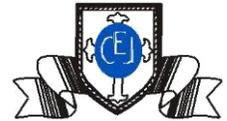




Cooper and Jordan

Where light shines!



Appraisal Policy 2015

1. Introduction

In this school we are committed to performance management to develop **all staff** and improve work place performance and to raise standards of achievement for all children. This policy covers all teachers except teachers in their induction year. All teachers have been consulted in developing this policy.

The policy sets a framework for **all staff** to agree and review priorities and objectives within the context of the school's development plan and their own professional needs.

2. Rationale

Performance management means a shared commitment to high performance. It helps to focus attention on more effective teaching and monitoring to raise the quality of teaching and to benefit pupils, teachers and the school. It means providing appropriate and effective personal training and development for all staff to ensure job satisfaction, a high level of expertise and progression within in their chosen profession.

We want to improve school performance by developing the effectiveness of teachers and staff, both as individuals and as teams. The evidence is that standards rise when schools and individual teachers and members of staff are clear about what they expect pupils to achieve. That is why performance management is important.

We will implement our performance management arrangements on the basis of:

- i. Fairness. We all need to be aware of the potential for unconscious discrimination and to avoid assumptions about individuals based on stereotypes; and
- ii. Equal Opportunity. All teachers and staff should be encouraged and supported to achieve their potential through agreeing objectives, undertaking development and having their performance assessed.

3. Roles

Performance management is a shared responsibility. The Governing Body has a strategic role in agreeing the school's performance management policy, ensuring that performance of teachers and staff at the school is regularly reviewed and for monitoring the Performance Management process. The head teacher is responsible for implementing the school's performance management policy and ensuring that performance management reviews take place.

Performance management involves both the person performing the review and the teacher/staff member working together to ensure that objectives are discussed and agreed; regular and objective feedback is given; adequate coaching, training and development is provided and that the performance review takes place. An External Adviser will provide advice to the Governing Body's representatives on the setting of performance objectives for the head and will support them in reviewing performance at the end of the review cycle. A more detailed breakdown of statutory roles and responsibilities is included in the summary of the Regulations at Annex A.

4. Responsibility for Reviews

We have carefully considered the practical arrangements for performance management in the school. We have appointed three governors to carry out the head's performance management review. The head will be responsible for the review of staff on the Senior Management Team and oversee the content of reviews made by the designated leaders.

5. Timing of Reviews

The one year performance management cycle links with our planning for school management and target-setting. ***The Governing Body needs to ensure that objectives have been agreed or set for the head by end October and the head to ensure all staff are completed by October.***

Our timetable is shown below:

(a) Objectives set in the Autumn Term

These will inform and support our school management policies for future financial and academic years. We will take account of professional development objectives in setting the school's overall priorities for staff development.

(b) Monitoring and Feedback

During the year each staff member will receive support and have reviewed their individual plan by the appointed person.

If observations are needed they will be prepared in advance and a clear understanding is required by each team leader and member of staff as to why the observation is happening. Observations need to be structured in a way that enables the observer to focus on areas agreed beforehand. We use the coaching method where individual members of staff request a coach to support the area they wish to develop.

Full, constructive and timely feedback should offer an opportunity for discussion of what went well and what might be done differently or better next time.

(c) Informal Reviews Spring Term

These are short update meetings to ensure all objectives are on track and assess individual needs that remain unaddressed.

(d) Formal Review meeting Summer Term

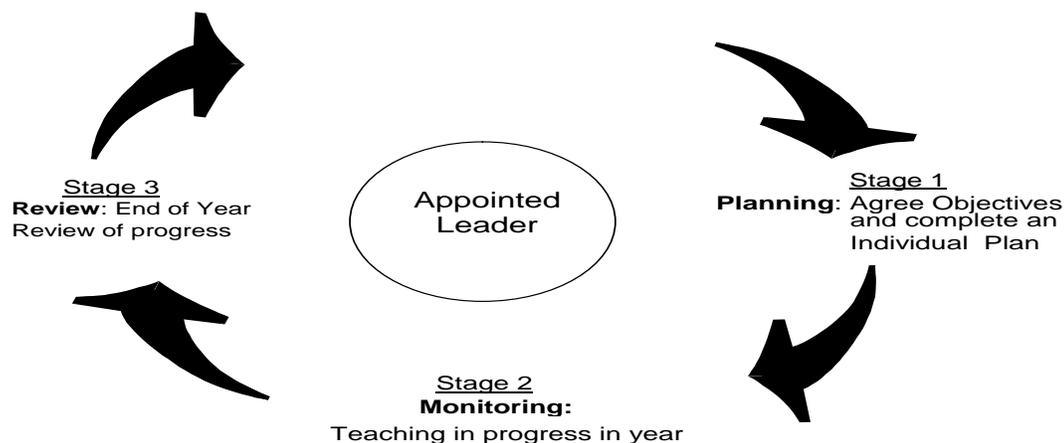
We will take into account Key Stage, Raiseonline, school improvement data and other outcomes in considering pupil/school progress. We will review the objectives set and report on the results of the cycle. The review process may inform future objectives.

The process outlined above continues annually.

6. Performance Management Cycle

Performance Management is set in the context of our school's plans for development, against the background of the local education development plan (EDP), national and local initiatives on improving teaching and any recent OFSTED report for the school.

Performance Management is an ongoing cycle, not an event, involving 3 stages of planning, monitoring performance and reviewing performance.



Stage 1: Planning - Each teacher/staff member will discuss and agree 3 objectives with their reviewer and record these on a planning record. Objectives should be challenging but realistic and take account of the relevant job description and the persons existing skill and knowledge base.

Agreeing objectives does not mean itemising every activity but picking out key expectations and yardsticks. The range of objectives should match the nature of the job, including leadership or management areas as appropriate. Where someone has a wide range of managerial duties, objectives might focus on specific areas of this work.

Pupil progress objectives will cover pupil progress as well as ways of developing and improving teachers' professional practice. Leadership group staff and those with management allowances will have objectives relating to their additional responsibilities. ***The head's objectives will cover school leadership and management as well as pupil progress.***

Non-Teacher objectives will cover ways of developing and improving work related / professional practices linked to their job description and responsibilities within school.

We will follow the following principles in discussing objectives:

- the leader should ensure that the teacher/ staff member understands what his or her objectives involve, is in a position to achieve them, knows what they need to do to achieve them and understands when and how they will be reviewed;
- objectives are written clearly and concisely and are measurable;
- objectives focus on issues/matters over which a teacher / staff member has direct influence/control and take into account fully the wider socio-economic, cultural and other external influences on pupils; and
- objectives for each staff member should relate to the objectives in the school development plan and any departmental or team plans as well as to his/her own professional needs.

More specifically - Teaching criteria used to inform the objectives will be:

- lesson preparation and planning;
- subject knowledge;
- lesson presentation and teaching methods;
- communication and motivational skills;
- discipline;
- marking, assessment and monitoring of pupils' work and progress;
- effective use of homework;
- classroom organisation;
- implementation of school policies;
- additional responsibilities.

The reviewer should record the objectives which will apply for the review period. These should be jointly agreed if possible. If there are any differences of opinion about the objectives the teacher may add comments to the written record of objectives.

If the head and the governing body representatives are unable to agree objectives, the governors appointed to review the performance of the head should set and record the objectives. The head may add comments to the written record of objectives.

Professional development opportunities are needed to support agreed objectives, to develop strengths and address areas for development or professional growth.

Stage 2: Monitoring Progress - The teacher and reviewer will keep progress under active review throughout the year using classroom/ work based observation and other relevant information from the coaching sessions. They will discuss any supportive action needed and keep development plans up-to-date at the interim meeting.

Classroom observation is accepted good practice with a minimum of one observation each year required by Regulations. It is not a requirement to observe headteachers with teaching responsibilities. In our school we have agreed to have one lesson observation per year carried out by the coach, supplemented by any fuller observation of whole or part lesson which are agreed to be useful for developmental purposes. The head teacher will carry out lesson observations as part of his monitoring process.

In planning observation, we will follow these principles:

- successful observation requires preparation and training, and a clear understanding on the part of the teacher and coach of its purpose;
- the nature of the observation will depend on its purpose;
- it is important that the observer ensures that the lesson proceeds in as normal an atmosphere as possible;
- full, constructive and timely feedback offers an opportunity to discuss what went well, what might be done better or differently next time. When giving feedback, the coach should take into account the range of activities carried out by the teacher and the time spent on each activity.

We will use a standard proforma for observations as agreed by staff. Copies should be kept by the teacher/staff member and the reviewer.

Stage 3: Reviewing Performance: The annual review of the teacher's/staff member's performance will use the recorded objectives as a focus to discuss his/her achievements and identify any development needs.

The focus of the review is on how to raise performance and improve effectiveness. It will involve:

- Reviewing, discussing and confirming the staff member's essential tasks and objectives;
- Completion of an individual record sheet stating progress and targets achieved
- Recognising strengths and achievements and taking account of factors outside the staff member's control.

The reviewer should evaluate the staff member's overall performance, including an assessment of the extent to which objectives have been met, and the staff member's contribution to the life of the school during the review period. It should take account of the stage the staff member is at in his or her career.

Within 10 days of the review meeting, the reviewer will prepare a written review statement recording the main points made at the review and the conclusions reached. Once written, the reviewer will give the staff member a copy of the statement. The staff member may within 10 days of first having access to the statement, add to it comments in writing. Good practice shows that the review statement should be written as soon as possible after the review, whilst the facts are still fresh in the reviewers memory.

7. Links between pay, career stages and performance management.

Induction - the final review meeting of the induction period can be used to agree objectives and professional development opportunities as the first stage of the teacher's subsequent performance management cycle; (Circular No: 5/99 The Induction Period for Newly Qualified Teachers para 58.)

Information from the performance review statement can be used to inform aspects of the new pay structure from September 2000.

- Up to the Threshold - teachers can expect an annual increment if they are performing satisfactorily. Double increments for exceptional performance would need to be justified by review outcomes.
- Threshold - teachers who want to move to the upper pay spine should fill out the application form provided by the DfEE. Evidence from reviews will be used to inform applications by teachers and assessment by heads.
- Performance Pay Points above the threshold, Advanced Skills Teachers and teachers in the leadership group - performance reviews will form part of the evidence which schools can use to make decisions about awarding performance pay points to eligible teachers.

8. Managing Weak Performance

Good management, with clear expectations and appropriate support, will go a long way towards identifying and handling weaknesses in performance.

The review meeting and review statement do not form part of any formal disciplinary or capability procedures. However, relevant information from review statements may be taken into account by those who have access to them in making decisions and in advising those responsible for taking decisions, or making recommendations about performance, pay, promotion, dismissal or disciplinary matters.

9. Confidentiality

The individual plan and the review statement are personal and confidential documents and will be kept in a secure place. The principles and provisions of the Data Protection Act 1998 should be followed at all times by those who have access to the documents.

10. Access to outcomes

There will only be three copies of the review statement - one held by the staff member, a second copy by the reviewer and another held by the head on a central file. A copy of the head's review statement should go to the Chair of Governors.

Information about performance reviews should be made available as listed below:

- ***the head should ensure that training and development needs from the review statement are given to the person responsible for training and development at the school;*** and that these needs are reflected in the school development plan and the programme for professional development
- ***the head should report annually to the governing body on performance management in the school, including the effectiveness of the performance management procedures in the school, and the training and development needs of teachers; and***

The head should keep review statements for at least three years.

11. Complaints

The Review

Within 10 days of receiving the review statement:

Teachers/staff members can record their dissatisfaction with aspects of the review on the review statement. Where these cannot be resolved with the team leader, they can raise their concerns with the head. Where the head is the team leader, the teacher can raise the issue with the Chair of Governors.

Headteachers can record their dissatisfaction with aspects of the review on the review statement. Where these cannot be resolved with the appointed governors, they can raise their concerns with the Chair of Governors.

Where the Chair of Governors has been involved in the review process, the governing body should appoint one or more governors who have not participated in the head's review to act as review officer. No governor who is a teacher or staff member can be involved in performance review.

The review officer (who could be the head, the Chair of Governors or the governors appointed by the governing body) will investigate the complaint and take account of comments made by the job holder. The review officer should conduct a review of the complaint within 10 working days of referral. S/he may decide that the review statement should remain unchanged or may add any observations of his/her own. The review officer may decide, with the agreement of the person responsible for carrying out the initial review, or in the head's case all the appointed governors, to amend the review statement; or declare that the review statement is void and order a new review or part of the review to be repeated. Where a new review is ordered new governors will be appointed to carry out the review of the Head Teacher. For teachers/staff members, the Head Teacher will appoint a new reviewer. Any new review or part review ordered should be conducted within a further 15 days.

12. Evaluation of the policy

The head shall provide an annual report to the Governing Body on how effective the performance management procedures have been.

As a school committed to ensuring that individual teachers ,staff members, teams and the school continues to improve, the Governing Body and the Head will check that effective and challenging objectives are set, that all reviews are completed on time and the assessment of performance is consistently applied in the school. We will evaluate the effectiveness of the policy in helping to improve standards of teaching and learning and standards of performance within the work place.

As part of our ongoing commitment the Governing Body and the Head will update and amend the documentation and the process as required, after consultation with all staff, to incorporate any major changes introduced either by the DfEE or the school to ensure that the policy is up-to-date and effective in our school.

Date of policy June 2015

Date of next review: September 2016