

# Appraisal Policy



## Acresfield Primary School

Last updated: February: 2018

Committee Responsible for Review: Staffing and Finance

Date of Governing Body Approval: February 27<sup>th</sup> 2018

Signed: [Chair of Governors]

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Signed: [Headteacher] M Dixon

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The policy was written in October 2012 in line with Cheshire West & Chester guidance and will be reviewed every year. The Governing Body of Acresfield Primary School has adopted this policy in accordance with the Education (Schools Teachers' Appraisal) (England) Regulations 2012.

\*Sections in **bold** are required by those regulations.

The policy applies to the Headteacher and to all teachers employed by the school except teachers on contracts of less than one term, those undergoing induction (Newly Qualified Teacher) and those who are the subject of capability procedures.

### **Purpose**

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers and the Headteacher and for supporting their development needs within the context of the school's improvement plan and their own professional needs. Where teachers are eligible for pay progression, the assessment of performance throughout the cycle will be the basis on which the recommendation is made by the appraiser. This policy should be read in conjunction with the school's pay policy which provides details of the arrangements relating to teacher's pay in accordance with the School Teachers' Pay and Conditions Document 2013.

### **Links to School Improvement**

**The Governing Body expect that objectives set for all teachers including the Headteacher, if achieved, will improve the education of pupils at our school and contribute to the implementation and achievement of the School Strategic Development Plan and any other plans adopted from time to time to improve the school's education provision and performance.**

### **Consistency of Treatment and Fairness**

The Governing Body is committed to ensuring consistency of treatment and fairness in the operation of teacher appraisal. To ensure this the following provisions are made in relation to moderation and quality assurance.

### **Quality Assurance**

In this school **the Governing Body is the appraiser for the Headteacher** and to discharge this responsibility on its behalf appoint 2 governors.

### **Appointment of External Adviser**

**The Governing Body will appoint an external adviser to provide advice and support in relation to the appraisal of the Headteacher. The Governing Body will consult the external adviser before setting the Headteacher's objectives.**

### **Appointment of Appraisers for Teachers**

The Headteacher has determined that he will carry out the reviewer role for all the teaching staff.

### **The Appraisal Period**

**The appraisal period will be twelve months.**

The appraisal cycle in this school will run from October to October for teachers, and from November to November for the Headteacher. 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 the provisions of this policy. **The length of the cycle will be determined by the duration of their contract.** Where a teacher starts their employment at the school part-way through a cycle, the Headteacher or, in the case where the teacher is the Headteacher, 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 part-way through a cycle, the Headteacher or, in the case where the teacher is the Headteacher, the Governing Body shall determine whether the cycle shall begin again and whether to change the appraiser.

### **Standards**

Teachers will be assessed against the “Teachers Standards” and any other standards relating to teachers’ performance published by the Secretary of State as the Governing Body or Headteacher determines is applicable to the performance of any individual teacher.

**Teachers will be informed of these at the start of each appraisal period.** The Headteacher will be assessed against the National Standards for Headteachers and any other standards relating to teachers’ performance published by the Secretary of State as the Governing Body determines is applicable to their performance and **will be informed of this at the start of the appraisal period.**

### **Objectives**

The objectives set will be rigorous, achievable, time-bound, fair and equitable in relation to teachers with similar roles/responsibilities and experience, and will have regard to what can reasonably be expected of any teacher at a given point of their career progression. For part-time teachers, appraisers will also have regard to that teachers’ hours of work as a proportion of full time colleagues. Governors also recognise the desirability of staff being able to achieve a satisfactory work-life balance. Objectives will take account of any relevant pay progression criteria and, where possible, the teacher’s professional aspirations. **They will be such that, if they are achieved, they will contribute to improving the education of pupils at the school and the implementation of any plans of the Governing Body or Headteacher designed to improve the school’s education provision and performance.**

**Objectives will be set before or as soon as practicable after the beginning of the appraisal period.** The appraiser and appraisee will seek to agree the objectives but where a joint determination cannot be made the appraiser will make the determination and the appraisee may record their objections in the appraisal report. In this school all full time teachers, including the Headteacher, will have no more than three objectives. Teachers working part time (0.4 – 0.6) will have two objectives.

Though appraisal is an assessment of overall performance objectives cannot cover the full range of a teacher’s roles/responsibilities. Objectives will, therefore, focus on the priorities for an individual for the cycle. At the review stage teachers will also be assessed against the Teachers Standards and any other standards relating to teachers’ performance published by the Secretary of State as the Governing Body or Headteacher determines is applicable to the performance of any individual teacher. Teachers will be informed of these at the start of each appraisal period.

### **Reviewing Progress**

Performance and development opportunities will be reviewed and addressed on a regular basis throughout the year. Feedback will be constructive and will highlight particular areas of strength as well as any areas that need attention. Observation feedback will be given in accordance with the timescales set out in the school's Classroom Observation Protocol, other feedback will be given as soon as practicable after any issues relating to performance come to light.

Where there are concerns about any aspects of performance the appraiser (or another qualified teacher nominated by the Headteacher) will meet the teacher/Headteacher and

- give clear feedback about the nature and seriousness of the concerns;
- ask the teacher/Headteacher to comment on the concerns;
- review objectives and their timescales if appropriate;
- discuss and agree any support (eg coaching, mentoring, structured observation), that will be provided to help address the concerns;
- set dates for further review of progress, allowing sufficient time for improvement; and
- explain the implications if insufficient progress is made.

The review of objectives and any support agreed will be set out in a clear action plan. 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 the progress made during the review period above, the teacher will be notified in writing that the appraisal process will no longer apply and that their performance will be managed under the capability procedure, and will be invited to a formal capability meeting.

### **Annual Assessment**

**At the end of the appraisal cycle, the appraiser(s) will meet the appraisee to assess the performance of the teacher or Headteacher** against

- the "Teachers Standards" or the National Standards for Headteachers as applicable and
- any other set of standards relating to teachers' or Headteachers' performance published by the Secretary of State and about which the teacher has been notified at the beginning of the appraisal period,
- the teacher or Headteacher's objectives and
- the teacher or Headteacher's professional development needs.

The appraiser(s) will also where relevant under the School Teachers' Pay and Conditions Document, make a recommendation relating to the teacher or Headteacher's pay.

### **In relation to the Headteacher, Governors will consult the external adviser when assessing performance.**

Assessment of performance against an objective will be on the basis of the performance criteria set at the beginning of the cycle. Good progress towards the achievement of a challenging objective, even if the performance criteria have not been met in full, will be assessed favourably. The appraisal cycle is annual, but on occasions it may be appropriate to set objectives that will cover a period over more than one cycle. In such cases, the basis on

which the progress being made towards meeting the performance criteria for the objective will be assessed at the end of the first cycle and will be recorded in the report at the beginning of the next cycle.

### **Appraisal Report**

As soon as practicable (normally within two calendar weeks) following the end of each appraisal period, teachers will be provided with a written report which will record the assessment of their performance against

- the “Teachers Standards” and any other set of standards relating to teachers’ performance which the teacher was informed of at the beginning of the appraisal period,
- the teacher’s objectives, and
- the teacher or Headteacher’s professional development needs and any action that is to be taken to address these.

The report will also, where relevant under the School Teachers’ Pay and Conditions Document, record a recommendation relating to the teacher or Headteacher’s pay.

### **Appeals**

Where a member of staff is dissatisfied with the application of the appraisal process (except for decisions on pay) they have recourse to the school’s Grievance Procedure to pursue the matter. Where a member of staff is dissatisfied with a recommendation or decision on pay, they have a right of appeal through the appeals mechanism of the School Pay Policy.

### **Confidentiality**

The appraisal process and the reports generated under it will be treated with confidentiality at all times. The appraiser and the Headteacher will have access to the appraisee’s plan and review recorded in her/his report. Where a teacher has multiple roles, their additional managers (as agreed at the start of the cycle) will also have access. Access to the appraisal report of a teacher can be made available to Governors where they are being asked to make a decision on pay. Appraisees will be told who has been granted access to their report.

Governors directly involved in the Headteacher’s appraisal and the external adviser will be provided with access to the Headteacher’s plan and review recorded in their report. Details of the Headteacher’s objectives will be reported to the full Governing Body as soon as practicable after the beginning of the appraisal cycle. Governors not directly involved in the Headteacher’s appraisal will be given access to the review of her performance, on request, and where they are being asked to make a decision on pay.

### **Training and Support**

The school’s CPD programme will be determined by the training and development needs of teachers identified during the appraisal process. The Governing Body will ensure in the budget planning that, as far as possible, appropriate resources are made available in the school budget for any training and support agreed for appraisees. It is recognised that priority may have to be given to the needs of a teacher causing concern or who has entered capability proceedings to ensure appropriate support for improvement is provided.

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

With regard to the provision of CPD in the case of competing demands on the school budget, a decision on relative priority will be taken with regard to the extent to which: (a) the CPD identified is essential for an appraisee to meet their objectives; and (b) the extent to which the training and support will help the school to achieve its priorities. The school's priorities will have precedence.

Teachers should not be held accountable for failing to make good progress towards meeting their performance criteria where the support recorded in the appraisal report has not been provided.

### **Monitoring**

The Governing Body will ensure that all teachers, including the Headteacher, have their performance appraised on an annual basis. The Headteacher will provide the Governing Body with a written report on the operation of the school's appraisal policy annually. The report will not contain any information which would enable any individual to be identified. The report will include:

- the operation of the appraisal policy;
- the effectiveness of the school's appraisal procedures; and
- the delivery of training and development opportunities against previously identified need.

### **Equality Act 2010**

In accordance with its Public Sector Equality Duty, the Governing Body of Acresfield Primary School has given due regard to equality considerations in adopting this policy/procedure and is satisfied that its application will not impact adversely on members of staff who have a protected characteristic (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation) within the meaning of the Equality Act 2010

In addition, the Governing Body is committed to promoting equality and will ensure that the appraisal process is fair and non-discriminatory and that monitoring data should be included in the Headteacher's report covering each of the protected characteristics within the Equality Act 2010.

The Headteacher will also report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination under any of the protected characteristics.

### **Review of the Policy**

The Governing Body will review the appraisal policy every school year. 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 seek to agree any revisions to the policy with the recognised trade unions having regard to the results of the consultation with all teachers. To ensure teachers are fully conversant with the appraisal arrangements, all new teachers who join the school will be briefed on them as part of their introduction to the school.

**Access to Documentation**

Copies of the School Improvement Plan, self-evaluation documentation and summative data analysis are available from the school office on request.

## **ANNEX 1 - CLASSROOM OBSERVATION PROTOCOL**

### **CONTEXT**

Headteachers and Governing Bodies are required to organise classroom observation for a range of reasons and purposes. These are underpinned in the statutory context by:

- Performance Management Regulations
- The School Teachers' Pay and Conditions Document (STPCD),
- National Standards for Headteachers (2004),
- Teachers' Standards 2008

### **PRINCIPLES**

The County Council believes that:

- This protocol is applicable to classroom observations for the purposes of performance management for teachers and staff appraisal for those in support roles who work in the classroom and are engaged in teaching and learning activities.
- In the statutory Performance Management (stPM) context observations should be by the Headteacher. Where responsibility for stPM has been delegated, observations should be carried out by the teacher's line manager or someone familiar with the work they do and in receipt of an appropriate TLR. Only teachers with QTS may observe other teachers and appropriate training in observation skills and the provision of constructive feedback should be provided.
- Schools should endeavour to conduct classroom observations to achieve a range of objectives at the same time. This may mitigate the need for observations to be scheduled separately for stPM and the requirements placed on the Headteacher to ensure that s/he monitors the standards of teaching and learning overall.
- This protocol should be understood and agreed by all those who are covered by it and should have been the subject of consultation and discussion before adoption. Nothing within the observation protocol should detract from or otherwise modify the requirements set out in regulations covering the statutory processes of performance management and NQT induction.

### **PROCEDURES**

- An observation schedule should be provided to all staff detailing when and for what purpose (e.g. subject review, performance management) individual observations will take place including the focus of the observation (e.g. management of pupils' behaviour). In the case of stPM this must be set out in the teacher's review statement.

As a minimum, five working days notice should be provided wherever possible. No observations should take place unannounced except within the context of the Headteacher's right to drop in to monitor standards of teaching and learning. At this school drop ins will be undertaken by the Headteacher and Deputy Headteacher.

N.B, 'drop ins' will only inform the stPM process where evidence arises which merits the revision of the PM planning statement, in accordance with the proviso of the regulations.

- Observations should be of an appropriate length to meet the declared purpose and focus and recorded in a standard format in use throughout the school for all staff groups (teachers, NQTs, support staff).

The record should be dated and as a minimum summarise the purpose and focus of the observation, the age and ability range of pupils, what happened in the classroom, the resources deployed, and any development points or follow up especially in respect of CPD needs. It should also contain an opportunity for the member of staff being observed to comment if they so wish.

Feedback both written and oral should be provided on all occasions (for the purposes of stPM only in directed time) whether the observation has been carried out by staff within the school or by LA staff for monitoring and support purposes. In the case of oral feedback this should normally be provided within 24 hours of the observation. Written feedback should follow within 5 days.

A copy of written observations should be kept by the individual who has been observed and by the school in its Personnel files. Any notes taken should be destroyed in accordance with Data Protection and Freedom of Information Act requirements.

- Classroom observation should be a positive and formative activity, rather than one which is merely instrumental, focussed on improving teaching and learning. It should provide important opportunities for professional development, including coaching and mentoring.

The frequency of classroom observations should be sufficient for the required purpose and consistent with school policy and statutory requirements where applicable. Within the Performance Management context there is a requirement that the maximum time allotted to observations should not exceed 3 hours per cycle.

Observations should be, except where specific circumstances arise, carried out on an equitable basis. In normal circumstances the number and frequency of observations should be the same for all staff.

Observations for other purposes are excluded from the 3 hour time limit but should not be unreasonable in respect of frequency or timing.

For NQTs the recommended frequency in normal circumstances is 6 observations over the induction period.

- Lesson Plans should be provided by the staff member, in accordance with the school's policy, for the observer/ Reviewer wherever possible one working day in advance of the observation taking place.
- The observer should ensure that they act discreetly and that their presence does not significantly change the normal teaching and learning context. Staff observing others whether for specific purposes like performance management or in a peer support context should have been provided with appropriate skills and knowledge training to

enable appropriate and relevant judgements to be made which are positively expressed and genuinely developmental and linked to CPD. Due regard should be paid to the need for confidentiality in respect of the outcomes.