



Broseley CE Primary
Teacher Appraisal Policy

This Policy/Procedure has been agreed by the following professional associations and Trade Unions representing Teachers, Headteachers and Support Staff:

- National Union of Teachers
- National Association of Schoolmasters Union of Women Teachers
- Association of Teachers and Lecturers
- National Association of Headteachers
- Association of School and College Leaders
- Unison
- GMB

This policy has been adopted by the governing body of Broseley Primary

on

11.9.18

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Policy for appraising teacher performance

The Governing Body of Broseley Primary School adopted this policy on 11th September following consultation with the recognised teaching unions.

This policy will be reviewed *annually*.

1. Purpose

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the headteacher, 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.

Under this policy the appraisal process will be used to address any concerns that are raised about a teacher's performance through the provision of support and the monitoring and assessment of improvement. The policy also clarifies the actions that may be necessary where concerns over a teacher's performance then remain and consideration needs to be given to whether action under the school's adopted capability procedure is necessary.

2. Application of the policy

This policy covers the appraisal arrangements and applies to the headteacher and to all teachers employed by the school, except those on contracts of less than one term, those undergoing statutory induction, ie NQTs, and those teachers who are subject to the school's adopted capability procedure.

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 develop and to continue to improve their professional practice.

3. The Appraisal Period

The appraisal period

The appraisal period will run for twelve months from October to October.

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.

There is flexibility to have a longer or shorter appraisal period when teachers begin or end employment with the school e.g. a two term appraisal period for teachers who start with the school on 1st January, with a view to bringing his/her cycle into line with the cycle for other teachers as soon as possible.

4. Appointing Appraisers

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

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 headteacher, including the setting of objectives, *will be delegated to a sub-group (committee) consisting of three members of the Governing Body, none of whom are employed to work at the school.*

The headteacher will decide who will appraise other teachers and can therefore delegate responsibility to other members of staff. Normally the appraiser will have line management responsibility for the appraisee and will have undertaken appropriate appraiser training. Where teachers have an objection to the head teacher's choice, their concerns will be carefully considered, and where possible, an alternative appraiser will be offered.

Where it becomes apparent that the appraiser appointed by the head teacher will be absent for majority of the appraisal cycle, the head teacher may perform those duties himself/herself or delegate those duties to another teacher for the duration of the absence.

If the headteacher 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.

5. Setting Objectives

The headteacher's objectives will be set by the Governing Body after consultation with the external adviser. This will be through the governors (sub-group/committee of governors) with delegated responsibility as indicated above.

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 (SMART) and will be appropriate to the teacher's role and level of experience. They will be clearly defined and appraisers and appraisees will be clear about what success will look like and how progress will be measured.

The appraiser will take into account the effects of an individual's circumstances, including any disability, when agreeing objectives. For example, adjusting objectives following an extended period of absence to allow them to readjust to their working environment.

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

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 development/improvement plan (see Quality Assurance and Consistency of Treatment and Fairness below).

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. In addition to being assessed against the objectives set all teachers will be assessed against the set of standards contained in the document called "Teachers' Standards 2012". The headteacher or governing body (as appropriate) will consider whether certain teachers should also be assessed against other sets of standards published by the Secretary of State that are relevant to them.

The standards and objectives against which performance will be assessed will be reflected in a written appraisal report.

- **the relevant standards against which the teacher's performance is to be assessed;**
- **details of the teacher's objectives for the appraisal period in question;**
- *the success criteria for achievement of objectives and evidence to be considered*
- *any specific support arranged for the teacher*

Appraisers must ensure that set objectives are robust and measurable to ensure once a decision is made at the end of the appraisal cycle regarding achievement of objectives, the appropriate pay progression decision can be made under the Schools Pay Policy Framework.

Appraisers should ensure they consider differentiation when setting objectives. If a teacher holds a post of greater responsibility (e.g. Leadership, TLR, UPR) then consideration should be given to more challenging objectives with greater impact on whole school initiatives.

6. Reviewing Performance

Review Meetings

Reviewing performance

Observation

At Broseley we believe 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.

In this school, teachers' performance will be regularly observed. Classroom observation will be carried out by those with QTS. 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. Teachers (including the headteacher) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

Performance will also be reviewed through analysis of data and book trawls carried out by the Head teacher or people designated by the head teacher. Teachers are expected to adhere to the feedback and marking policy and data and books should demonstrate the progress of the children. Data captures will be half termly and book trawls will be regular throughout the year.

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.

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 attention. Where there are concerns about any aspects of the teacher's performance the appraiser will meet the teacher formally 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 (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
- 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.

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 will be managed under the capability procedure, and will be invited to a formal capability meeting. This information can be found in the Capability procedure.

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 must 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.

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. At Broseley, 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 recommendation on pay where that is relevant
- an assessment of the teacher's professional development needs and identification of any action that should be taken to address them;

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

An assessment of performance over the appraisal period is the end point to the annual appraisal process. Performance and development priorities will be reviewed and addressed on a regular basis throughout the year. Any interim review meetings agreed and arranged between the appraiser and the teacher should be focused on specific issues related to performance and set objectives will be held on the following basis:

- Two review meetings during the appraisal period followed by a final meeting to assess performance and set new objectives and issue a **written appraisal report**, to take place after completion of the appraisal period in the Autumn Term but no later than 31st October (or 31 December in the case of the headteacher).

Where, however, at any time the appraiser has concerns about aspects of the teacher's performance then a review meeting will be called in order that the concerns can be addressed in consultation with the headteacher.

7. 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.

Pay progression decisions will be made in accordance with the schools pay policy. Appraisers must evidence during the appraisal cycle any significant concerns about standards of performance and progress towards objectives and communicate these to the appraisee as part of the appraisal process. If the appraiser's concerns are likely to affect pay progression these should be recorded in writing in appraisal documentation. Appropriate support should be identified and actioned by the school during the appraisal process to give the teacher every opportunity to address the concerns.

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 the teacher's pay. The Governing body will ensure that decisions on pay progression are made by December 31st for head teachers and October 31st for other teachers.

8. Quality Assurance and Consistency of Treatment and Fairness

The governing body is committed to ensuring consistency of treatment and fairness in the operation of the appraisal process. In order to ensure this and to ensure that the policy contributes to the school's plans for improvement the following quality assurance arrangements are made:

The headteacher will be the appraiser for all teachers.

For the appraisal of the headteacher, where the Chair of Governors has not been appointed to the Committee responsible, he/she will have an entitlement to check the appraisal report in order to ensure that the appraisal has been carried out in accordance with this policy and the Appraisal Regulations.

9. Appeals

It is hoped that the appraiser and teacher, or governor appraisers and headteacher, will reach agreement on the content of the written appraisal report. Whilst the appraiser(s) can take a decision on content where agreement cannot be reached the teacher, or headteacher, will be afforded a right of appeal against entries with which they are not in agreement. They may be assisted in the Appeal by a companion who may be a **workplace colleague, a trade union representative or professional association representative**.

In exercising the right of appeal the headteacher or teacher may be assisted by a **workplace colleague, trade union representative or professional association representative**.

For a teacher the appeal will be to the headteacher where the appraiser is not the headteacher or, where the appraiser is the headteacher, to a committee of governors with delegated responsibility for hearing such appeals.

For the headteacher any appeal would be to a committee of governors with delegated responsibility.

10. General Principles underlying the Appraisal Policy

Confidentiality

The appraisal process will be treated with confidentiality. However, the desire for confidentiality does not override the need for the head teacher and governing body to quality-assure the operation and effectiveness of the appraisal system. The appraisal record should be regarded as a confidential document between the appraiser and the teacher other than for the purpose of quality assurance as described under the paragraph 'Quality Assurance and Consistency of Treatment and Fairness'. *Where a teacher's line manager is not his/her appraiser he/she should be allowed access to the teacher's appraisal records for the purpose of discharging his/her line management responsibilities. Where this is felt to be necessary the teacher will be told who has requested access and be made aware that access is being granted (add in this sentence in italics to allow continued practice established by the previous performance management policy).*

The headteacher will also be made aware of any pay recommendations that have been made in order that they are taken into consideration **as part of annual pay progression decisions**.

Delegation

Normal rules apply in respect of the delegation of functions by governing bodies, headteachers and local authorities and this is reflected by the policy.

Monitoring and Evaluation

The governing body and headteacher will monitor the operation and effectiveness of the school's appraisal arrangements. For this purpose the headteacher will provide for the governing body a written annual report for consideration at its autumn term meeting.

The report should include:

- The operation of the appraisal policy
- The effectiveness of the schools appraisal procedures
- Teacher training and development needs

The report will not contain any information which would enable any individual to be identified.

The Governing Body is committed to ensuring that the appraisal process is fair and non-discriminatory and the following monitoring data should be included in the head teacher's report because they represent the possible grounds for unlawful discrimination:

- Race
- Sex
- Sexual orientation
- Disability
- Religion and belief
- Age
- Part-time contracts
- Trade union/ professional association membership.

The head teacher will also report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination under any of the categories above.

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.

