



SHANKLEA PRIMARY SCHOOL

Appraisal Policy for Teachers and Support Staff

Policy Control Details			
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Approved for issue by:	Gareth Pearson	Signature	Date
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Appraisal Policy for Teachers and Support Staff

1 Purpose

This whole school appraisal policy sets out the framework for a clear and consistent assessment of the overall performance of 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.

This policy is effective from **1 September 2017**.

2 Scope

This policy applies to all staff, except those with fixed-term contracts of less than one term, newly qualified teachers during their induction programme, support staff within their probationary period and employees subject to the capability procedure.

3 Policy Statement

Appraisal will be a supportive and developmental process designed to ensure that all employees have the skills and support they need to carry out their role effectively. The professional dialogue will help to ensure that staff improve their practice and continue their professional development.

4 Appraisal period

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

The length of the appraisal period will be shortened when an employee starts or ends employment during the above appraisal period.

Employees with a fixed-term contract of less than one year will have their performance managed in accordance with the principles set out in this policy. The length of their appraisal period will be determined by the duration of their contract.

5 Appointing appraisers

The Head Teacher 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. In this school the task of appraising the Head Teacher, including the setting of objectives, will be delegated to a sub-group consisting of three members of the governing body.

The Head Teacher will decide who will appraise other employees.

6 Setting objectives

The Head Teacher's objectives will be set by the governing body after consultation with the external adviser. The objectives of all other employees will be set by the appraiser appointed by 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 their

intended impact will be considered. Objectives will be differentiated according to the employee's job role, career stage and the school's context. Clearly identifiable success criteria will be established for each objective so that the appraiser and appraisee understand the level of performance required and how this will relate, where relevant, to performance pay progression at the annual salary review for teachers. The main sources of evidence for each objective will also be clear at the outset (e.g. observations, work scrutiny, performance data and pupil/student feedback).

The appraiser and appraisee 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 employee 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 quality assuring all objectives against the school improvement plan. An electronic portfolio exists which has security password settings to enable appraisers and appraisees to add data.

Before the start of each appraisal period, or as soon as practicable after, each teacher will be informed of the standards against which that teacher's performance in that appraisal period will be assessed. All teachers should be assessed against the set of Teachers' Standards in force at the time.

Governors must ensure that all appraisers are aware of the DfE advice: "The use of evidence in appraisal and pay decisions" June 2014. In order for transparency and consistency governors must also ensure all appraisers are appropriately trained.

7 Monitoring performance

7.1 Observation

This school believes that observation of classroom practice and other responsibilities, where appropriate, is important both as a way of assessing appraisees' performance in order to gain 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. The school has a policy regarding classroom observation protocol.

In this school teachers' performance will be regularly observed by the Head Teacher, Deputies and members of the Senior Leadership Team. The amount and type of 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 qualified teacher status (QTS). In addition to formal observation, Head Teachers 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.

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

7.2 Work Scrutiny

This school believes that the scrutiny of the work of pupils/students, where appropriate, is important as a way of assessing appraisees' performance in order to gain any particular strengths and areas for development they may have and of gaining useful information which can inform school improvement more generally.

7.3 Performance Data

This school believes that relevant performance data, is important both as a way of assessing appraisees' performance in order to gain any particular strengths and areas for development they may have and of gaining useful information which can inform school improvement more generally.

7.4 Pupil/Student Feedback

This school believes that the feedback from pupils/students, where appropriate, is important both as a way of assessing appraisees' performance in order to gain any particular strengths and areas for development they may have and of gaining useful information which can inform school improvement more generally.

7.5 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 staff take responsibility for their practice through appropriate professional development. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual appraisees.

7.6 Feedback

All staff will receive constructive feedback on their performance throughout the year and as soon as practicable after any 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.

7.7 Concerns about performance

Where there are any concerns about the employee's performance the appraiser will meet the appraisee formally to:

- give clear feedback to the appraisee about the nature and the seriousness of the concerns;
- give the appraisee the opportunity to comment and discuss the concerns;
- agree any support (e.g. coaching, mentoring, structured observations) that will be provided to help address these specific concerns;
- make clear how, and by when, the appraiser will review progress – this may include revising objectives and it will be necessary to allow sufficient time for improvement. The amount of time will be reasonable in the circumstances of the case and will reflect the seriousness of the concerns; and
- explain the implications if no, or insufficient, improvement is made, which will be to stop the appraisal process and use the school's capability procedure instead.

When progress is reviewed:

- if the appraiser is satisfied that the appraisee 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; or
- if the appraiser is not satisfied that the appraisee has made, or is making, sufficient improvement, the appraisee will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the capability procedure. The appraisee will be invited to a formal capability meeting to start that procedure.

8 Reviewing performance

Each appraisee's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the Head Teacher, 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 once a term. The appraiser will ensure that the appraisee is aware if they do not appear to be on track to meet their objectives or any relevant standards including any risk to pay progression arising from performance where relevant. The appraiser should document this in their notes of the discussion.

A meeting will be arranged where the appraisee will receive a written appraisal report as soon as practicable following the end of each appraisal period and will have the opportunity to comment in writing on it. Appraisees will receive their written appraisal reports by 31 October (31 December for the Head Teacher). The appraisal report will include:

- details of the appraisee's objectives for the appraisal period in question;
- an assessment of the appraisee's performance of their role and responsibilities against their objectives and any relevant standards – this will include a judgement about whether the objectives and any relevant standards have been met, exceeded or not met;
- an assessment of the appraisee's training and development needs and identification of any action that should be taken to address them;
- a recommendation on pay for teachers where there is discretion for the governing body to award performance pay.

The evidence in the report will be sufficiently detailed and robust to support the appraiser's pay recommendation for a teacher eligible for performance pay progression.

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

9 Specific considerations

It is recognised that a significant period of absence for a teacher during the appraisal period may affect the recommendation about whether the teacher should be awarded pay progression.

Each situation will be reviewed on a case by case basis to consider whether the individual has attended work for sufficient period of time for a robust judgement to be made on their performance.

Where that absence is a result of the protected characteristic for example pregnancy/ maternity or disability under the Equality Act 2010, the appraiser in making a recommendation will consider the following factors:

- What proportion of the appraisal cycle has been completed?
- Have objectives been proportionately adjusted to reflect the absence?
- Has the employee received performance related pay in the past?
- Was the performance in the affected cycle in line with previous performance?

In order for performance management to be robust the appraiser should ensure:

- The employee is given the opportunity to be consulted on question of progression.
- At the outset of the cycle the criteria for progression is very clear.
- The employee is provided with the same information that is available to other teachers who are not absent.
- The employee is provided with a fair, balanced and reasonable approach to gathering, presenting and analysing information in relation to their performance.
- Employees are kept "in the loop" when absent by informing and involving them in any on-going performance management activities.

10 Confidentiality and record keeping

The appraisal process will be treated with confidentiality. However, the desire for confidentiality does not override the need for the Head Teacher and governing body to quality assure the operation and effectiveness of the appraisal system. The Head Teacher and/or governors will review all objectives, the evidence considered and written appraisal records (including any performance pay recommendation made) in order to moderate the planning and review stages of the appraisal process. The purpose is to check the consistency of approach and expectation between different appraisers and ensure compliance with the school's policies, particularly before pay recommendations are submitted to the governing body for decision. Head Teachers should use their professional judgment based on suitable evidence to make any pay recommendations to the relevant committee. 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.

11 Governor Moderation

Governors should satisfy themselves that the process of moderation of appraisal objectives and pay recommendations is carried out fairly and e.g. one/two governors will examine anonymised examples to scrutinize the differences for staff at different levels of responsibility.

12 Appeals procedure

Governors involved in the earlier moderation will not be able to participate in any appeals committee established under the school's pay policy.

13 Monitoring and review

The governing body is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.

The governing body and Head Teacher will monitor its operation and effectiveness of the school's appraisal arrangements. The governing body will review this policy every year.

