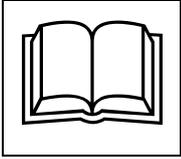


***Management Handbook 2.1.4  
(October 2017)***



# **MODEL POLICY FOR APPRAISING TEACHER PERFORMANCE**

## INTRODUCTION

The Education (School Teachers' Appraisal) Regulations 2012 take effect from 1<sup>st</sup> September 2012 and replace the Performance Management Regulations 2006. Under Para 3(1) school governing bodies are required to adopt and make available to their teaching staff, a document which sets out their appraisal policy for such teachers.

The Governing Body of Millwood School adopted this policy on 10 October 2017 in accordance with the Education (School Teachers Appraisal) (England) Regulations 2012.

It will review the policy every year at its Summer Term meeting with the changes to take effect from the start of the next cycle.

### PURPOSE

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the head teacher, and for supporting their development within the context of the school's plan for improving educational provision and performance, and the standards expected of teachers.

This policy should be read in conjunction with the school's pay policy which provides details of the arrangements relating to teachers' pay in accordance with the School Teachers Pay and Conditions Document.

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.

The appraisal system should allow head teachers and teachers to engage in a professional dialogue that respects the professionalism of all concerned.

### APPLICATION OF THE POLICY

The policy applies to the head teacher and to all qualified teachers employed by the school or local authority, except those on contracts of less than one term and those who are the subject of capability procedures.

### THE APPRAISAL PERIOD

**The appraisal period will run for twelve months** from 1 November to 31 October for teachers and from 1 January to 31 December for the head teacher.

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.**

All meetings should take place within directed time unless appraiser and appraisee voluntarily agree otherwise.

Where a teacher (on a contract of one term or more) commences employment at the school part-way through the cycle the Head (or the Governors in the case of the Head) shall determine the length of the first cycle with a view to bringing it into line with the normal cycle as soon as possible. Where a teacher changes posts mid-year,

the Head (or the Governors in the case of the Head) will decide whether to start the cycle again and whether to change the appraiser.

## **APPOINTING APPRAISERS**

The head teacher will be appraised by the Governing Body, supported by a suitably skilled and/or experienced external adviser who has been appointed by the Governing Body for that purpose.

In this school the task of appraising the head teacher, including the setting of objectives, will be delegated to a sub-group consisting of three members of the Governing Body. In order to be quorate, at least two governors should attend any meeting.

The head teacher will decide who will appraise other teachers. All appraisers appointed by the Head will be qualified teachers with recent teaching experience. The Head may delegate his role as appraiser to another member of the leadership team or the teacher's line manager. The appraiser should normally be a line manager. If an appraiser is going to be absent for a substantial part of the cycle, then the Head could take on the appraisal role or delegate it to another teacher of at least equal status in the staffing structure. The appraisal cycle will continue so as to avoid repetition and save time, but if this is not possible it will begin again.

Where the Head is of the opinion that any of the Governors appointed as appraisers are not suitable for professional reasons, the Head may submit a written request to the Governing Body for that Governor to be replaced, stating those reasons. If a teacher is of the opinion that their appraiser is unsuitable for professional reasons, the teacher may submit a written request to the head for that reviewer to be replaced, stating those reasons.

Heads' and teachers' concerns will be considered carefully and, if judged appropriate, an alternative appraiser will be appointed.

The Governing Body is committed to ensuring consistency of treatment and fairness in the operation of teacher appraisal. To help ensure this the Head will moderate all the appraisal reports to check that the objectives and standards recorded are:

- Consistent between those who have similar experience and similar levels of responsibility;
- Comply with the appraisal policy, the regulations and equality legislation.

## **SETTING OBJECTIVES**

**The head teacher's objectives will be set by the Governing Body after consultation with the external adviser and the head.**

**Objectives for each teacher will be set before or as soon as practicable after, the start of each appraisal period.** The objectives set for each teacher, will be Specific, Measurable, Achievable, Realistic and Time-bound, will be appropriate to the teacher's role and level of experience, take account of the need to maintain a work/life balance and will relate to the school improvement priorities. The appraiser and teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives although the appraisee may append comments against their objectives at any time. Objectives may be revised if circumstances change and need not be of one year's duration.

The teacher will be given a written statement of the objectives within 5 working days of the meeting. If the objectives are altered at any time in the year, then the teacher will be issued with an amended statement. The planning and review statement will include a clear understanding of what the objectives, clear expectations of outcomes and timeframes including planned dates of observations

The objectives will contain a description of what success may look like although external factors can always affect outcomes.

**The objectives set for each teacher will, if achieved, lead to pay progression on the appropriate scale and will 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 the Head Teacher checking all objectives against the school's Improvement Plan.

In this school all teachers, including the head teacher, will usually have no more than ...3... objectives. Teachers, including the head teacher, will not necessarily all have the same number of objectives.

Though appraisal is an assessment of overall performance of the head teacher and teachers, objectives cannot cover the full range of a teacher's role/responsibilities. Objectives will therefore focus on the priorities for an individual for the cycle, as well as reflecting reviewees' professional aspirations. They should not lead to an unreasonable workload for any teacher. Appraisal activities fall within directed time but not PPA. The Teachers' Standards may be used as a developmental self-assessment tool as part of the initial meeting.

**Each teacher will be informed of the standards against which that teacher's performance in that appraisal period will be assessed.** With the exception of those who are qualified teachers by virtue of holding and maintaining Qualified Teacher Learning and Skills (QTLS) status, all teachers must be assessed against the set of standards contained in the document called "Teachers' Standards" published in July 2011. The head teacher or governing body (as appropriate) will need to consider whether certain teachers should also be assessed against other sets of standards published by the Secretary of State that are relevant to them.

For teachers who are qualified teachers by virtue of holding QTLS status, it is for the governing body or head teacher to decide which standards are most appropriate. Such teachers may be assessed against the Teachers' Standards, against any other sets of standards issued by the Secretary of State, against any other professional standards relevant to their performance or any combination of those three.

## **REVIEWING PERFORMANCE**

At the end of the cycle, assessment of performance against any objective will be on the basis of the performance criteria set at the beginning of the cycle. Good progress towards the achievement of a challenging objective will be assessed favourably.

## **OBSERVATION**

This school believes that observation of classroom practice and other responsibilities is important both as a way of assessing teachers' performance in order to identify any particular strengths and areas for development they may have and of gaining useful information which can inform school improvement more generally. All observation will be carried out in a supportive fashion and in accordance with our classroom observation protocol

Teachers (including the head teacher) who 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. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual teachers.

## **IN-YEAR FEEDBACK**

Performance and development opportunities will normally be reviewed and addressed at an interim meeting half-way through the process. Teachers will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has come to light. Feedback will highlight particular areas of strength as well as any areas that may need further development.

## **ANNUAL ASSESSMENT**

There will be a review meeting at the end of the cycle. 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 appraisal cycle is annual, but on occasions it may be appropriate to set objectives that will cover a period over more than one cycle. In such cases the basis on which the progress being made towards meeting the performance criteria for the objective will be assessed at the end of the first cycle and will be recorded in the report at the beginning of the next cycle.

This assessment is the end point to the annual appraisal process.

The teacher will receive a written appraisal report as soon as practicable following the end of each appraisal period and will be able to append comments to it. In this school, teachers will receive their written appraisal reports by 31 October or 31 December. 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 the relevant standards;
- an assessment of the teacher's professional development needs and identification of any action that should be taken to address them;
- a recommendation on pay (NB – pay recommendations need to be made by 31 December for head teachers and by 31 October for other teachers);
- the teacher or head teacher's professional development needs and any action that is to be taken to address these.

The relevant Body, usually the Governors Pay Committee, will determine whether or not to award pay progression related to performance for each individual teacher.

In making any such determination, the Pay Committee must have regard to any written recommendations on pay.

Any pay decisions must be clearly attributable to the performance of the teacher in question and relate to the previously agreed objectives.

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

### **WHEN THERE ARE PERFORMANCE ISSUES**

Where there are concerns about any aspects of the teacher's performance identified through the appraisal process that could lead to capability procedures, the appraiser and a member of the leadership team will meet the teacher formally, as part of the appraisal process, to:

- give clear written feedback to the teacher about the nature and seriousness of the concerns;
- give the teacher the opportunity to comment and discuss the concerns;
- it may be useful to allow time for further reflection before meeting again to agree any support (eg coaching, mentoring, structured observations), that will be provided to help address those specific concerns.
- make clear how, and by when, the appraiser will review progress (*it may be appropriate to revise objectives, and it will be necessary to allow sufficient time for improvement. The amount of time is up to the school but should reflect the seriousness of the concerns*);
- explain the implications and process if no – or insufficient – improvement is made.

When progress is reviewed, if the appraiser is satisfied that the teacher has made, or is making, sufficient improvement, the appraisal process will continue as normal, with any remaining issues continuing to be addressed through that process. This will be communicated to the teacher.

### **TRANSITION TO CAPABILITY**

If the appraiser is not satisfied with progress, the teacher will be notified in writing that the appraisal system will no longer apply and that their performance may be managed under the school's agreed capability procedure, and will be invited to a meeting in accordance with it.

## **APPEALS**

Where a member of staff is dissatisfied with the application of the appraisal process they have recourse to the appropriate school procedure.

## **CONFIDENTIALITY**

The appraisal process and the reports generated under it will be treated with confidentiality at all times. Only the head teacher, the appraiser and appraisee will be allowed access to the performance management review statements.

Pay Committee Governors will be given access to a teacher's appraisal report, on request. Other Governors may be required for the appeals process so should not be involved at an earlier stage.

Governors directly involved with the head's appraisal and the external adviser will be provided with access to the head teacher's plan and review recorded in the report. Details of the head's objectives will be reported to the full governing body as soon as practicable after the beginning of the appraisal cycle. Pay Committee Governors will also be given access as above.

## **TRAINING AND SUPPORT**

The school's CPD programme will be informed by the training and development needs of teachers identified during the appraisal process.

The governing body will ensure that as far as possible appropriate resources are made available in the school budget for any training and support agreed for appraisees.

An account of the training and development needs of teachers in general, 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.

With regard to the provision of CPD, the school's training and support priorities will take precedence. Teachers will not be held accountable for failing to make good progress towards meeting their objective where the agreed support and training has not been provided.

All appraisers (including those Governors responsible for the Head's appraisal) will be provided with training to enable them to discharge all aspects of their role appropriately and effectively, including the conduct of appraisal meetings, objective setting, classroom observation and providing quality feedback to appraisees.

## **HEAD'S ANNUAL REPORT**

The head teacher will provide the governing body with a written report on the operation of the school's appraisal policy annually. The report will not contain any information which would enable any individual to be identified. The report will include:

- The operation of the appraisal policy
- The effectiveness of the school's appraisal
- Teachers' training and development needs

## **RETENTION AND ACCESS TO DOCUMENTATION**

All staff will have access to documentation relating to school improvement and any other documents and procedures to which this policy relates. These will be published on the school's intranet and/or can be obtained from the school office.

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.

## **MONITORING AND REVIEW OF POLICY**

The Governing Body will monitor the operation of appraisal arrangements, including their equality impact. The policy will be made available to all teaching staff including NQTs who will be subject to appraisal upon completing their induction year.

The policy itself will be reviewed annually at the same meeting when the Head presents his/her Annual Report.

## **EQUALITY AND IMPACT ASSESSMENT**

The Governing Body is satisfied that the terms of this policy will not impact adversely on members of staff who have a protected characteristic within the meaning of the Equality Act 2010.