



## **Teachers' appraisal policy**

### **Alwyn Infant School and Courthouse Junior School**

**Approved by:** The Governing Board

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## **1 Purpose**

### **1.1**

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the Executive Headteacher, and for supporting their development within the context of the school's plan for improving educational provision and performance and the standards expected of teachers. It should be read in conjunction with the school's Pay Policy. Where teachers fall below the levels of competence that are expected of them, there is a reference to capability proceedings which would be invoked.

## **2 Application of the policy**

### **2.1**

The Appraisal Policy applies to the Executive Headteacher and to all teachers employed by the schools or local authority, except those on contracts of less than one term, those undergoing induction (*i.e.* ECTs) and those who are subject to capability proceedings.

## **3 Appraisal**

### **3.1**

Appraisal in these schools will be a supportive and developmental process designed to ensure that all teachers, including the Executive Headteacher, 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.

### **3.2 The appraisal period**

#### **3.2.1**

The appraisal period will run for eleven months from September to the end of July.

#### **3.2.2**

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.

Teachers who join the school mid-year will be included within the appraisal process within 1 month of joining.

Considerations will be made to the length of time left within the academic year when agreeing objectives. These new staff members will be reviewed at the end of the academic year.

### **3.3 Appointing appraisers**

#### **3.3.1**

The Executive Headteacher will be appraised by the Appointed Governors, supported by a suitably skilled and/or experienced external adviser who has been appointed by the Governing Board for that purpose. The appointed external adviser will be the Schools' School Improvement Partner.

#### **3.3.2**

In these schools, the task of appraising the Executive Headteacher, including the setting of objectives, will be delegated to a sub-group consisting of three members of the Governing Board (the Appointed Governors). The external adviser will be present at the annual performance management meetings.

#### **3.3.3**

The Executive Headteacher will decide who will appraise other teachers.

## **4 Setting objectives**

### **4.1**

The Executive Headteacher's objectives will be set by the Governing Board after consultation with the external adviser.

#### 4.2

These schools will use the Headteacher standards to assess the Executive Headteacher. The Executive Headteacher will only be assessed against Teachers Standards if there is an expectation for him/her to teach as part of their role.

#### 4.3

Objectives for every teacher will be set before, or as soon as practicable after, the start of each appraisal period. The objectives set for every teacher, will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the teacher's role and level of experience, using the career stage expectations in the pay policy. The appraiser and teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. At the same time, the appraiser and (head)teacher will agree what will need to be in place to enable the objectives to be met, always bearing in mind the appraisee's level of seniority and experience. Objectives may be revised if circumstances change. Normally teachers will be set no more than 3 objectives in any one appraisal period.

The setting and agreement of objectives is fundamentally important to the effective operation of a performance management system that aims to link individual performance to pay progression. The job description can be a particularly useful place to begin the process of identifying relevant objectives for each individual job holder. Other documents may include the strategic plan, the Ofsted School Inspection Report and the Teachers' Standards.

On the grounds that emerging issues are unlikely to be known at the outset of an appraisal period, objectives may need to be adjusted throughout the appraisal period so that they remain relevant to the performance of the individual and to the priorities of the school. This is considered to be perfectly standard practice; the ideal outcome for all parties is that the overall weight of objectives is broadly or proportionately the same at the conclusion of any subsequent 'objectives' discussion.

Objectives should also be fair and equitable when judged across employees with similar roles and responsibilities. However, appraisal objectives would normally become more challenging as a teacher progresses up the main pay range.

#### 4.4

Formal (one half way through the year) and informal reviews during the appraisal period will be necessary and it will be up to the appraisee to alert the appraiser if there are any perceived obstacles to achieving the targets.

#### 4.5

The objectives set for every teacher will, if achieved, contribute to the schools' plans for improving the schools' educational provision and performance and improving the education of pupils. This will be ensured by quality assuring all objectives against the agreed documentation to include the job description, the strategic plan, Ofsted action plan, Teachers' standards, continual professional development needs of the appraisee etc.

#### 4.6

Teachers will be informed of the standards against which that teacher's performance in that appraisal period will be assessed. During this meeting, a training and development plan will be agreed to support the teacher to achieve the objectives. The link to achievement of objectives and pay progression will be highlighted by the appraiser to the appraisee. The Executive Headteacher 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.

## 5 Reviewing performance

### 5.1 Observation

#### 5.1.1

This federation believes that observation of classroom practice and other responsibilities is important. In these schools, observations will be conducted to assess teachers' performance in order to identify any particular strengths and areas for development. The results of these observations will provide part of the supporting evidence required to assess achievements of objectives. Lesson observations can

also be used to gain useful information which can inform school improvement more generally. All observations will be carried out in a supportive manner and documentation will be completed detailing the observation findings. This will be shared with the teacher and feedback given within 1 week of the observation.

#### 5.1.2

In these schools, 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. Classroom observation will be carried out by those with QTS and appropriately experienced. In addition to formal observation, the Executive Headteacher 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, consistent and maintained. The length and frequency of "drop in" observations will vary depending on specific circumstances.

#### 5.1.3

Teachers (including the Executive Headteacher) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed (for example: leading training, leading/chairing meetings).

### 5.2 Other evidence

#### 5.2.1

In addition, the following other evidence, where appropriate, will be collated in order to enable the appraiser to assess performance and make a substantiated and evidence based pay recommendation. Examples of evidence may include:

- classroom observations
- task observations
- reviews of assessment results
- reviews of lesson planning records
- internal tracking
- moderation within and across schools
- pupils' Voice
- parents' Voice
- Headteachers' walkabouts
- evidence supporting progress against Teachers' Standards
- teacher's own evidence

### 5.3 Reviewing Performance

#### 5.3.1

At the end of the cycle, the performance of the individual will be assessed based on their achievement of their objectives, agreed at the beginning of the year, using the evidence collated by the appraiser and appraisee.

Reference will be made to the relevant documentation - Teachers' standards, job description etc. At the end of this meeting, the appraisee will have clear understanding of their performance and how this links to their pay progression.

#### 5.3.2

The overall assessment of performance and its subsequent performance rating for individual members of staff will be subject to a process of moderation, arrangements for which will be put in place by the Executive Headteacher with the approval of the governing board.

## 6 Development and support (CPD)

### 6.1

Appraisal is a process to inform and support continuing professional development. The schools wish 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. In order to facilitate this process, it may be appropriate to set a shorter appraisal period in agreement with the individual teacher.

## **7 Feedback**

### **7.1**

Teachers, including the Executive Headteacher, will receive constructive feedback on their performance throughout the year and as 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 formally to:

- give clear feedback about the nature and seriousness of the concerns;
- provide the head teacher/ 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;
- make clear how, and by when, the appraiser will review progress;
- revise objectives if necessary to allow time for sufficient improvement;
- explain the implications and process if no – or insufficient – improvement is made.

### **7.2**

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.

## **8 Where a switch to capability might be necessary**

### **8.1**

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 considered under the capability procedure. S/he will be invited to a formal capability meeting. The school or local authority would need to invoke its capability procedure.

## **9 Annual assessment**

### **9.1**

Every teacher's performance will be formally assessed in respect of every appraisal period. In assessing the performance of the Executive Headteacher, the governing board must consult the external adviser.

### **9.2**

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 in interim meetings which will take place once a term.

### **9.3**

The teacher will receive a written appraisal report within 1 week of the review meeting. This report should include the outcome of achievement against objectives, an overall rating of performance and a pay recommendation in line with the pay policy. This document should be a true reflection of the review meeting. The teacher should review this document, add their own comments and return to the appraiser within 1 week of receipt. The completed appraisal form should be escalated, as appropriate, for moderation and Executive Headteacher commentary. Once completed, a copy of the final version will be returned to the appraisee for their record.

Any discussions relating to future training and development will be documented in preparation for future objective setting.

### **9.4**

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

## **10 Appeal**

### **10.1**

For the arrangements for an appeal against the assessment and pay recommendation refer to the schools' pay policy.

## **11 Retention**

### 11.1

Sounds good and The governing board and Executive Headteacher will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.

### 11.2

The final version of the appraisal documentation will be placed on the employee's file and a copy of their CPD made available to the school's CPD Coordinator. The sharing of such information is governed by the data protection principles under the Data Protection Act 1998.