

Rowlands Gill Primary School

Appraisal Policy for Teachers

2017



Review Date	Changes made	By whom	Date Shared
October 2018			

Date ratified by governing body 4/10/2017

Date for full implementation-4/10/2017

Date for review – October 2018

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The Appraisal Policy

1. Aim

- 1.1. The Education (School Teachers' Appraisal) (England) Regulations 2012 (the Appraisal Regulations) places a statutory duty on Rowlands Gill Primary School's Governing Body to have an appraisal policy for all teachers.
- 1.2. This policy aims to improve outcomes for students, and recognises the need for a formal system of continuing professional development for teachers. This will be a supportive and developmental process ensuring that all teachers have the skills and support they need to carry out their duties effectively.

2. Scope

- 2.1. This policy sets out the basis of appraisal and applies only to teachers, including the head teacher employed by the Governing Body, except those on contracts of less than one term, those undergoing induction and those who are subject to formal capability procedures.
- 2.2. This policy will improve outcomes for students by:
 - setting out the framework for a clear and consistent assessment of the overall performance of teachers, including the head teacher;
 - supporting and encouraging their development within the context of the school's plan for improving educational provision and performance, and the standards expected of teachers;
 - addressing any concerns that are raised regarding the performance of a teacher;
 - ensuring that all teachers are able to continue to improve their professional practice and to develop as teachers.

3. Responsibilities

- 3.1. The Governing Body will:
 - ensure that the head teacher and teachers' performance is managed and reviewed in accordance with the regulations and this policy;
 - consult with all teachers and their trade union representatives when reviewing the policy;
 - adhere to the relevant legislation;
 - conduct the school with a view to promoting high standards of educational achievement;
 - ensure that arrangements linking appraisal to pay can be applied consistently, can be objectively justified and comply with equalities legislation;
 - delegate to a panel of Governors appointed by the Governing Body the task of appraising the head teacher and ensure they are supported by a suitably skilled and/or experienced external adviser;

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- ensure all appraisers have the knowledge and skills to apply the policy fairly;
- ensure that as far as possible resources are made available in the school's budget for appropriate training and support on an equitable basis;
- receive an annual update from the head teacher on the operation of this policy, the effectiveness of this procedure in achieving improved outcomes and the training and development that has taken place;
- ensure that all performance appraisal reports are retained in a secure place for a period of 6 years.

3.2. The appraiser will:

- appraise all teachers or be the appraiser for those teachers they directly line manage;
- have the necessary background knowledge, skills and training to undertake the role of appraiser;
- be a qualified teacher and have current or recent teaching experience;
- have an appropriate position in the school's staffing structure;
- discuss with the appraisee their performance and set specific, measurable, achievable, realistic and timely (SMART) objectives;
- provide constructive feedback throughout the year and within two working days after each observation has taken place or should other evidence regarding their performance come to light;
- make recommendations on pay progression, where teachers are eligible.

3.3. The appraisee will:

- participate in arrangements for their performance appraisal in accordance with the conditions of their employment;
- raise any concerns in relation to the appraisal process as part of their response at any appraisal meeting or within two working days of any appraisal meeting.

3.4. The School Improvement Partner will:

- advise the Resources Committee on the setting of the performance objectives of the head teacher;
- assist the Resources Committee in the head teacher's appraisal.

4. The Appraisal Period

- 4.1. The performance of all teachers will be reviewed on an annual basis. Therefore the appraisal period will run for twelve months from 1st November 2017 to 31st October 2018.
- 4.2. 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 appraisal period will be determined by the duration of their contract.

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- 4.3. Where a teacher starts their employment at the school part-way through the appraisal period, the head teacher or, in the case of the head teacher the Resources Committee, will determine the length of their first period with a view to bringing this in line with the school's appraisal period.
- 4.4. Where a teacher transfers to a new post within the school their objectives will be revised in line with their new duties and responsibilities. In addition the head teacher or, in the case of the head teacher the Governing Body, will determine whether there is a need to change the appraiser.
- 4.5. Where a teacher raises a grievance during the appraisal period in relation to the appraisal processes or appraiser, the Chair of the Governing Body (with advice from Human Resources) will determine whether or not it is appropriate to suspend the appraisal process.

5. Review

- 5.1. This appraisal policy for teachers was agreed by the Governing Body of Rowlands Gill Primary School on 4th October 2017. It will be reviewed when necessary to take account of changes to any relevant legislation and advice issued by the Council.
- 5.2. The Governing Body and head teacher will monitor the operation and effectiveness of the school's appraisal policy to ensure that the policy is having a positive impact on the outcomes for students.

1. Appraisers

- 1.1. All appraisers of teachers, other than those appraising the head teacher, will be:
 - be a qualified teacher
 - have an appropriate position in the staffing structure,
 - have the necessary background knowledge, skills and training to undertake the role.
- 1.2. The head teacher will appoint a suitably skilled and experienced appraiser for all teachers at the commencement of the appraisal period. Where a teacher is of the opinion the appraiser appointed is unsuitable, they must submit a written request to the head teacher, stating the reasons for their objection. The head teacher will give consideration to the submission and where there are sufficient grounds found for the objection then an alternative appraiser will be offered where possible. Where it becomes apparent that the appraiser will be absent for the majority of the appraisal period, the head teacher may perform those duties or delegate those duties to another appraiser for the duration of that absence.
- 1.3. Where a teacher is experiencing difficulties with their performance and the head teacher is not the appointed appraiser the head teacher will be available to support the appraisal process, if required.
- 1.4. The Governing Body will appoint a suitably skilled and experienced adviser external to the school to support a sub group of the Resources Committee when appraising the head teacher. Where the head teacher is of the opinion any of the governors appointed is unsuitable to act as an appraiser they must submit a written request to the Chair of the Governing Body stating the reasons for their objection. The Chair will give consideration to the submission and where there are sufficient grounds found for the objective then an alternative governor will be offered where possible.

2. Setting Objectives

- 2.1. Objectives for all teachers, including the head teacher, will be set at the start of each appraisal period. In setting the objectives, appraisers will have regard to what can reasonably be expected in the context of roles, responsibilities and experience, consistent with the school's commitment to achieving a work life balance for all employees. Objectives will focus on the priorities for the teacher during the period and therefore the number of objectives will be limited to 3. The SMART objectives will be appropriate to the teacher's role and level of experience. The appraiser and appraisee will meet to discuss and seek to agree the objectives but, if that is not possible, the final decision on the setting of objectives will rest with the head teacher. The objectives set will be recorded within the appraisal plan and contain the criteria of what success should look like. If the objectives are not agreed the teacher may record any comments in writing as an appendix to the appraisal plan.

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- 2.2. The appraiser will take into account any personal circumstances when setting objectives for example any reasonable adjustments necessary for any teacher with a disability. Objectives may also be revised if circumstances, both school and personal, change through the year. Any changes will be discussed and included in a revised appraisal plan.
- 2.3. The appraiser must set performance objectives over a shorter timescale where a teacher has been absent for an extended period of time. Where a teacher is absent due to maternity leave for more than two terms, the appraiser will recommend pay progression in line with the STPCD.
- 2.4. Once objectives have been set for all teachers they will be moderated across the school by the appraisers and head teacher to ensure they are consistent between teachers with similar experience and levels of responsibilities. The objectives set for all teachers will, if achieved, contribute to the school's plans for improving its educational provision and performance and improving the education of its students.
- 2.5. The head teacher's SMART objectives will be set by the sub group of the Resources Committee after consultation with the external adviser and the head teacher. If it is not possible to agree the head teacher's objectives, the final decision on the setting of these will rest with the Resources Committee. The objectives set will be recorded within the appraisal plan and contain the criteria of what success should look like. If the objectives are not agreed the head teacher may record any comments in writing as an appendix to the appraisal plan.
- 2.6. Before, the start of each appraisal period, all teachers will be informed of the relevant standards against which their performance will be assessed. Teachers will be assessed against the Teachers' Standards (England). The head teacher or Governing Body will need to consider whether certain teachers need to be assessed against other standards published by the Secretary of State or other relevant professional body.

3. Development and Support

- 3.1. All appraisal meetings will be used to identify continuing professional development needs. The Governing Body requires all teachers to take responsibility for improving their teaching through appropriate professional development. Therefore any professional development agreed will be linked to the school's improvement priorities and to the ongoing professional development needs of all teachers.
- 3.2. In the case of competing demands on the school's budget for the provision of professional development, a decision will be taken by the head teacher and priority will be given to the professional development opportunity that:
 - will support the school to achieve its priorities;

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- is identified as essential for an appraisee to meet their objectives.
- 3.3. If any identified development or support is not made available in a timely manner then this will be taken into account when appraising performance.

4. Reviewing Performance

Observation

- 4.1. The 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 classroom observations will:
- be carried out in a supportive fashion with professionalism, integrity and courtesy;
 - be evaluated objectively;
 - be reported accurately and fairly;
 - take account of particular circumstances which may affect performance on the day;
 - follow the school's classroom observation protocol at appendix 1.
- 4.2. 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. Classroom observations will only be carried out by those with QTS. The school's classroom observation protocol will be followed and is attached at appendix 1.
- 4.3. In addition to formal observations, the head teacher or other senior leaders with responsibility for teaching and learning may "drop in" to classes to support teachers in providing high quality of learning and to embed school improvement strategies. The length and frequency of "drop in" observations will vary depending on specific circumstances. The school's "drop in" protocol will be followed and is attached at appendix 2.
- 4.4. Teachers who have responsibilities outside the classroom (e.g. head teacher, TLR roles, members of the leadership team) will also have their performance of those responsibilities observed and assessed.

Feedback

- 4.5. Although performance will be assessed annually the Governing Body considers it essential to hold interim review meetings during the appraisal period to monitor progress towards achieving the objectives and to assess if support is necessary to aid progress.
- 4.6. Teachers will receive constructive feedback on their performance throughout the year and as soon as possible after a classroom observation has taken

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place or other evidence has come to light. This will highlight particular areas of strength as well as any areas that need attention.

Annual Assessment

- 4.7. At the end of the appraisal period, a final review meeting between the appraiser and appraisee will be held to discuss and assess the teacher's performance against the objectives on the basis of the criteria set at the beginning. If a challenging objective has not been fully achieved but good progress has been made towards achievement it may still be assessed favourably.
- 4.8. Where teachers are eligible for pay progression, the appraiser will make a recommendation based on the assessment of the teacher's performance against the agreed objectives and achieving the relevant teacher standards.
- 4.9. Following this assessment a written appraisal report will be provided to teachers no later than 31 October (31 December for the head teacher). The appraisal report will include:
 - details of the 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;
 - an assessment of the teacher's professional development needs and identification of any action that should be taken to address them;
 - a recommendation on pay where that is relevant (NB – pay recommendations need to be made by 31 December for head teachers and by 31 October for all other teachers);
- 4.10. All teachers will also have the opportunity to comment in writing on their appraisal report. These comments must be forwarded within two working days to the appraiser, who will arrange to discuss these with the teacher. Following this discussion, the appraiser will take any appropriate action necessary including amending the appraisal report.
- 4.11. The head teacher will prepare a report to inform the Resources Committee of the conclusions of all performance appraisals including pay progression recommendations. The decision to award pay progression or not will be made by the Resources Committee based on the school's pay policy.
- 4.12. The annual assessment of performance and of professional development needs will inform the planning process for the following appraisal period.

5. Teachers Experiencing Difficulties

- 5.1. During the appraisal period, the appraiser may identify that a teacher is experiencing difficulties. The school's objective is to provide support and guidance through the appraisal process in such a way that the teacher's performance improves and the problem is, therefore, resolved.

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- 5.2. Where it is apparent that a teacher's personal circumstances are leading to difficulties at school, support will be offered as soon as possible, without waiting for the formal annual assessment and reference will be made to other school policies that may be able to provide support to the teacher.
- 5.3. The appraiser may identify difficulties arising through the appraisal process, or via other sources of information. If the appraiser determines the difficulties experienced by a teacher are such that, if not rectified, it could lead to formal capability procedures the appraiser will hold a meeting with the teacher to:
 - give clear feedback to the teacher about the nature and seriousness of the concerns;
 - give the teacher the opportunity to comment on and discuss the concerns.
- 5.4. Where the appraiser remains concerned that the difficulties experienced by the teacher cannot be addressed without intervention, they will arrange a meeting giving the teacher at least 5 working days' notice to discuss targets for improvement alongside a programme of support (early intervention plan). The teacher will be allowed to be accompanied to this meeting by a trade union representative or work colleague. A model early intervention plan is attached at appendix 3.
- 5.5. The appraiser will be supported by the school's school improvement partner or a relevant officer who has a knowledge and understanding of the performance required.
- 5.6. In consultation with the teacher at the meeting, an early intervention plan will be established identifying the concerns which have led to a shortfall in performance, the targets set and the means to their achievement. Support will be established during the meeting (for example coaching, training, in-class support, mentoring, structured observations, visits to other classes or schools or discussions with advisory teachers), that will help address those specific concerns. The plan will confirm how progress will be monitored and when it will be reviewed, and the implications if insufficient improvement is made.
- 5.7. The teacher's progress will continue to be monitored as part of the appraisal period and reasonable timescales given for the teacher's performance to improve as required by the early intervention plan. This will depend upon the circumstances and level of improvement required, but will be for a minimum period of 6 weeks.
- 5.8. During the monitoring period the appraiser will give regular feedback to the teacher on progress and will discuss and agree any modifications to the early intervention plan, if necessary. The appraiser will record in writing all feedback given and provide a copy to the teacher.
- 5.9. At the end of the monitoring period, the appraiser will hold a review meeting with the teacher to discuss achievements towards completing the early intervention plan, the monitoring that has taken place and the overall outcome.

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The teacher will be allowed to be accompanied at this meeting by their trade union representative or work colleague. The appraiser will have the same adviser present as attended the meeting to discuss concerns.

- 5.10. If sufficient progress has been made and the teacher is performing at the required level and standards the teacher will be informed of this and the appraisal period will continue as normal.
- 5.11. If good progress has been made but there is still a shortfall between acceptable and actual performance the monitoring period may be extended and a further review date set and confirmed in writing.
- 5.12. If insufficient improvement has been made over the monitoring period, the teacher will be informed at the meeting that they are no longer being appraised in line with the appraisal policy and that their performance will be managed in line with the schools' formal capability policy and procedure. This will be confirmed in writing by the appraiser to the teacher.

Classroom Observation Protocol

The effective and efficient operation of the appraisal process requires classroom observations to be a confidential process of constructive engagement within an atmosphere of support and co-operation.

The number and duration of classroom observations for appraisal purposes arranged for any teacher should reflect and be proportionate to the needs of the individual. The Governing Body have determined that 'proportionate to need' will be confirmed by the appraiser

The classroom observations will be discussed when identifying and setting objectives at the start of the appraisal period. These discussions will identify the observations' primary purpose, any particular aspects of the teacher's performance which will be assessed, when during the appraisal period observations will take place and who will conduct the observations.

The Governing Body would expect each teacher to have one classroom observation per term. However, where evidence emerges or concerns are raised about a teacher's performance or where the teacher requests it, additional observations may take place. The appraiser will discuss and record the need for any additional observations at an interim appraisal meeting with the teacher.

Teachers will be notified verbally by their appraiser of the date of any classroom observation. This notification will be received at least 5 working days in advance of the observation.

Where a teacher's allocated appraiser is not carrying out an observation, the school will ensure that those who are carrying them out are fully aware of this observation protocol and the confidential aspects of the process. Classroom observations will only be carried out by persons with QTS who have had adequate preparation and appropriate professional development to undertake observations and to provide constructive oral and written feedback and support.

Oral feedback will be given to the teacher by the observer as soon as possible after the observation and no later than the end of the following working day. Feedback will be given during directed time in a suitable, private environment. PPA time and lunch breaks will not be used for this purpose.

Written feedback will be provided to the teacher by the observer within five working days of the observation taking place. If concerns emerge from an observation that were not part of the focus of the observation as discussed at the commencement of the appraisal period these should also be covered in the written feedback and the appropriate action taken by the appraiser. The written feedback will also include the date on which the observation took place, the lesson observed and the length of the observation. The teacher has the opportunity to append written comments to the feedback document. No written notes in addition to the written feedback will be kept.

Information gathered during the classroom observations will be used, as appropriate, for a variety of purposes including to inform school self-evaluation and school

Appendix 1

improvement strategies in accordance with the school's commitment to streamlining data collection and minimising bureaucracy and workload burdens on staff.

Head Teacher Drop Ins

The head teacher has a duty to evaluate the standards of teaching and learning and to ensure that required standards of professional performance are established and maintained. The head teacher has a right to drop in to improve their understanding of the quality of learning.

As the appraisal process is designed to ensure high standards are maintained the head teacher may consider the classroom observations they have agreed for appraisal are sufficient.

Where a head teacher carries out planned drop ins as part of this duty the focus is to support teachers in providing high quality of learning and to embed school improvement strategies. They will be expected to give the teacher some notice of when the drop in is likely to take place.

Drop ins will not form part of the appraisal period. Where evidence arises from the drop ins that cause concern, the head teacher will discuss these with the teacher and those concerns may trigger further focus for classroom observation.

In this school, drop ins will only be undertaken by the head teacher supported by the following appropriate and designated member(s) of the subject leadership team and senior management team including :-

English Lead
Mathematics Lead
SENCo
Pupil Premium Coordinator.



Early Intervention Plan

Focus	Improvement required	Support required (What? Who will complete? When will be happen?)	Timescale	Success Criteria
Area of concern (do the appraisal objectives need to be amended)				