

Appraisal Policy 2017

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Introduction

Revised appraisal arrangements come into force with effect from 1 September 2012. They are set out in the Education (School Teachers' Appraisal) (England) Regulations 2012 (the Appraisal Regulations) which replace the Education (School Teacher Performance Management) (England) Regulations 2006 (the 2006 Regulations). The 2006 Regulations continue to apply to any performance management cycle which is in progress on 1 September 2012, unless the governing body or local authority decides to end that cycle early and to begin a new appraisal period starting on or after that date.

Schools and local authorities must have an appraisal policy for teachers and a policy, covering all staff, which deals with lack of capability. This model policy covers appraisal and applies only to teachers, including head teachers, but schools might wish to adapt it for use with all staff. It has been written in the context of schools, but the same principles apply to unattached teachers. It is good practice for schools to consult staff on their appraisal and capability policies

This model appraisal policy has been prepared by Gateshead Council and is recommended for schools to use to support the implementation of the revised appraisal arrangements. On 1 September 2012 it supersedes the previous performance management policy and guidance, which had been designed to support the 2006 Regulations.

The Governing Body must ensure that the head teacher and teachers performance is managed and reviewed in accordance with the regulations and the school's appraisal policy.

A separate policy sets out the formal capability procedure. Capability procedures apply only to teachers and head teachers about whose performance there are serious concerns that the appraisal process has been unable to address.

Policy for appraising teacher performance

The Governing Body of Fell Dyke Community Primary School adopted this policy on Tuesday 13 November 2012 and will review it annually.

Purpose

This policy aims to will improve outcomes for pupils/students by setting out the framework for a clear and consistent assessment of the overall performance of teachers, including the head teacher, and for supporting and encouraging their development within the context of the school's plan for improving educational provision and performance, and the standards expected of teachers. The appraisal procedure will also be used to address any concerns that are raised regarding the performance of a teacher. If concerns are such that they cannot be resolved via the appraisal process, consideration will be given as to whether or not the school's capability procedure should be instigated.

Who this applies to:

The appraisal policy applies to the head teacher and to all teachers employed by the school/academy, except those on contracts of less than one term, those undergoing induction (i.e. NQTs) and those who are subject to capability procedures.

Appraisal

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 teachers are able to continue to improve their professional practice and to develop as teachers.

The appraisal period

The performance of teachers must be reviewed on an annual basis. Therefore the appraisal period will run for twelve months from 1 September to 31 August. Teachers 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. Where a teacher starts their employment at the school part-way through a cycle, the head teacher or, in the case where the teacher is the head teacher, the governing body shall determine the length of the first cycle for that teacher, with a view to bringing his cycle into line with the cycle for other teachers at the school as soon as possible. Where a teacher transfers to a new post within the school/academy part-way through a cycle, the head teacher or, in the case where the employee is the head teacher, the governing body shall determine whether the cycle shall begin again and whether there is a need to change the appraiser.

Appointing appraisers

All appraisers of teachers, other than those appraising head teachers, will be qualified teachers.

Head Teacher

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 supported by the external adviser.

Teachers

The head teacher will be the appraiser for those teachers s/he directly line manages and will delegate the role of appraiser, in its entirety, to the relevant line managers for some or all other teachers. Any person delegated the role of appraiser will:

- be a qualified teacher
- have current or recent teaching experience,
- have an appropriate position in the staffing structure,
- have the necessary background knowledge, skills and training to undertake the role.

Where it becomes apparent that the appraiser appointed by the head teacher will be absent for the majority of the appraisal cycle, the head teacher may perform those duties herself/himself or delegate those duties to another teacher for the duration of that absence.

Setting objectives

The head teacher's objectives will be set by the panel of nominated governors after consultation with the external adviser.

Objectives for each teacher will be set before, or as soon as practicable after, the start of each appraisal period. The objectives set for each teacher, will be specific, measurable, achievable, realistic and time-bound and will be appropriate to the teacher's role and level of experience. In setting the objectives, appraisers will have regard to what can reasonably be expected in the context of roles, responsibilities and experience. Objectives will focus on achieving the priorities for an individual for the cycle.

The appraiser and appraisee will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances, both school and personal, change through the year. Any changes will be discussed and included in a revised appraisal plan.

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 that school. This will be ensured by quality assuring objectives against the school improvement plan by the head teacher moderating all objectives to ensure the objectives are consistent with priorities in the plan and comply with the appraisal regulations.

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. With the exception of those who are qualified teachers by virtue of holding and maintaining Qualified Teacher Learning and Skills (QTLS) status, all teachers must be assessed against the set of standards contained in the document called "Teachers' Standards" published in July 2011. The head teacher or governing body (as appropriate) will need to consider whether certain teachers should also be assessed against other sets of standards published by the Secretary of State that are relevant to them. For teachers who are qualified teachers by virtue of holding QTLS status, it is for the governing body or head teacher to decide which standards are most appropriate. Such teachers may be assessed against the Teachers' Standards, against any other sets of standards issued by the Secretary of State, against any other professional standards relevant to their performance or any combination of those three. Refer to Appendix 3 for progression guidance.

Reviewing performance

Although performance will be assessed annually it is considered good practice to have review meetings during the cycle to monitor progress towards achieving the objectives and to assess if support is required to aid progress. At the end of the cycle performance will be assessed against the objectives on the basis of the criteria set at the beginning of the cycle. If a challenging objective has not been fully achieved but good progress has been made towards achievement it may still be assessed favorably.

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 observation will be carried out in a supportive fashion. (The School's Classroom Observation Protocol is available at Appendix 1).

In this school teachers' performance will be observed at reasonable and appropriate intervals but the amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the school. 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 (The school's "drop in" protocols are attached as Appendix 2).

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

Development and support

Appraisal is a supportive process which will be used to inform continuing professional development. Training and development needs identified as part of the appraisal process will be used to inform the CPD programme. The school wishes to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual teachers.

The governing body will ensure that, as far as possible, resources are made available in the school budget for appropriate training, and support on an equitable basis. If any identified development or support was not made available then this should be taken into account when appraising performance.

Feedback

Teachers 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 attention. Where there are concerns raised during the appraisal cycle appropriate support should be offered which may include additional classroom observations, additional training and coaching from colleagues. Concerns about any aspects of the teacher's performance should be raised by the appraiser by meeting the teacher formally to:

- give clear feedback to the teacher about the nature and seriousness of the concerns;
- give the teacher the opportunity to comment and discuss the concerns;

- agree any support (e.g. coaching, mentoring, structured observations), that will be provided to help address those specific concerns;

When progress is reviewed, if the appraiser is satisfied that the teacher 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.

Transition to capability

If the appraiser is not satisfied with progress, the teacher will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the capability procedure, and will be invited to a formal capability meeting. The capability issues will be addressed under the Capability Procedure.

Annual assessment

Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the head teacher, the Governing Body must 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 teacher 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. Any written comments will be appended to the appraisal report. In this school, teachers will receive their written appraisal reports by 31 October (31 December for the head teacher).

The appraisal report will include:

- details of the teacher's objectives for the appraisal period in question;
- an assessment of the teacher's performance of their role and responsibilities against their objectives and the relevant standards;
- an assessment of the teacher's professional development needs and identification of any action that should be taken to address them;
- a recommendation on pay where that is relevant (NB – pay recommendations need to be made by 31 December for head teachers and by 31 October for other teachers);

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

Monitoring and Evaluation

To ensure that the appraisal policy is having a positive impact on the outcomes for pupils/students the governing body and head teacher will monitor the operation and effectiveness of the school's appraisal arrangements. The headteacher will provide an annual update to the Governing Body on the operation of the policy, the effectiveness of the procedure in achieving improved outcomes and the training and development that has taken place. This update will not include any information which would allow individuals to be identified. The Governing Body will review the appraisal policy annually and will ensure its revision in line with any regulatory or statutory changes having due regard for consultation with staff and trade unions.

Retention

The governing body and head teacher will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.

Consistency of Treatment and Fairness

The governing body is committed to ensuring consistency of treatment and fairness. It will abide by all relevant equality legislation and will ensure that this policy is applied fairly and consistently.

Policy Review

The Governing Body will review the appraisal policy every school year at its Spring Term meeting. The Governing Body will take account of the Headteacher's report in its review of the appraisal policy. The policy will be revised as required to introduce any changes in regulation and statutory guidance to ensure that it is always up to date. The Governing Body will consult with the recognised trade unions and staff on any revisions to the policy. To ensure teachers are fully conversant with the appraisal arrangements, all new staff that join the school will be briefed on them as part of their introduction programme.

Evaluation and Review

Next review: Spring 2020

Classroom Observation Protocol

The Governing Body is committed to ensuring that classroom observation is developmental and supportive and that those involved in the process will:

- carry out the role with professionalism, integrity and courtesy;
- evaluate objectively;
- report accurately and fairly; and
- respect the confidentiality of the information gained.

The number and duration of appraisal observations will be discussed when identifying and setting objectives but will include a provision that in exceptional circumstances where concerns have been raised about a teacher's performance, or where the teacher requests it, additional observation visits will take place. The total period of classroom observation for appraisal purposes arranged for any teacher should reflect and be proportionate to the needs of the individual. This school would expect each teacher to have one classroom observation per term

In this school 'proportionate to need' will be determined by the Appraiser.

The arrangements for classroom observation will be included in the objective settings discussion and will include the amount of observation, its primary purpose, any particular aspects of the teacher's performance which will be assessed, the duration of the observation, when during the appraisal cycle the observation will take place and who will conduct the observation.

Where evidence emerges about the appraisee's teaching performance which gives rise to concern during the cycle classroom observations may be arranged in addition to those recorded at the beginning of the cycle. The need for these additional observations will be discussed at an interim appraisal meeting.

Information gathered during the observation will be used, as appropriate, for a variety of purposes including to inform school self-evaluation and school improvement strategies in accordance with the school's commitment to streamlining data collection and minimising bureaucracy and workload burdens on staff.

In keeping with the commitment to supportive and developmental classroom observation those being observed will be notified in advance.

Classroom observations will only be undertaken by persons with QTS. In addition classroom observation will only be undertaken by those who have had adequate preparation and the appropriate professional skills to undertake observation and to provide constructive oral and written feedback and support. Where the Appraiser is not carrying out the observation it is important that those who are carrying them out are made fully aware of this observation protocol and the confidential aspects of the process.

Oral feedback will be given as soon as possible after the observation and no later than the end of the following working day. It will be given during directed time, PPA time and lunch breaks must not be used, in a suitable, private environment.

Written feedback will be provided within five working days of the observation taking place. If issues emerged from an observation that were not part of the focus of the observation as discussed at the commencement of the cycle these should also be covered in the written feedback and the appropriate action taken.

The written record of feedback also includes the date on which the observation took place, the lesson observed and the length of the observation. The teacher has the right to append written comments on the feedback document. No written notes in addition to the written feedback will be kept.

Head Teacher Drop Ins

A head teacher has a duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained. Heads have a right to drop in to inform their monitoring of the quality of learning.

Where a head teacher carries out planned drop ins as part of their duty to evaluate standards they would usually be expected to give the teacher some notice of when the drop in is likely to take place.

As the appraisal process is designed to ensure high standards are maintained head teachers may consider the classroom observations they have agreed for appraisal are sufficient.

Drop ins **can not** form part of the appraisal process. Where evidence arises from the drop ins that merits the revision of the objectives, this must be done by holding an interim appraisal meeting

In this school drop ins will only be undertaken by the head teacher or as this school is a large school, drop ins will be undertaken by the head teacher supported by the following appropriate and designated member(s) of the leadership team: Helen Sellars and Rachel Smith.

Appendix 3

| | | M2 | M4 | M6 | UP1 | UP3 |
|-----------------------------------|--|--|---|--|--|---|
| Professional practice | 1.1(1);1.2(2,3,5) 1.3 (1,3) 1.4(1,2,3) 1.5 all 1.6 (1) 1.7 (1,2,3) 1.8 (3) 2.1 (2,4) Preamble | All teaching satisfactory; much good or better | All teaching good or better | All teaching good; some outstanding | All teaching good; much outstanding | All teaching good; most outstanding |
| Professional Outcomes | 1.1(2) 1.2(1,2,3) 1.5(1) 1.6 (3,4) Preamble | Most pupils achieve in line with school expectations | Almost all pupils achieve in line with school expectations | Almost all pupils achieve in line with school expectations; some exceed them | Almost all pupils achieve in line with school expectations; many exceed them | Almost all pupils achieve in line with school expectations; most exceed them |
| Professional Relationships | 1.1(1) 1.6(4) 1.7(4) 1.8(2,3,5) 2.1 (1,3,4) Preamble | Positive working relationships with pupils, colleagues and parents | These relationships are securely focussed on improving provision for pupils | These relationships lead to excellent class provision | Plays a proactive role in working with colleagues to improve provision and outcomes within the key stage or department | Plays a proactive role in working with colleagues to improve provision and outcomes across the whole school |
| Professional Development | 1.2(4,5) 1.3(1,2,4,5) 1.4(5) 1.5(2,3,4) 1.6(1) 1.8(4) 2.1(2) 2.3 Preamble | Able, with support, to identify key professional development needs and improve practice in line with advice and feedback | Takes a proactive role in accessing relevant support and professional development from colleagues | Fully competent practitioner; keeps up-to-date with changes; adapts practice accordingly | Plays a proactive role in leading the professional development of key stage or departmental colleagues | Plays a proactive role in leading the professional development of colleagues across the school |
| Professional Conduct | 1.1(3) 1.7(1) 1.8(1) 2.1(all) 2.2 2.3 Preamble | Meets all standards | Meets all standards | Meets all standards | Meets all standards | Meets all standards |