



## TEACHER APPRAISAL POLICY

Issue No 1

Date 28.04.15

### Purpose

The policy covers teacher appraisal and applies to the Head teacher and all other teachers employed by the School except those on contracts of less than one term, those undergoing induction (ie NQTs) and those who are subject to the capability procedures adopted by the Governing Body.

### Aims

1. 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.
2. The appraisal period will run from 1<sup>st</sup> September to 31<sup>st</sup> August.

Teachers 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 **the** contract. Where a teacher joins the School part way through the cycle they may ask their current Head teacher (in writing) to forward their appraisal statement and, where it is available, any evidence to the Head teacher of the new school. If such a request is made the Head teacher of that school should comply. Upon receipt of the statement the Head Teachers will meet with the teacher to discuss the statement and evidence and where necessary revise the statement by way of a written addition to the statement. It will be necessary for the Head Teacher to take account of any changes in the teacher's circumstances that may have occurred such as a change from full time to part time working. The Head Teacher will need to discuss and seek agreement with the teacher regarding how the information in the statement and any evidence will be handled at the end of the performance review. Where there is a difference of view the Head Teacher will have the final say.

### Appointing Appraisers

3. The Head teacher will be appraised by three members of the Governing Body, supported by a suitably skilled and experienced external adviser who has been appointed by the Governing Body for this purpose.
4. The Head teacher will determine the appraiser for all other teachers.

### Setting Objectives

5. The Head teacher's objectives will be set by the governing body after consultation with the external adviser.
6. Objectives for each teacher will be set for, or as soon as practicable after, the start of the appraisal period. Teachers will receive a written appraisal report by 31 October in each

academic year.) 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. Where the circumstances change it is possible to revise the objective(s).

7. 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 improve the education of pupils at the School. The objectives set will be rigorous, challenging, fair and equitable in relation to teachers with similar roles and responsibilities and will have regard to what can reasonably be expected from the teacher in that position given the desirability of the appraisee being able to achieve a satisfactory balance between the time required to discharge his professional duties and the time required to pursue his personal interests outside work. The objectives will also take account of the teacher's professional aspirations and any relevant pay progression criteria. They should be such that if they are achieved they will contribute to improving pupil progress.
8. The appraiser and the appraisee will seek to agree the objectives but where joint determination cannot be made the appraiser will make the determination.
9. Appraisal is an assessment of overall performance of the teacher (or the Head teacher) and objectives cannot cover the full range of the teacher's role and responsibilities. Accordingly, objectives will focus on the priorities for an individual for the review cycle.
10. Before, or as soon as practicable after, the start of each appraisal period each teacher will be informed of the standards against which the teacher's performance in that appraisal period will be assessed. All teachers will be assessed against the set of standards contained in the document called "Teachers' Standards" published in May 2012.

## Reviewing Performance

### Observation

11. This School believes that observation of classroom practice and other responsibilities is important both as a way of assessing the teacher's performance in order to identify any particular strengths and areas for development that they may have and it is a useful way of gaining information which can inform school improvement more generally. All observation will be carried out in a supportive fashion.
12. In this School the performance of all teachers 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. Classroom observation will be carried out by those who are qualified teachers. 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 learning and to check that high standards of professional performance are established and maintained. The length and frequency of 'drop in' observations will vary dependent upon circumstances. The Head teacher may delegate the right to 'drop in' to appropriate members of the leadership group.
13. Teachers (including the Head teacher) who have responsibilities outside of the classroom should also expect to have their performance of those responsibilities observed and assessed.

## Development and Support

14. Appraisal is a supportive process which will be used to inform continuing professional development. 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.

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## Feedback

15. 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 about any aspects of the teacher's performance the appraiser will meet the teacher 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 (eg coaching, mentoring, structured observations) that will be provided to help address the specific concerns;
- Make clear how and by when, the appraiser will review progress;
- Explain the implications and process if no (or insufficient) improvement is made.

16. The employee should be given five days notice of the meeting and advised to contact their trade union or professional association representative. The teacher is entitled to representation of a trade union or professional association at the meeting. The School will determine whether it is appropriate to involve a member of the senior leadership team at this stage.

17. The appraiser should assemble information about the teacher's performance as detailed on the planning and review statement. All the evidence must be shared between the appraiser and the teacher before the review meeting to ensure an informed discussion. At the review meeting the appraiser and the teacher should seek to achieve a shared understanding of the progress made towards meeting the performance criteria and, if appropriate, explore any issues that might have impeded the teacher's performance.

18. The appraiser and teacher should seek to agree the assessment of the overall performance of the teacher against the performance criteria agreed at the beginning of the cycle. This may include, where the teacher is eligible, making a recommendation on pay progression taking into account the pay progression criteria.

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## Transition to Capability Procedure

19. 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. The teacher will be invited to a formal capability meeting. Capability procedures will be conducted in accordance with Chapter 4, Section 2 of the Personnel Handbook (Capability Procedures for School Based Staff).

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### Annual Assessment

20. 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 of the annual appraisal process but performance and development priorities will be reviewed and addressed on a regular basis throughout the year in interim meetings which will take place once each term.
21. The teacher will receive as soon as practicable after the end of the appraisal period (and have the opportunity to comment in writing on) a written appraisal report. Written appraisal reports will be provided by 31 October for all teachers (with the exception of the Head teacher where the appraisal report will be provided by 31 December). 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 training and development needs and identification of any action that should be taken to address them;
22. A recommendation on pay where this is relevant.
23. The assessment of the performance and of training and development needs will inform the planning process for the next appraisal period.
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### **Equal Opportunities**

All appraisals will take place within the Equal Opportunities policy of the school and in line with any terms and conditions agreed within the member of staff's contract.