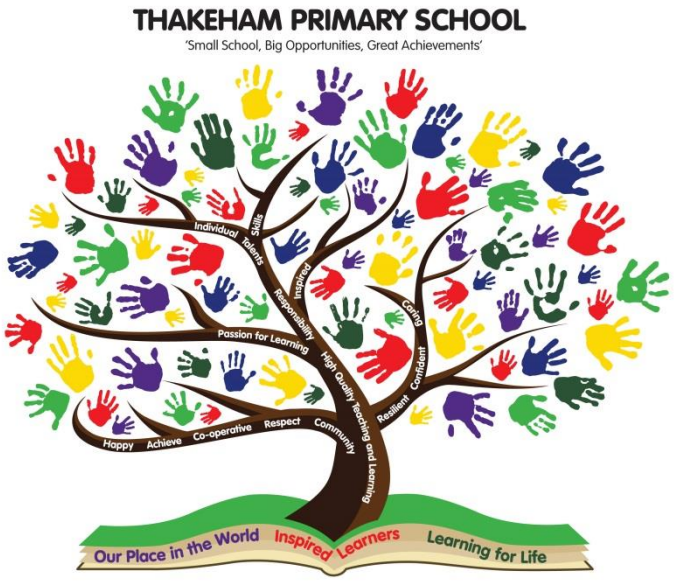


Appraisal Policy

Thakeham Primary School

Date approved by the Full Governing Body: 23.09.19

Review Date: December 2021

Signed

Headteacher: S. Norton

Chair of Governors:

Aim

This policy sets out the framework for a clear and consistent assessment of the overall performance of all school staff, (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 staff.

Scope

This policy covers all staff employed by the school with the exception of:

- those employed for less than one term;
- those teachers undergoing induction or support staff in their probationary period (e.g. newly qualified teachers and new starters);
- employees who are subject to the Capability Policy, who will not be subject to the Appraisal policy.

For Teachers there are certain legislative requirements which must be adhered to, shown in **bold**. Teachers holding QLTS status may be subject to this policy, but it is not mandatory.

Note: the requirements shown in bold are not mandatory in academies.

This policy comes into force from 1 September 2013. It was developed initially in response to the "Teacher Appraisal and Capability Model Policy for Schools" issued by the Department for Education and "Teachers' Standards" effective from 1 September 2012 and subsequently amended to reflect the changes to the School Teachers Pay and Conditions Document which took effect on 1 September 2013 and is updated to reflect the changes in the to the School Teachers Pay and Conditions Document.

Purpose of Appraisal

Appraisal is a supportive and developmental process designed to ensure that all staff have the skills and support they need to carry out their role effectively. It will also help to ensure that teachers are able to continue to improve their professional practice and to develop as teachers.

Appointment of 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.**

The task of appraising the Head Teacher, including the setting of objectives, will be delegated to a sub-group consisting of two members of the Governing Body.

If the Head Teacher believes that any of the governors appointed as an appraiser is unsuitable to act as an appraiser they may submit a written request for that governor to be replaced, stating the reasons for the request.

The Head Teacher will determine who will appraise other staff. At Thakeham Primary School the Headteacher appraises the teachers and the School Business Manager, the Assistant Head appraises the HLTA, Inclusion Co-ordinator and Midday Meals Supervisor, the School Business Manager appraises the Secretaries and the Premises Manager, and the InCo appraises the Teaching Assistants.

If the appraiser is absent for the majority of the appraisal cycle the Headteacher may appoint another appraiser or take on the role of appraiser. Likewise where an individual is experiencing difficulties, the Headteacher may take on the role of appraiser.

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Where staff have an objection to the choice of appraiser the Head Teacher will consider their concerns and where required appoint an alternate appraiser.

Appraisal Period

***The appraisal period will run for twelve months from* October to October**.

In certain circumstances, it may be necessary to set a shorter or longer appraisal period, for example when staff begin or end employment with a school or change their role.

Staff 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.**

Setting Objectives and Specifying Standards

The Head Teacher's objectives will be set by the Governing Body after consultation with the external adviser and the Head Teacher.

Objectives will be set before, or as soon as practicable after, the start of each appraisal period. The objectives set will be SMART (Specific, Measurable, Achievable, Realistic and Time-bound) and will be appropriate to the employee's role and level of experience.

The objectives set 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 external and internal means and by ensuring there is a close link between the SSDP and appraisal targets set.

Before, or as soon as practicable after, the start of each appraisal period, each employee will be informed of the standards against which performance in that appraisal period will be assessed.

All Teachers will be assessed against the Teachers Standards, to a level that is consistent with what should be reasonably expected in the relevant role and at the relevant stage of their career.

The appraiser and employee will meet to seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change.

In setting objectives (and the number of objectives), reviewers will have regard to what can reasonably be expected in the context of roles, responsibilities and experience, consistent with the school's strategy for achieving a work/life balance for all staff.

Objectives are not intended to cover the full range of the individual's responsibilities but should focus on the priorities for that appraisal period.

The agreed objectives will contain a description of what would be required for the objective to be successfully delivered (sometimes called success criteria).

The objectives set and the standards to be achieved will be documented and a copy provided to the employee.

Any learning and development needs that are to be carried forward from the previous appraisal cycle or are identified as part of the objective setting process, should be documented along with a description of how that learning, or development need, will be met during the year.

Targets, or a sample of targets, will be moderated across the school by the Head Teacher to ensure that all appraisers are working to the same standards.

Reviewing Performance

The performance of all staff and progress they are making towards achieving their objectives will be reviewed regularly through interim meetings, observations and feedback.

The DfE document Implementing Your School's Approach To Pay 2018 (revised March 2019) states that Assessments may be based on evidence from a range of sources – for example self-assessment, peer review, tracking pupil progress and lesson observations. The collection of evidence should be proportionate and not increase workload for teachers, (for example teachers should NOT be asked to produce written evidence against each of the teacher standards).

Interim Reviews

Appropriate interim reviews should take place and provide a formal opportunity to review and address performance and development priorities and revise the employee's objectives or development needs.

Actions/changes agreed at this meeting will be documented.

If it is identified at an interim meeting that the employee is not making sufficient progress towards the achievement of their objectives, or in achieving the required Teacher's Standards, these should be addressed as described in the feedback section below. If relevant, the teacher should also be advised by their appraiser that based on their current performance and if insufficient progress is made they would not be able to recommend pay progression at the end of the year.

Where an employee has been unable to fully met their objectives where support has been identified but not provided to help a teacher meet their objectives this will be taken into account at the review meeting.

Observation

Thakeham Primary School believes that observation of classroom practice and other responsibilities is important, both as a means of assessing performance in order to identify any particular strengths and areas for development, and as a means of gaining useful information which can inform school improvement more generally. There will not normally be more than 3 formal observations carried out and reasonable notice of those observations will be given. All observations will be carried out in a supportive fashion.

In this school, performance will be regularly observed, but the amount and type of classroom observation will depend on the individual circumstances of the employee and the overall needs of the school.

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. For teachers, evidence of successful completion of targets will be linked to a range of monitoring including scrutiny of books/children's work, marking, and pupil conferencing.

Staff who have responsibilities outside of the classroom should also expect to have their performance of those responsibilities observed and assessed.

Feedback

All staff will receive constructive feedback on their performance throughout the year, and verbal feedback should be given a soon as possible and confirmed in writing within 5 working days 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.

Supportive Interventions

Where there are concerns about any aspects of performance these will be raised with the employee at the earliest opportunity. The objective is to provide support and guidance in such a way that the employee's performance improves, and the problem is therefore resolved. Support will be offered as soon as possible without waiting for the formal annual assessment. This is particularly important where there are indications that a teacher's overall assessment of performance is likely to be 'requires improvement' or 'inadequate' in their appraisal mid-year.

The Head Teacher, or a member of the leadership team, will meet with the employee to:

- give clear feedback to the employee about the nature and seriousness of the concerns;
- give the employee the opportunity to comment on and discuss the concerns;
- agree an action plan, (in consultation with the employee), (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;
- make clear how progress will be monitored and when it will be reviewed;
- explain the implications and process if no – or insufficient – improvement is made (including potential implications on pay progression).

The employee's progress will continue to be monitored as part of the appraisal process and a reasonable time given for the employee's performance to improve. This will depend upon the circumstances with appropriate support provided as agreed in the action plan. During this monitoring period the employee will be given regular feedback on progress and arrangements will be made to modify the support programme if appropriate.

If sufficient progress is made such that the employee is performing at a level that indicates there is no longer a possibility of capability procedures being invoked, they should be informed of this at a formal meeting with the appraiser or Head Teacher. Following this meeting the appraisal process will continue as normal. If insufficient progress has been made, please refer to the transition to capability section below.

Annual Assessment

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 of the annual appraisal process. **The employee 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.**

In this school, teachers and support staff will receive their written appraisal reports (insert relevant dates). **The appraisal report will include:**

- overall assessment of their performance;
- details of the objectives for the appraisal period in question;
- **an assessment of the employee's performance of their role and responsibilities against their objectives and the relevant standards;**
- **an assessment of their training and development needs and identification of any action that should be taken to address them;**

- **a recommendation on pay where that is relevant,** based on the overall assessment of performance**,** in accordance with the school's pay policy (**Note:** pay recommendations need to be made in good time in order to meet the deadlines of 31 December for Head Teachers and by 31 October for other teachers);

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

Professional Development

The school wishes to encourage a culture in which all employees take responsibility for improving their performance through appropriate professional development. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individuals.

Pay Progression

Where teachers are eligible for pay progression the assessment of performance against agreed objectives will inform the recommendation, which will be made with reference **to the criteria contained within the agreed pay policy** for the school and the relevant teacher standards.

Annual progression for support staff is subject to satisfactory performance. The Governing Body may also award additional increments in accordance with the agreed pay policy.

Transition to Capability Policy

It is expected that (except if there are serious concerns about performance) these will have been discussed with the employee, and an appropriate framework of support will have been put in place to help the employee achieve the required standard before moving into the Capability Policy (see feedback and supportive intervention sections above).

If performance does not improve despite the measures put in place or if there are serious concerns about performance, the employee will, after meeting with their appraiser to discuss this, be notified in writing that the Appraisal Policy will no longer apply and that their performance will be managed under the Capability Policy. They will be invited to a formal capability meeting. The capability procedures will be conducted in accordance with the School's Capability Policy.

The capability policy may be initiated at any time during the appraisal cycle.

The expectation is that where a teacher's overall performance at the end of the year has been assessed as 'requires improvement', and significant progress has not been made against the support plan, (and there are insufficient mitigating circumstances) then the school should consider managing the teacher's performance under the formal capability procedure.

If the teacher's overall performance at the end of the year has been assessed as 'inadequate', it is expected that supportive interventions will have failed and that the teacher's performance should be managed under the formal capability procedure.

General Provisions

Consistency of Treatment and Fairness

The Governing Body is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation and will ensure that reasonable adjustments are put in place where necessary.

Confidentiality & Professional Relationships
The outcomes of the appraisal process will be treated with confidentiality, and restricted to those in the line management chain, who need to know the content of the appraisal document.

The process of gathering evidence for performance review will not compromise normal professional relationships between teachers. The Governing Body recognises that the reviewer will consult with, and seek to secure the agreement of an employee, before seeking information from other colleagues about their work.

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.

Monitoring and Evaluation
The Governing Body and Head Teacher will monitor the operation and effectiveness of the school's appraisal arrangements. The Head Teacher will provide the Governing Body with a written report on the operation of the school's appraisal and capability policies annually.

The Head Teacher will report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination.

Retention
The Governing Body and Head Teacher will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.