

Salford City Council

Wardley CE Primary School Teacher Appraisal Policy



Name of Reviewer	Mark Foster
Date of Approval of Governing Body	October 2017
Signature of Chair	
Signature of Head	<i>Mark Foster</i>
Date Due for Review	October 2019

EQUALITY STATEMENT

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations

We review all policies and procedures we operate to ensure there are no negative equality impacts based on age, disability, gender, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief and sexual orientation as outlined in the Equality Act 2010. If you feel, on reading this policy that there may be a negative equality impact, please tell us about this.

Please also let us know if you need to access this policy in a different format. You can do this by contacting the school office.

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1. GENERAL PRINCIPALS UNDERLYING THIS POLICY

For use for all teachers employed in Community Schools and those who are centrally employed.

This policy may also be used for all teachers employed in Voluntary Controlled Schools, Aided Schools, Academies and Trusts where the appropriate body has adopted this policy.

CONFIDENTIALITY

The appraisal process will be treated with confidentiality. However, the desire for confidentiality does not override the need for the Headteacher and governing body to quality-assure the operation and effectiveness of the appraisal system. Access to the written appraisal report will normally be limited to the appraisee, appraiser, the Headteacher and / or nominate member of the senior management team.

Anonymised appraisal reports may be required to be provided to Ofsted inspectors as part of the evidence for a judgement on Leadership and Management. Schools should say here how they might achieve this, for example, the Headteacher or appropriate colleague might review all Teachers' objectives and written appraisal records personally, in order to check consistency of approach and expectation between different appraisers. The Headteacher might also wish to be aware of any pay recommendations that have been made.

DEFINITIONS

Unless indicated otherwise, all references to "Teacher" include the Headteacher.

DELEGATION

Normal rules apply in respect of the delegation of functions by governing bodies, Headteachers and local authorities.

MONITORING AND EVALUATION

The governing body will monitor the operation and outcomes of the school's appraisal arrangements. 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;
- Teachers' training and development needs.

The Governing Body is committed to ensuring that the appraisal process is fair and non-discriminatory and the following monitoring data should be included in the Headteacher's report because they represent the possible grounds for unlawful discrimination: race, sex, sexual orientation, disability, religion or belief, age, part-time contracts, trade union membership, gender re-assignment, marriage and civil partnership, pregnancy and maternity.

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

RETENTION

The appraisal reports are confidential documents and should be kept in a secure place. The governing body and Headteacher will ensure that all written appraisal records are retained in a secure place for six years and then destroyed. The principles and provisions of the Data Protection Act 1998 should be followed at all times by those who have access to the documents.

2. EQUALITY STATEMENT

The Schools' HR Team aims to regularly review all the policies and procedures we operate to ensure there are no negative equality impacts on staff based on their age, disability, gender, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief and sexual orientation as outlined in the Equality Act 2010. Consultation with our customers is an important part of how we achieve this. If you feel, on reading this policy, that there may be a negative equality impact within your school, please tell us about this. Please also let us know if you need to access this policy in a different format. You can do this by contacting the following officer:

Laura Coluccio, Acting Schools HR Manager – Tel: 607 8657

3. INTRODUCTION

This policy has been prepared by The Schools' HR Team and is recommended for schools/services to use to support the implementation of the revised appraisal arrangement regulations set out in The Education (School Teachers' Appraisal) (England) Regulations 2012 (the Appraisal Regulations).

At a local level this policy has been consulted upon with members of the Teachers Associations and any deviation to the policy must be consulted

directly with the Teacher Associations' representatives and Teaching Staff employed within the school.

Revised appraisal arrangements come into force with effect from 1st 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 national framework within which schools should operate.

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 Headteachers. It has been written in the context of schools, but the same principles apply to unattached Teachers.

4. POLICY FOR APPRAISING TEACHER PERFORMANCE

The Governing Body of Wardley CE Primary School

adopted this policy on 15.10.13

It will review it in two years

(Recommendation minimum of 2 years / maximum of 3 years)

4.1 PURPOSE

This policy sets out the framework for a clear and consistent assessment of the overall performance of Teachers, including the Headteacher, 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.

4.2 APPLICATION OF THE POLICY

The policy applies to the Headteacher and to all Teachers employed by the school or local authority, except those on contracts of less than one term, those undergoing induction (ie NQTs) and those who are subject to the school's capability procedure.

5. 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. In line with current legislation and the requirements of the School Teachers' Pay and Conditions Document (STPCD) the annual appraisal will form the basis of any decision for Teachers pay progression. (For full details the Model Policy for determining teachers pay should be consulted).

5.1 THE APPRAISAL PERIOD

The appraisal period will run for twelve months from 1st September to 31st August.

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.

Where a Teacher starts their employment at the school part-way through a cycle, the Headteacher shall determine the length of the first cycle for that Teacher, with a view to bringing the cycle into line with the cycle for other Teachers 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 shall determine whether the cycle shall begin again.

5.2 APPOINTMENT OF APPRAISERS

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.

In this school the task of appraising the Headteacher, including the setting of objectives, will be delegated to a sub-group consisting of three members of the Governing Body.

In this school:

The Governing Body is the appraiser for the Headteacher and to discharge this responsibility on its behalf may appoint 3 governors (Local Authority recommendation is 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, she/he may submit a written request to the governing body for that governor to be replaced, stating those reasons.

The Headteacher will decide who will appraise other Teachers. ("The Appraiser")

This will normally be:

- The Headteacher
- A member of the Senior Leadership Team
- The Teacher's line manager
- A Teacher trained to undertake appraisal of other Teachers in the school

5.3 SETTING OBJECTIVES

The Headteacher'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 linked to the relevant standards, 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 Headteacher will determine the objectives. Objectives may be revised if circumstances change. Appraisees may at any point append their comments alongside their objectives.

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 the Headteacher / Governing Body quality assuring all objectives against the school improvement plan.

Before, or as soon as practicable after, the start of each appraisal period, each Teacher will be informed of the standards against which that Teacher's performance in that appraisal period will be assessed. All Teachers should be assessed against the appropriate standards contained in the document called "Teachers' Standards" published in July 2012. Over the course of the year teachers will be assessed against all standards.

Assessments will also be conducted as appropriate against:

- National Headteacher standards 2004
- Excellent Teacher standards
- Advanced Skills Teacher standards
- SENCO standards

The Appraiser, Headteacher or Governing Body (as appropriate), will need to consider whether certain Teachers should also be assessed against other sets of standards published by the Secretary of State that are relevant to them.

5.4 REVIEWING PERFORMANCE

5.4.1 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. 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. If issues emerged from an observation that were not part of the focus of the observation as recorded in the appraisal report these should also be covered in the written feedback.

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

Classroom observation will be carried out by those with QTS.

5.4.2 DROP-INS

In addition to formal observation, Headteachers 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.

5.4.3 CLASSROOM OBSERVATION PROTOCOL

In this school the Governing Body is committed to ensuring that classroom observation is developmental and supportive and that those involved in the process will:

- carry out the role with professionalism, integrity and courtesy;
- evaluate objectively;
- report accurately and fairly;
- respect the confidentiality of the information gained; and
- observations should not be excessive but be reasonable and proportionate.

Information gathered during the observation will be used, as appropriate, for a variety of purposes including informing school self-evaluation and school improvement strategies in accordance with the school’s commitment to streamlining data collection and minimising bureaucracy and workload burdens on staff.

In keeping with the commitment to supportive and developmental classroom observation those being observed will be notified in advance, normally scheduled at the first appraisal meeting.

Classroom observations will only be undertaken by persons with QTS. In addition, in this school classroom observation will only be undertaken by those who have had adequate preparation, training and have the appropriate professional skills to undertake observation and to provide constructive oral and written feedback and support, in the context of professional dialogue between colleagues.

5.4.4 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 also 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.

5.4.5 FEEDBACK

Teachers will receive constructive feedback on their performance throughout the year and as soon as practicable after an observation has taken place (in accordance with the timeframe set out in the school's classroom observation protocol) or other evidence has come to light. Feedback will highlight particular areas of strength as well as any areas that need attention.

Oral feedback will be given as soon as possible after the observation and no later than the end of the following working day. It will be given during mutually agreed time in a suitable, private environment.

Written feedback will be provided within five working days of the observation taking place.

The written record of feedback also includes the date on which the observation took place, the purpose of the observation, the lesson observed and the length of the observation. The Teacher has the right to append written comments on the feedback document. No written notes in addition to the written feedback will be kept.

When dealing with a teacher experiencing difficulties, the 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.

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.

The appraiser must ensure that all reasonable support is provided and demonstrate evidence tailored to individual teacher.

Where there are concerns, the appraiser / observer / other appropriately qualified teacher 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 (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.

5.4.6 ANNUAL ASSESSMENT

Each Teacher's performance will be formally assessed in respect of each appraisal period, with the overall annual appraisal informing a Teachers pay progression within the payscale. In assessing the performance of the Headteacher, 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 on a regular basis throughout the year in interim meetings which will take place (e.g. recommendation at least mid-way through the 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. In this school, Teachers will receive their written appraisal reports by 31 October (31 December for the Headteacher). 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 training and development needs and identification of any action that should be taken to address them;

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

Teachers' appraisal reports will form the basis for pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Governing Body, having regard to the appraisal report and taking into account advice from the senior leadership team.

In this school judgements of performance will be made against the extent to which teachers have met their individual objectives and the relevant teacher standards.

Teachers will be eligible for a pay increase of one point if they successfully complete their appraisal objectives. Teaching and pupil progress assessed as consistently outstanding may be awarded two points increase.

5.4.7 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 capability meeting. This will trigger the commencement of the formal capability procedure (the capability procedures will be conducted in accordance with the school's capability procedure).