



Doing our best to achieve our best

Clarendon Primary School & Family Centre

Appraisal Policy

1. Introduction and Purpose of Policy

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

The appraisal system in this school is intended to be a supportive and developmental process designed to ensure that all members of staff:

- have the skills and support they need to carry out their role effectively;
- can continue to improve their professional practice and to develop further in their role.

For teaching staff, the appraisal system also provides the basis for ensuring that teachers receive fair pay progression awards reflecting their achievements and contribution, in accordance with the school's pay policy.

This policy applies to all teachers (including the headteacher) employed by the school except those on contracts of less than one term, those undergoing induction (i.e. NQTs) and those who are the subject of capability procedures or a period of probationary service.

The Governing Body is mindful of its obligations under the Equality Act 2010 and this policy will be applied fairly and consistently to all teaching staff employed at the school, with the exceptions outlined above.

2. The Appraisal Period

The appraisal period for teachers will run from September to July unless a teacher joins the school mid-year. Other staff appraisal cycle will run for a year from the anniversary of the end of the last appraisal cycle.

Employees who are employed on a temporary or fixed term contract likely to last for less than one year will have their performance managed in accordance with the principles underpinning this policy. The length of the appraisal period will be determined by the known or likely duration of the contract.

3. Appointing Appraisers

The headteacher will be appraised by the Governing Body, supported by an external adviser who has been appointed by the Governing Body for the purpose.

The task of appraising the headteacher, including the setting of objectives, will be delegated to a sub-group consisting of [two/three] members of the Governing Body.

The headteacher will determine who will appraise other members of staff.

Each teacher appraiser will normally have no more than five teachers to appraise unless there are extenuating circumstances. The number of support staff appraisers will appraise will depend on the appraiser's role and responsibilities as well as the number of teachers they are also appraising.

4. Setting Objectives

4.1 General

Objectives for each member of staff will be set before, or as soon as practicable after, the start of each appraisal period. The objectives set for each appraisee will be 'SMART' (i.e. specific, measurable, achievable, realistic and time-bound) and will be appropriate to the individual's role and level of experience. It may be determined that specific objectives require a longer time span than a single appraisal period, in which case appropriate milestones towards the achievement of such objectives will be built in, in order to monitor progress within each appraisal period.

The appraiser and appraisee will seek to agree the objectives. Where this is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change.

4.2 Teaching Staff

The headteacher's objectives will be set by the Governing Body after consultation with the external adviser.

- Teachers will be set a minimum of 3 targets and a maximum of 4.

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 the school. This will be ensured by quality assuring all objectives against the school development plan and will *be consistent with any arrangements outlined under section 7, 'Monitoring and Evaluation'*.

Target areas should consider:

- Pupil achievement.
- The development of Teaching and Learning skills (see teaching standards).
- Subject/team leadership and management, where appropriate.
- Ongoing professional development of individual staff.

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.

Objectives will be subject to moderation before they are finalised in accordance with the school's arrangements for monitoring and evaluation in section 7.

4.3 Support Staff, including Family Centre and Nursery Staff

It is recognised that the process of objective setting will be more appropriate to some support staff roles than others and that therefore it may not be practicable in all cases to set formal objectives. Although the appraisal process may require adaptation for different roles, the Governing Body will continue to ensure that all employees have the opportunity to have their performance reviewed on an annual basis.

Objectives will relate to the school's plans for improving educational provision where relevant to the individual's role; otherwise (or in addition) they may relate to progress in a specific task and/or professional development.

Relevant occupational or professional standards may be used as a backdrop for the appraisal discussion where appropriate.

5. Agreeing Evidence Base and Reviewing Performance

5.1 Reviewing Teachers' Performance

Classroom 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 observations will be carried out in a supportive fashion.

Teachers' performance will be regularly observed but the amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the school. Teachers can, however, expect to be observed on a minimum of six occasions in any appraisal cycle. Classroom observation will be carried out by those with QTS. In addition to formal observation, head teachers or other leaders with responsibility for teaching standards may "drop in" in order to evaluate the standards of teaching and to check that high standards of professional performance are established and maintained. The length and frequency of "drop in" observations will vary depending on specific circumstances. Where concerns arise around an individual teacher's performance the number and regularity of observations may increase. The extent of this will be outlined in an individualized support plan.

Other Evidence

In addition to classroom observations, the reviewer will discuss, and wherever possible agree with each teacher, the evidence base to be used for assessment at the end of the appraisal period. The evidence base may vary according to the chosen objectives and any development focus but is likely to include:

- Lesson plans
- Book scrutinies
- Learning walks
- Pupil progress data
- Examination / test outcomes
- Pupil / parental surveys
- Pupil discussion/interviews
- Monitoring and moderation of activities- completed by subject leaders.

Whilst the appraiser will use a range of evidence to inform their final assessment of each teachers performance, it is the appraiser's responsibility to identify, collect and hold evidence which demonstrates their achievement/progress towards performance management objectives set and their meeting of the teacher standards.

Other Responsibilities

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

5.2 Reviewing Support Staff Performance, including Family Centre and Nursery Staff

The process of reviewing support staff performance may involve a mixture of informal and formal evidence gathering and assessment. For teaching assistants, data will normally consist of evidence of student work or progress. For other support staff there may be evidence from project documentation or from co-workers, case work, customers or managers which can feed into the process.

5.3 Development and Support

Appraisal is designed to be a supportive process which will be used to inform continuing professional development. The school wishes to encourage a culture in which all members of staff take responsibility for improving their performance through appropriate professional development. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual members of staff.

5.4 Feedback

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 need further development. Where there are concerns about any aspects of the teacher's performance the appraiser will arrange to meet the teacher to:

- give clear feedback to the teacher about the nature and seriousness of the concerns;
- give the teacher the opportunity to comment and discuss the concerns;
- agree any support (e.g. 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;
- explain the implications and process if no – or insufficient – improvement is made.

The appraisal plan will be revised as necessary to reflect any changes, such as to the objectives or planned development activities.

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.

5.5 Transition to Capability Procedures

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 will be managed under the capability procedure. They will be invited to a formal capability meeting in accordance with the school's adopted procedure.

5.6 Progression To and Through the Upper Pay Range

Progression through the upper pay range will be based on the needs of the school and the subsequent outcome of appraisal and assessment against criteria in the school's pay policy.

5.7 Annual Assessment

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

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 interim meetings which will take place during the course of the year. The reviewer will use interim meetings to check progress against objectives and that evidence-gathering is on track to inform the final assessment of performance at the end of the appraisal year.

The appraisee 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.

Teachers will receive their written appraisal reports by 31 October (31 December for the headteacher). 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.
- for support staff, their job description and any occupational or national standards deemed relevant.
- an assessment of the teacher's training and development needs and identification of any action that should be taken to address them.
- an overall performance rating / assessment of performance.
- a recommendation on pay where relevant in accordance with school's pay policy.

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

Notes:

For teachers, the requirement to produce an appraisal report containing the information outlined above is within the regulations.

Recommendations on pay will be relevant only in respect of those members of staff whose progression is contingent upon performance. From September 2014 this will mean every teacher who is not already at the top of their pay range.

6. Data Protection

When conducting an employee's appraisal, the School processes personal data collected in accordance with its data protection policy. Data collected by the school as part of the operation of the appraisal process is held securely and accessed by, and disclosed to, individuals only for the purposes of managing his/her appraisal or to quality assure the operation and effectiveness of the appraisal system. Inappropriate access or disclosure of employee data constitutes a data breach and should be reported in accordance with the data protection policy immediately. It may also constitute a disciplinary offence, which will be dealt with under the School's disciplinary procedure.

7. Monitoring and Evaluation

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

- The headteacher will review all teachers' objectives (or a sample) to check consistency of approach and expectation between different appraisers;
- The headteacher will consider all pay recommendations made following the completion of the annual appraisal cycle.
- The headteacher will then make a recommendation to the Governing Body, who have the final decision and whether to accept this recommendation or not.
- Reviewers will receive training to ensure they are familiar with the Teacher Standards and the school's approach to appraisal and objective setting and pay recommendations;
- The headteacher will provide the governing body with a written annual report on the appraisal process.

8. Retention

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

9. Review

The content and operation of this policy is reviewed as and when deemed necessary by the Governing Body. The policy is discretionary and does not confer any contractual rights.

Date reviewed by governing body: Autumn term 2019

Date due for review: Autumn term 2022