



Title of Policy	TEACHER APPRAISAL POLICY
Date of adoption	Autumn 2020
Originator	Robbie Beattie
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Additional information	

MURRAY PARK SCHOOL TEACHER APPRAISAL

POLICY 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.

This policy covers appraisal and applies to the Headteacher and to all teachers employed by the school, except those on contracts of less than one term, those undergoing induction (*i.e.* NQTs) and those who are subject to capability arrangements.

The school has a separate formal capability procedure which applies only to teachers (including the Headteacher) about whose performance there are serious concerns that the appraisal process has been unable to address.

ROLES AND RESPONSIBILITIES

The governing board is responsible for:

- Ensuring the effectiveness of this policy by monitoring and reviewing it annually.
- Ensuring that the appraisal and capability process is managed in a way that avoids increased workload for all parties concerned.
- Ensuring that all members of staff have read and understand the provisions in this policy.
- Appraising the headteacher and setting their objectives, following consultation with an external adviser.
- Ensuring all objectives contribute to the SDP and improve the education of pupils at the school.
- Consulting an external adviser on all matters concerning the assessment of the headteacher's performance.
- Providing the headteacher with their appraisal report.
- Conducting formal capability meetings where there are concerns about the headteacher's performance.
- Once a decision to dismiss has been taken, dismissing the teacher or headteacher in question with notice.
- Ensuring consistency of treatment and fairness, and abiding by all relevant equality legislation.

The headteacher is responsible for:

- The day-to-day implementation of this policy.

- Ensuring that the appraisal and capability process is managed in a way that avoids increased workload for all parties concerned.
- Deciding who will appraise teachers.
- Informing teachers of the standards against which their performance in the set appraisal period will be assessed.
- Conducting drop-in observations, where necessary, to evaluate standards of teaching and ensure high standards of professional performance are maintained.
- Conducting formal capability meetings where there are concerns about a teacher's performance.
- Providing teachers with their appraisal reports.

Teaching staff are responsible for:

- Improving their teaching through proactive engagement in appropriate CPD opportunities.
- Voicing concerns where they believe the appraisal process has become too work intensive.

APPRAISAL

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 and to develop as teachers.

THE APPRAISAL PERIOD

The appraisal period will run for 12 months from October-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 or when unattached teachers change post within the same authority.

APPOINTING APPRAISERS

The Headteacher 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 consisting of members of the Governing Body.

The Headteacher will decide who will appraise other teachers. In most cases this will be the direct line manager of the appraisee. Where there is concern that the appointed appraiser is not suitable then the appraiser has the right to appeal through the Finance, Personnel and General Purposes Committee.

SETTING OBJECTIVES

The Headteacher's objectives will be set by the Governing Body after consultation with the external adviser, taking into account the headteacher's work-life balance.

Teachers' work-life balance will be taken into consideration when objectives are set. Teachers' objectives will take into account the length of their contract to ensure objectives are realistic and fair.

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 and will be appropriate to the teacher's role and level of experience. The appraiser and teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. The appraisee has the right to appeal to the Finance, Personnel and General Purposes committee. 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 assurance of the School Development Plan and on-going review of objectives. Individual circumstances will be taken into account when assessing whether objectives were met.

Objectives and performance management discussions will not be based on teacher generated data and predictions, or entirely on assessment data for a single group of pupils.

Objectives may be set in relation to robust assessment data, but these will not be used in isolation and additional factors will always be considered when making pay progression decisions.

Before, or as soon as possible 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.

Teachers with additional responsibilities in line with TLRs will have four objectives. It is not expected that objectives will exceed four.

All teachers should be assessed against the set of standards contained in the document called "Teachers' Standards" published in July 2011. These standards should provide a framework for the discussion of teaching skills within the appraisal

meeting.

REVIEWING PERFORMANCE 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 observation will be carried out in a supportive fashion. Where issues are raised, staff will be supported with coaching from Head of Teaching and Learning and wider staff.

In this school 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. The school will maintain current expectations that staff will be observed for two 30 minute formal observations (likely to be one at each key stage), one for performance management and one for department review. More formal observations will take place if a member of staff is identified as requiring support. It would be expected that feedback is provided to all those observed within three working days. Wherever possible observers should feedback by the following day. Classroom observation will be carried out by those with QTS and in most cases will be middle or senior leaders. Line Managers will ensure that observations reflect a range of classes taught by the teacher. All reviews of performance management will be recorded on CPD genie.

Whenever possible teachers will be observed at least once by their appraiser/departmental manager.

In addition to formal observation, the Headteacher 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. These 'drop ins' will be focused on collecting evidence and allowing developmental areas to be defined. The length and frequency of "drop in" observations will vary depending on specific circumstances but it is unlikely to exceed one hour.

Teachers (including the Headteacher) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed. It is expected that pastoral work will be reviewed within the appraisal discussion as well.

EVIDENCE

The range and level of evidence collected for the purposes of appraisal and pay determination will always be proportionate and the impact on workload will be minimal.

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. Line managers will be responsible for overseeing the general performance of their staff. They should then use appraisal discussions and discussions between appraisal meetings in order to ensure that staff are accessing appropriate performance management. Reviewers must use the 'CPD' section of the planning statement in order to make clear how staff will be supported in their development.

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.

Teachers will also receive an assessment of their professional development requirements and any action that should be taken to address them.

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 an opportunity to comment and discuss the concerns.
- Agree any support 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, for example, the impact on pay progression and the potential for movement into formal capability proceedings.
- Set clear objectives to be met to achieve the required improvement.

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.

Where transition to capability is necessary please refer to our Teacher Capability Policy. Transition to capability may take place at any time during the appraisal period where it is considered that performance issues are not being sufficiently addressed through the appraisal process.

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.

The teacher will receive as soon as practicable following the end of each appraisal period a written appraisal report which will be recorded on CPD genie. The report will include:

- Details of the teacher's objectives for the appraisal period in question.
- An assessment of the teacher's performance of their roles 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; and
- A recommendation on pay where that is relevant.