



East Midlands  
Education Trust

# Appraising Teacher Performance Policy

Spring 2022

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## 1 Introduction

- 1.1 The Trustees recognise the importance of the process of appraisal for teachers in supporting overall performance and in enhancing the quality of education provision for pupils in the academies and on raising standards. Similarly, they also recognise the need to have a clear, coherent and robust procedure to support teachers to develop professionally and to address concerns about teacher performance where they arise.
- 1.2 In adopting this policy the Trustees have therefore had regard to the model policy published by the Department for Education in January 2012 and the revised appraisal arrangements set out in the Education (School Teachers' Appraisal) (England) Regulations 2012.
- 1.3 Throughout this document, reference to a teacher also includes a Principal, Head Teacher, Head of School or Chief Executive Officer
- 1.4 The Trustees are committed to ensuring equality and consistency of treatment and fairness and will abide by all relevant equality legislation.
- 1.5 Whilst it is expected by the Trust that, other than in exceptional circumstances, members of staff will attend meetings arranged as part of the procedures outlined in this policy, any reference to the right to be accompanied means:
  - 1.5.1 Where an employee has a right to be accompanied by this policy, they may be accompanied by a work colleague or trade union representative (the 'companion')
  - 1.5.2 Subject to the following paragraph, the companion shall be entitled to address the hearing to put the employee's case; sum up that case; and respond on the employee's behalf to any view expressed at the hearing. The companion may also confer with the employee during the hearing.
  - 1.5.3 The companion shall not be entitled to use the above entitlements in a way that prevents the employer from explaining its case or prevents any other person at the hearing from making their contribution to it.
  - 1.5.4 The companion shall not be entitled to address the hearing if the employee indicates during the hearing that they do not wish the companion to do so, or answer questions on behalf of the employee.

## 2 The policy

### 2.1 Purpose

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers and for supporting their development within the context of the Trust's plan for improving educational provision and performance, and the standards expected of teachers. It also sets out the arrangements that will apply in the appraisal process when teachers fall below the levels of competence that are expected of them.

## 2.2 **Application of the policy**

This policy applies to all teachers employed by the Trust, except those on contracts of less than one term, those undergoing induction (*i.e. ECTs*) and those who are subject to the Trust's Capability policy.

## 3 **Appraisal**

3.1 Appraisal in this Trust 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.

### 3.2 **The appraisal period**

3.2.1 The appraisal period will run for twelve months from 1 September to 31 August.

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.

### 3.3 **Appointing appraisers**

3.3.1 All Head Teachers will be appraised by a sub group of the Governing Body of their school, consisting of two or three members of the Governing Body, supported by the Chief Executive Officer or another suitable officer delegated by the Chief Executive Officer.

3.3.3 The Head Teacher will decide who will appraise other teachers. Normally this will be the line manager working collaboratively with a member of the senior management team. The role of the SMT member will be to ensure consistency across the school in the setting of objectives, ensuring that they relate to the relevant teacher standards and school priorities.

3.3.4 A teacher may request consideration of another appraiser where they are able to demonstrate that the choice of appraiser by the Head Teacher may not be appropriate. In such circumstances the Head Teacher will carefully consider the request and may appoint a different appraiser. Similarly, the Head Teacher may also request the Chair of Governors to consider a different set of Governors to undertake the appraisal of the Head Teacher.

3.3.5 In cases where there are concerns identified relating to the teacher's performance, additional appraisal objectives may be set and the role of appraiser may be changed and undertaken by a teacher with appropriate management responsibilities, who has been specifically identified by the Head Teacher to undertake appraisal of teachers in these circumstances. In such circumstances, additional appropriate monitoring and support will also be provided for the teacher.

### 3.4 Setting objectives

- 3.4.1 The Head Teacher's objectives will be set by the Governing Body and the Chief Executive Officer or another suitable officer delegated by the Chief Executive Officer.
- 3.4.2 Prior to the commencement of the annual cycle, or as soon as practical thereafter, the teacher and appraiser will meet for a professional dialogue to determine the teacher's performance against all of the relevant East Midlands Education Trust teacher standards and identify areas of expertise and areas where further development is required. The East Midlands Education Trust set of standards are set out in Appendix A.
- 3.4.3 Identified areas for development will form the basis of appraisal objectives for the following appraisal cycle and will be specifically linked to identified, relevant East Midlands Education Trust teacher standards. The outcome of the professional dialogue meeting at which appraisal objectives are set will be moderated by a nominated member of the senior management team.
- 3.4.4 The objectives set for each teacher, will be Specific, Measurable, Achievable, Realistic and Time-bound. Part time staff will have the same number of objectives set as for a full time member of staff, but the scope of each target will be proportionate to the amount of time that the individual is contracted for.
- 3.4.5 The appraiser and teacher will seek to agree the objectives but, if that is not possible, a member of the senior management team will moderate to determine the objectives. Objectives may be revised if circumstances change.
- 3.4.6 The objectives set for each teacher will, if achieved, contribute to the Trust's plans for improving educational provision and performance and improving the education of pupils at the Trust's Academies by:
- Contributing to whole-school objectives which address key priorities identified in the school improvement and departmental/faculty plans.
  - Ensuring pupils make strong progress in their learning, evidenced by in-school assessments and, where appropriate, by national tests and exams.
  - Delivering, where appropriate, leadership and management objectives identified in the school improvement and/or departmental/faculty/pastoral plans linked to the East Midlands Education Trust school leadership standards relevant to the teacher's role.
  - Contributing to department/subject/pastoral development as appropriate to career stage of teacher
  - Sustaining ongoing professional development through the identification of individual priorities linked to the East Midlands Education Trust teacher standards relevant to the teacher's role and experience.

3.4.7 Teachers will normally have up to 3 or, exceptionally, 4 appraisal objectives set for the annual cycle. These will normally cover the period of the annual cycle. In setting the annual appraisal objectives, appraisers should ensure that:

- All objectives are developmental against the teachers' standards
- Teachers on UPS1-3 have the opportunity to fulfil the broader expectations of that career stage.
- Objectives are set in consideration of the School Improvement Plan and/or Departmental/Pastoral Improvement Plan priorities.
- Where a teacher holds a TLR or Leadership position within the school, one of their objectives must reflect this accountability.

3.4.8 When 3 normal appraisal objectives are set for the annual cycle:

- The **first objective** should state the expectation that pupils being taught by the member of staff should make strong attainment and progress in their learning, evidenced by in-school assessments and, where appropriate, by national tests and exams.
- Where a member of staff is teaching an exam or national test class or classes, these classes should be identified as a focus for consideration of pupil progress and possibly attainment.
- For Heads of Department and other leaders responsible for cohort performance, progress for all pupils in exam or national test years taking the relevant subject(s) should be identified as a focus for consideration.
- Consideration of what constitutes strong progress should always take into account school context alongside local and national contextual factors
- The performance of a single exam class should not be used as a principal measure of teaching quality.
  
- The **second objective** should identify a specific outcome that has a positive impact, in the broadest sense, on teaching and learning.
- For staff with a TLR responsibility: an objective focussed on the development of leadership and management of their area of responsibility.
- For staff on UPS: an objective that impacts positively and more broadly on the practice of others across the school.
- For MPG Class Teachers: an objective that contributes to department/subject development as appropriate to career stage of teacher such as a new SOW, lesson plans, improved outcomes for specified groups of students, improved performance in specified area of own or others practice etc.
  
- The **third objective** should be linked to the staff member's individual professional development priorities, their own professional aspirations and pay progression criteria as set out in the EMET pay policy (7.8, 8.10).
- Staff should be given development opportunities which, if successfully undertaken and implemented, provide experiences which support their potential pay progression. This is particularly important as staff move towards Upper Pay Scales.
- It may be appropriate to link the professional development objective to departmental, pastoral or whole school improvement plans.

- The professional development objective should be linked to the appropriate EMET teacher standard(s).
- The capacity and resources required for the member of staff to undertake this objective should be carefully identified.

3.4.9 Where there are concerns identified following assessment against the relevant East Midlands Education Trust teacher standards, appraisal objectives may be reviewed and/or additional objectives may be set to address the areas of concern, if reasonable. In such circumstances the number of objectives will be greater as determined by reference to the standards and may be set for shorter review periods during the overall annual cycle, and appropriate support agreed to address those areas (see Appendix C)

3.4.10 To ensure that objectives are set against the relevant East Midlands Education Trust teacher standards and are focussed on school priorities for development, all objectives will be referred to the Head Teacher at the start of the appraisal cycle and prior to the commencement of the period of monitoring. Where the Head Teacher has concerns about the relevance of the proposed objectives these will be referred back to the appraiser for further discussion and amendment, with the teacher, within 5 working days. In these circumstances a member of the senior management team will also be involved in the further discussion with the teacher.

### **3.5 Reviewing performance**

#### **3.5.1 Observation**

3.5.2 This Trust believes that observation of classroom practice and other responsibilities, including leadership and management 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 observations will be carried out in a supportive fashion. Observation arrangements for the Academy in respect of classroom practice, leadership or management and other responsibilities are set out in Appendix B.

3.5.3 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. Classroom observation will be carried out by those with QTS. In addition to formal observation, Head Teachers or other leaders with responsibility for teaching standards may visit classrooms in order to evaluate the standards of teaching and to check that high standards of professional performance are established and maintained. The arrangements for other visits to classrooms are set out in Appendix B.

3.5.4 Teachers (including the Head Teacher) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

### **3.5.5 Development and support**

Appraisal is a supportive process which will be used to inform continuing professional development. The Trust wishes 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 identified, following assessment against the relevant East Midlands Education Trust teacher standards set out in Appendix A.

### **3.5.6 Feedback**

3.5.7 Teachers 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 performance the appraiser will meet the teacher formally to:

- give clear feedback to the teacher about the nature and seriousness of the concerns;
- give the teacher the opportunity to comment on 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. In these circumstances, additional appraisal objectives will be set with a shorter review cycle of usually no more than 1 term (see paragraph 3.4.5 and 3.5.8).

3.5.8 Where, following the assessment against the East Midlands Education Trust teacher standards, specific concerns about the teacher's performance are identified which require more focussed attention, these will be addressed by setting additional objectives, which will usually be reviewed in a shorter timescale, probably of no more than 1 term. Detailed arrangements for dealing with such cases are set out in Appendix C.

3.5.9 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. This decision will be moderated by a member of SMT.

## **3.6 Transition to capability**

3.6.1 Wherever possible, every effort will be made to use the appraisal process to support a teacher experiencing performance difficulties. However, if the appraiser or moderating member of SMT is not satisfied with progress, the appraiser will meet with the teacher, who will be notified verbally and in writing that the appraisal system will no longer apply and that immediately their performance will be managed under the capability procedure. The decision to cease the monitoring of performance through the appraisal process, including the period of enhanced appraisal support, will result in the immediate commencement of the Trust's formal capability procedure, and the teacher will be invited to a formal capability meeting.

### **3.7 Annual assessment**

- 3.7.1 Each teacher's performance will be formally assessed in respect of each appraisal period.
- 3.7.2 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. The frequency of any interim meetings will be appropriate to the circumstances, but would normally include at least one such meeting during the review cycle. Where, however, concerns about a teacher's performance are identified during the appraisal cycle, additional meetings may be required as described in paragraph 3.3.5 and 3.4.8.
- 3.7.3 Evidence which will be taken into account during the cycle may also include lesson observations, observation or scrutiny of leadership and management activities, scrutiny of planning, books and other work, other meetings arranged as part of the appraisal process, and other feedback obtained during the cycle relevant to the teacher's overall performance.
- 3.7.4 Following the end of each appraisal period the teacher will receive a written appraisal statement, normally by 31 October (31 December for the Head Teacher). Where, in any particular cycle, it is not possible to finalise the written report by that date this will be discussed with the teacher and a revised date agreed, which would normally be no later than one month after the normal date.
- 3.7.5 The teacher will be given the opportunity to comment on the written appraisal report within five working days. 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 the relevant East Midlands Education Trust teacher 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 progression where that is relevant. This will, in the first instance, be referred to the Head Teacher who will be responsible for making a recommendation to governors (where appropriate). The assessment of performance and of training and development needs will inform the planning process for the following appraisal period.

### **3.8 Retention**

- 3.8.1 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.

### **3.9 Monitoring and Evaluation**

- 3.9.1 The governing body and Head Teacher will monitor the operation and effectiveness of the school's appraisal arrangements. The Head Teacher will provide an annual report to the Governing Body, as appropriate, to highlight any relevant issues which arise in the appraisal cycle and any action taken to address those issues and a summary of the key improvements. Where there are issues of under-performance of teachers the annual report will not include specific details relating to individual members of staff.

### **3.10 Confidentiality**

3.10.1 Access to the written appraisal report will normally be limited to the appraisee, the appraiser, the Head Teacher and/or nominated member of the senior management team.

## Appendix A

### Teacher standards

The Trust's Academies will assess a teacher's performance against the following standards. In doing so, it will take account of the appropriate level of expectation of performance against the standards by reference to the teacher's role in school and their level of experience.

### East Midlands Education Trust Teacher Standards

#### PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct.

Teachers act with honesty and integrity, have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical, forge positive professional relationships and work with parents in the best interests of their pupils.

#### PART ONE: TEACHING

##### A teacher must:

##### 1. Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect;
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions;
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

##### 2. Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes;
- plan teaching to build on pupils' capabilities and prior knowledge;
- guide pupils to reflect on the progress they have made and their emerging needs;
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching;
- encourage pupils to take a responsible and conscientious attitude to their own work and study;
- have a commitment to ensuring that they reach their full educational potential.

##### 3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings;
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship;
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.

#### **4. Plan and teach well structured lessons**

- impart knowledge and develop understanding through effective use of lesson time;
- promote a love of learning and children's intellectual curiosity;
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired;
- reflect systematically on the effectiveness of lessons and approaches to teaching;
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

#### **5. Adapt teaching to respond to the strengths and needs of all pupils**

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively;
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these;
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development;
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

#### **6. Make accurate and productive use of assessment**

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements;
- make use of formative and summative assessment to secure pupils' progress;
- use relevant data to monitor progress, set targets, and plan subsequent lessons;
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

#### **7. Manage behaviour effectively to ensure a good and safe learning environment**

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy;
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly;
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them;
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

## **8. Fulfill wider professional responsibilities**

- make a positive contribution to the wider life and ethos of the school;
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support;
- deploy support staff effectively;
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues;
- communicate effectively with parents with regard to pupils' achievements and well-being.

## **PART TWO: PERSONAL AND PROFESSIONAL CONDUCT**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions;
- showing tolerance of and respect for the rights of others;
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs;
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law;
- understand the role that the school plays within wider community and contribute to the development of positive relationships.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

## **POST THRESHOLD**

- Have an extensive developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.
- Play a key role in specific curriculum areas or other areas of activity within the Academy to advise the head teacher and senior leadership team and other senior managers about areas of development and best practice.

- Have a high depth of knowledge and experience that allows the teacher to be able to give advice on the development and well-being of children and young people.
- Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.
- Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.
- Promote and lead collaboration work and work effectively as a team member.
- Contribute to the professional development of colleagues through coaching, mentoring or other CPD provision, demonstrating effective practice, and providing advice and feedback.

### Observations of lessons and of other responsibilities

East Midlands Education Trust is committed to ensuring that observation of professional practice including lesson observation is developmental and supportive and that those involved in the process will:

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

### Lesson Observation

1. All teachers will be formally observed in each academic year in accordance with the schools Teacher Appraisal Policy.
2. Formal observations can be conducted by the teacher's immediate line manager, appraiser or member of the SMT with moderating responsibilities for the appraisal of the teacher.
3. The observation carried out by the appraiser serves, in part, to
  - i) inform on progress towards the teacher's teaching and learning objectives for the current academic year appraisal cycle;
  - ii) inform on potential relevant objectives for the forthcoming appraisal cycle;
  - iii) identify arising professional development needs and/or concerns.
4. An observation carried out by SMT serves, in part, all of the functions set out in 3 above and also acts to quality assure the appraiser's judgement of strengths and areas for development, if it is not the member of SMT. This observation may be carried out at any point during the academic year but usually at sufficient interval to the appraiser observation to give perspective on progression towards the teacher's teaching and learning objective(s).
5. Other formal and informal lesson observations linked to appraisal may, in discussion with the teacher, be carried out during an appraisal cycle.
6. Through either lesson observation feedback, appraisal or other forms of professional dialogue with the teacher, relevant training needs and pathways for development may be identified. It is the teacher's professional responsibility to undertake such relevant professional development and incorporate outcomes in future practice. The school training manager will facilitate and oversee teachers' access to training and progression to development targets.
7. Wherever possible, observations linked to appraisal will be subsumed into any relevant quality assurance/subject review activity that is scheduled in the academic year as part of the school's Self Evaluation Framework.
8. There is no upper limit to the number of lesson observations for any teacher in an academic year, but the aggregate of observations for each teacher will be determined with regard to utility, capacity, proportionality and individual circumstances.

9. Where whole-school monitoring and self-evaluation or individual teacher evaluation requires further evidence from additional lesson observations, these will be arranged in addition to those required for Teacher Appraisal.
10. The school will ensure that outcomes of observations are recorded through a vehicle appropriate for the retention and distribution of information gathered during observations. This information will be retained in a centrally held record in a format appropriate for use by and distribution to relevant members of staff such as the Head Teacher, members of SMT, school training staff, the appraiser and the relevant HOD. It will then be used, as appropriate, for school self-evaluation and professional development including Teacher Appraisal.
  - A copy of the Lesson Observation Form will be provided to the person observed and feedback given.
  - Identified strengths and areas for professional development for each teacher will also be kept alongside all documentation relating to Teacher Appraisal
  - The HOD will have access to the record of all observations and outcomes in their department and this will be used to inform departmental self-evaluation and identify generic areas for development
  - The Head Teacher will have access to the record of all observations and outcomes across the school and share the relevant data in the form of statistics as part of the whole school SEF and in reports to the Governing Body and other relevant groups.
11. In keeping with the commitment to supportive and developmental classroom observation, those being observed will usually be notified in advance. There is no specified notice period, although for observations linked to appraisal, 48 hours' notice will usually be given. In certain circumstances, particularly where additional evidence is required, observations may take place at no notice.
12. Classroom observations will only be undertaken by persons with QTS who have had adequate preparation and have the appropriate professional skills to undertake observation and to provide constructive oral and written feedback and support in the context of professional dialogue between colleagues.
13. All staff who observe lessons will be familiar with the Lesson Observation Guidance materials available to all staff. Where observations are linked to Teacher Appraisal, observers will have undertaken relevant appraiser training.
14. Formal lesson observations will be recorded in a manner appropriate for each school which will usually include judgements on strengths and areas for development related to the relevant East Midlands Education Trust teacher standards.
15. There are no set protocols for more informal lesson observations such as peer or coaching observations; outcomes and feedback can be recorded and reported in whatever way teacher and observer agree is appropriate and helpful.
16. Formal lesson observations will identify strengths and areas for development related to the relevant East Midlands Education Trust teacher standards. They should be undertaken for at least half of a standard teaching period but the observer will often remain in the lesson for the full teaching period. Observers will make every endeavour to give oral feedback at the end of the lesson. By necessity this will usually be very short and outcome based.
17. Further oral feedback will be given as soon as possible after the observation and no later than within three working days. It will be given at a mutually agreed time in a suitable, private

environment. This feedback should conclude with a discussion of strengths and agreement on pathways for development and these should then be incorporated into the written record.

18. The completed observation form will be available within 3 working days and will be submitted to the centrally held record.
19. The teacher has the right to append written comments on the observation form. No written notes in addition to the written feedback will be kept.
20. The 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. The Head Teacher and SMT have a right to 'drop in' to inform school-wide monitoring of the quality of learning and, additionally, delegate this duty to post-holders for their areas of responsibility.
21. Drop-ins will usually take the form of 'Learning Walks'. Learning Walks may often be used to ascertain the general 'climate for learning'. They are a way of obtaining a broad evidence base on aspects of practice and supporting the development of teaching or of measuring the impact of CPD. Staff carrying out learning walks may often spend just a few minutes in a lesson and rarely extend their stay beyond 15 minutes. Informal feedback from learning walks may be offered or requested but it is not expected as part of standard practice.
22. Drop-ins will only inform the Teacher Appraisal process where evidence arises which merits further discussion and, potentially, the revision of appraisal objectives and outcomes.

### **Observation of other responsibilities**

23. Teachers who have management and leadership responsibilities outside of the classroom should expect to have their work in these areas scrutinized and assessed against the teacher standards as part of the appraisal cycle **(3.5.4 & 3.7.3)**.
24. Appraisers may arrange scrutiny/observation of such activities in addition to the observation of the teacher's lessons. Appraisers will undertake such scrutiny with regard to utility, capacity, proportionality and individual circumstances.
25. In keeping with the commitment to supportive and developmental appraisal, those being scrutinised will usually be notified in advance. There is no specified notice period, although for scrutiny taking the form of observations of practice, 48 hours' notice will usually be given. In certain circumstances, particularly where additional evidence is required, observations may take place at no notice.
26. Activities undertaken as part of the appraisal of management and leadership may include, but are not limited to, paired lesson observations, observation of the running of meetings, observation of the coaching and mentoring of other teachers, observation of interactions with students and other stakeholders, paired student work scrutiny, scrutiny of data analysis, scrutiny of planning including strategic planning and scrutiny of any other quality assurance activity.

## Appendix C

### **Procedure for dealing with setting and reviewing objectives where specific concerns about a teacher's performance are identified during the appraisal cycle or following the annual assessment of a teacher's performance against the relevant academy / national teacher standards.**

1. Concerns about a teacher's performance, as set out in 3.3.5 & 3.4.8, may be identified by a teacher's appraiser, line manager or member of SMT. The appraiser will then meet with a member of SMT to review any evidence and determine the extent of these concerns.
2. Where concerns are identified the appraiser will meet with the teacher to set additional objectives and establish a shortened review cycle for these objectives.
3. There may be some occasions where the appraiser does not feel able to fulfill these duties or it is not appropriate for them to do so. On these occasions the member of SMT will take over the appraisal process at this stage or at any other later stage in the process where this is deemed appropriate.
4. If the appraisal process is carried forward by the appraiser, it is likely that the member of SMT will be invited to this meeting and, in any case, will moderate all outcomes from the meeting.
5. During this meeting the appraiser will set out clearly the concerns and share with the teacher the information and evidence which has prompted the discussion. There will be an examination of the standards of performance required, referenced to the relevant teacher standards, and shortcomings in reaching those standards.
6. Full account will be taken of the teacher's circumstances and the teacher will be given opportunity to present a personal view or explanation of the situation.
7. Towards the end of this discussion the appraiser will set out how and when acceptable performance might be achieved. Additional appraisal objectives will then be set which are appropriate to the concerns raised, which, if achieved would serve to move performance back to acceptable levels. These objectives will be Specific, Measurable, Achievable, Realistic and Time-bound, and linked to the relevant teacher standards. If a member of SMT is in attendance at the meeting in a moderating capacity, they will review, agree or, if necessary, amend the targets.
8. A timescale for review of these additional objectives will be set out which should be sufficient to give the teacher opportunity to show progress towards the objectives but is unlikely to be more than 1 term.
9. Sources of additional support and advice for the teacher will be explored. These might include:
  - Access to further training.
  - Advice and support within the school.
  - Closer supervision for a limited period, including more regular lesson observations.
  - Medical advice or treatment.
  - Alterations of duties consistent with the needs of the school and which do not change the general character of the job.

The object at this stage will be to alleviate or remove any barriers to improvement and allow adequate time for improvement and assessment, having due regard to the review point established above.

10. The appraiser will make a record of all outcomes from the meeting and liaise with school training staff and other relevant bodies if further support has been agreed for the teacher. All outcomes will be submitted to the centrally held record.
11. If a member of SMT has not been in attendance at the meeting, the appraiser will inform the moderating member of SMT of the outcomes of the meeting. The moderating member of SMT will then review, agree or, if necessary, amend the targets.
12. At the review point the appraiser will meet with the teacher to establish progress towards the additional objectives. If the appraiser is satisfied that the teacher has made, or is making sufficient improvement, the appraisal process will continue as normal as set out in 3.5.9.
13. Where the appraiser is not satisfied with progress, the teacher will be notified that immediately their performance will be managed under the capability procedure (3.6.1).
14. All decisions regarding progress to additional targets will be fully evidenced and all evidence will be shared and discussed with the teacher. Full account will be taken of the teacher's circumstances and the teacher will be given opportunity to present a personal view or explanation of the situation.

EAST MIDLANDS EDUCATION TRUST APPRAISAL PROCEDURE

