraisal objectives. A written record on progress made should be kept detailing the date and key issues of any feedback and should form part of the appraisal documentation. Should either the appraiser or appraisee identify issues of concern, an interim meeting may be called to discuss any support that is necessary to address the concerns.

9. Annual Assessment

Performance will be formally assessed in respect of each appraisal period at the end of the annual appraisal process, however, performance and development priorities may be reviewed at an interim meeting part way through the appraisal cycle.

The whole process will have regard to what can be reasonably expected of any colleague in that position being able to achieve a satisfactory balance between the time required to discharge their professional duties and the time required to pursue their personal interests outside work. Priorities or objectives may need to be reviewed if an appraisee's circumstances or responsibilities change. In such cases amendments will be agreed with the colleague and confirmed in writing.

The colleague will receive a written appraisal report, as soon as practicable following the end of each appraisal period, and they will have the opportunity to comment in writing on the report.

In this school, teachers will receive their written appraisal reports by 31 October Support staff will receive their written appraisal report by 30 April.

The appraisal report will include:

- details of the objectives for the appraisal period in question;
- an assessment of the performance of their role and responsibilities against their objectives and the relevant standards;
- an assessment of the training and development needs and identification of any action that should be taken to address them;
- a recommendation on pay where that is relevant;
- the appraisee's own comments.

Consideration of any pay recommendations will be made in accordance with the organisation's pay policy and the colleague's terms and conditions of employment.

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

10. Appeals

At any point in the appraisal process, colleagues have a right of appeal in respect of application of the policy. The grounds for the appeal will determine the relevant appeal process to be used, for example, an appeal may need to be considered under the organisation's pay policy.

A colleague wishing to appeal must notify the Principal/Headteacher in writing of their intention to appeal a decision made including their grounds of appeal. The Principal/Headteacher will confirm the relevant policy and procedure for the appeal which will set out the process and relevant timescales.

The appeal will take place within 10 working days of notification of appeal.

11. Data Protection

All written appraisal records will be retained in a secure place for six years and then destroyed. The appraisee should retain his or her own copy for the same period.

All staff will have access to documentation relating to school improvement and any other documents and procedures to which this policy relates.

Minutes of formal meetings will be given to the member of staff for information and copies of notes, letters and action plans should be retained on file.