

MODEL APPRAISAL POLICY & PROCEDURE FOR SCHOOLS (TEACHERS)

Adopted by Governors: July 2019

Reviewed: May 2022

Next review May 2025

Safeguarding

At White Laith we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by or invited to deliver services at White Laith. We recognise our responsibility to safeguard and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying.

We also exercise this responsibility by educating our children so that they grow in their understanding of their rights and responsibilities to themselves and others, in safety consciousness, and, in their maturity and abilities to keep themselves and others safe.

We perceive this to be part of our role in promoting British values

Aims and objectives

Through commitment, determination and a willingness to embrace change we will:

- Develop independent, effective learners who enjoy school and who will become life-long learners
- Create a cohesive school community in which there is mutual understanding, trust and respect
- Empower staff and children by raising confidence, self-esteem and self-belief
- Equip children with the attitudes, qualities, skills and understanding they need for success in our ever-changing, diverse world
- Bring about optimum achievement for every child
- Become an excellent school

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APPRAISAL POLICY & PROCEDURE (TEACHERS)

1. INTRODUCTION

- 1.1. Performance appraisal is an opportunity for individual employees and those that have responsibility for their performance, typically line managers, to engage in a constructive dialogue about an individual's performance across the reporting period, their potential and their development needs, in addition to the support required from the manager. Furthermore, in the case of teachers, there is also a requirement to assess practice against the Teacher's Standards. Emerging from this dialogue objectives will be agreed.
- 1.2. While performance appraisal is an important part of performance management, in itself it is not performance management. However, it is one of a range of tools that can be used to manage performance, but this should be done in a supportive manner.

2. PURPOSE

- 2.1. The purpose of this appraisal policy is to provide a framework to assess employees (teachers) against defined objectives, to give constructive feedback and to acknowledge employees for their good work. The policy will also enable medium and long term objectives to be defined for employees and, where teachers are eligible, may inform a recommendation for pay progression.
- 2.2. The policy also offers the opportunity to address any performance issues to be addressed at an early stage, constructively discuss areas in need of improvement, find solutions / appropriate support and better ways to carry out tasks or improve practice.

3. SCOPE

- 3.1. 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 (i.e., NQTs) or teachers on capability procedures.
- 3.2. This policy is designed to comply with the Education (School Teachers' Appraisal) (England) Regulations 2012 and also reflects, where applicable, provisions outlined in the School Teachers' Pay & Conditions Document.

4. POLICY STATEMENT

- 4.1. White Laith primary School is committed to give teachers employed at the school and their managers an annual opportunity to review performance, to agree personal objectives, and to agree learning and development requirements.
- 4.2. The appraisal system aims to:
 - Be a positive process
 - Raise the quality of teaching, learning and leadership provided by the school through highly motivated and competent teachers and leaders
 - Support the School in improving the education of pupils at the school and the implementation of any plan of the governing body designed to improve that school's educational provision and performance
 - Translate and create links from high level strategy into each individual's role
 - Identify and support any relevant development needs.

5. PROCEDURES

5.1. THE APPRAISAL PERIOD

The appraisal period will run **for 12 months**, normally from September to July.

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.

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.

5.2. APPOINTING APPRAISERS

All appraisers of teachers, other than those appraising head teachers, will be qualified teachers and will be suitably trained.

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.

The task of appraising the head teacher, including the setting of objectives, will be delegated to a sub-group consisting of normally three 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 considered.

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. See also section on Teachers Experiencing Difficulties.

5.3. 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 and the support required to achieve the objectives will be recorded in the planning statement. The objectives set will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the appraisee's role and level of experience. In setting the objectives, reviewers 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. Appraisees may at any point append their comments alongside their objectives.

The appraiser and appraisee will seek to agree the objectives. Objectives may be revised if circumstances change. The school operates a system of moderation to ensure that all appraisers are working to the same standards. Targets will be moderated across the school to ensure that they are consistent between teachers with similar experience and levels of responsibility. 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.

Setting more than three objectives, or using sub-targets, may lead to difficulties in achieving objectives set. Therefore, other than in exceptional circumstances or by agreement, no teacher will be given more than three objectives.

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 return from a period of extended absence, objectives may be adjusted to allow them to readjust to their working environment.

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.

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 e.g. the Teachers' Standards. The head teacher or Governing Body (as appropriate) will need to consider whether certain teachers should be assessed against other sets of standards published by the Secretary of State or other body that are relevant to them. For QTLS holders, that may include the overarching professional standards for teachers in the lifelong learning sector, held by the Learning and Skills Improvement Service.

5.4. PAY PROGRESSION

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 and the relevant standards. The decision made by the relevant decision-making body will also be based on the statutory criteria and guidance set out in the *School Teachers' Pay and Conditions Document (STPCD)*.

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 head teachers and by 31 October for other teachers.

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. Details of the appeals process can be found within the School Pay Policy.

5.5. REVIEWING PERFORMANCE

5.5.1. Observation

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.

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.

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 next school day and written feedback within 5 working days, unless circumstances make this impossible.

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/academy's observation protocol.

For the purpose of professional development, feedback about lesson observations should be developmental, not simply a judgement using Ofsted grades.

Where possible and appropriate school will limit the need for additional observations during the appraisal year and may use the findings of each observation, 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.

5.5.2. 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 e.g. through peer observation. 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. 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.

During the review meeting consideration will be given 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.

5.6. 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;
- 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 (**N.B. – pay recommendations need to be made by 31 December for head teachers and by 31 October for other teachers**);
- 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.

Appraisal is not limited to an annual assessment meeting and will be part of ongoing professional dialogue.

5.7 TEACHERS EXPERIENCING DIFFICULTIES

5.7.1 When dealing with a teacher/ head teacher experiencing difficulties, the objective is to provide support and guidance through the performance management process in such a way that the teacher's/head teacher's performance improves and the problem is, therefore, resolved.

5.7.2 Where it is apparent that the teacher's/head teacher's personal circumstances are leading to difficulties at the school, support will be offered as soon as possible, without waiting for the annual appraisal meeting.

5.7.3 If an appraiser identifies, through the performance management process, that some difficulties being experienced by a teacher/headteacher are such that they can be addressed by immediately agreed actions, a professional conversation should be held to discuss and implement steps and support to rectify the situation as outlined in the attached Guidance (see Appendix 1).

5.7.4 If it is identified through the performance management process that the difficulties experienced by a teacher/head teacher are of concern/having an impact on their performance the appraiser, head teacher or a member of the leadership team will meet the teacher/head teacher to agree an informal support plan in accordance with the Guidance (see Appendix 1). The agreed plan of support should be documented and shared with both parties. Trade union support at this meeting should be accommodated should the appraisee request it.

5.7.5 If, by the end of the period of support, sufficient progress is made and as such, the teacher/head teacher is performing at a satisfactory level, the teacher/head teacher should be informed of this in a meeting and this will be followed up in writing by the appraiser or head teacher. The performance management process will then continue as normal.

5.7.6 If, by the end of the support plan period, the appraiser is not satisfied with progress, they should liaise with the head teacher or in the case of the head teacher, the Chair of Governors. It may be appropriate at this stage to commence capability procedures, in which case the teacher/head teacher will be notified at a review meeting that their performance will be managed under the Schools Capability Policy and Procedure and the normal performance management systems will no longer apply.

5.8 APPEALS

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 head teacher or from the school governing body.

6. OTHER RELATED POLICIES & DOCUMENTS

6.1. The following policies are related to this policy:

- Model Capability Policy for Schools Based Staff
- Model Pay Policy

6.2. The following documents are related to this policy:

- The School Teachers' Pay & Conditions Document
- The Teachers' Standards

- The Education (School Teachers' Appraisal) (England) Regulations 2012

7. REVIEW

The Governing Body of White laith Primary School adopted this policy on 17th May 2022.

It will review it in May 2025 unless any changes are required prior to this.

Appendix 1 – Guidance for supporting teachers experiencing difficulties

Introduction

The purpose of this guidance is to promote early intervention and to ensure that teachers/head teachers experiencing difficulties are provided with appropriate support:

In particular that teachers / head teachers have:

- Agreed and meaningful support appropriate to the concerns raised
- The opportunity to receive structured feedback and to understand and respond to evidence of underperformance
- Reasonable and realistic timeframes within which to improve performance
- The opportunity should they wish to have trade union support including at the meeting referred to in paragraph 5.7.4 and subsequent review meetings.

Procedure

Head teachers/appraisers should raise their concerns of underperformance in a professional conversation with the teacher/head teacher in accordance with paragraph 5.7.3. Support may be discussed at this stage to help the teacher or head teacher make immediate improvements to their performance.

If, after implementing 5.7.3 the concerns are not resolved the teacher/head teacher will be invited to a meeting to plan appropriate support. The teacher/headteacher will be given at least 5 working days' notice of the meeting.

At the meeting:

- There should be a professional discussion referring to the aspects of work performance that do not meet the required standards. Clear evidence will be provided by the school and the teacher may bring their own evidence
- The teacher/head teacher should have the opportunity to respond to these concerns and to highlight any mitigating reasons/circumstances for the difficulties being experienced.
- In consultation with the teacher/head teacher, an informal plan of support should be established that will help address the specific concerns.
- Objectives for improving performance should be specific and agreed.
- Support, coaching and training should be identified, for example: coaching, training, in-class support, mentoring, structured observations, visits to other classes or schools or discussions with advisory teachers. Support must be manageable and relevant to the specific concerns raised.
- A timetable for improvement, including the means of monitoring improvement, should be agreed and a date for a meeting to review progress confirmed. The timescales for improvement should be reasonable, realistic and appropriate to the performance concerns, for example: 8-10 weeks unless the concerns are of a minor nature that can be dealt with quickly.
- The main points of the meeting should be recorded in writing and written records, including evidence, should be kept and be available for all those involved in the process.
- The implications and process, if insufficient improvement is made, will be explained.