



Highfields Inclusion Partnership

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Policy Title:	Appraisal Policy for Teachers		
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1. Background

The Model Policy is set out as a school appraisal policy and therefore refers to the “governing board”, rather than the “relevant body”. However, the Policy is intended to be easily amended or adapted to cover circumstances where the relevant body is the Local Authority.

This policy is based on 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 2012 Regulations come into force on 1 September 2012. The 2006 Regulations continue to apply to any performance management cycle which is in progress on 1 September 2012, unless the governing body 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 where they are employed for one term or more.

Schools must have an appraisal policy for teachers and a policy, covering all staff. This model policy applies to all teachers, including head teachers, but schools might wish to adapt it for use with all staff.

This model policy has been shared with the trade unions, however agreement has not been possible and it is issued as a management model policy. However the following trade unions are aware of the policy and its contents ASCL, NAHT, NASUWT, NEU (NUT and ATL). In view of this it is recommended that Governing Boards consult with their staff on their appraisal policy prior to adoption.

2. Introduction

The Governing Board is committed to performance management in order to develop all employees, to improve teaching and learning and to raise standards for all students.

The Governing Board is committed to ensuring consistency of treatment and fairness in the operation of appraisal. This includes staying within the legal framework set out in the Appraisal Regulations, specific school legislation (i.e. School Teachers Pay & Conditions Document) and in other relevant legislation that affects all employers (for example legislation on equality, employment protection and data protection). Reference will also be made to other relevant school policies e.g. pay policy

3. Model Policy for Appraising Teacher Performance

The Governing Board of Highfields Inclusion Partnership adopted this policy on 18th October 2017

It will review it annually

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

This policy covers appraisal. It applies to all teachers (including the Headteacher) employed by the school. It does not apply to

- i) teachers on contracts of less than one term,
- ii) teachers who are undergoing induction (*ie* NQTs)
- iii) teachers who are subject to capability procedures under the Capability procedure.

Teachers' 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.

1. Links with pay

This policy should be read in conjunction with the school's pay policy which provides details of the arrangements relating to teachers' pay in accordance with the School Teachers Pay and Conditions Document. Where teachers are eligible for pay progression the appraisal assessment, throughout the cycle, will be the basis upon the recommendation is made by the appraiser.

2. The appraisal period

The appraisal period will run for twelve months from 1st October 2019 to 30th September 2020.

Teachers who are employed on a fixed term contract of more than one term but 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.

3. 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.

In this school the task of appraising the head teacher, including the setting of objectives, will be delegated to a sub-group consisting of two/three (*delete as appropriate*) members of the Governing Body.

The head teacher will decide who will appraise other teachers.

In this school the following arrangements will normally apply: Appraisal will be undertaken in accordance with the line management structure in school

4. Setting objectives

The head teacher's objectives will be set by the Governing Board after consultation between the Head teacher and 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 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 students at that school. This will be ensured by quality assurance processes at all levels.

In this school under normal circumstances no more than 3 objectives will be set for individual teachers.

5. Standards

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. It is a requirement that all teachers should be assessed against the set of standards contained in the document called "Teachers' Standards" published in July 2011.

The head teacher or governing body (as appropriate) will also to consider whether teachers should also be assessed against other sets of standards published by the Secretary of State that are relevant to them. Teachers will be made aware of the standards against which their performance is measured.

6. 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.

- 6.1 **Formal Observation** - 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.
- 6.2 **Informal 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.

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

7. 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.

8. 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.

9. 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 on a regular basis throughout the year in interim meetings which will take place. In this school it is anticipated this will be 1 interim meeting per year, although for particular circumstances more and less frequent meetings may be necessary.

Teachers will receive a written appraisal report as soon as practicable following the end of each appraisal period. Teachers will be able to submit and append any comments they have about the appraisal report. In this school, teachers will receive their written appraisal reports as soon after the Pay Committee meets.

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;
- 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.

10. Concerns about Performance during the Appraisal Period

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
- 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.

11. 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 per the Capability policy.

12. Grievances

The Governing Body is committed to the statements made at the start of this appraisal policy. However it is recognised that occasionally disagreements may occur. In the setting of objectives it is recognised that the appraiser has the right to set appropriate objectives and in the formal assessment report the teacher may wish to provide an addendum to the assessment report to reflect their views. In the majority of cases this will be the end of the matter. However it is recognised that teacher have the right to raise a grievance about their employment. As with all grievances it is recognized that these are best resolved informally.

13 Monitoring and Evaluation

The governing body and head teacher will monitor the operation and effectiveness of the school's appraisal arrangements.