

Saints Peter and Paul Catholic Primary School



Appraisal Policy for Teaching Staff

APPRAISAL POLICY FOR TEACHING STAFF

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*(*Insert School/Centre for Learning (CfL) name here)*

APPRAISAL POLICY FOR TEACHING STAFF

Policy Approved: The Governing Body of <i>(*Insert name of school/ CfL)*</i> adopted this policy on <i>(*insert date and status of Governing Body approval meeting here)*</i>
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Implementation Date: <i>* insert date of implementation</i>
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INTRODUCTION

This policy has been introduced by the Governing Body to meet the revised appraisal arrangements which are set out in the Education (School Teachers' Appraisal) (England) Regulations and which replace the Education (School Teacher Performance Management) (England) Regulations 2006.

This policy has been consulted upon with the relevant local professional associations of NAHT, ASCL, ATL, NASUWT and NUT via the Local Authority acting on behalf of the School/CfL Governing Body and any commentary received from these associations has been considered in the development of this policy.

The Governing Body is mindful that whilst the Government has brought into force a set of Teachers' Standards which will apply to all teachers regardless of their career stage and which form the backbone of appraisal arrangements, it is also presently reviewing whether there is the necessity for a higher teacher standard. Any statutory provisions arising out of this review will be implemented as a matter of course by the Governing Body and the policy will be amended to reflect this. Should the Governing Body wish to introduce aspects of Government proposals relating to this higher standard which accommodate discretion, these will be consulted upon via school/CfL based representatives of the professional associations referenced above, prior to any decision about whether to include within the policy.

1.0. THE POLICY - OVERVIEW

- 1.1.** This policy sets out the framework for a clear and consistent assessment of the overall performance of the head teacher and the teachers within the context of professional expectations under the Teachers' Standards, the school's/CfL's improvement plan and an individual's own professional developmental needs.
- 1.2.** The policy applies to the head teacher and all teachers employed by the school/CfL except those on a contract of less than one term, those undergoing induction (NQT's) and those being managed under the school's/CfL's capability procedure.
- 1.3.** Where teachers are eligible for pay progression, the assessment of performance throughout the cycle against the performance criteria specified will assist in informing any recommendation made by the reviewer.

- 1.4. All teachers will be assessed against the statutory 'Teachers' Standards' which come into force on 1 September 2012. Assessment against these standards will be at a level consistent with the reasonable expectation of a teacher in their relevant role and taking account of the relevant stage of their career.
- 1.5. Assessment will review and inform the contribution of the teacher to the schools/CfL's plans for school/CfL improvement, whether through whole school/CfL or departmental development plans and to informing and improving pupil progress.
- 1.6. If at any stage in the appraisal period evidence emerges that gives rise to concern about aspects of a teacher performance it may be reasonable, taking into account all relevant circumstances and the arrangements described at Paragraph 6, to invoke the relevant provisions of the School's/CfL's Capability Procedure.
- 1.7. The head teacher will determine who will review teachers and, where this task is delegated, will moderate all planning statements to check that plans recorded in the statements of teachers at the school/CfL:
 - are consistent between those who have similar experience and similar levels of responsibility;
 - comply with the school's/CfL's appraisal policy, the Regulations and the requirements of equality legislation.
- 1.8 The Governing Body will ensure that the head teacher's planning statement is consistent with the school's/CfL's improvement priorities and complies with the school's/CfL's appraisal policy, the Regulations and the requirements of equality legislation.

2.0. OBJECTIVES

- 2.1. The objectives set will be specific, measurable, achievable, realistic and time bound appropriate to the expectations of a teacher in relation to the Teachers' Standards when assessed in the context of their relevant role and taking account of the relevant stage of their career. Whilst appropriately rigorous and challenging to complement wider school/CfL improvement plans and pupil attainment, objectives will:
 - be equitable in relation to teachers with similar roles, responsibilities and experience;
 - have regard to what can reasonably be expected of any teacher given the desirability to ensure a balance between a teacher's time required to discharge his/her professional duties and the time required to pursue his/her personal responsibilities/interests outside of work;
 - take account of the teacher's professional aspirations and career goals and;

- address a teacher's developmental needs in meeting and maintaining the level of application required under the Teachers' Standards.

2.2. The reviewer and teacher will seek to agree the objectives but where a joint determination cannot be made, the reviewer will make the determination.

In this school/CfL all teachers, including the head teacher, will have no more than three objectives.

2.3. At the end of the appraisal period, assessment of performance against an objective will be on the basis of the performance criteria set at the beginning of the appraisal period. Significant progress towards the achievement of a challenging objective, even if the performance criteria have not been met in full, will be assessed favourably.

3.0. THE APPRAISAL PERIOD

3.1. The appraisal period will ordinarily run on an annual basis from September to August.

3.2. Where a teacher starts employment at the school/CfL part way through an appraisal period, the head teacher or, in the case where the teacher is the head teacher, the Governing Body, shall determine the length of the first appraisal period for that teacher, with a view to bringing it into line with that for other teachers at the school/CfL as soon as possible.

3.3. Where a teacher transfers to a new post within the school/CfL part way through an appraisal period, the head teacher or, in the case where the teacher is the head teacher, the Governing Body, shall determine whether the appraisal period shall begin again and whether to change the reviewer. The provisions for the future scheduling of appraisal periods as described in Paragraph 3.2. should be taken into account in this process.

3.4. At the end of each appraisal period each teacher's performance will be formally assessed with their reviewer at a review meeting.

4.0. APPOINTMENT OF REVIEWERS

4.1. The head teacher's performance will be reviewed by the Governing Body which will appoint **three** of its number from the Resources and Personnel Committee to fulfil this function.

4.2. The Governing Body will appoint a suitably skilled and experienced external adviser to provide guidance and support to the head teacher review process.

4.3. The head teacher will be the reviewer for those teachers he/she directly line manages and will determine who will review other teachers. If this task is

delegated, the head teacher will ensure the relevant provisions of paragraph 1.7 are complied with.

4.4. Where delegation occurs:

- the maximum number of reviews that a reviewer other than members of the Senior Management Team will be expected to undertake per appraisal period is four*.
- if a teacher has more than one line manager the head teacher will determine which line manager or other appropriate member of staff will be best placed to manage and review the teacher's performance;
- if it becomes apparent that the reviewer will be absent for the majority of the appraisal period or is unsuitable for professional reasons, the head teacher may perform the duties herself or delegate them in their entirety to another teacher. Where this other teacher is not the reviewee teacher's line manager, this other teacher will have an equivalent or higher status in the staffing structure as the reviewee.
- An appraisal period will not begin again in the event of the reviewer being changed part way through that period, unless the circumstances of Paragraph 3.3. apply, in which case a different reviewer may be identified.

** maximum number of reviews is dependant on size of school.*

5.0. ANNUAL ASSESSMENT

5.1. Each teacher's performance will be formally assessed on conclusion of the period described at Paragraph 3.1. by the undertaking of a review meeting with their reviewer. Although this assessment is the end point to the annual appraisal process, performance and development priorities that were originally set for this period may be reviewed and addressed on a regular basis throughout the year in review via interim meetings. The timing of interim meetings to be held during an appraisal period will be discussed between the reviewer and teacher in the planning stage in line with the school annual calendar for the next appraisal period in order to establish agreement to the number to be undertaken (subject to a maximum of two per term. Where agreement cannot be reached, the reviewer will hold a maximum of two further meetings within ten working days to reach agreement.

5.2. In respect to the teacher's, formal assessment review meeting, the reviewer will ensure that this is conducted in as timely a manner as can be accommodated but in any event within such time after the commencement of the Autumn Term to ensure that the teacher receives by 31 October a written statement of the:

- objectives that were set for the teacher for the appraisal period in question;

- teacher's performance of their role and responsibilities against those set objectives and the relevant Teachers' Standards;
- teacher's training and development needs and identification of any action that should be taken to address them;
- recommendation on pay progression, if any;
- objectives for the teacher for the next appraisal period, and;
- intention or otherwise to conduct interim meetings and, if applicable, of the number to be held

5.3. In respect to the head teachers', formal assessment review meeting, the reviewer will ensure that this is conducted in as timely a manner as can be accommodated but in any event within such time after the commencement of the Autumn Term to ensure that the head teacher receives by 31 December a written statement of the:

- objectives that were set for the head teacher for the appraisal period in question;
- head teacher's performance of their role and responsibilities against those set objectives and the relevant Teachers' Standards;
- head teacher's training and development needs and identification of any action that should be taken to address them;
- recommendation on pay progression, if any;
- objectives for the head teacher for the next appraisal period, and;
- intention or otherwise to conduct interim meetings and, if applicable, of the number to be held

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

5.5. Classroom observation will form an integral part of the review process to inform teachers' performance, identifying strengths and weaknesses and, where good and excellent practice is in evidence, to make use of this to inform school/CfL improvement more generally. The frequency and duration of classroom observation will reflect an individual teacher's professional development needs identified in the formal appraisal meeting.

6.0. OTHER MATTERS

- 6.1.** The appraisal process will be treated confidentially, however the desire for confidentiality does not override the need for the head teacher and the Governing Body to quality assure the operation and effectiveness of the appraisal system.
- 6.2.** The Governing Body and the head teacher will monitor the operation and effectiveness of school/CfL's appraisal arrangements.
- 6.3.** Appraisal is a supportive and developmental process which will be used to inform continuing professional development. Professional development will be linked, via the expectations under Teachers' Standards to school/CfL improvement priorities, standards of pupil attainment and the ongoing professional development needs and priorities of individual teachers and teachers will be encouraged to take responsibility for improving their teaching skills to support these aims.
- 6.4.** Teachers will receive constructive feedback throughout the year in a general sense where this is appropriate and, where relevant, as soon as practicable after any classroom observation or interim meeting. The entitlement to written feedback after a formal review meeting under the statutory framework is addressed at Paragraphs 5.2. and 5.3. respectively.
- 6.5.** Where there are concerns about any aspect of a teacher's performance either as an outcome of process under Paragraph 6.4. or via other means, the reviewer will 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 reasonable and constructive support that will be provided to help address those specific concerns;
 - Make clear how, and by when, the reviewer will review progress, and;
 - Explain the implications and process if no, or insufficient, improvement is made

By necessity, if the provisions of this Paragraph are invoked, this may override any arrangements previously set in place under Paragraph's 5.1. and 5.5. respectively.

- 6.6.** If the reviewer is not satisfied with progress, the teacher will be notified in writing of this and that this policy will no longer apply to them and that their performance will be managed under the capability procedure for the School/CfL. Further activities will then be governed by the content of the capability procedure.
- 6.7.** Any concerns should be made in writing within 10 working days of receiving the written statement:

Head teacher

A Head teacher may record their dissatisfaction with aspects of the written statement. Where these cannot be resolved with the appointed Governor's, concerns can be raised with the Chair of Governor's. Where the Chair of Governor's has been involved in the review process, the Governing Body should appoint a panel of three Governor's who have not participated in the head teacher's review, to act as review officers. No governor who is a teacher will be involved in the appraisal process. Any concerns should be reviewed with 10 working days of receipt. The review officer may decide that the review should remain unchanged or may add observations of his/her own.

Teaching staff

A member of teaching staff may record their dissatisfaction with aspects of the written statement. Where these cannot be resolved with the reviewer, they can raise their concerns with the head teacher. Where the head teacher is the reviewer the teacher can raise the issue with the Chair of Governor's. Any concern should be reviewed with 10 working days of receipt. The review officer may decide that the review should remain unchanged or may add observations of his/her own.