

SOMERVILLE PRIMARY SCHOOL
APPRAISAL POLICY FOR TEACHERS

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Somerville Federation
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APPRAISAL POLICY FOR TEACHERS

The Governing Body of Somerville Primary School adopted this Performance Management Policy on 28.11.2012 in accordance with the Education (School Teachers' Appraisal) (England) Regulations 2012.

1. LEGAL FRAMEWORK

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.

The Local Authority has consulted and agreed on this policy with Wirral's Headteacher and Teacher Professional Association representatives. Teachers within the school have been consulted on any items specific to this school.

2. APPLICATION OF THE POLICY

The Policy applies to the Headteacher and to all teachers employed by the school except teachers on contracts of less than one term, those undergoing induction (i.e. NQTs) and those who are the subject of capability procedures.

The Headteacher must ensure the appraisal of every other teacher employed in the school. The Headteacher may delegate this duty to the teacher's line manager or another member of the leadership team, or other appropriate member of staff with relevant experience.

Appraisal in this school/academy will be a supportive and developmental process designed to ensure that all teachers have the skills and support to carry out their role effectively. It will help to ensure that teachers are able to continue to improve their professional practice.

3. 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.

This policy should be read in conjunction with our Whole School Pay Policy which provides details of the arrangements relating to teacher's pay in accordance with the School Teachers' Pay and Conditions Document.

4. LINKS TO SCHOOL IMPROVEMENT

The Governing Body expect that objectives set for all teachers including the Headteacher, if achieved, will improve the education of pupils of our school and contribute to the implementation and achievement of School Improvement Planning and Evaluation and any other plans adopted from time to time to improve the school's education provision and performance.

5. CONSISTENCY OF TREATMENT AND FAIRNESS

The Governing Body is committed to ensuring consistency of treatment and fairness in the operation of performance management.

The Appraisal policy is designed to:-

- Improve standards of teaching, learning and outcomes for pupils.
- improve teacher morale and motivation;
- lead to an entitlement to professional development according to identified needs;
- be seen by staff as enabling;
- encourage the development of professional judgements;
- identify the resources and facilities needed to support teachers;
- be manageable and not introduce bureaucratic burdens; and
- have regard to the necessity of achieving work/life balance for all teachers

6. THE ROLE OF THE HEADTEACHER IN QUALITY ASSURANCE

The Headteacher has determined that he will delegate the Appraiser role for some or all teachers for whom he is not the line manager.

The Headteacher will:

- moderate all the appraisal reports to check that the objectives and standards recorded in the reports of teachers at the school:
- are consistent between those who have similar experience and similar levels of responsibility
- comply with the school's Appraisal Policy, the regulations and the requirements of equality legislation

All appraisers must hold qualified teacher status. Where the Headteacher has decided to delegate the role of Appraiser, in its entirety, to the relevant line manager or equivalent, for some or all other teachers, the maximum number of appraisals that any appraiser will be expected to undertake per cycle will be reasonable and proportionate, but have due regard to the workload of appraisers.

Where a teacher has more than one line manager the Headteacher will determine which appraiser will be best placed to manage the teacher's appraisal process.

Where a teacher is of the opinion that the person to whom the Headteacher has delegated the appraiser's duties is unsuitable for professional reasons, he/she may submit a written request to the Headteacher for that Appraiser to be replaced, stating those reasons.

If legitimate concerns are raised about the choice of appraiser, these will be carefully considered and, if the Headteacher (or in the case of the Headteacher, the Governing Body) considers the concerns valid, an alternative appraiser will be offered. If not considered valid, an explanation will be given.

Where it becomes apparent that the Appraiser will be absent for the majority of the cycle or is unsuitable for professional reasons the Headteacher may perform the duties himself/herself or delegate them in their entirety to another teacher.

An Appraisal cycle will not begin again in the event of the Appraiser being changed.

All appraisers to whom the Headteacher has delegated the role of appraiser will receive appropriate preparation for that role.

7. THE APPRAISAL PERIOD

The appraisal period will run for twelve months from 1st September to 31st August (*School to set out any differences that exist for different categories of staff*).

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.**

NB 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.

Where a teacher starts their employment at the school part-way through a cycle, the Headteacher or, in the case where the teacher is the Headteacher, the governing body shall determine the length of the cycle for the teacher at the school as soon as possible.

Where a teacher transfers to a new post within the school part-way through a cycle, the Headteacher or, in the case where the teacher is the Headteacher, the governing body shall determine whether the cycle shall begin again and whether to change the appraiser/objectives.

8. STANDARDS

Current advice is that all teachers will be assessed against the “Teachers Standards” published in July 2011, and any other standards relating to teachers’ performance published by the Secretary of State as the governing body or Headteacher determines is applicable to the performance of any individual teacher and that they have been informed of at the start of the appraisal period.

The Headteacher will be assessed against the National Standards for Headteachers and any other standards relating to teachers’ performance published by the Secretary of State as the governing body determines is applicable to their performance and that they have been informed of at the start of the appraisal period.

NB: Current Post Threshold Standards and progression to UP2 and UP3 will be in line with the current national guidance.

The appraisal policy will be updated in light of any new standards issues.

9. APPOINTMENT OF APPRAISERS FOR THE HEADTEACHER

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.

The external adviser should have recent significant senior leadership experience in the relevant sector.

In this school the task of appraising the Headteacher, including the setting of objectives, will be delegated to a sub-group consisting of a minimum of 2 and a maximum of 3 Governors.

Where a Headteacher is of the opinion that any of the Governors appointed by the Governing Body under this regulation is unsuitable for professional reasons, he/she may submit a written request to the Governing Body for that Governor to be replaced, stating his/her reasons.

10. APPOINTMENT OF EXTERNAL ADVISER

The Governing Body will appoint an external adviser to provide advice and support in relation to the appraisal of the Headteacher. The Governing Body will consult the Headteacher and external adviser before setting the Headteacher’s objectives.

11. OBJECTIVE SETTING

The objectives set will be Specific, Measurable, Achievable, Realistic and Time-bound (SMART) fair and equitable in relation to the teacher’s roles/responsibilities and experience, and will have regard to what can reasonably be expected of any teacher at a given point of their career progression. Governors also recognise the desirability of teachers being able to achieve a satisfactory work-life balance.

Objectives for each teacher will be set at the planning stage of the process, and the teacher will be informed of the standards against which their performance in that appraisal period will be assessed. The appraiser and teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Should the objectives not be agreed, the final decision on allocation of objectives rests with the Headteacher. Objectives may be revised if circumstances change. In the case of the Headteacher the Governing Body will make the final decision on the objectives.

The agreed objectives will contain a description of what success may look like. Where use of numerical targets is appropriate, these will be reasonable, in the circumstances in which the teacher works and it will be recognised that factors outside teachers' control may significantly affect success.

The objectives set for each teacher will take into account their professional aspirations, and 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 detailing that objectives set will relate to pupil progress, CPD and prioritised school development as shown in the School Development Plan.

In this school all teachers, including the Headteacher, will **normally** have three, and no more than four objectives. All teachers, including the Headteacher, will have a whole school objective, thus making a direct and shared link with school improvement planning.

Though appraisal is an assessment of overall performance of teachers and the Headteacher, objectives cannot cover the full range of a teacher's roles/responsibilities. Objectives will, therefore, focus on the priorities for an individual for the cycle. At the review stage teachers will also be assessed against the Teachers Standards and any other standards relating to teachers' performance published by the Secretary of State as the governing body or Headteacher determines is applicable to the performance of any individual teacher and that they have been informed of at the start of the appraisal period.

12. 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 observations will be carried out in a supportive fashion, with professionalism, integrity and courtesy, will be evaluated objectively and reported accurately and fairly.

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 observation will be carried out by those with QTS. In addition to formal observation, Headteachers or other leaders with responsibility for teaching standards may "drop in" in order to evaluate standards of teaching and 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.

A protocol on classroom observation and practice will be developed to complement the appraisal policy.

Development and Support

Appraisal is a supportive process which will be used to inform continuing professional development (CPD).

The school will encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development.

An account of the training and development needs of teachers in general, including the instances where it did not prove possible to provide any agreed CPD, will form a part of the Headteacher's annual report to the Governing Body.

With regard to the provision of CPD in the case of competing demands on the school budget, a decision will be made by the Headteacher on relative priority with regard to the extent to which:

- (a) the CPD identified is essential for an appraisee to meet their objectives;
- and
- (b) the extent to which the training and support will help the school to achieve its priorities. The school's priorities will have precedence.

Feedback

Teachers will receive constructive oral feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has come to light. Written feedback, using the appropriate form, should 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 to formally:

- Give clear written feedback to the teacher about the nature and seriousness of the concerns
- Give the teacher the opportunity to comment and discuss the concerns - teachers can choose to respond in writing.
- 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 **(it may be appropriate to revise objectives, and it will be necessary to allow sufficient time for improvement. The amount of time is up to the school but should reflect the seriousness of the concerns)**
- 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.

Appeals

Appraisees have the right to appeal against any of the entries in the written appraisal report. Details of the appeals process are available from the Headteacher and the Governing Body. Where the headteacher has not been recommended for pay progression he/she will be informed by the appropriate governor. The headteacher will notify any teacher who has not been recommended for pay progression of the date when the governing body meets to consider pay recommendations, following which the teacher (and the headteacher when the head has not been recommended for pay progression) may exercise a right of appeal, assisted by a companion who may be a work colleague or trade union official or trade union representative.

13. TRANSITION TO CAPABILITY

When monitoring of performance identifies an area or areas that require immediate improvement, a timescale for the necessary improvement shall be set. If no, or insufficient, improvement has been made over this period, the teacher will be invited to a transition meeting to determine whether formal capability proceedings need to be commenced or the appraisal process remains in place. The teacher may be assisted by a trade union representative or a work colleague and have at least 5 working days notice of the meeting. **(Please refer to the Capability Procedure for information on progressing formal capability)** .

14. 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 of 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 mid-way through the annual cycle.

The teacher will receive as soon as practicable following the end of each appraisal period, a written appraisal report with a section for the appraisee's comments. In this school, teachers will receive their written appraisal report by 31 October (31 December for Headteachers). 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 against their objectives and their 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 (**N.B. pay recommendations need to be made by 31 December for Headteachers and 31 October for other teachers**)

NB Schools may choose to make any other additions to the content of the appraisal report

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

15. CONFIDENTIALITY

The Appraisal process and the reports generated under it, in particular, will be treated with strict confidentiality at all times. In addition to the Headteacher and or the headteacher's representative, only the appraisee's line manager or, where he/she has more than one, each of his/her line managers will be provided with access to the appraisee's plan and review recorded in his/her report, upon request, where this is necessary to enable the line manager to discharge his/her management responsibilities. Appraisees will be consulted on requests for access to statements in the context of this policy.

Governors directly involved in the Headteacher's appraisal and the external adviser will be provided with access to the Headteacher's plan and review record in his/her report. Details of the Headteacher's objectives will be reported to the full Governing Body as soon as practicable after the beginning of the appraisal cycle. Governors not directly involved in the Headteacher's appraisal will be given access to the review of his/her performance, on request, and where they are being asked to make a decision on pay.

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 head teacher or appropriate colleague might, for example, review all teachers' objectives and written appraisal records personally – to check consistency of approach and expectation between different appraisers. The head teacher should be aware of any pay recommendations that have been made.

The Governing Body and the Headteacher will ensure that all written appraisal records are retained in a secure place for 6 years and then destroyed.

16. MONITORING AND EVALUATION

The Headteacher will provide the Governing Body with a written report on the operation of the school's Appraisal Policy annually. The report will not contain any information which would enable any individual to be identified. The report will include:-

- the operation of the Appraisal Policy;
- the effectiveness of the school's Appraisal Procedures; and
- teachers' training and development needs.

17. EQUALITY IMPACT ASSESSMENT

The Governing Body is satisfied that the terms of this policy will not impact adversely on members of staff who have a protected characteristic within the meaning of the Equality Act 2010.

The Governing Body is committed to promoting equality and will ensure that the appraisal process is fair and non-discriminatory and that monitoring data will be included in the Headteacher's annual report to Governors covering each of the protected characteristics within the Equality Act 2010.

The Headteacher will also report on whether there have been any appeals or representation on an individual or collective basis on the grounds of alleged discrimination under any of the protected characteristics.

18. REVIEW OF THE POLICY

The Governing Body will review the policy annually at a meeting during the autumn term.

The Governing Body will take account of the Headteacher's report in its review of the Appraisal Policy. The Policy will be revised as required to introduce any changes in regulation and statutory guidance to ensure that it is always up to date.

The Governing Body will seek to agree any revisions to the policy with the recognised trade unions having regard to the results of the consultation with all teachers. They will also give due consideration to any revisions consulted on by the Local Authority with teacher Professional Association representatives on their behalf.

To ensure teachers are fully conversant with the appraisal arrangements, all new teachers who join the school will be briefed on them as part of their introduction to the school.

19. ACCESS TO DOCUMENTATION

Copies of the School Improvement and Development Plan and SEF are published and can be obtained from the school office

Copies of the Whole School Pay Policy, Appraisal Policy and School's Staffing Structure can be obtained from the school office.

A Copy of STPCD is available from www.education.gov.uk and each teacher will be provided with a copy of the Professional Standards for Teachers and other documentation used for assessment.

