



Appraisal Policy

Introduction and Policy Statement

This Policy is based upon the DfE Model Policy May 2012. This will be used in conjunction with the Local Authority GCC Model Appraisal Policy October 2014.

Revised appraisal arrangements came 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 Appraisal Regulations set out the principles that apply to teachers in all maintained schools and unattached teachers employed by a local authority, in each case where they are employed for one term or more. They retain the key elements of the 2006 Regulations but allow schools more freedom to design arrangements to suit their own individual circumstances. They provide the minimum national framework within which schools should operate.

Schools and local authorities must stay within the legal framework set out in the Appraisal Regulations and in other relevant legislation that affects all employers (for example legislation on equality, employment protection and data protection). Schools and local authorities must have an appraisal policy for teachers. The DfE model policy applies to teachers, including headteachers, however, as suggested by the DfE, HWPS has broadened it to include all staff.

For capability issues please see the HWPS Capability Policy (model GCC Capability Policy 2015).

Policy for appraising performance

Purpose

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the headteacher, and other staff 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 and other staff.

Application of the policy

This policy applies to the headteacher, all teachers employed by the school and all other staff except those on contracts of less than one term and those undergoing induction (*eg NQTs*).

Appraisal

Appraisal in this school will be a supportive and developmental process designed to ensure that all teachers and staff 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 and that other staff develop their skills and effectiveness.

The appraisal period

The appraisal period will run for twelve months.

Teachers, and other staff, 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.

There is flexibility to have a longer or shorter appraisal period when teachers or staff begin or end employment with a school or local authority or when unattached teachers change post within the same authority.

Appointing appraisers

The headteacher 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.

The task of appraising the headteacher, including the setting of objectives, will be delegated to a sub-group consisting of two or three members of the Governing Body. The headteacher will decide who will appraise other teachers and staff.

Setting objectives

The headteacher's objectives will be set by the Governing Body 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. The appraiser and teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change.

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 for example, quality assuring all objectives against the school improvement plan and priorities.

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 headteacher 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 headteacher 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.

Objectives for all other staff will be set before, or as soon as practicable after, the start of each appraisal period. The objectives set, will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the staff member's role and level of experience. The appraiser and staff member will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change. The objectives set for all other staff will contribute to school improvement priorities and improving the education of all pupils.

Reviewing performance

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.

In this school teachers' performance will be regularly observed but the amount and type of classroom observation will depend on the individual circumstances of the teacher and

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the overall needs of the school. Classroom observation will be carried out by those with QTS. In addition to formal observation, headteachers 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

Teachers (including the headteacher) and all other staff, who have responsibilities inside and 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. The school wishes to encourage a culture in which all teachers and other staff take responsibility for improving their teaching and work 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 and staff members.

Feedback

Teachers, and other staff, 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 or staff member's performance the appraiser will meet the teacher or staff member formally to:

- give clear feedback to the teacher about the nature and seriousness of the concerns;
- give the teacher or staff member the opportunity to comment and discuss the concerns;
- agree any support (eg 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. Objectives will be revised if necessary and sufficient time allowed for improvement.
- explain the implications and process if no – or insufficient – improvement is made.

When progress is reviewed, if the appraiser is satisfied that the teacher or staff member 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 or staff member 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 procedures will be conducted as per the school's Capability Policy.

Annual assessment

Each teacher and staff member's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the headteacher, 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 in interim meetings which will take place as agreed.

The teacher or staff member 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. In this school, teachers will receive their written appraisal reports by 31 October (31 December for the headteacher). **The appraisal report will include:**

- details of the teacher's or staff member's objectives for the appraisal period
- **an assessment of the teacher's or staff member's performance of their role and responsibilities against their objectives and the relevant standards;**
- **an assessment of the teacher's or staff member'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 headteachers 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.

The Governing Board of Hester's Way Primary School adopted this policy

On 11.02.19

SIGNED:

It will review it in 3 years

Review Date: 11.02.22