



Church Valley Schools Federation

Policy for appraising teacher performance

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1. Purpose

- a) This model policy is in line with The Education (School Teachers' Appraisal) (England) Regulations 2012.
- b) 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.
- c) 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.
- d) This procedure must be read in conjunction with the Schools Pay Policy. The Governing Body recognises the statutory requirement that all pay progression decisions for all teaching staff must be linked to outcomes of appraisal of performance
- e) The appraisal procedure will be used also to address any concerns that are raised about a teacher's performance. This may lead to a period of structured support through the procedure. If concerns are such that they cannot be

This procedure links with the Pay Policy.

This procedure includes the arrangements for structured support and it may be necessary to refer to the Managing Performance Procedure.

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resolved through the appraisal process, there will be consideration of whether to commence the formal Managing Performance procedure.

- f) This procedure applies to the head teacher and to all teachers employed by the school/academy, except those on contracts of less than one term, those undergoing induction (*ie NQTs*) and those who are subject to Managing Performance (Formal Capability).
- g) The governing body acknowledge their responsibility to comply with relevant equalities legislation:
- Employment Relations Act 1999
 - Equality Act 2010
 - Employment Rights Act 1996
 - The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000
 - The Fixed-term Employees (Prevention of Less Favourable Treatment) Regulations 2002
 - The Agency Workers Regulations 2010

The governing body will promote equality in all aspects of school life, particularly as regards all decisions on advertising of posts, appointing, promoting and paying staff, appraisal, training and staff development.

2. The appraisal period

- a) **The appraisal period will run from October to October** (It is recommended that the appraisal period should be in accordance with the academic year).
- b) This will normally run for twelve months but there is flexibility to have a longer or shorter appraisal period when teachers begin or end employment with the school e.g. if a teacher joins the school in April then the appraisal period can be from April to August to ensure that it then continues in line with other teachers for the next academic year. Teachers who are employed on a 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.

3. Appointing appraisers

- a) **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.**
- b) 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.

- c) The head teacher will decide who will appraise other teachers. Bath and North East Somerset advises that a reasonable maximum number of appraisals should be set for head and any other line manager who will be appraising i.e. consideration given to other responsibilities and duties within the school and with regard to work life balance. Schools appointing more than one appraiser are advised to consider consistency in judgements through an agreed quality assurance process, This will ensure a fair and equitable process.

4. Setting objectives

- a) **The head teacher's objectives will be set by the Governing Body** with advice from **the external adviser** and following professional dialogue with the Head.
- b) **Objectives for each teacher will be set** (following professional dialogue between appraiser and appraisee) **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 and teacher standards.
- c) The appraiser and teacher will seek to agree the objectives through open and meaningful dialogue but, if that is not possible, the appraiser will determine the objectives. Appraisers and appraisees should be clear what success will look like ,how progress will be measured, and the range of evidence that will be used to evaluate success in meeting objectives Objectives may be revised after professional dialogue if circumstances change.
- d) The objectives set for each teacher will, if achieved, contribute to the school's plans for improving educational provision and performance and improving the education of pupils.** This will be ensured by *quality assuring all objectives against the school improvement plan*).
- e) **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 set of standards contained in the document called "Teachers' Standards" published in 2012. The head teacher or governing body (as appropriate) will need to consider whether teachers should also be assessed against other appropriate standards published by the Secretary of State that are relevant to them.*
- f) In this school (choose as applicable):
- all teachers, including the head teacher, will have no more than 4 objectives
 - teachers, including the head teacher, will not necessarily all have the same

number of objectives

- all teachers, including the head teacher, will have a whole school objective
- all teachers, including the head teacher, will have a team objective, as appropriate,

5. Collating Evidence

This school believes that evaluation 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 and evaluations will be carried out in a supportive fashion. **Please refer to Annex 1 Classroom Observation Protocol attached.** In addition evidence may be a scrutiny of pupils work, teachers planning and records, pupil tracking and assessment data. The evidence to be considered will be agreed at the time of setting objectives

- a) Teachers' performance will be regularly evaluated 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 and evaluations of outcomes will be carried out by those with QTS. Senior managers have responsibility for standards throughout the school and although most observations related to exercising this duty will be through agreed processes the head or other leaders may visit and observe (ie drop in) any aspect of the school at any time as part of this general responsibility. The length and frequency of "drop in" observations will vary depending on specific circumstances.
- b) Teachers (including the Head) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

5. Professional Development and Support

- a) The school's CPD programme will be informed by the training and development needs identified in the appraisals which will also link to the school's improvement priorities.
- b) The governing body will ensure in the budget planning that, as far as possible, appropriate resources are made available for any training and support agreed in the appraisal process.
- c) 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. However where there are budget constraints, professional development linked to school improvement priorities will take precedence when considering the professional development requirements of individual teachers.

6. Regular Professional Dialogue, Feedback, and Interim Meetings

- a) Appraisal should involve on-going professional dialogue throughout the year, allowing for constructive feedback and to ensure that there are no surprises at the end of the appraisal period. Feedback will highlight particular areas of strength as well as any areas for development.
- b) Performance and development priorities will be reviewed and addressed on a regular basis throughout the year in interim meetings which will take place *once a term*. (Spring and Summer)

7. Annual assessment/review

- a) **Each teacher's performance will be formally assessed at the end of each appraisal period. In assessing the performance of the head teacher, the Governing Body must consult the external adviser.**
- b) In this school all teachers can expect to receive regular, constructive feedback on their performance and are subject to annual appraisal that recognises their strengths, informs plans for their future development and helps to enhance their professional practice
- c) **The teacher will receive a written appraisal report as soon as practicable following the end of each appraisal period** – and have the opportunity to comment in writing. 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 against their objectives and the relevant standards** and career progression criteria as appropriate;
 - an assessment of overall performance and quality of teaching
 - **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 relevant** (*NB – pay recommendations need to be made by 31 December for head teachers and by 31 October for other teachers*);
 - Details of objectives, for the planning process for the new appraisal period.
- d) Appraisal objectives and application of the standards will be more challenging: as the teacher progresses within the main pay range; for those teachers who move to the upper pay range; and for teachers as they move within the upper pay range.

- e) Decisions regarding pay progression will be made with reference to the teachers' appraisal outcomes and the pay recommendations arising. To be fair and transparent, assessments of performance will be properly rooted in evidence
- f) If there is sound evidence to show a teacher falls short of the expectations required at their level of career then the recommendation should be that there is no pay progression. In such instances, in the course of the appraisal cycle and allowing the teacher sufficient opportunity to improve, the teacher should have been notified that there is a risk that pay progression will not be recommended.
- g) Any teacher has a right to make representations to the Pay Committee/panel regarding the outcome of their appraisal and salary determination. In the event that any concern is not resolved there shall be a right of appeal to a panel of governors not previously involved in the decision. (see Appendix 2 of the School's Pay Policy)

8. Informal Support arising from Concerns – Structured Support

- a) **Annex 2** to this procedure applies to all teachers, including the headteacher, and will be followed when an employee consistently fails to achieve or maintain an acceptable level of professional performance.
- b) If there are particular concerns arising, the employee will be made aware of them and relevant advice will be provided by the headteacher or appropriate senior post holder prior to this part of the Appraisal Procedure being invoked. In many cases it will be possible to overcome difficulties through early informal intervention and discussion.

ANNEX 1 - CLASSROOM OBSERVATION AND EVALUATION OF TEACHING AND LEARNING PROTOCOL

The Governing Body is committed to ensuring that classroom observation and evaluation of teaching and learning 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; and*
- *respect the confidentiality of the information gained.*

The amount of observation for each teacher should reflect and be proportionate to the development needs of the individual. Although there is now no statutory limit on the amount of classroom observation, it will be kept to a reasonable minimum needed to determine that objectives are met. It should be noted that teaching and learning is evaluated by observation , scrutiny of pupils work , teachers planning and record keeping , tracking of progress and assessment outcomes

The arrangements for classroom observation will be included, as far as is practicable and reasonable, in the planning and review statement e.g. amount of observation, specifying its primary purpose, any particular aspects of the teacher's performance which will be assessed, the duration of the observation, when during the performance management cycle the observation will take place and who will conduct the observation. Observation for appraisal should be planned, with sufficient notice given and a clear focus linked to agreed objectives so the teacher is aware of what is being observed.

Where concerns are raised the teacher will receive appropriate support as part of the appraisal process. The support to be offered will be agreed in advance and may include additional classroom observation alongside those recorded at the beginning of the cycle.

As far as is practicable, it is recommended that information gathered during the observation and evaluations of teaching and learning will be used, as appropriate, for a variety of purposes including informing 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.

Classroom observations and evaluations 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 and 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.

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 directed time in a suitable, private environment.

Written feedback will be provided within five working days of the observation taking place. If issues emerged from an observation that were not part of the focus of the observation as recorded in the planning and review statement these should also be covered in the written feedback and the appropriate action taken.

The written record of feedback also includes the date on which the observation took place, the lesson observed and the length of the observation. It is good practice to allow the teacher to append written comments on the feedback document.

ANNEX 2 – STRUCTURED SUPPORT PROCEDURE

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1. Introduction

- a) The principal aim of this part of the Appraisal Procedure is to enable the employee to meet satisfactory standards through support, guidance and training. It is in the employee's own interests to seek assistance at the earliest possible time over any problem which might affect professional capability. The importance of open and meaningful discussion between the line manager/headteacher and member of staff at all stages, with a willingness to establish agreement on the perceived problems and their solution, cannot be over-emphasised.
- b) If this intervention is required in respect of performance issues relating to a headteacher then the line manager role would be taken by a relevant governor, this may or may not be the chair.
- c) Good management, clear expectations and appropriate support will go a long way towards addressing weaknesses in performance. Any concerns a manager has about the performance of any employee should be raised with the individual as early as possible. Normally this will be part of the main appraisal procedure. Early identification of the problems through that procedure or structured support will help to avoid the need for formal capability procedures.
- d) Where it becomes apparent that the employee's professional performance may be affected by a medical problem, appropriate advice may be sought from the Occupational Health Service through the Schools HR Team and the employee may be requested to undertake a medical examination. Ill health procedures (including the possibility of ill health retirement) will be applied where appropriate. Advice should be sought from Schools HR Team on the correct procedure to be followed. Under the Equality Act if an employee is disabled, or becomes disabled whilst in employment, the employer is required to make 'reasonable adjustments' including, possibly, adjustments to the requirements of the job to enable the disabled person to maintain their employment (see also Section 9.3 Preventing discrimination and Valuing Diversity).
- e) The LA, both Schools HR and School Adviser , should be informed that there is a potential performance issue at the earliest opportunity so that appropriate advice and support can be provided.

- f) Where it is considered that there is a wilful refusal to carry out duties or to perform them to an acceptable standard, the matter may be treated as misconduct and the Disciplinary Procedure will then apply.

2 General points

In dealing with an employee's performance under the procedure set out below the following points must be observed:-

- a) The employee will be provided with a copy of this document at the outset and advised to contact their professional association/trade union representative prior to any meeting to consider action under this procedure.
- b) The employee will be given at least 5 working days written notice of any meeting to initiate or review any stage of the procedure. The correspondence will include clarification of the nature and purpose of the meeting, who will attend and any relevant documentation.
- c) This is not formal capability and although there is no right of representation it is strongly recommended that the employee is invited to bring a workplace colleague or professional association/trade union representative.
- d) For newly qualified teachers undertaking their induction year, (and support staff within their probationary period) separate procedures apply.
- e) Members of the governing body must not be involved in any discussion regarding the employee's alleged deficiencies or the action being taken in relation to this procedure, as this may prejudice their involvement in any subsequent hearing or appeal if it is necessary to move to the formal Managing Performance Procedure. However, it may be appropriate for the headteacher or other line manager to inform the chair of governors and/or the chair of the relevant sub committee that a problem exists and to explain the procedure that is being followed.
- f) The LA, both Schools' HR Team and School Adviser (where appropriate), should be informed that there is a potential performance issue at the earliest opportunity so that appropriate advice and support can be provided.
- g) A reasonable period of time for improvement and monitoring must be allowed under each stage of the procedure and will be specified at the beginning of that period. The actual time will depend on the nature of the problems that exist and the remedial action proposed. Normally the total period of monitoring in accordance with the structured support meeting will not exceed two terms.
- h) References to terms throughout this procedure are taken to mean the normal school term lengths for schools that operate a six term academic year. If the Authority is operating a three term academic year then an appropriate pro-rata adjustment to references to terms should be made.
- i) The procedure does not prejudice the outcome of any particular review meeting but indicates how to proceed if further action is considered necessary.

- j) A review meeting may be adjourned if it becomes clear that additional information is required and subsequently reconvened when this information is obtained but in any case should not be deferred for longer than two weeks.

3. Structured Support Meeting

- a) Where an employee's performance is not considered to be of a satisfactory standard and previous informal discussion, guidance and support has not resolved concerns, the headteacher or other designated senior manager will arrange a meeting with the employee to discuss the nature of the concerns and the improvements sought. Schools HR will also be in attendance. Please see 2c in relation to union representation. Arrangements will be confirmed in writing to the employee at least 5 working days in advance.
- b) At the meeting the Line Manager/Headteacher will:
- Explain that the purpose of the period of structured support is to assist the employee to achieve the required performance standards;
 - Clarify the standards of work performance expected and explain where the perceived deficiencies exist, with reference to the job description and any other relevant documentation. It is important that all concerns identified are made clear, although only those that are more significant will be subject to monitoring and targets as appropriate. Lesson observations are only part of the evaluation process.
 - Seek the employee's observations in respect of the concerns identified;
 - Explore the reasons for the employee's alleged deficiencies. This may include consideration of health or personal problems, lack of understanding, knowledge or experience, inadequate support or resources, inappropriate timetable or workload commitments;
- c) If it is established that there is a case for structured intervention after a discussion of the concerns then this will be conveyed to the employee and:
- Establish, in consultation with the employee, a programme of action, support and training designed to effect an improvement in performance and specifying the nature and extent of support to be provided. It may be necessary to revise the appraisal objectives. Normally there would be a maximum of 3 at this stage. A timescale for their achievement should be set which reflects the seriousness of the concerns and allows for appropriate support and time for improvement. This stage would not normally exceed two school terms (one old term)
 - Explain that if a satisfactory level of performance is not achieved the formal Managing Performance Procedure is likely to be invoked at the end of the full review period;

- Agree an interim review date, not normally exceeding six working weeks. A final review date will also be agreed and will not normally exceed 10 working weeks.
- d) The employee will be provided with a written record of the outcome of the meeting within five working days of the meeting.

4. Review Period

- a) During the review period, the employee will be given any appropriate support, guidance, and training to assist in meeting the required objectives. This may include counselling, examination of timetable commitments or areas of responsibility, provision of resource materials and the opportunity to observe good practice in other classrooms or schools.
- b) Support to the employee from a colleague (in a mentoring type capacity) may be agreed as part of the overall arrangements. Where this is the case the colleague will not be involved in the monitoring process.
- c) Any counselling and informal coaching should aim to encourage and help the employee to improve and should be conducted discreetly. A brief note of any counselling/coaching should be kept for reference if appropriate.
- d) The employee's performance will be monitored by the headteacher and/or another designated member of staff. A written record of each classroom observation (in the case of class based employees) or meeting held to discuss progress during the review period will be provided to the employee.

5. INTERIM MEETING

- a) Reflection on the first half of the structured support review period, identification of areas of progress, clarification of areas that require further development and review of appropriate current support.

6. REVIEW MEETING (Where there has been significant sustained improvement)

- a) At the end of the review period the line manager/headteacher will consider if the employee has achieved the objectives set. The potential outcome(s) of the review will be notified to the employee with other relevant documentation at least one week before the date of review meeting together with details of the meeting and the employee's right to be accompanied by a trade union representative or workplace colleague.
- b) Where the line manager/headteacher believes that the outcome of the review meeting will be to confirm that a satisfactory level of performance has been achieved the review meeting will take place between the employee, their

representative where appropriate and the line manager/headteacher. Schools HR may also be in attendance. The line manager/headteacher will:

- Review the employee's progress against the objectives set, the position in respect of any identified factors effecting performance and the support given during the period;
- Provide the employee with the opportunity to comment on any/all of these issues;
- Identify any further specified period of structured support intended to assist in maintaining and securing the performance level;
- Confirm the outcome (which will also be confirmed in writing to the employee within 5 working days).
- 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.

7. REVIEW MEETING (Where there hasn't been significant /sustained progress)

- a) In any circumstances where the outcome of this meeting may confirm that that satisfactory performance has not been achieved the meeting will be convened in accordance with the formal Managing Performance Procedure.

Appendix 3 Career Stage Expectations (if using)