



Teachers' Appraisal Policy 2019-20

This policy is reviewed every year and was agreed by the Governing Body of Chellaston Junior School in Autumn 2019 **and will be reviewed again in Autumn 2020**

Signed: _____ Chair of Governors

Date: _____

Non-Statutory Policy

PURPOSE

This procedure sets out how Chellaston Junior School will improve outcomes for children and raise the morale of teachers, by motivating teachers to update their skills and improve their performance.

The appraisal procedure will be used also to address any concerns that are raised about a teacher's performance. If concerns are such that they cannot be resolved through the appraisal process, there will be consideration of whether to commence the capability procedure.

APPLICATION OF THE APPRAISAL POLICY

This policy applies to the head teacher and to all qualified teachers employed at the school/academy except those on contracts of less than one term and those undergoing induction (*ie* NQTs) or teachers on capability procedures.

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.

THE APPRAISAL PERIOD

The appraisal period will run **for twelve months** normally from 1 September- September. All teachers will have undertaken the review meeting and planning meeting for the year ahead by 31 October 2019.

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.

Where a teacher starts their employment at the school part-way through a cycle, the head teacher or, in the case where the employee is the head teacher, the governing body shall determine the length of the first cycle for that teacher, with a view to bringing his/her cycle into line with the cycle for other teachers as soon as possible.

Where a teacher transfers to a new post within the school part-way through a cycle, the head teacher or, in the case where the employee is the head teacher, the governing body shall determine whether the cycle shall begin again and whether to change the appraiser.

APPOINTING APPRAISERS

All appraisers of teachers, other than those appraising head teachers, will be teachers and will be suitably trained.

Headteacher

The headteacher will be appraised by the Governing Body, supported by a suitably skilled and 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 normally 3 members of the Governing Body.

Where a headteacher believes any of the governors appointed by the governing body is unsuitable to act as his appraiser, s/he may submit a written request for that governor to be replaced, stating the reasons for the request.

Teachers

The decision of appointing appraisers to the relevant appraisal team is made by the head teacher. Where teachers have an objection to the head teacher's choice, their concerns will be carefully considered and, if there is a valid reason, an alternative appraiser will be offered. All appraisers appointed by the head teacher will be qualified teachers and will have current or recent teaching experience.

Where it becomes apparent that the appraiser appointed by the head teacher will be absent for most of the appraisal cycle, the head teacher may perform those duties herself/himself or delegate those duties to another teacher for the duration of that absence.

If the head teacher appoints an appraiser who is not the teacher's line manager, the appraiser to whom he delegates those duties will have an appropriate position in the staffing structure, together with the necessary background knowledge, skills and training to undertake the role.

Where a teacher is experiencing difficulties and the head teacher is not the appraiser, the head teacher may undertake the role of appraiser. See also section on Teachers Experiencing Difficulties.

SETTING OBJECTIVES

The headteacher's objectives will be set by the Headteacher Appraisal Committee of the Governing Body after consultation with the external adviser and the head teacher.

Objectives 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 appraisee's role and level of experience. In setting the objectives, reviewers will have regard to what can reasonably be expected in the context of roles, responsibilities and experience, consistent with the school's strategy for achieving a work/life balance for all staff. Appraisees may at any point append their comments alongside their objectives.

The appraiser and appraisee will seek to agree the objectives. Objectives may be revised if circumstances change. The school operates a system of moderation to ensure that all appraisers are working to the same standards. Targets will be moderated across the school to ensure that they are consistent between teachers with similar experience and levels of responsibility. Should the objectives not be agreed, the final decision on allocation of objectives rests with the head teacher.

The agreed objectives will contain a description of what success may look like. Where use of numerical targets is appropriate, these will be reasonable, in the circumstances in which the teacher works and it will be recognised that factors outside teachers' control may significantly affect success.

Setting more than three objectives, or, for example, using sub-targets, can lead to teachers experiencing unreasonable workload and pressure, making the objectives more difficult to achieve. Therefore, other than in exceptional circumstances, no teacher will be given more than three objectives.

The objectives set for each teacher are intended to contribute to the school's plans for improving the school's educational provision and performance, while also taking into account the professional aspirations of the teacher.

The appraiser will take into account the effects of an individual's circumstances, including any disability, when agreeing objectives. For example, this might include a reasonable adjustment to allow an individual slightly longer to complete a task than might otherwise be the case. When staff return from a period of extended absence, objectives may be adjusted to allow them to readjust to their working environment.

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. Teachers will be assessed against the appropriate set of standards contained in the document "Teachers' Standards" published in 2012.

PAY PROGRESSION

Where teachers are eligible for pay progression, the recommendation made by the appraiser will be based on the assessment of their performance against the agreed objectives. The decision made by the relevant decision-making body will be based on the statutory criteria and guidance set out in the STPCD and the relevant teacher standards.

The Governing Body has agreed the pay policy of the school and has considered the implications of the appraisal policy with respect to the arrangements relating to teachers' pay in accordance with the School Teachers' Pay and Conditions Document. The Governing Body will ensure that decisions on pay progression are made by 31 December for the headteacher and by 31 October for other teachers.

REVIEWING PERFORMANCE

Observation

The effective and efficient operation of the appraisal process requires lesson observation to be a confidential process of constructive engagement within an atmosphere of support and co-operation.

Accordingly, observations will be carried out by qualified teachers in a supportive fashion, with professionalism, integrity and courtesy, will be evaluated objectively and reported accurately and fairly and will take account of particular circumstances which may affect performance on the day.

At least 5 working days' notice of the date of the observation will be given and verbal feedback provided by at least by the end of the next school day and written feedback within 5 working days, unless circumstances make this impossible.

For the purposes of appraisal, teachers' performance will be observed on an appropriate and reasonable number of occasions and will, as far as possible, be agreed by the appraiser with the appraisee based on the individual circumstances of the teacher and the overall needs of the school. The number and duration of appraisal observations will be in accordance with the school's observation protocol, which includes provision for exceptional circumstances where concerns have been raised about a teacher's performance, or where the teacher requests additional observation visits (See Appendix 2).

The headteacher or other leaders with responsibility for learning and teaching standards may undertake "Learning Walks" to evaluate the standards of teaching and learning and to ensure

that high standards of professional performance are established and maintained. The length and frequency of Learning Walks will vary depending on specific circumstances but will be in accordance with the school's outline of Learning Walks (See Appendix 2). All staff will be given notice of Learning Walks on specific weeks, but would not necessarily be given the exact day or time.

For the purpose of professional development, feedback about lesson observations will be developmental, not simply a judgement using Ofsted grades.

This school may use the findings of each observation, including appraisal observations, for other management requirements (for example subject area reviews), thereby seeking to manage the total number of occasions on which teachers are observed.

Teachers (including the headteacher) whose posts have responsibilities 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 take responsibility for improving their teaching through appropriate professional development, through peer coaching for example. Professional development will be linked to school improvement priorities and to the on-going professional development needs and priorities of individual teachers.

The school's CPD programme will be informed by the training and development needs identified as part of the appraisal process. The governing body will ensure in the budget planning that, as far as possible, resources are made available in the school budget for appropriate training, and support agreed for appraisees, maintaining access on an equitable basis.

An account of the training and development needs of teachers including the instances where it did not prove possible to provide any agreed CPD, will form a part of the head teacher's annual report to the governing body about the operation of the appraisal process 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 training and support will help the school to achieve its priorities and
- b) the CPD identified is essential for an appraisee to meet their objectives

Account will be taken in a review meeting of where it has not been possible for teachers to fully meet their performance criteria because the support recorded in the planning statement has not been provided.

ANNUAL ASSESSMENT

Each teacher'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.

The teacher will receive as soon as practicable following the end of each appraisal period – and have the opportunity to comment on - a written appraisal report. 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 against 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 (N.B. – pay recommendations need to be made by 31 December for head teachers and by 31 October for other teachers);
- a space for the teacher's own comments

A review meeting will take place to discuss the content of the report and any further action required and to inform objective setting for the next cycle. In some circumstances, an interim review meeting may be appropriate.

TEACHERS EXPERIENCING DIFFICULTIES

When dealing with a teacher experiencing difficulties, the objective is to provide support and guidance through the appraisal process in such a way that the teacher's performance improves and the problem is, therefore, resolved.

Where it is apparent that a teacher's personal circumstances are leading to difficulties at school, support will be offered as soon as possible, without waiting for the formal annual assessment.

If an appraiser identifies through the appraisal process, or via other sources of information, for example parental complaints, that the difficulties experienced by a teacher are such that, if not rectified, could lead to capability procedures the appraiser, the head teacher, or a member of the leadership team, will, as part of the appraisal process meet the teacher to:

- give clear written feedback to the teacher about the nature and seriousness of the concerns
- give the teacher the opportunity to comment on and discuss the concerns
- give the teacher at least 5 working days' notice that a meeting will be held to discuss targets for improvement alongside a programme of support, and inform the teacher that he/she has the right to be assisted by a representative of an independent trade union or work place colleague, and at any future meetings where capability will be discussed
- in consultation with the teacher at the above meeting, an action plan with support will be established (for example coaching, training, in-class support, mentoring, structured observations, visits to other classes or schools or discussions with advisory teachers), that will help address those specific concerns
- make clear how progress will be monitored and when it will be reviewed
- explain the implications and process if no, or insufficient, improvement is made

The teacher's progress will continue to be monitored as part of the appraisal process and a reasonable time given for the teacher's performance to improve. This will depend upon the circumstances, but will be for a period of 12 school weeks with appropriate support as agreed in the Action Plan, in order that the aim of recovering and improving performance can be achieved. During this monitoring period, the teacher will be given regular feedback on progress and arrangements will be made to modify the support programme if appropriate.

If sufficient progress is made such that the teacher is performing at a level that indicates there is no longer a possibility of capability procedures being invoked the teacher should be informed of this at a formal meeting with the appraiser or head teacher. Following this meeting the appraisal process will continue as normal.

If no, or insufficient, improvement has been made over this period, the teacher will be invited to a transition meeting to determine whether formal capability proceedings need to be commenced or the appraisal process remains in place. The teacher may be assisted by a trade union representative or work colleague and will have at least 5 working days' notice of the meeting.

APPEALS

Appraisees have a right of appeal against any of the entries in the written appraisal report. Details of the appeals process are available from the head teacher or from the school governing body. Where the head teacher has not been recommended for pay progression he will be informed by the appropriate governor. 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, following which the teacher (and head teacher when the head has not been recommend for pay progression) may exercise the right of appeal, assisted by a companion who may be a colleague, a trade union official or a trade union representative.

GENERAL PRINCIPLES UNDERLYING THIS POLICY

ACAS Code of Practice on Disciplinary and Grievance Procedures

The formal capability stage will be undertaken in accordance with the provisions of the ACAS Code of Practice.

Consistency of Treatment and Fairness

The Governing Body is committed to being consistent and fair and will abide by all relevant equality legislation.

Sickness

If long term sickness absence appears to have been triggered by the commencement of monitoring 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 member of staff's health and fitness for continued employment and the appropriateness or otherwise of continuing with monitoring or formal procedures. In some cases, it may be appropriate for formal procedures to continue during a period of sickness absence. However, the views of the occupational health physician will always be taken into account before a decision is reached.

Grievances

Where a member of staff raises a grievance during the appraisal or capability process, the appraisal or capability process may be temporarily suspended in order to deal with the grievance. Where the grievance and appraisal or capability cases are related it may be appropriate to deal with both issues concurrently.

Confidentiality & Professional Relationships

The appraisal and capability processes will be treated with confidentiality. Only the headteacher and the appraiser's line manager or, where s/he had more than one, each of her/his line managers, will be provided with access to the appraisee's plan recorded in her/his statements. This will be done upon request and only where this is necessary to enable the line manager to discharge her/his line management responsibilities. Appraisees will be consulted on requests for access to statements in the context of this policy.

The process of gathering evidence for performance review will not compromise normal professional relationships between teachers. The governing body recognises that the reviewer will

consult with, and seek to secure the agreement of, the reviewee before seeking information from other colleagues about the work of the reviewee.

However, the desire for confidentiality does not override the need for the headteacher and governing body to quality-assure the operation and effectiveness of the appraisal system. The headteacher or appropriate colleague might, for example, review all teachers' objectives and written appraisal records personally – to check consistency of approach and expectation between different appraisers. The headteacher might also wish to consider any pay recommendations that have been made.

Monitoring and Evaluation

The governing body and headteacher will monitor the effectiveness of the appraisal arrangements. The head teacher will provide the governing body with a written report on the operation of the school's appraisal and capability policies annually. The report will not identify any individual by name. The headteacher will report on whether there have been any appeals or representations on the grounds of alleged discrimination.

Retention

The governing body and head teacher will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.

Appendix 1: Classroom Observation Protocol

The Governing Body is committed to ensuring that classroom observation is developmental and supportive and that those involved in the process will:

- carry out the role with professionalism, integrity and courtesy
- evaluate objectively
- report accurately and fairly and
- respect the confidentiality of the information gained

The total period for classroom observation arranged for any teacher will not exceed 3 hours per cycle having regard to the individual circumstances of the teacher.

The arrangements for classroom observation will be included in the planning and review statement and will include the amount of observation, specify its primary purpose and any particular aspects of the teacher's performance which will be assessed.

Where evidence emerges about the reviewee's teaching performance which gives rise to concern during the cycle classroom observations may be arranged in addition to those recorded at the beginning of the cycle subject to a revision meeting being held in accordance with the Regulations.

Information gathered during the observation will be used, as appropriate, for a variety of purposes including to inform school self-evaluation and school improvement strategies in accordance with the school's commitment to streamlining data collection and minimising bureaucracy and workload burdens on staff.

In keeping with the commitment to supportive and developmental classroom observation, those being observed will be notified in advance.

Classroom observations will only be undertaken by qualified teachers and those who have had adequate preparation and the appropriate professional skills to undertake observation. The purpose is to provide constructive oral and written feedback and support, in the context of professional dialogue between colleagues.

Oral feedback will be given as soon as possible after the observation and no later than the end of the following working day. It will be given during directed time in a suitable, private environment.

Written feedback will be provided within five working days of the observation taking place. If issues emerged from an observation that were not part of the focus of the observation as recorded in the planning and review statement these should also be covered in the written feedback and the appropriate action taken in accordance with the regulations and guidance.

The teacher has the right to append written comments on the feedback document.

A head teacher has a duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained. Heads and senior staff have a right to undertake Learning Walks (See Appendix 2) to inform their monitoring of the quality of learning.

Learning Walks will only inform the performance management process where evidence arises which merits the revision of the performance management planning statement, in accordance with the provisions of the regulations.

A coaching programme is also an important part of staff development and is not considered part of the Appraisal Policy. Coaching is undertaken by peers, not line managers and is solely a tool for building a culture of self-reflection and development.

Appendix 2: Learning Walks

Why?

- All staff have Learning Walks as part of the Appraisal Policy.
- Evidence from Learning Walks will help to inform the feedback on appraisal objectives.
- The Head, SLT and curriculum leaders need to have an overview of classroom practice on a regular basis, rather than just an isolated lesson observation.
- Learning Walks are an important way of gathering feedback on current standards, pupil behaviour or pupil progress.
- The feedback enables the school to know our strengths and identify ways to continually improve.

Who and When?

- The Head may do learning walks on a regular basis, on 2-3 occasions per half term. Notice for that week will be given to staff, without the exact time/day
- SLT will do learning walks with the Year Group at least once each half term. Staff will be notified of the day in advance if this is the case.
- Curriculum Leaders may do a learning walk for a specific subject. Staff will be notified of the day in advance if this is the case.
- Governors do a learning walk once each term with a specific focus related to the SDP. Staff will be notified in advance.
- The SSIO will may do a learning walk once or twice a year with the Head. Staff will be notified in advance.
- If any member of staff would like the Head or member of SLT to drop in for a certain lesson or activity, then please us know.

Feedback

- The Head and SLT may drop in to classes to check on children who are on behaviour diaries or report or due to other reasons concerning the children's welfare. Staff will be updated on such issues via email, the bulletin or a discussion where necessary.
- If the Head or a member of SLT drops in to classes for less than 5 minutes, feedback will be communicated to staff in general terms through teaching and learning meetings or Year Group Meetings.
- Feedback from a Governors Visit is communicated to the Full Governing Body in line with the Governor Visits Policy and does not include any specific reference to a particular member of staff, or make any judgement about the quality of the lesson.
- Any feedback from a SSIO visit will be usually discussed in general terms at a teaching and learning meeting. If specific feedback is more appropriate, the Head will meet with the teacher concerned.
- If the Head or a member of SLT drops in to a class for more than 5 minutes then verbal feedback will be discussed with the class teacher at some point during that day.
- Any feedback from the Head, SLT or a curriculum leader will usually take the form of 2 strengths and an area for development. The maximum number of areas for development will be 3.
- If there are any issues that require further discussion, then the Head or Team leader will arrange a time to discuss this in more detail with the member of staff concerned.
- The head will gather feedback and discuss a summary with teaching staff each term.
- If any member of staff is concerned about the way learning walks are carried out or the feedback they receive, then please discuss this with the Head.

- Learning Walks will only inform the teacher appraisal process where evidence arises which merits the revision of the Appraisal planning statement, in accordance with the provisions of the regulations.