



SCHOOL APPRAISAL POLICY FOR TEACHERS

Adopted by: Holmwood School

Approved by F & R GB on 1.12.21

TEACHERS APPRAISAL POLICY

1.0 PURPOSE

- 1.1 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 plan for improving educational provision, the Teachers' Standards and their own professional needs.
- 1.2 Where teachers are eligible for pay progression, the assessment of their performance throughout the appraisal period and against the performance criteria and objectives will be the basis on which the pay recommendation is made by the appraiser.
- 1.3 The appraisal period will also be used to address concerns that are raised about a teachers' performance. (see 8.2.3 for further information) If concerns are such that they cannot be resolved through the appraisal process, there will be consideration of whether to commence the capability procedure.

2.0 APPLICATION OF THE POLICY

- 2.1 The policy applies to the Headteacher and to all teachers except:
 - those on contracts of less than one term
 - those undergoing induction (NQT's)
 - those who are the subject of capability procedures.
- 2.2 Teachers who are employed on fixed term contracts of less than one year will have their performance managed in accordance with this policy however the length of the period for appraisal will be determined by the duration of the contract.

3.0 APPRAISAL PERIOD

- 3.1 The appraisal period is annual from 1st September to 31st August, with written documentation completed by 31st October for teachers; 31st December for Headteachers. (*amend dates as appropriate*)
- 3.2 Where a teacher starts their employment/new role at the school part-way through the cycle, the Headteacher or in the case where the employee is the Headteacher, the Governing Body will determine the length of the first cycle, with a view to bringing it into line with the cycle for other teachers.
- 3.3 In these cases the teacher/Headteacher may bring their previous school information with them for the part-year required. It should be accepted by both parties that the scope of the discussion and action to

be agreed may be limited at the first meeting. This meeting should take place within the 1st month of commencing employment/new role.

4.0 APPOINTING APPRAISERS

- 4.1 The Headteacher will be appraised by a panel of the Governing Body, (usually 2 governors) supported by a suitably skilled and experienced external advisor.
- 4.2 If the Headteacher has any concerns with a Governor(s) on the panel, this should be discussed with the Chair of the Governing Body in the first instance with the aim being to resolve the issue informally. If this cannot be resolved informally, the Headteacher should confirm in writing stating the reason(s) to the Chair of the Governing Body who may seek further advice from Human Resources.
- 4.3 The Headteacher will decide who will appraise other teachers. All appraisers appointed by the Headteacher will be qualified teachers and will have current and recent teaching experience. They will also have an appropriate role on the staffing structure together with the necessary knowledge, skills and training to undertake the role.
- 4.4 Where it becomes apparent that the appraiser appointed by the Headteacher will be absent for the majority of the appraisal cycle, the Headteacher may perform those duties herself/himself or delegate those duties to another appropriate teacher for the duration of that absence/current appraisal cycle.
- 4.5 Where a teacher is experiencing difficulties and the Headteacher is not the appraiser, the Headteacher or a member of the leadership team may undertake the role of the appraiser.

5.0 QUALITY ASSURANCE AND MODERATION

- 5.1 The Headteacher has determined that s/he will:

- be the reviewer of all teachers
- or**
- delegate the reviewer role for some or all teachers for whom s/he is not the line manager.

In these circumstances the Headteacher and/or a member of the leadership team will:

- moderate a representative sample of the objectives set to check that the plans recorded in the statements of teachers are consistent between those who have similar experience and similar roles and levels of responsibility;

and

- comply with the school's appraisal policy, the standards and the requirements of equality legislation.

6.0 DEVELOPMENT AND SUPPORT

- 6.1 Appraisal is a supportive process which will be used to inform continuing professional development.
- 6.2 The school wishes to encourage a culture in which all teachers take responsibility for improving their teaching/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 teachers.

7.0 SETTING OBJECTIVES

- 7.1 The Headteacher's objectives will be set by the Panel from the Governing Body after consultation with an external advisor who has been appointed by the Governing Body for that purpose.
- 7.2 Objectives for each teacher will be set before 31st October (31st December for Headteachers) and written documentation completed by 31st October (31st December for Headteachers) effective from 1st September. (*amend dates as appropriate*)
- 7.3 A minimum of 3 objectives will be set, although this may be more depending on the nature of the job.
- 7.4 The objectives set will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the appraisee's role, responsibility and level of experience. They shall also take account of the teacher's professional aspirations and any relevant pay progression criteria and work/life balance for all employees.
- 7.5 The appraiser and the teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. If concerns are raised then they should be noted within the appraisal documentation and raised with the Headteacher by the appraiser. Objectives may be revised if circumstances change.
- 7.6 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. This will be ensured by quality assuring all objectives against the school improvement plan.
- 7.7 At the start of each appraisal period, each teacher will be informed of the standards against which s/he will be assessed against during that period.

- 7.8 All teachers will be assessed against the set of standards contained in the document called “Teachers’ Standards”. The Headteacher or Governing Body (as appropriate) will need to consider whether certain teachers should also be assessed against other sets of standards which are relevant to them such as UPS, Leading Practitioner or those published by the Secretary of State. There may also be school specific objectives that all or certain teachers may be assessed against.

8.0 REVIEWING PROGRESS

8.1 Observation

8.1.1 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.

8.1.2 All classroom observations will be conducted in a professional and supportive manner and in line with the schools’ Classroom Observation protocol.

8.1.3 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.

8.1.4 Teachers (including Headteachers) whose posts have responsibilities outside of the classroom should also expect to have their performance of those responsibilities observed and assessed.

8.1.5 Observations will be carried out by those with QTS. This will usually be a member of the Senior Leadership Team. There may be other leaders that as part of their development shadow the observer. It is advised that should ‘shadowing’ be considered then this is discussed beforehand with the teacher being observed.

8.1.6 In addition to formal observation, Headteachers and 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.

8.1.7 The length and frequency of ‘drop in’ observations will vary depending on the specific circumstances.

8.2 Feedback

8.2.1 Teachers will receive constructive feedback on their performance throughout the year. (eg. termly or 6 monthly) *(please delete as appropriate)* Following observations, verbal feedback should

be provided by the end of the next school day, followed by further discussion if required then written feedback within 5 working days.

8.2.2 Feedback will highlight particular areas of strength as well as any areas that need development and attention. The model Planning and Review Statement at Appendix A can be used for both the teacher and the appraiser to make comments.

8.2.3 Where there are concerns about any aspects of the teacher's performance the appraiser will meet the teacher to consider implementing a support plan. (HR advice may be sought) The support plan will:

- give clear feedback to the teacher about the nature and seriousness of the concerns
- give the teacher the opportunity to comment and discuss concerns
- agree any support (coaching, mentoring, structured observations), that will be provided to help address those specific concerns
- make clear how, and by when, the appraiser will review progress.
- Explain that the support plan will be put in place for up to 4 weeks.
- **Explain the implications and process if no or insufficient improvement is made.**
- The support plan must be confirmed in writing.

8.2.4 When the 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.

9.0 TRANSITION TO CAPABILITY

9.1 If the appraiser, supported by the Headteacher, is not satisfied with progress made during the support plan, the teacher will be notified in writing that the appraisal process will no longer apply and that a Performance Capability meeting will be arranged.

10.0 ANNUAL ASSESSMENT

10.1 Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the Headteacher, the Panel from the Governing Body must consult an external advisor.

10.2 This assessment is the end point to the annual appraisal process, however performance and development priorities will be reviewed and addressed on a regular basis throughout the year at interim meetings

which will take place (eg: termly or 6 monthly). *(please amend as appropriate)* Therefore, there should be no surprises during a formal appraisal meeting. There will be other meetings that take place such as pupil progress meetings or particular development meetings specific to school improvement requirements from Ofsted.

10.3 The teacher will receive as soon as practicable following the end of each appraisal period ideally within 5 working days a written appraisal report.

10.4 Teachers will receive their written appraisal reports by 31st October (31st December for the Headteacher). *(amend dates as appropriate)*

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 the 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
- A recommendation on pay where that is relevant based on performance (pay recommendations need to be made by 31st December for Headteachers and by 31st October for Teachers) NB. The Headteacher should be aware of any pay recommendation that is made.
- Any other information the appraiser deems appropriate.

10.5 The teacher will have an opportunity to comment in writing to the appraiser within 5 working days of receipt of the written report who may then consult with the Headteacher, if appropriate. (These comments may be in relation to pay progression). The model Planning and Review Statement at Appendix A can be used for this purpose.

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

10.7 At the end of the appraisal period, assessment against an objective will be on the basis of the criteria set at the beginning of the cycle. Good progress towards the achievement of a challenging objective, even if the objective has not been met in full, will be assessed favourably.

10.8 The appraisal period is annual, but on occasions it may be appropriate to set objectives that extend beyond one period. In such cases, the basis on which the progress being made towards meeting the objective will be assessed at the end of the first period and will be recorded in the planning for the next period.

11.0 APPEALS

- 11.1 Details of appeals process are in line with the School Pay Policy.
- 11.2 Where the Headteacher has not been recommended for pay progression he/she will be informed by the panel of Governors delegated to carry out the appraisal.
- 11.3 The Headteacher will notify any teacher who has not been recommended for pay progression of the date when the Governing Body meets to consider pay recommendations.
- 11.4 Following written confirmation of a pay progression outcome the Headteacher/teacher may exercise the right to appeal and may be accompanied by a work colleague or a Trade Union representative.
- 11.5 Appeals will follow the process in the School Pay Policy.

12.0 SICKNESS/ABSENCE

- 12.1 If long term sickness absence appears to have been triggered by the commencement of a support plan or a formal capability procedure, the case will be dealt with in accordance with the school's absence policy and will normally be referred to the occupational health service to assess the teacher's health and fitness for continued employment and the appropriateness or otherwise of continuing with the support plan or formal procedures.
- 12.2 In some cases it may be appropriate for formal procedures to continue during a period of sickness. However, the views of the occupational health physician will be taken into account before a decision is reached.
- 12.3 Where a teacher has been absent for a long period due to maternity leave, shared parental leave or adoption leave, appropriate consideration should be made in relation to achievement of criteria for pay progression; detriment should not be suffered due to such leave. Where a teacher has been absent for a long period due to sickness an assessment should be made as to the extent to which the teacher has demonstrated that the criteria for pay progression have been met.

13.0 RECORD RETENTION

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

14.0 CONFIDENTIALITY

- 14.1 The appraisal process and the statements generated under it, in particular, will be treated with strict confidentiality at all times. Only the appraisee, the appraiser, the appraisee's line manager(s) and the Headteacher/Senior Leaders will be provided with access to the information.
- 14.2 The desire for confidentiality does not override the need for the Headteacher and Governing Body to quality assess the operation and effectiveness of the appraisal process. The Headteacher/Senior Leader may review all teachers' objectives and written appraisal records to check consistency of approach and expectation between different appraisers.

15.0 TRAINING AND SUPPORT

- 15.1 The CPD programme will be informed by the training and development needs identified in the appraisal process.
- 15.2 The Headteacher will consider budget implications for any training needs identified through the appraisal process and, where possible, appropriate training needs will be supported.
- 15.3 An account of the training and development needs of teachers in general, including the instances where it could not be approved will form part of the Headteacher's annual report to the Governing Body on the appraisal process.
- 15.4 With regard to the provision of CPD in the case of competing demands on the budget, a decision on relative priority will be taken with regard to the extent to which: (a) the CPD identified is essential to meet the objectives of the appraisee; and (b) the extent to which the training and support will help the school to achieve its priorities.
The school priorities will have precedence. Teachers should not be held accountable for failing to make good progress towards meeting their objectives where support identified to meet the objectives in the appraisal has not been provided.

16.0 EQUALITY STATEMENT

- 16.1 The Governing Body is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.
- 16.2 This policy must be applied fairly to all employees irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

