

TEACHER APPRAISAL 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, and this is referred to in a separate policy.

In this policy:

Text in bold indicates statutory requirements contained in the Appraisal Regulations or the School Staffing Regulations.

Policy for appraising teacher performance

Purpose

Larkmead School is fully committed to supporting the Continuing Professional Development (CPD) of all staff and to raising standards of achievement for all children. The Performance Management Review (PMR) process is central to this, focussing on effective practice and continuing to raise the quality of teaching and learning and outcomes for the benefit of students and staff at the school. The links

between PMR, CPD and the School Improvement Plan (SIP) are inextricable and must be worked with each other closely to provide the right foci and strategy for school improvement. 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.

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) and those who are subject to Capability Procedures.

Part A – 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 twelve months from October to October, except for Support Staff for which the period is April to April.

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.**

For staff whose roles change part-way through the year, a review of the nature of objectives will take place to ensure their relevance to the new post.

A formal meeting to review last year's targets and introduce new targets will usually be held on an INSET day, and be accompanied throughout the year by on-going professional dialogue.

Appointing appraisers

The head teacher will be appraised by at least three members of **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 head teacher, including the setting of objectives, will be delegated to a sub-group consisting of three members of the Governing Body.

The appointment of reviewers will usually flow from discussions between the Headteacher, his Leadership Team and middle leaders across the school. Where agreement cannot be established, the head teacher's decision will be final. The number of reviewees allocated to a reviewer will be commensurate with their level of responsibility within the school.

Reviewees have responsibility for improving their professional practice through appropriate professional development. This includes self-reflection, engaging in professional dialogue with colleagues on teaching and learning and participating in a range of professional development activities. They are responsible for participating in the performance management cycle and where necessary to provide evidence of performance and progress towards targets.

Reviewers are responsible for carrying out all aspects of the PMR cycle including collecting any necessary evidence and for completing all documentation.

Reviewers will be offered training regarding purposeful, fair and supportive management practices.

Setting objectives

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

The PMR process will begin with all colleagues completing a "Self-Audit" against the National Standards, using three criteria: Above expectation, meeting expectation, below expectation. Post-threshold colleagues will be expected to be above expectation in many areas and be able to demonstrate an ability to coach and mentor others in those areas.

The Self-Audit will then form the basis of discussions with the Reviewer and should be shared with the Reviewer before the meeting or at its commencement. The Audit and the PMR discussion will also be the process through which we identify individual CPD needs.

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 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.

All teachers must be assessed against the set of standards contained in the document called "Teachers' Standards" published in July 2012.

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. (See Observation Policy for more information).

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.

Feedback discussions should occur at a mutually convenient time and if possible on the same day as the observation.

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 on-going professional development needs and priorities of individual teachers.

As part of the PMR process, colleagues will be asked to designate their CPD courses at the beginning of the PMR cycle.

Feedback

Teachers will receive constructive feedback on their performance throughout the year and as soon as practicable after an 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 (eg 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.

Post-threshold

Whilst the mechanism to move to and receive post-threshold status still exists, all teachers eligible to move to this scale will complete a self-audit against Post-threshold Standards (in addition to the self-audit against National Standards). Staff who are within two years of applying for post-threshold status are advised to do the same in preparation for transition and staff moving to threshold and beyond will be expected to meet all of the Teacher Standards, and be exceeding in many. They should also have had two successive successful PMR reviews.

Requires Improvement

On the occasion of a 3rd Requires Improvement lesson observation, in a rolling year, the line manager of the teaching colleague, along with a member of LT, will call a meeting to discuss the Personal Improvement Targets (PITs) that have emerged from those lessons. A further lesson observation will be arranged and if this lesson is agreed to be another Requires Improvement or worse, then the colleague will move to Appraisal Support.

Appraisal Support

The following circumstances outlined below would begin a period of Appraisal Support:

A. Quality of teaching and learning

1. more than 1 lesson observation where inadequate is referenced
 - After the first such observation, supportive planning will be offered by the reviewer or other suitable party. A further observation to take place within two weeks.
2. If this subsequent observation remains at satisfactory/inadequate or inadequate then further support will be offered by the Reviewer or suitable third party. A suitable party at this stage may include a "Learning Mentor" outside of the Reviewer/Reviewee relationship who would act as a mentor and coach to help improve performance in the identified areas.
 - A subsequent observation will then made within two weeks.
3. If this subsequent observation remains at satisfactory/inadequate or inadequate then a member of LT will be appointed to address any issues and form an action plan to support the colleague. The action plan may include:
 - Further lesson observations
 - The insistence of an appointment of a learning mentor/coach
 - Half-termly review of PMR targets

4. Depending on the nature and success of the action plan, the result may be a move to formal Capability Procedures which are outlined in the document named the same. In this circumstance, the colleague 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.

B. Student Progress

1. In consultation with HoFs through 2011-12, the idea of Traffic lighting student progress results as follows was discussed and adopted:
 - a. Red: <20% of students in the group achieve their FFT target grade
 - b. Amber: 20-60% of students in the group achieve their FFT target grade
 - c. Green: >60% of students in the group achieve their FFT target grade

In the first year where a colleague had a majority of groups in the red zone, a discussion and action planning with the Reviewer would ensue. Where a colleague entered a second year with results in the red designation in the majority of groups, a formal discussion with the Headteacher would occur and an on-going programme of support put in place.

C. Complaints

- a. A significant number of written complaints from parents or colleagues, students or inspectors or other relevant stakeholders, which might include e-mails, letters, minutes of meetings/action points.

D. PMR Review

- a. If a colleague's self-audit or Reviewer's decision is that National Standards are not being met overall.

If any of sections A-D above become relevant a procedure similar to that outlined in A.3 will occur, namely:

1. A member of LT will be appointed to address any issues and form an action plan to support the colleague.
2. Further lesson observations (or other relevant evidence gathering depending on the focus)
3. The insistence of an appointment of a learning mentor/coach/peer to help with the process
4. The establishment of new/additional PMR targets
5. Half-termly (or less depending on the circumstance) reviews of PMR targets

Where these support arrangements continue to show significant areas of inadequacy, the PMR policy above will be suspended and a move into capability procedure will begin. The teacher will be informed in writing by the Headteacher.

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 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.

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. In this school, teachers will receive their written appraisal reports by 31 October (31 December for the head teacher). **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 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 other teachers);**

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

Right of Appeal

If at any point in the PMR cycle, a colleague is unhappy with either the process of the judgments being made, then they should notify the head teacher immediately in writing. If the teacher remains unsatisfied with the outcome, an appeal to the Governing Body should be made.

Policy Review

This policy was adopted by the Governing Body in October 2013 and will be reviewed every 3 years or earlier if circumstances dictate.