



ST HILDA'S
CE HIGH SCHOOL

Teachers Appraisal Policy

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St Hilda's is educating for Wisdom, Hope, Community, Dignity and Equality



ST HILDA'S CE HIGH SCHOOL

VALUE		THE POLICY		
Wisdom	Hope	Community	Dignity	Equality
<p>We aim to develop excellent standards of performance and conduct to deliver excellence in all that we do.</p> <p>The policy is designed to: a) help establish the high standards we require: b) help colleagues maintain these standards: c) ensure colleagues understand the process if the standards are not met;</p> <p>A key principal is to prevent and correct rather than punish, to be achieved through support and guidance wherever reasonable in the circumstances.</p> <p>The guiding principal of the policy is to treat each other fairly and reasonably, with respect and courtesy at all times, no matter what the circumstances, consistent with our values.</p>				

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School Policy for Appraising Teacher Performance

1. Purpose

- 1.1 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 professional development within the context of the school's plan for improving educational provision and performance, the teacher's job description and the standards expected of teachers. [Ref to DfE document "Teacher Standards 2012"]. The arrangements that will apply when teachers fall below the levels of competence expected of them are dealt with under a separate policy.
- 1.2 The policy applies to the head teacher and to all teachers employed by this school or local authority, except those on contracts of less than one term, those undergoing induction (i.e. NQTs) and those who are subject to the School Capability [Performance] Policy.
- 1.3 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, to develop as teachers and foster a professional dialogue between colleagues.
- 1.4 This policy should be read in conjunction with the School Pay Policy.

2. The Appraisal Period

- 2.1 The appraisal period will run for twelve months in accordance with the dates outlined within the School Pay Policy.
- 2.2 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 for assessment will be determined by the duration of their contract.
- 2.3 There is flexibility to have a longer or shorter appraisal period when teachers begin or end employment with a school or local authority or when unattached teachers change post within the same authority.
- 2.4 Where a teacher starts their employment part way through a cycle, the head teacher shall determine the length of the first cycle for that teacher, with a view to bringing the cycle into line with the cycle for other teachers at the school as soon as possible.
- 2.5 Where a teacher transfers to a new post within the school part way through a cycle, the head teacher shall determine whether the cycle shall begin again, depending upon the post, responsibility, etc.

3. Appointing Appraisers

- 3.1 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.
- 3.2 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.
- 3.3 The head teacher will decide who will appraise other teachers. However, the designated appraiser, where possible, will have line management responsibility for the teacher they are appraising. Where a teacher has objections to the appointed appraiser, these should be put in writing to the head teacher who will give due consideration to these concerns and respond to the teacher accordingly.
- 3.4 Except in the case of the head teacher being the appraiser, it is advised that the maximum number of teachers that any appraiser should be expected to review per cycle, should be no more than 5.

4. Setting Objectives

- 4.1 The head teacher's objectives will be set by the governing body after consultation with the external adviser.
- 4.2 Objectives for each teacher will be set before or as soon as practicable after the start of each appraisal period. The objectives set will be rigorous, challenging, achievable, time-bound, fair and equitable in relation to teachers with similar roles/responsibilities and experience. The appraiser and teacher will seek to agree the objectives together but, if that is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change. Due consideration will be given to the need to maintain a healthy work life balance for both appraiser and the teacher. Any teacher wishing to raise a formal objection to the objectives may do so via the appeals procedure set out at Appendix 1.
- 4.3 Other than in exceptional circumstances no teacher (including the head teacher), will have more than 3 objectives (with no sub-divisions) and teachers will not necessarily have the same number of objectives.
- 4.4 The objectives set for each teacher will contribute toward the school's plans for;
 - improving the school's educational provision and performance
 - improving the education and attainment of pupils

This will be ensured by the head teacher / governing body quality assuring objectives against the school improvement plan.
- 4.5 All teachers should be assessed against the set of standards contained in the document called "Teachers Standards" effective from 1 September 2012.
- 4.6 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 example, SENCO standards.

- 4.7 Although the appraisal process is an assessment of overall performance of teachers and head teachers, objectives cannot cover the full range of a teacher's roles/responsibilities. Objectives will therefore, focus on both school and individual priorities whilst also being informed by Teacher Standards.
- 4.8 Every effort should be made to meet objectives in full. However, an appraiser may conclude that significant progress has been made towards achieving objectives and in these instances the teacher may be assessed favourably. The rationale for this conclusion should be recorded on the Teachers Appraisal form.

5. Reviewing Performance

5.1 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 for gaining useful information which can inform school improvement more generally. All observation will be carried out in a supportive fashion and appropriate verbal and written feedback will be given.

- 5.1.1 In this school, teachers' performance will be regularly observed. The total period for classroom observation for appraisal purposes will not exceed 3 hours or exceed 3 separate observations
- 5.1.2 Classroom observation will be carried out by those with QTS.
- 5.1.3 The timing and frequency of classroom observations will be discussed and agreed by the appraiser and the teacher during the appraisal meeting. This does not preclude additional observations during the appraisal cycle where it is deemed necessary by both parties.
- 5.1.4 Teachers (including the head teacher) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.
- 5.1.5 Oral feedback will be given as soon as possible after an observation and no later than the end of the following working day. Written feedback will be provided within 5 working days of the observation taking place.

5.2 Drop-ins

- 5.2.1 In addition to formal observation, the head teacher or other leaders with responsibility for teaching standards may "drop in", in order to check that high standards of professional performance are established and maintained. Drop-ins will not be for the purpose of classroom observation.

5.3 Classroom Observation Protocol

5.3.1 In this school 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
- Respect the confidentiality of the information gained, and;
- Ensure that observations are not excessive but are reasonable and proportionate

5.3.2 Information gathered during the observation will be used, as appropriate, for a variety of purposes including to inform the school self evaluation and school improvement strategies, in accordance with the school commitment to streamlining data collection and minimising bureaucracy and workload burdens on staff.

5.3.3 In keeping with the commitment of supportive and developmental classroom observation, those being observed will be notified in advance, if possible, at the first appraisal meeting.

5.3.4 Feedback shall be given in line with para 5.1.5

5.4 Informal Review Meetings

5.4.1 Professional discussion regarding progress, concerns and feedback should be ongoing and informal review meetings should take place throughout the appraisal cycle. The arrangements for such meetings will be agreed at the initial appraisal meeting.

5.4.2 A record of any meeting will be made on the teachers appraisal form.

6. Development and Support

6.1 Appraisal is a supportive process which will be used to inform continuing professional development. This 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

7. Feedback

7.1 Teachers will receive constructive feedback on their performance throughout the year and as soon as practicable in the event that concerns come to light. Feedback will highlight particular areas of strength as well as any areas that need attention. Feedback on classroom observations will be given in line with para 5.1.5.

- 7.2 Feedback should also be given during any review meetings and recorded in line with para 5.4.2.

8. Identifying concerns

This section describes the informal approach to addressing concerns. It does not form part of the formal capability procedure and should be fully managed as an integral part of the appraisal process by the Teacher's Appraiser only. Where required improvements are not evident by the end of the interventions agreed under this section, the matter may be referred to the Head teacher (if not the Appraiser) for management under the separate Capability Policy and Procedure.

- 8.1 On-going professional dialogue as referred to in point 5.4.1 may be as useful, or more useful, in achieving the required positive outcomes for all parties and this option should be given serious consideration.
- 8.2 Where significant evidence arises that previous advice, provided under section 5.4, has not resulted in improvement as agreed, a written record must be shared with the teacher and that record will form the basis of the discussions under this section.
- 8.3 The appraiser will invite the teacher to a formal review meeting. In such circumstances the teacher must be advised to contact their trade union or professional association for advice, guidance and support both before and after the review meeting
- 8.4 Written records produced under this section must include details of the concerns, evidence of professional discussions and details of the support provided.
- 8.5 This purpose of the Review meeting is:
- for the appraiser to give clear feedback to the teacher about the nature and seriousness of the concerns with reference to the evidence;
 - to give the teacher the opportunity to comment and discuss the concerns;
 - to agree any support (e.g. training, coaching, mentoring, structured observations), that will be provided to help address the specific concerns. It is not sufficient simply to refer to the Teachers' Standards. The discussion and support agreed must be meaningful, with the intent of gaining acceptable and sustainable improvements in performance
 - for the appraiser to make clear how, and by when, the progress will be reviewed;
 - to revise appraisal objectives (where appropriate). In this case, it will be necessary to allow additional sufficient time for improvement in these circumstances and the amount of time will be set by the appraiser.

- to advise the teacher of the timescales for improvement. These will be set by the appraiser and should ensure sufficient opportunity for the teacher to improve, whilst also reflecting the seriousness of the concerns.
 - for the appraiser to explain the implications and process if no, or insufficient, improvement is made with reference to the School Capability (Performance) Procedure. [ref to para 9.1]
- 8.6 A written record of the meeting including any revised objectives, support and timescales must be sent to the teacher. This must include advice to contact their trade union representative and must confirm that the advice in 8.3 has been given.
- 8.7 During this period for improvement discussions should be ongoing and a second meeting must be held at the end of the time period to review progress.
- 8.8 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.
- 8.9 Where the appraiser has serious concerns that the teacher's performance is having an immediate detrimental impact on the education, health, safety or wellbeing of pupils or colleagues, the timescales for improvement and level of support for the teacher should reflect this.

9. Transition to capability

- 9.1 If the appraiser is not satisfied with progress and/or objectives have not been met, the teacher will be notified in writing that the appraisal system will no longer apply and that their performance will be managed by the Headteacher [if not the appraiser] under the School Capability [Performance] Procedure.

10. Annual assessment

- 10.1 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.
- 10.2 This assessment is the end point to the annual appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year in the agreed review meetings.
- 10.3 The teacher will receive as soon as practicable following the end of each appraisal period, and have the opportunity to comment in writing on, a written appraisal report. In this school, teachers will receive their written appraisal reports by 31 October [head teacher by 31 December].
- 10.4 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;
 - where objectives have not been met in full, but the appraiser is satisfied that significant progress has been made, the rationale for this decision.
 - pay recommendations (*NB – pay recommendations need to be made by 31 December for head teachers and by 31 October for other teachers*);
- 10.5 Final decisions about whether or not to accept a pay recommendation will be made by the governing body, having regard to the appraisal report.
- 10.6 Where a teacher is applying to move from the main pay scale to the upper pay scale, applications should be made in accordance with the School Pay Policy.
- 10.7 The assessment of performance and of professional development needs will inform the planning process for the following appraisal period.
- 10.8 The appraisal process is confidential to the head teacher, appraiser and teacher. However, this does not override the need for the head teacher and governing body to quality assure the operation and effectiveness of the appraisal system.

11. Monitoring and Evaluation

- 11.1 The governing body will monitor the operation and effectiveness of the appraisal system.
- 11.2 The head teacher will provide the Governing Body with a written report on the operation and effectiveness of the school appraisal policy annually, including compliance with equalities legislation. The report will not identify anyone by name and will include an assessment of the impact of the policy on;
- Race
 - Gender
 - Sexual Orientation
 - Disability
 - Religion and belief
 - Age
 - Part time status
 - Maternity/pregnancy

The head teacher will also report on whether there have been any appeals or representations on the grounds of any of the categories above.

APPENDIX 1 APPEALS PROCEDURE

It is the intention that the Appeals Procedure will be dealt with promptly, thoroughly and impartially. When a teacher feels that any aspect of their appraisal objectives are unfair or unjust, they may appeal against them, and present evidence to support their argument for consideration.

Teachers / Head Teachers should put their appeal in writing to either the Head Teacher or the Governing Body; their appeal should include sufficient details of its basis.

Appeals should be heard without unreasonable delay and at an agreed date, time and place. Employees have a statutory right to be accompanied at any stage of an appeal hearing by a companion who may be either a work colleague or a trade union representative.

The order of proceedings is as follows:

A) Review Stage

1. The teacher receives written confirmation of their appraisal objectives.
2. If the teacher is not satisfied, he/she should seek to resolve this by discussing the matter informally with the Appraiser within ten working days of the decision.
3. Where this is not possible, or where the teacher continues to be dissatisfied, he/she may follow a formal appeal process.

B) Formal Appeal Stage

1. The teacher should set down in writing the grounds for appeal and send it to the Appraiser.
2. Within 10 working days of receipt of the appeal the arrangements for the appeal hearing will be communicated.
3. Any appeal should be heard by a panel of three governors normally within 20 working days of the receipt of the written appeal notification. The teacher will be given the opportunity to make representations in person. The decision of the appeal panel will be given in writing within 10 working days, and where the appeal is rejected will include a note of the evidence considered and the reasons for the decision.

The decision at the Formal Appeal Stage is final.

The procedure for the conduct of formal meetings shall be in line with the general school appeals procedure.