



Teacher Appraisal Policy

Reviewed: September 2017

Ratified by the Governors: 14/12/2017

Due for Revision: Sept 2020

Aims and purposes of this Policy

Introduction

Revised appraisal arrangements come into force with effect from 1 September 2012. They are set out in the Education (School Teachers' Appraisal) (England) Regulations 2012 (the Appraisal Regulations) which replace the Education (School Teacher Performance Management) (England) Regulations 2006 (the 2006 Regulations). The 2006 Regulations continue to apply to any performance management cycle which is in progress on 1 September 2012, unless the governing body or local authority decides to end that cycle early and to begin a new appraisal period starting on or after that date.

The Appraisal Regulations set out the principles that apply to teachers in all maintained schools and unattached teachers employed by a local authority, in each case where they are employed for one term or more. They retain the key elements of the 2006 Regulations but allow schools more freedom to design arrangements to suit their own individual circumstances. They provide the minimum national framework within which schools should operate and say nothing, or very little, on many subjects on which the 2006 Regulations made detailed provision. If they wish, schools may include in their own policies details that are no longer covered by the Appraisal Regulations.

Schools and local authorities must stay within the legal framework set out in the Appraisal Regulations and in other relevant legislation that affects all employers (for example legislation on equality, employment protection and data protection).

Schools and local authorities must have an appraisal policy for teachers and a policy, covering all staff, which deals with lack of capability. This policy applies only to teachers, including head teachers.

The policy is in two separate sections. Part A covers appraisal and should be used as a reference point by schools and others as they review their policies to reflect the Appraisal Regulations. On 1 September 2012 it supersedes the previous performance management model policy and guidance, which had been designed to support the 2006 Regulations.

Part B of the policy will set out the formal capability procedure. The LA is considering its position and recommendations regarding Part B. There will be further communications and guidance to schools on this in the near future.

Purpose

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the head teacher, 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. It also sets out the arrangements that will apply when teachers fall below the levels of competence that are expected of them.

Application of the policy

The policy, which covers appraisal, applies to the head teacher and to all teachers employed by the school or local authority, except those on contracts of less than one term, those undergoing induction (*i.e* NQTs.)

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 the academic year from September to July.

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 a school or local authority or when unattached teachers change post within the same authority.

Appointing appraisers

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.

At George Tomlinson School the task of appraising the head teacher, including the setting of objectives, will be delegated to a sub-group consisting of three members of the Governing Body.

The head teacher will decide who will appraise other teachers. This is likely to be a member of the Senior Leadership Team.

Teachers are entitled to request an alternative appraiser with a valid reason.

Setting objectives

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

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. Objectives may be revised mid cycle 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 improvement plan.

Reviewing performance

Observation

George Tomlinson 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.

George Tomlinson 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.

Unless particular concerns are identified, teachers may expect to be observed formally for a maximum of three hours and on three occasions per school year.

Classroom observation will be carried out by those with Qualified Teacher Status. 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.

All judgements about the quality of teaching will be triangulated with teaching judgements using Ofsted criteria, pupil assessment data and book scrutiny outcomes.

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

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 (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. The amount of time is up to the school but will reflect the seriousness of the concerns;
- Explain the implications and process if no – or insufficient – improvement is made;
- Ensure that any expectations and support are recorded in writing and the teacher and appraiser sign and keep copies

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.

Support for Teaching Staff

When applying this procedure, careful consideration must be given to appropriate support that may be needed for a member of staff. In providing support to staff the following should be taken into account:

- a) A recognition that support may have a cost which should be met by the school. This may be a time cost and/or a financial cost.
- b) Notwithstanding the above, there will be limits on the level and cost of support that can reasonably be expected.
- c) The school can have reasonable expectations about the level of skill and knowledge that the teacher should already possess, having been appointed to the role. The teacher is not being trained to undertake the role, rather they are receiving guidance and support in an area or areas of their role which they currently do not fulfil to an acceptable standard.
- d) The support should be discussed with the member of staff and any comments or suggestions they have taken into account.
- e) The support that is offered should be confirmed in writing and provided in a timely fashion.

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. The capability procedures will be conducted as in part B of this policy.

Annual assessment

Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the head teacher, 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 mid year.

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 George Tomlinson, teachers will receive their written appraisal reports by 31 October (31 December for the head teacher). The appraisal report (Appendix 1) 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;
- An assessment of the teacher's training and development needs and identification of any action that should be taken to address them;
- A recommendation on pay where that is relevant

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

Appendix 1

George Tomlinson Primary School

Appraisal Report

***Teacher / Appraiser copy (* delete as appropriate)**

Name of Post holder:

Date appraisal period begins:

Objectives	Knowledge & skills to be acquired, actions and training needed to achieve objective. Teaching standards to be met.	Mid Year review	Evidence presented	Objective achieved? Date completed?
<u>Objective 1</u>				
<u>Objective 2</u>				
<u>Objective 3</u>				
<u>Recommended for Progression? Yes / No</u>		<u>Evidence supporting recommendation</u>		

Signed by Appraiser:

Signed by Teacher: