

Teachers Appraisal Policy

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SUBTITLE

1 AIMS

This policy aims to:

- Set out the arrangements for appraising teachers and other school staff, including the process and the responsibilities of individuals
- Ensure consistency and fairness across the school
- Create a process where teachers' professional development is supported and encouraged, in the context of the school's latest Ofsted report, our school improvement plan and the Teachers' Standards
- Ensure staff have the skills and knowledge they need to fulfil and excel in their role and provide an excellent education to our pupils

The policy applies to all staff employed by the Trust, except those on contracts of less than one term, those undergoing induction and those undergoing capability procedures.

2 LEGISLATION AND GUIDANCE

As an academy, we are free to determine our own appraisal arrangements. However, where a teacher's contract specifically incorporates conditions from [The Education \(School Teachers' Appraisal\) \(England\) Regulations 2012](#), these will continue to apply due to [The Transfer of Undertakings \(Protection of Employment\) \(TUPE\) Regulations 2006](#), which protect employees' terms and conditions when a maintained school becomes an academy.

We have based this policy on the [model policy](#) produced by the Department for Education (DfE).

This policy complies with our funding agreement and articles of association.

3 DEFINITIONS

In this policy, the term 'teacher' refers to classroom teachers, middle and senior leaders, and the Executive Head Teachers. All other staff working within the Trust who are not covered by the term "teacher" are referred to throughout this policy as "support staff" whether their role is student-facing or within a back office role.

Where relevant, we have added further detail regarding arrangements for headteachers / heads of school / executive head teachers.

4 THE APPRAISAL PERIOD

The appraisal period will run for 12 months beginning on the first day of the autumn term. Appraisals will be held during the autumn term for all staff with any pay recommendations being taken to the Trust Board in December each year.

For teachers on fixed-term contracts of less than 12 months, the appraisal period will be determined by the duration of their contract.

Teachers who start at or leave the school during the appraisal period can have a longer or shorter appraisal period in that appraisal round.

It is intended that teachers will have had their annual appraisal meeting and received their appraisal report by 31st October.

All support staff will have had their annual appraisal meeting and received their report by 30th November.

The process for every hub of schools will commence with the performance management review of the executive head teachers in order that the targets set and priorities for the year are driven through those set at the highest level. Therefore, the review of the executive head teacher's performance should be completed by the end of September for each cycle. Head Teacher / Head of School reviews should immediately follow the Executive Head Teacher's review to cascade the accountability for the school improvement plan and shared objectives. All senior staff reviews must be completed by 31st December each year.

5 SETTING OBJECTIVES

Teachers' / support staff's objectives will be set before, or as soon as possible after, the start of the appraisal period.

The executive head teacher's objectives will be set by the CEO of the Trust in conjunction with the Chair of the Trust and Chair of the Local Governing Body with the external advisor (SIP) also involved and providing advice and support to the panel.

The headteacher's or heads of school's objectives will be set by the governing board in consultation with the external adviser (see section 9 for more information on appointing an external adviser).

Objectives will:

- Contribute to improving the education of pupils at the school and the implementation of any school improvement plans. To ensure this happens, the Head of School will quality assure all objectives against the school improvement plan
- Be specific, measureable, achievable, realistic and time-bound (SMART)
- Be appropriate to the teacher's or support staff's role and career experience
- Be revised if circumstances change throughout the year

When objectives are set, teachers will also be informed of the standards their performance will be judged against.

The appraiser and staff will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives.

Appraisal of staff will include the following:

- Teacher standards / job role and job description criteria.
- Attendance and punctuality.
- Pupil progress and outcomes.
- Whole school priorities and the contribution of the individual to the culture, ethos and vision of the organization.

6 STANDARDS

Teachers will be assessed against the [Teachers' Standards](#). The headteacher, and other school leaders where relevant, will also be assessed against the [National Standards of Excellence for Headteachers](#).

Teachers' performance will also be assessed against the career stage expectations that we have developed.

Support staff will be assessed against the overall expectations of the Code of Conduct, the TA or HLTA Standards as appropriate, against their own job description for the role they are in and alongside the School Improvement Plan or Service Development Plan.

7 REVIEWING PERFORMANCE (INCLUDING OBSERVATION PROTOCOL)

We will use a range of evidence to judge a teacher's performance:

- Formal and informal lesson observations including learning walks and "drop ins".
- Observations and results from wider school activities, if applicable
- Performance of their pupils (including data for progress, behaviour and attendance).
- Reviews of planning and marking
- Parent and pupil voice, if applicable
- Stakeholder feedback.

7.1 OBSERVATION PROTOCOL

We believe that observations are an important way of assessing teachers' performance as well as the performance of staff involved in direct classroom or pupil work. They can help identify staff's strengths and areas for improvement, and can help us identify areas of good practice that can be shared across the school.

There will be both formal and 'drop in' observations. Observations will also include "learning walks" undertaken by senior staff. Teachers with responsibilities outside the classroom will also have these responsibilities observed.

All observations will:

- Be carried out in an objective, fair, professional and supportive manner
- Be carried out by teachers with Qualified Teacher Status (unless the observation is related to support staff in which case it can be undertaken by a non-qualified senior member of staff).
- Provide constructive feedback
- Remain confidential to those who need to know details as part of their jobs

7.2 'DROP IN' OBSERVATIONS

Drop-in observations will usually be conducted by the Head of School / Executive Head Teacher / SENCO / Deputy or Assistant Head Teacher in order to monitor the quality of teaching and learning.

Notice of 'drop in' observations will be given where written feedback is provided to the staff member. Where feedback is verbal there will no notice given.

They will usually last around 5-15 minutes, and may involve the observer talking to pupils and looking at their work.

The frequency will depend on the individual teacher / staff member and the school's needs at the time.

Generally, verbal feedback will be given the following day.

We will use all reasonable endeavours to provide written feedback within 5 working days.

Please note that we also carry out drop-in observations where fellow teachers observe a lesson for their own professional development. Notice may not be given and evidence will not be used as part of the appraisal process.

7.3 FORMAL OBSERVATIONS

The purpose of formal observations is to assess the teacher's performance and progress against their objectives and the relevant standards.

The number of formal observations will be agreed with the teacher during their appraisal meeting, and will be determined by the teacher's individual circumstances and the needs of the school at the time.

For example, NQTs and less experienced teachers who have recently started at the school will receive a number of formal observations to establish their strengths and areas for development. A very experienced teacher will typically receive fewer observations.

Teachers will not receive more than three formal observations over the year unless it is mutually agreed between the observer and teacher that an additional observation would provide a more accurate and fair picture of performance.

Generally, verbal feedback will be given the following day.

We will use all reasonable endeavours to provide written feedback within 5 working days.

7.4 ADDITIONAL OBSERVATIONS

Additional formal observations will take place if:

- The teacher requests them
- There are concerns that the teacher's performance is not up to standard (this may be triggered by poorly performing or poorly behaved pupils)
- The teacher is subject to formal capability proceedings

The above protocols will still apply to these additional observations.

8 ANNUAL ASSESSMENT

Performance will be reviewed and addressed on a regular basis throughout the year in termly meetings with the teacher's or staff member's line manager. Where there are significant concerns during the year, the member of staff should be informed and, where informal support is not seen to rectify the situation, a support plan should be put in place to clarify to all parties the actions which need to be taken to improve performance. This process is outlined in full in the Trust Capability Policy.

The appraisal meeting is the end point of the annual appraisal process and will take place in the autumn term. In this meeting, the appraiser will:

- Review the relevant evidence
- Assess performance in the appraisal period against the relevant standards or against the school priorities and individual job description.
- Assess performance in the appraisal period against objectives
- Discuss the teacher's / support staff's professional development needs and identify action that should be taken
- Discuss the teacher's / support staff's wellbeing, career aspirations and any difficulties they may be facing
- If necessary, discuss the teacher's / staff's underperformance and put a plan in place to address it. They should also inform the member of staff that if performance does not improve, capability proceedings may begin, where applicable.

9 CONDUCTING ANNUAL APPRAISAL MEETINGS

The executive head teacher's appraisal meeting will be conducted by the CEO, Chair of the Trust Board, SIP / External Advisor and Chair of the local governing board. To support the appraisal of the executive head teacher and head teachers / heads of school within the Trust, the Trust Board will appoint an external adviser with relevant skills and experience. The adviser may be from the local authority, a neighbouring local authority, or an external consultant.

Where the executive head teacher wishes to appeal the decision of the panel, a sub-group must be established which includes the Vice Chair of the Trust Board and Vice Chair of the Local Governing Body plus one additional governor (not including any staff governors).

The appraisal for the Heads of School / Head Teachers will be conducted by the Executive Head Teacher and Chair of the Local Governing Body with the support of the appointed external advisor.

There must also be two non-staff governors, including the vice-chair, who are not involved in the appraisal whatsoever, to enable them to sit on an appeals panel if necessary.

The executive head teacher will meet with Heads of School / head teachers to agree who will appraise teachers and support staff in each school. Unless there is a good reason not to, this will normally be the teacher's / support staff's line manager. By way of example, a 'good reason' could be a poor or deteriorating working relationship between the staff member and line manager, including where a formal grievance has been lodged by the teacher / support staff citing their line manager. For staff who are working within a specific department or service (non-teachers), the Head of Service will conduct all performance management meetings.

All appraisers will be provided with appropriate internal training. In order to ensure equity in the process, an audit of the process will take place across the Trust organized by the Executive Head Teacher within each hub. This audit may include observation of appraisal meetings (with the agreement of the staff member involved), review of appraisal paperwork and a feedback exercise on the experience from staff.

Appraisal meetings will take place within the teacher's normal working hours and will typically last for at least an hour. Scheduling appraisal meetings for an hour and a half is therefore recommended. Support staff meetings may be shorter depending on the role of the staff member and meetings should be scheduled for between 45 minutes and an hour and a half depending on the level of responsibility of the staff member.

10 APPRAISAL REPORT

Staff will be provided with a written report of their appraisal. The report will be completed by the person who conducted the appraisal. We will use all reasonable endeavours to complete this within 5 working days.

This will include:

- An assessment of the teacher's performance against their objectives and the relevant standards / an assessment of the staff member's performance against their objectives and their job description.
- An assessment of the teacher's/ support staff's training and development needs, and the action that should be taken to address them

There will be space in the report for the teacher's or staff member's own comments. Staff are expected to complete a self review against their targets and provide evidence of how they have met them in preparation for their appraisal meeting. This self-review should be added to the final report.

After the report has been issued, we will offer review meetings where staff can discuss the contents of their report if they wish.

Staff will sign the appraisal report to say they have seen it and agree with its content.

Pay recommendations will be based on staff fully meeting their targets (exceptional circumstances and local context may be taken into account in some cases where it has not been possible for the member of staff to meet their targets due to situations outside of their control). It is expected that staff fully meet targets in order for any pay review to be considered. Heads of School / Service prepare a recommendations report for a meeting with the Executive Head Teacher where they as a group to review pay recommendations and refer recommendations to the Local Governing Body for approval who then present their own recommendations to the Trust Board for final decision and ratification. The group meeting within each hub provides an additional layer of scrutiny and ensures fairness across a group of Trust schools.

Staff can appeal to the Executive Head Teacher, and the Executive Head Teacher can appeal to the Chair of the Local Governing Body, if they disagree with the contents of the report and the pay recommendation it makes. However, overall final decision on any pay review sits with the Trust Board and within the Group Board structure (please refer to the Trust Board Pay Policy).

A template appraisal report can be found in appendix 2. This may be used by Trust schools unless there is a local template in place which fully adheres to the expectations of this policy.

11 CONCERNS ABOUT A TEACHER'S PERFORMANCE

If it becomes clear a teacher is having difficulties at any point during the appraisal period, they will be provided with additional support (documented in a Professional Support Plan or Professional Improvement Plan).

This will begin with a meeting with their line manager, where the problem will be discussed and potential solutions identified. Where there are continuing concerns which cannot be addressed through direct discussion or it is agreed that the member of staff requires a more structured approach to support, a Professional Support Plan / Professional Improvement Plan will be initiated which is more formal and involves clear targets and outcomes.

The nature of the support will be based on the individual's circumstances. For example, teachers whose difficulties are linked to a long-term health condition may be referred to the occupational health service. Teachers new to the school may be given a mentor or coach with performance addressed through the probationary procedure.

The concerns may be of a nature that would usually involve beginning the capability procedure. In these cases, refer to our capability policy. However, it is expected that the majority of performance issues be addressed initially through direct conversation, followed up if necessary by a Professional Support Plan / PIP and progressed to capability processes where insufficient improvement is observed.

12 CONFIDENTIALITY

The appraisal process and relevant documents are strictly confidential. Only staff members who need the information in order to do their jobs will have access to the information.

Appraisal information will be anonymised when information is reported to the governing board or Trust Board.

Appraisal records will be kept securely in the teacher's personnel file.

13 MONITORING ARRANGEMENTS

The Executive Head Teacher's Hub Appraisal Meeting provides a forum for audit and monitoring of the appraisal process. Additionally, the governing board will monitor and review the effectiveness of the appraisal arrangements through meeting with the Executive Head Teacher and looking at audit processes as outlined earlier in this policy.

This policy will be reviewed every 3 years.

The Trust Board will be responsible for approving this policy.

14 LINKS WITH OTHER POLICIES

This policy should be read in conjunction with our capability and pay policies.

The capability policy will be used where this policy has not been able to address concerns with a teacher's performance. It applies to all staff, not just teaching staff.

The pay policy sets out how pay increases will be awarded, based on the results of a teacher's appraisal.