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Policy Front Sheet

Policy: Teacher Appraisal and Developing Performance Policy

Adopted: October 2017

Review Date: October 2018

Linked to: Pay Policy

GB free to delegate to committee or ind. Governor.
Annual review required.



Kilham Church of England VC Primary School **Teacher Appraisal and Developing Performance Policy**

The Governing Body of Kilham CE Primary School adopted this policy on 17th October 2013 following consultation with the recognised teaching unions. (re-adopted October 2014, 2015 2016)

It will review it after 12 calendar months of operation.

PURPOSE & CULTURE

This procedure sets out how will Kilham CE Primary School improve outcomes for its pupils, and raise the morale of teachers, by motivating teachers to up-date their skills and improve their performance. The central culture of this policy will be to enable Teachers to develop their own skills of reflection and self-assessment and to work collegiately to develop others. The consequence of this cultural approach will see the central priority for School leadership moving over time towards one of moderating Teachers' own self-assessment rather than representing the sole source of professional judgements on Teacher performance.

In so doing, it will seek to embed the principles of the 2012 Teacher Standards where they say:

“Progression and Professional Development

13.

The new standards have been designed to set out a basic framework within which all teachers should operate from the point of initial qualification onwards. Appropriate self-evaluation, reflection and professional development activity is critical to improving teachers' practice at all career stages. The standards set out clearly the key areas in which a teacher should be able to assess his or her own practice, and receive feedback from colleagues. As their careers progress, teachers will be expected to extend the depth and breadth of knowledge, skill and understanding that they demonstrate in meeting the standards, as is judged to be appropriate to the role they are fulfilling and the context in which they are working.”

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

APPLICATION OF THE APPRAISAL POLICY

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

Appraisal in this school will be a supportive and developmental process designed to ensure that all teachers have the skills and support they need to carry out their role effectively. It will help to ensure that teachers are able to continue to improve their professional practice and to develop as teachers via appropriate self-assessment and reflective practice.

THE APPRAISAL PERIOD

The appraisal period will run **for twelve months** normally from 1st November to 31st October next.

Teachers who are employed on a fixed term contract of less than one year will have their performance appraised in accordance with the principles underpinning this policy. The length of the

period will be determined by the duration of their contract. Such teachers carry equivalent obligations to their permanent colleagues as to the exercise of self-assessment and professional reflectivity.

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

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

APPOINTING APPRAISERS

All appraisers of teachers, other than those appraising head teachers, will be qualified teachers and will be suitably experienced to carry out their roles.

Head Teacher

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 and who has recent experience of relevant School leadership.

The task of appraising the head teacher, including the setting of objectives, will be delegated to a sub-group consisting of normally 3 members of the Governing Body.

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

Teachers

The choice of appraiser is for the head teacher. Where teachers have an objection to the head teacher's choice, their concerns will be carefully considered and, where reasonable in all the circumstances including the size and staffing resources of the School, an alternative appraiser will be offered. All appraisers appointed by the head teacher will be qualified teachers and will have current or recent teaching experience.

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

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

Where a teacher is experiencing difficulties and the head teacher is not the appraiser, the head teacher may undertake the role of appraiser or seek an appropriate member of the leadership team. See also section on Teachers Experiencing Difficulties.

SETTING OBJECTIVES

The head teacher's objectives will be set by the appraisal sub-group of the Governing Body after consultation with the external adviser and the head teacher.

Objectives will be set before, or as soon as practicable after, the start of each appraisal period. The objectives set will be appropriate to the appraisee's role and level of experience. In setting the objectives, appraisers will have regard to what can reasonably be expected in the context of roles, responsibilities and experience, consistent with the school's strategy for achieving a work/life balance for all staff.

The appraiser and appraisee will seek to agree the objectives. Objectives may be revised if circumstances change. Should the objectives not be agreed, the final decision on allocation of objectives rests with the head teacher.

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

The objectives set for each teacher are intended to contribute to the school's plans for improving the school's educational provision and performance and improving the education of pupils at that school and will take into account the professional aspirations of the teacher. Similarly, objectives will seek to incorporate the ongoing development of the teacher's own self-assessment capacity and the development of reflexive practice.

The appraiser will take into account the effects of an individual's circumstances, including any disability, when agreeing objectives.

Before, or as soon as practicable after, the start of each appraisal period, each teacher will be informed of the standards against which that teacher's performance in that appraisal period will be assessed.

On 17th October 2013, the Governing Body of Kilham CE Primary School first adopted the Local Authority Pay Policy following consultation with the recognised teaching unions. **All teachers should be assessed against the teacher standards and framework contained in the Schools Pay Policy.**

In addition, the School has adopted a set of descriptors of professional expertise, responsibility and accountability which applies to all UPS teachers at the School as set out below - it is important to note that these descriptors should be viewed as complementary descriptions of a successful UPS practitioner, and not as individual targets to be matched:

UPS 1 and UPS 2	UPS 3
To consistently be a good or better classroom practitioner	To understand and be able to demonstrate outstanding practice
To provide high quality advice and guidance to colleagues on teaching and learning and care guidance and support	To make a distinctive contribution to the raising of standards and to pupil progress across the school
To proactively investigate, research and collaboratively disseminate good practice	To lead in the proactive investigation, research and dissemination of good practice

To proactively seek opportunities for improvement, whether in own or others' practice	To act as a respected source of guidance on how to embed improvements in own or others' practice
To play an active role in the life of the school and to foster collegiate school activity	To play a critical role in the life of the school, and in particular to lead and foster collegiate school activity
To play a significant role in School improvement	To make a major contribution to the strategic leadership of School improvement
To work consistently to promote the School in a positive light with all its stakeholders	To act as an ambassador for the School in its relations with all its stakeholders including the Driffield and Wolds Partnership for schools as required

PAY PROGRESSION

Where teachers are eligible for consideration for pay progression, the recommendation made by the appraiser to the Head Teacher for their consideration will be based on the assessment of the Teacher's performance against the agreed objectives. The decision made by the relevant decision-making body will be based on the statutory criteria and guidance set out in the STPCD, the relevant teacher standards and additional UPS descriptors set out above, as applicable in the individual case.

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

REVIEWING PERFORMANCE

Observation

The positive operation of the appraisal process requires lesson observation to be a confidential process of constructive engagement within an atmosphere of support and co-operation. Within the culture of this policy, the primary purpose of observations will be to moderate the teacher's own assessment of their performance, thereby allowing each teacher to understand how they can deliver ongoing improvement in their own performance with support from other colleagues and the School's leadership.

Accordingly, observations will be carried out in a positive and co-operative fashion, with professionalism, integrity and courtesy, will be evaluated professionally by both the teacher and the appraiser and reported accurately and fairly and will take account of particular circumstances which may affect performance on the day.

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

Classroom observation will be carried out by qualified teachers.

For the purposes of appraisal, teachers' performance will be observed on an appropriate and reasonable number of occasions and will, as far as possible, be agreed by the appraiser with the appraisee based on the individual circumstances of the teacher and the overall needs of the school. The number and duration of appraisal observations will be in accordance with the school's observation procedures, which includes provision for circumstances where concerns have been raised about a teacher's performance, or where the teacher requests additional observation visits. Within the overall culture of this policy, a teacher may request observations at any time where they wish to test their own self-assessment.

Head teachers or other leaders with responsibility for learning and teaching standards may "drop in" or undertake other observations to evaluate the standards of teaching and learning and to ensure that high standards of professional performance are established and maintained. The length and frequency of "drop in" or other observations, and the notice to be given, will vary depending on specific circumstances but will be in accordance with the school's classroom observation and drop-in procedures.

For the purpose of professional development, feedback about lesson observations should be developmental, not simply a judgement using Ofsted grades. It must always incorporate judgments on how well the teacher is exercising their own skills at self-assessment, so that agreed developmental plans may be put in place where such skills require improvement, as well as identifying areas of teaching practice which should represent a focus for developmental work.

This school will use the findings of each observation, wherever practicable and including appraisal observations, for other management requirements (for example subject area reviews).

Teachers (including the head teacher) whose posts have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

Development and Support

Appraisal is a supportive process which will be used to inform continuing professional development. The school wishes to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development, through peer observation for example. Professional development will be linked to school improvement priorities and to the on-going professional development needs and priorities of individual teachers.

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

An account of the training and development needs of teachers including the instances where it did not prove possible to provide any agreed CPD, will form a part of the head teacher's annual report to the governing body about the operation of the appraisal process in the school.

With regard to the provision of CPD in the case of competing demands on the school budget, a decision on relative priority will be taken with regard to the extent to which:

- a) the training and support will help the school to achieve its priorities; and

- b) the CPD identified is essential for an appraisee to meet their objectives.

Account will be taken in a review meeting of where it has not been possible for teachers to fully meet their appraisal objectives because the CPD resources recorded in the planning statement have not been provided.

ANNUAL ASSESSMENT

Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the head teacher, the Governing Body must consult the external adviser.

The teacher will receive as soon as practicable following the end of each appraisal period – and have the opportunity to comment on - a written appraisal report. The appraisal report will include:

- details of the teacher's objectives for the appraisal period in question;
- an assessment of the teacher's performance of their role and responsibilities against their objectives, and against the relevant standards set out above;
- an assessment of the teacher's training and development needs and identification of any action that should be taken to address them;
- a recommendation on pay where that is relevant
- a space for the teacher's own comments

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

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

TEACHER UNDERPERFORMANCE DURING THE APPRAISAL PERIOD

When a teacher's performance gives rise to concern that s/he may not meet their appraisal objectives or there is broader concern about their overall performance, the primary objective is to provide guidance through the appraisal process in such a way that the teacher's performance improves and the problem is, therefore, resolved.

Where it is apparent that a teacher's personal circumstances are leading to difficulties at school, support will be offered as soon as possible, without waiting for the formal annual assessment. It would be expected, via the reflective culture that runs throughout this policy, that a teacher so affected would draw the problems to the attention of School leadership in the first instance.

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

- give clear written feedback to the teacher about the nature and seriousness of the concerns;
- give the teacher the opportunity to comment on and discuss the concerns;
- give the teacher at least 5 working days' notice that a meeting will be held to discuss targets for improvement alongside a programme of support;
- in consultation with the teacher at the above meeting, an action plan with support will be established (for example coaching, training, in-class support, mentoring, structured observations, visits to other classes or schools or discussions with advisory teachers), that will help address those specific concerns;

- make clear how progress will be monitored, including by the teacher via their own use of self-assessment and when it will be reviewed;
- explain the implications and process if no – or insufficient – improvement is made, which are that the issues would be transferred to the capability procedure at an appropriate level.

The teacher's progress will continue to be monitored as part of the appraisal process and a reasonable time given for the teacher's performance to improve. This will depend upon the circumstances, but will be for a period of at least 4 weeks, with appropriate support as agreed in the Action Plan, in order that the aim of recovering and improving performance can be achieved. During this monitoring period the teacher will be given regular feedback on progress and arrangements will be made to modify the support programme if appropriate.

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

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

In exceptional circumstances cases where the education of pupils is jeopardised, e.g., where the teacher's classroom control is so poor that no or little learning is taking place, or where a significant group of pupils under the teachers' care fail to progress in that teacher's lessons it may be necessary to move directly to the formal capability procedures at an appropriate level.

Appeals

Appraisees have a right to seek an appeal against either the content or the potential impact of the final written appraisal report. Details of the appeals process are available from the head teacher or from the school governing body and will parallel those within the grievance procedure. Where the head teacher has not been recommended for pay progression he/she will be informed by the appropriate governor. The head teacher will notify any teacher who has not been recommended for pay progression of the date when the governing body meets to consider pay recommendations, following which governing body meeting the teacher (and head teacher when the head has not been recommend for pay progression) may exercise the right of appeal, assisted by a companion who may be a colleague, a trade union official or a trade union representative.

Consistency of Treatment and Fairness

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

Sickness

If long term sickness absence appears to have been triggered by the commencement of monitoring of underperformance or a formal capability procedure, the case will be dealt with in accordance with the school's absence management policy and will be referred to the occupational health service urgently to assess the member of staff's health and fitness for continued employment as a teacher and the appropriateness or otherwise of continuing with monitoring or formal procedures. In some cases it may be appropriate for formal procedures to continue during a period of sickness absence. However, the views of the occupational health provider will always be taken into account before a decision is reached.

Grievances

Where a member of staff raises a grievance during the appraisal or capability process, the appraisal or capability process may be temporarily suspended in order to deal with the grievance. Where the grievance and appraisal or capability cases are related it may be appropriate to deal with both issues concurrently. Where either process contains an internal mechanism suitable for hearing and seeking to resolve the issues, that mechanism will be used.

Confidentiality & Professional Relationships

The appraisal and capability processes will be treated with confidentiality. Only the appraiser's line manager or, where s/he had more than one, each line manager will be provided with access to the appraisee's plan recorded in her/his statements. This will be done upon request and only where this is necessary to enable the line manager to discharge her/his line management responsibilities. Appraisees will be consulted on requests for access to statements in the context of this policy. Nothing in this policy, however, removes the teacher's opportunity to freely share their appraisal objectives with colleagues in an effort to develop an open and collegiate working environment. Where objectives are set which encompass the whole teaching staff, or a subject area, Key Stage or department, it would be anticipated that collegiate working and information sharing would be a necessary element in each teacher meeting their own objectives.

The process of gathering evidence for appraisal will not compromise normal professional relationships between teachers. The governing body recognises that the appraiser may need to consult with, and seek to secure the agreement of, the appraisee before seeking information from other colleagues about the work of the appraisee, but the School's expectation of all its teachers would involve open co-operation.

Additionally, 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 or appropriate colleague might, for example, review all teachers' objectives and written appraisal records personally – to check consistency of approach and expectation between different appraisers. The head teacher might also wish to be aware of any pay recommendations that have been made.

Monitoring and Evaluation

The governing body and head teacher will monitor the operation and effectiveness of the School's appraisal arrangements.

The head teacher will provide the governing body with a written report on the operation of the school's/academy's appraisal and capability policies annually. The report will not identify any individual by name. The report will include, where applicable, an assessment of the impact of these policies on the Equality Act 2010 protected characteristics, vis:

- Age
- Disability
- Gender Reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion and belief
- Sex
- Sexual orientation

The head teacher will report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination.

Retention

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

This policy will be reviewed within one year of being adopted.

S England

October 2016

Readopted October 2017 – no changes