

# South Bank Multi Academy Trust

## TEACHER APPRAISAL POLICY

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Approved by Trustees

20<sup>th</sup> July 2016

Adopted by Governing Body:

5<sup>th</sup> October 2016

Review Timetable:

3 years

Renewal Date:

July 2019

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### **Status of Policy:**

- This policy takes account of the changes to teachers' pay arrangements set out in the Schoolteachers' Pay and Conditions Document 2013 & 2014.
- This policy emanates from the revised appraisal arrangements that have legal effect from 1 September 2012. They are set out in the Education (School Teachers' Appraisal) (England) Regulations 2012 (the Appraisal Regulations) which replace the Education (School Teacher Performance Management) (England) Regulations 2006 (the 2006 Regulations).
- This policy is an adaptation of Part A of the DfE's Model Policy for Schools on Teacher Appraisal which has a 'strongly recommended' status.
- If you have any queries about the application of this policy, please contact your designated HR Advisor.

### **Scope:**

- This policy applies to all teaching staff, including Headteachers employed by the MAT, except those on contracts of less than one term, those undergoing induction (i.e. NQTs) and those who are subject to formal capability procedures.
- The MAT Trust Board has adapted parts of this policy to meet their own specific requirements.
- This policy and procedure should be applied in accordance with the aims of the MAT's Equalities Policy Statement.

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## **1. INTRODUCTION & LINKED POLICIES**

- 1.1 This policy emanates from the revised appraisal arrangements that have legal effect from 1 September 2012. They are set out in the Education (School Teachers' Appraisal) (England) Regulations 2012 (the Appraisal Regulations) which replace the Education (School Teacher Performance Management) (England) Regulations 2006 (the 2006 Regulations).
- 1.2 This policy should be viewed in conjunction with the MAT's Pay Policy, which takes account of the changes to teachers' pay arrangements set out in the Schoolteachers' Pay and Conditions Document 2013, 2014, 2015 & 2016 and sets out details about eligibility for pay increments and for crossing the Threshold.
- 1.3 The effectiveness of the school's Appraisal strategy is dependent upon an effective programme of Continuing Professional Development (CPD.)
- 1.4 The nature of any Appraisal strategy is that it requires classroom observations as a means of monitoring the effectiveness of teaching and learning. This policy, therefore, should be viewed in conjunction with the school's arrangements for monitoring.
- 1.5 This policy and its procedures should be applied in accordance with the MAT's Equalities Policy.

## **2. PURPOSE**

- 2.1 This policy sets out the framework to be used in this school for a clear and consistent assessment of the overall performance of teachers including the Headteacher within the context of the school's plan for improving educational provision and performance, and the relevant standards expected of teachers.
- 2.2 Appraisal in this school will be a supportive and developmental process in the context of the school's improvement plan and the individuals' Job Description. It is designed to ensure that all teachers have the skills and support they need to carry out their role effectively. The aims of the policy are to improve outcomes for all children/students at the school and to ensure that all teachers, including the Headteacher, are motivated to continuously develop their skills and improve their performance.
- 2.3 This policy is separate from the school's capability procedure. The Appraisal Policy will address, as positively as possible, any concerns that are identified regarding a teacher's performance. If concerns are such that they cannot be resolved through the appraisal process, there will be consideration of whether to commence the formal capability procedure.
- 2.4 The Appraisal Review documentation for each member of staff will be used by the Headteacher to make recommendations to Governors in relation to any increase in pay.

## **3. APPLICATION OF POLICY**

- 3.1 This policy covers appraisal and applies to the Headteacher and to all teachers employed by the MAT, except those on contracts of less than one term, those undergoing induction (i.e. NQTs) and those who are subject to formal capability procedures.

#### **4. THE APPRAISAL PERIOD**

- 4.1 It is a statutory requirement that the performance of teachers must be reviewed annually.
- 4.2 Within the MAT each school runs an annual cycle.
- 4.3 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.
- 4.4 Where a teacher starts their employment with the school part way through the school's appraisal cycle, the Governing Body (in the case of Headteachers) or the Headteacher (for all other teachers) 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.
- 4.5 Where a teacher transfers to a new post within the school part-way through cycle the Headteacher or in the case where the employee is the Headteacher, the Governing Body shall determine whether the cycle shall begin again and whether to change appraiser.

#### **5. APPOINTING APPRAISERS FOR THE HEADTEACHER**

- 5.1 The Headteacher will be appraised by the Governing Body, supported by a suitably experienced external adviser who has been appointed by the Governing Body for that purpose.
- 5.2 In this school the task of appraising the Headteacher, including the setting of objectives, will be delegated to a sub-group consisting of three.
- 5.3 Where a Headteacher 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 reason for the request.
- 5.4 The Governing Body will appoint an External Adviser to provide advice and support in relation to the development and review of the performance of the Headteacher. The External Adviser will have a proven expertise in Performance Development of Headteachers and will have no professional connection with the Headteacher.
- 5.5 The Governing Body will appoint a governor who does not sit on the Appraisal Committee to act as an independent Review Officer, should the Headteacher wish to challenge either the appropriateness of an objective or the judgement about whether or not it has been met. This named governor will be appointed on an annual basis. The Headteacher should submit any such challenge in writing to the Review Officer, within 21 working days of any failure to agree on objectives or outcomes. The Review Officer will then speak to the Headteacher and members of the Appraisal Committee, before arriving at a final judgement.

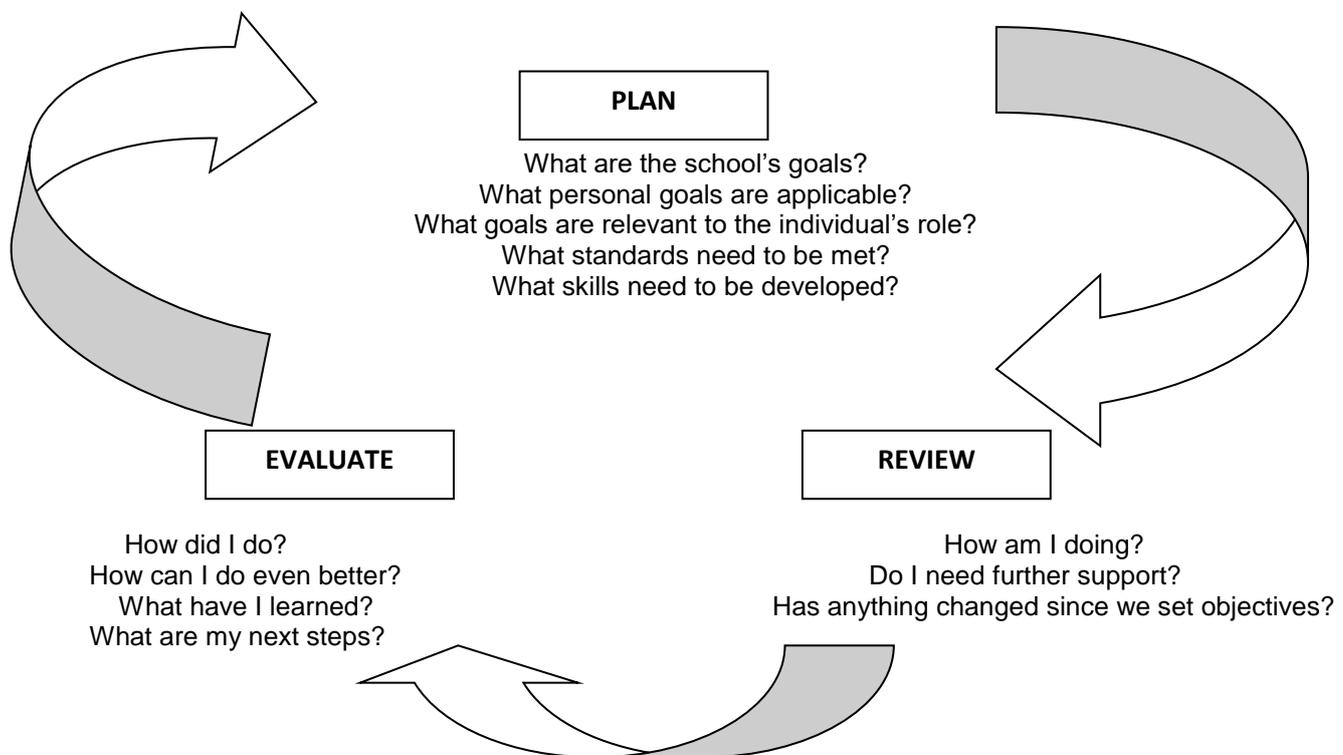
#### **6. APPOINTING APPRAISERS FOR TEACHERS**

- 6.1 The Headteacher will decide who will appraise other teachers in the school. Staff identified as appraisers will be made fully aware of the requirements of them in that role, and provided with appropriate training where required.
- 6.2 Where teachers have an objection to the Headteacher's choice of appraiser, s/he may submit a written request to the Headteacher setting out their concerns. The Headteacher will consider this carefully and where appropriate an alternative appraiser will be offered. If an alternative appraiser is required, but one is not available, then the Headteacher may become the appraiser himself/herself.

- 6.3 Where it becomes apparent that the appointed appraiser will be absent for the majority of the appraisal cycle, the Headteacher may perform those duties herself/himself or delegate those duties to another teacher for the duration of that absence. The appraisal cycle will not begin again in the event of the appraiser being changed.
- 6.4 Where an appraiser is appointed who is not the Teacher's line manager, the person to whom that role has been delegated will have an appropriate position in the staffing structure; together with the necessary background, knowledge, skills and training to undertake the role.
- 6.5 Where a teacher is experiencing difficulties and the Headteacher is not the appraiser, and then Headteacher, or another appropriate member of the Senior Leadership Team, may undertake the role of appraiser.

## 7. SETTING OBJECTIVES

- 7.1 When setting objectives for individuals and groups of staff, the planning cycle set out below outlines the structure that underpins the entire process:



- 7.2 The Headteacher's objectives will be set by the Governing Body after consultation with the external adviser and the Headteacher.
- 7.3 Objectives for each teacher, including the Headteacher will be:
- Set before, or as soon as practicable after, the start of each appraisal period.
  - Specific, Measurable, Achievable, Realistic and Time-bound (i.e. SMART\*) and will contain a description of what success might look like.
  - Appropriate to the teacher's role and level of experience.
  - Set with regard to what can be reasonably expected in the context of roles, responsibilities and experience, consistent with the school's strategy for achieving a work/life balance for all staff.

- Able to be evidenced and will include agreed examples of what this evidence should consist of.

**\*S = Specific:** use action-oriented verbs to identify the precise task being undertaken i.e. analyse, apply, change, create, identify, improve, increase, develop, ensure.

**M = Measurable:** state how things will change i.e. By how much? By how many? How will I know I have achieved my goal?

**A = Achievable:** goals should be stretching, but not impossible and appropriate to the postholder's context (e.g. part-time / full-time, maternity leave etc) and role.

**R = Relevant:** goals must be relevant to the school or the team's priorities; must be set in a context so that the postholder understands why the goal is being set and should have a link to the postholder's own professional development.

**T = Time limited:** end dates must be clear, in addition to any interim milestones, by which progress can be measured within the year e.g. at the mid-year review.

- 7.3 There will normally be at least one (and sometimes two) whole-school objectives, set by the Headteacher for specific groups of staff. For all other objectives, the appraiser and appraisee will seek to agree the objectives, but if that is not possible, the appraiser will determine the objectives. (NB. In such cases where the appraiser is not the Headteacher, it should be noted that all objectives will be moderated and quality assured by the Headteacher, and so in cases on non-agreement on objectives, the final decision will include consideration by the Headteacher). In addition note the appeals mechanisms referred to in paragraph 15.
- 7.4 Appraisees may at any point append their comments alongside objectives
- 7.5 The appraisee's objectives may be revised during the appraisal cycle if circumstances change.
- 7.6 The objectives set for each teacher 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 and the relevant set of Teacher Standards.
- 7.7 The objectives will take account of the professional aspirations of the teacher and any relevant pay progression criteria
- 7.8 Where use of numerical targets is necessary and 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.
- 7.9 It is recommended that pupil performance data in itself should not be an objective; rather, attainment and pupil progress data should be used as a major evidence base for evaluating the quality of teaching.
- 7.10 The number of objectives that each teacher will be expected to achieve in the appraisal cycle will be reasonable and appropriate to their role in the staffing structure. It would be expected that most full-time teachers, in normal circumstances, would have three objectives. Part-time teachers will be allocated objectives on a pro-rata basis and these will be adapted where necessary, to suit their individual role.
- 7.11 The appraiser will take into account the effects of an individual's circumstances, including any disability, when agreeing objectives. For example, this might include a reasonable

adjustment to allow an individual slightly longer to complete a task than might otherwise be the case. When staff returns from a period of extended absence, objectives may be adjusted to allow them to readjust to their working environment.

- 7.12 Though appraisal is an assessment of overall performance of teachers and the Headteacher, objectives cannot cover the full range of a teacher's roles/responsibilities. Objectives will, therefore, focus on the priorities for an individual during the annual cycle.
- 7.13 It is recommended that the objectives should normally be related to the Teachers Standards.
- 7.14 At the review stage it will be assumed that those aspects of a teacher's roles/responsibilities not specifically covered by the objectives or any amendment to the statement which may have been necessary in accordance with the provisions of the regulations have been carried out satisfactorily.
- 7.15 The Appraisal Review Statement will contain a section for the Reviewer to make a specific recommendation, based on performance, with regards to pay progression (where a teacher is eligible for such progression).

## **8. ASSESSMENT OF PERFORMANCE AGAINST THE RELEVANT STANDARDS**

- 8.1 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.
- 8.2 All teachers will be assessed against the set of standards contained in the document called "Teachers' Standards" published in July 2011. The Headteacher or governing body (as appropriate) will also consider whether certain teachers should also be assessed against other sets of standards published by the Secretary of State that are relevant to them, and where this is the case, those teachers will be notified accordingly.
- 8.3 Appraisers will assess qualified teachers against the relevant standards to the level that is consistent with what should reasonably be expected of a teacher in the relevant role and at the relevant stage of their career.

## **9.0 QUALITY ASSURANCE**

- 9.1 The Headteacher will moderate the appraisal process to ensure that all appraisers are working to the same standards. Objectives will be moderated across the school to ensure that they are consistent between teachers with similar experience and levels of responsibility.
- 9.2 Pay recommendations made by appraisers other than the Headteacher will be moderated by the Headteacher before being passed to the Pay Committee. Such moderation will ensure that recommendations are fair, non-discriminatory, consistent and rooted in clear evidence of the specific teachers' individual performance.

## **10. PAY PROGRESSION**

- 10.1 Where teachers are eligible for pay progression, the recommendation made by the appraiser will be based on the assessment of their performance:
  - Against the agreed objectives set as part of the appraisal process.
  - Against the Teacher Standards.

- Using the school's ongoing monitoring protocols i.e. observations of classroom teaching, work scrutinies, pupil progress tracking and pupil interviews.

10.2 Across the MAT, a recommendation for a teacher to progress up the relevant pay scale will depend upon the assessment process concluding the following:

<b>Assessment of Performance Linked to Pay</b>		
<b>Criterion</b>	<b>Assessment</b>	<b>Progression</b>
Teacher Standards	Met	If all 3 criteria met, then progress by 1 point on the main pay range
Monitoring of Teaching	Good overall (or better)	
Appraisal Objectives	Met (or where appropriate, good progress made)	

10.3 If evidence shows that a teacher has consistently demonstrated **exceptional performance** throughout the year, in all three elements of assessed performance (see grid above), the Pay Committee will consider use of its discretion to award more than one full point, up to a maximum of 2 full points in one year.

10.4 If evidence shows that a **teacher's performance has failed to meet, fully, all of the** the criteria set out in the table above, i.e. the teacher:

- has not met a number of the teacher standards; **or**
- has failed to meet or make sufficient progress towards all of their individual objectives; **or**
- has had their teaching observed and found to be either requiring improvement, inadequate or the equivalent;

then a recommendation may be made to the Pay Committee to consider use of its discretion to award no pay progression.

10.5 In cases where the teacher's **performance is causing concern** and is being dealt with informally in accordance with paragraph 16 of this Policy, or in accordance the School's Formal Capability Procedure, a recommendation will be made to the Pay Committee to consider use of its discretion to award no progression up the pay range until the teacher's performance improves to an acceptable level.

10.6 If the appraiser is not the Headteacher, the recommendation made will be moderated by the Headteacher before it is passed to the Pay Committee. The decision made by the Pay Committee will be based on the statutory criteria and guidance set out in the relevant *School Teachers' Pay and Conditions Document (STPCD)*, the relevant Teacher Standards and the school's Pay Policy.

10.7 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 *STPCD*. The Governing Body will ensure that decisions on pay progression are made by 31 December for Headteachers and by 31 October for other teachers.

## **11. REVIEWING PERFORMANCE**

- 11.1 The effective and efficient operation of the appraisal process requires lesson observation to be a confidential process of constructive engagement within an atmosphere of support and co-operation.
- 11.2 Accordingly, observations will be carried out in a supportive fashion, with professionalism, integrity and courtesy, will be evaluated objectively and reported accurately and fairly and will take account of particular circumstances which may affect performance on the day.
- 11.3 At least five 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 school week and written feedback within 10 working days, unless circumstances make this impossible.
- 11.4 Classroom observation will be carried out by qualified teachers.
- 11.5 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 protocol, which includes provision for exceptional circumstances where concerns have been raised about a teacher's performance, or where the teacher requests additional observation visits.
- 11.6 Headteachers 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 relevant policies.
- 11.7 For the purpose of professional development, feedback about lesson observations should be developmental, not simply a judgement using Ofsted grades.
- 11.8 This school will use the findings of each observation, including appraisal observations, for other management requirements thereby seeking to minimise the total number of occasions on which teachers are observed.
- 11.9 Teachers (including the Headteacher) whose posts have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

## **12. DEVELOPMENT AND SUPPORT**

- 12.1 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.
- 12.2 Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual teachers.

- 12.3 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.
- 12.4 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 Headteacher's annual report to the Governing Body about the operation of the appraisal process in the school.
- 12.5 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:
- the training and support will help the academy to achieve its priorities; and,
  - the CPD identified is essential for an appraisee to meet their objectives.
- 12.6 Account will be taken in a review meeting of where it has not been possible for teachers to fully meet their performance criteria because the support recorded in the planning statement has not been provided.

### 13. FEEDBACK DURING APPRAISAL PERIOD

- 13.1 Teachers will receive constructive feedback on their performance:
- Regularly throughout the year (for example as a result of lesson observations, work scrutinies, learning walks and pupil progress meetings).
  - That highlights particular areas of strength as well as any areas that need attention; this will not be limited to an Ofsted grade (or similar) following any observation
  - After any observations, verbally by at least by the end of the school week and written feedback within 10 working days, unless circumstances make this impossible.
  - As soon as possible should any other evidence in relation to their performance against the relevant teacher standards come to light.
- 13.2 In some academies the appraisal cycle will include an informal interim review meeting, as notified by the Headteacher, to allow the appraisee and appraiser to discuss progress towards achieving objectives. This will take place during the Spring Term. In addition, appraisees are encouraged to alert their appraiser as early as possible, if they have any concerns about meeting their objectives.
- 13.3 An additional **interim review** meeting (see section 16 below) will be called if at any time the teacher's performance highlights any cause for concern, in order to draw up agreed informal actions for support and development. This will not be left until the end of the appraisal cycle.

### 14. ANNUAL ASSESSMENT

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

- 14.2 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;
  - a reflective self-assessment of the teacher’s performance in relation to their objectives,
  - an assessment of the teacher’s performance of their role and responsibilities against their objectives, and against the relevant standards, completed by the appraiser;
  - a summary of any support and training received during the past 12 months;
  - an assessment of the teacher’s further training and development needs and identification of any action that should be taken to address them;
  - brief reviews by the appraiser and the appraisee of the teacher’s achievements outside their objectives, providing an opportunity to celebrate the teacher’s wider contribution to the school;
  - a recommendation on pay where that is relevant (**N.B. – pay recommendations need to be made by 31 December for Headteachers and by 31 October for other teachers**);
  - a space for the teacher’s own comments;
- 14.3 A review meeting will take place to discuss the content of the report and any further action required and also to inform objective setting for the next cycle.
- 14.4 The assessment of performance and of training and development needs will inform the planning process for the following appraisal period.

## 15. APPEALS

- 15.1 Appraisees have a right of appeal against any of the entries in the written appraisal report. Details of the appeals process are available from the Headteacher or from the school Governing Body.
- 15.2 Where the Headteacher has not been recommended for pay progression he/she will be informed by the appropriate governor.
- 15.3 The Headteacher 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 the teacher (and Headteacher 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.

## 16. DEALING WITH CONCERNS ABOUT PERFORMANCE

- 16.1 When dealing with a teacher experiencing difficulties, the objective is to provide support and guidance through the appraisal process in such a way that the teacher’s performance improves and the problem is, therefore, resolved.

- 16.2 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.
- 16.3 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 Headteacher, 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, and inform the teacher that he/she has the right to be assisted by a representative of an independent trade union or work place colleague, and at any future meetings where capability will be discussed;
  - 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 and when it will be reviewed;
  - explain the implications and process if no – or insufficient – improvement is made;
  - Make clear that as a result of concerns being dealt with in this way, pay progression will be affected and it is likely to lead to a recommendation being made that no increase in pay should be offered.
- 16.4 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. The time for improvement will depend upon the circumstances and will be clearly specified, 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.
- 16.5 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 Headteacher. Following this meeting the appraisal process will continue as normal.
- 16.6 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 may be assisted by a trade union representative or work colleague and will have at least 5 working days' notice of the meeting.

## **GENERAL PRINCIPLES UNDERLYING THIS POLICY**

### **17. ACAS Code Of Practice on Disciplinary and Grievance Procedures**

17.1 The conduct of the formal capability stage will be undertaken in accordance with the provisions of the *ACAS Code of Practice*.

### **18. Consistency of Treatment and Fairness**

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

### **19. Sickness**

19.1 If long term sickness absence appears to have been triggered by the commencement of monitoring as a result of concerns about a teacher's performance having been raised with them, the case will be dealt with in accordance with the school's absence policy.

19.2 This will normally include the teacher being referred to the occupational health service to assess the member of staff's health and fitness for continued employment and the appropriateness or otherwise of continuing with monitoring. In some cases it may be appropriate for the process to continue during a period of sickness absence. However, the views of the occupational health physician will always be taken into account before a decision is reached.

### **20. Grievances**

20.1 Where a member of staff raises a grievance during the appraisal process, the appraisal process may be temporarily suspended in order to deal with the grievance. Where the grievance and appraisal cases are related it may be appropriate to deal with both issues concurrently.

### **21. Confidentiality and Professional Relationships**

21.1 The appraisal process will be treated with confidentiality. Only the appraiser's line manager or, where s/he had more than one, each of her/his line managers 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.

21.2 The process of gathering evidence for performance review will not compromise normal professional relationships between teachers. The Governing Body recognises that the reviewer will consult with, and seek to secure the agreement of, the appraisee before seeking information from other colleagues about the work of the appraisee.

21.3 However, the desire for confidentiality does not override the need for the Headteacher and Governing Body to quality-assure the operation and effectiveness of the appraisal system. The Headteacher 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 Headteacher might also wish to be aware of any pay recommendations that have been made.

## **22. Monitoring and Evaluation**

22.1 The Governing Body and Headteacher will monitor the operation and effectiveness of the school's appraisal arrangements.

22.2 The Headteacher 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 an assessment of the impact of these policies on:

- Race
- Sex
- Sexual Orientation
- Disability
- Religion and Beliefs
- Age
- Part-time Status
- Maternity and Pregnancy

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

## **23. Retention**

23.1 The Governing Body and Headteacher will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.

## **24. Review Of The Policy**

24.1 The Appraisal Policy will be reviewed at least every second year by the Trust Board.

24.2 The Governing Body will receive the Headteacher's annual Appraisal report.

## **25. Access to Documentation**

25.1 A summary of the school improvement plan is issued annually to all staff and can also be obtained from the school office.

25.2 Individual members of staff will retain a copy of their Appraisal documentation. The only other copy will be retained by the Headteacher and by their Appraiser if different.

25.3 As required by law, anonymised appraisal documentation will be shared with Ofsted Inspectors if requested. Where staff move on to a new employer, Appraisal records for the previous 12 months will be provided on request, if the request is made within 12 months of the employee's leaving date.

## **26. CLASSROOM OBSERVATION PROTOCOL**

26.1 The Governing Body is committed to ensuring that classroom observation is developmental and supportive and that those involved in the process will:

- carry out the role with professionalism, integrity and courtesy;
- evaluate objectively;
- report accurately and fairly; and

- respect the confidentiality of the information gained.
- 26.2 Teachers' performance will be observed on an appropriate and reasonable number of occasions, based on the individual circumstances of the teacher and the overall needs of the school. Across the MAT it has been agreed that the total period for formal classroom observation arranged for any teacher will not normally exceed 3 lessons.
- 26.3 The amount of observation for each teacher should reflect and be proportionate to the needs of the individual and may therefore exceed this amount of time. These exceptions are likely to be in cases where concerns have been raised about a teacher's performance, or where the teacher requests additional observation visits.
- 26.4 The arrangements for classroom observations linked to appraisal objectives will be included in the appraisal documentation and will include the amount of observation, specify its primary purpose, any particular aspects of the teacher's performance which will be assessed, the duration of the observation, when during the performance management cycle the observation will take place and who will conduct the observation.
- 26.5 Where evidence emerges about the appraisee's teaching performance which gives rise to concern during the cycle, classroom observations may be arranged in addition to those recorded at the beginning of the cycle, subject to an interim review meeting being held in accordance with this policy.
- 26.6 Information gathered during the observation will be used as appropriate, for a variety of purposes, including to inform school self-evaluation and school improvement strategies, in accordance with the school's commitment to streamlining data collection and minimising bureaucracy and workload burdens on staff.
- 26.7 In keeping with the commitment to supportive and developmental classroom observation those being observed will be notified in advance.
- 26.8 Classroom observations will only be undertaken by persons with QTS. In addition, classroom observation will only be undertaken by those who have had adequate preparation and who have the appropriate professional skills to carry out observations. Such observers will provide constructive oral and written feedback and support, in the context of professional dialogue between colleagues.
- 26.9 Oral feedback will be given as soon as possible after the observation and no later than the end of the following working week. It will be given during directed time in a suitable, private environment.
- 26.10 Written feedback will be provided within ten working days of the observation taking place. If issues emerged from an observation that were not part of the focus of the observation as recorded in the planning and review statement, these should also be covered in the written feedback and the appropriate action taken in accordance with the relevant policies and procedures.
- 26.11 The written record of feedback will also include the date on which the observation took place, the type of lesson observed and the length of the observation. The teacher has the right to append written comments on the feedback document. No written notes in addition to the written feedback will be kept.

- 26.12 A Headteacher has a duty to evaluate the standards of teaching and learning across the school and to ensure that proper standards of professional performance are established and maintained. Heads have a right to drop-in to inform their monitoring of the quality of learning.
- 26.13 Drop-ins will only be carried out by the Headteacher, supported by Senior Leaders and TLR holders as appropriate in larger schools. These are likely to be used to examine themes (such as attitudes to learning, marking, use of rewards etc) and so will not necessarily provide feedback for individual teachers.

Reviewed by the Headteacher Group June 2016

Approved by the Board of Trustees July 2016