



Christleton Primary School
Be the best you can be

**Teacher Appraisal
Policy**

Date of Policy	February 2017
Policy Reviewed	November 2019
Next Review	November 2021
Signed Head teacher	
Signed Chair of Governors	

Christleton Primary School
TEACHER APPRAISAL POLICY
2019-2021

1. INTRODUCTION

The Governing Body of Christleton Primary School has adopted this appraisal policy in accordance with the Education (Schools Teachers' Appraisal) (England) Regulations 2012. Sections in **bold** are required by those regulations. Formal appraisal review meetings will form part of directed time.

2. APPLICATION OF THE POLICY

The policy applies to the head teacher and to all teachers employed by the school except teachers on contracts of less than one term, those undergoing induction (i.e. NQTs) and those who are the subject of capability procedures.

3. PURPOSE

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers and the head teacher and for supporting their development needs within the context of the school's improvement plan and their own professional needs. The assessment of performance against the Teachers Standards (or any other standards set by the Secretary of State and determined as applicable by the Governing Body or the Headteacher) and of the teacher's objectives throughout the cycle as recorded in the Appraisal Statement will be the basis on which a recommendation on pay will be made by the appraiser, and will inform any decision on pay progression.

This policy should be read in conjunction with the school's pay policy which provides details of the arrangements relating to teacher's pay in accordance with the School Teachers' Pay and Conditions Document.

4. LINKS TO SCHOOL IMPROVEMENT

The Governing Body expect that objectives set for all teachers including the head teacher, if achieved, will improve the education of pupils at our school and contribute to the implementation and achievement of the School Improvement Plan and any other plans adopted from time to time to improve the school's education provision and performance.

5. CONSISTENCY OF TREATMENT AND FAIRNESS

The Governing Body is committed to ensuring consistency of treatment and fairness in the operation of teacher appraisal.

To ensure this the following provisions are made in relation to moderation and quality assurance.

Quality assurance

The head teacher has determined that he will delegate the appraiser role for some or all teachers for whom he is not the line manager

He will moderate all the appraisal reports to check that the objectives and standards recorded in the reports of teachers at the school and the recommendations on pay:

- are consistent between those who have similar experience, similar levels of responsibility and demonstrate similar progress and performance, and
- comply with the school's appraisal policy, the regulations and the requirements of equality legislation

The Governing Body will review the quality assurance processes when the appraisal policy is reviewed.

6. APPOINTMENT OF APPRAISERS FOR THE HEAD TEACHER

Appointment of Governors

In this school **the Governing Body is the appraiser for the head teacher** and to discharge this responsibility on its behalf may appoint 2 or 3 governors.

Where a head teacher is of the opinion that any of the governors appointed by the governing body under this regulation is unsuitable for professional reasons, s/he may submit a written request to the governing body for that governor to be replaced, stating those reasons.

Appointment of External Adviser

The Governing Body will appoint an external adviser to provide advice and support in relation to the appraisal of the head teacher. The Governing Body will consult the external adviser before setting the head teacher's objectives.

7. APPOINTMENT OF APPRAISERS FOR TEACHER

The head teacher must ensure that the appraisal of every other teacher employed in the school is carried out. The head teacher may delegate this duty, to the teacher's line manager or another suitably qualified member of staff. In this school the head teacher has decided that the headteacher will be the appraiser for those teachers s/he directly line manages and will delegate the role of appraiser to another suitably qualified member of staff for some or all other teachers.

Where it becomes apparent that the appraiser will be absent for the majority of the cycle the head teacher may perform the duties himself/herself or delegate them to another teacher. Where this teacher is not the appraisee's line manager the teacher will have an equivalent or higher status in the staffing structure as the teacher's line manager. The appraisal cycle will not begin again in the event of the appraiser being changed.

All those to whom the head teacher has delegated the role of appraiser will receive appropriate training for that role.

Where a teacher is of the opinion that another teacher to whom the head teacher has delegated the role of appraiser is unsuitable, they may submit a written request to the head teacher for that appraiser to be replaced, stating the reasons why.

8. THE APPRAISAL PERIOD

The appraisal period will be twelve months.

The appraisal cycle in this school will run from September to September for teachers, and from October to October for the head teacher.

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 the provisions of this policy. **The length of the cycle will be determined by the duration of their contract.**

Where a teacher starts their employment at the school part-way through a cycle, the length of the first cycle for that teacher will be the remainder of that school cycle such that an annual pay progression assessment can be made.

Where a teacher transfers to a new post within the school part-way through a cycle, the head teacher or, in the case where the teacher is the head teacher, the governing body shall determine new objectives taking account of the remaining period in the appraisal cycle.

9. STANDARDS

Teachers will be assessed against the “Teachers Standards” and any other standards relating to teachers’ performance published by the Secretary of State as the governing body or headteacher determines is applicable to the performance of any individual teacher. **Teachers will be informed of these at the start of each appraisal period.**

The annual assessment against the Teachers Standards will not be an onerous exercise and will build on the professional dialogue, appraisal reviews and other feedback given in the course of the appraisal cycle.

Where an appraiser is concerned that a teacher has not been meeting the Teachers Standards, this will have been discussed with them and support given to improve, during the appraisal cycle.

The performance assessment of the Headteacher and any Deputy or Assistant headteachers will be informed by the National Standards of Excellence for Headteachers and any other standards relating to teachers’ performance published by the Secretary of State as the governing body determines is applicable to their performance. **Staff to whom this is applicable will be informed of this at the start of the appraisal period.**

10. OBJECTIVE SETTING

The objectives set will be rigorous, achievable, time-bound, fair and equitable in relation to teachers with similar roles/responsibilities and experience. They will have regard to what can reasonably be expected of any teacher at a given point of their career progression, the skills they will need to be able to evidence their professional progression and to meet the school's pay progression criteria and, where possible, the teacher's professional aspirations. **They will be such that, if they are achieved, they will contribute to improving the education of pupils at the school and the implementation of any plans of the governing body or head teacher designed to improve the school's education provision and performance.**

For part-time teachers, appraisers will also have regard to that teachers hours' of work as a proportion of full time colleagues. This may be reflected in fewer objectives.

Governors also recognise the desirability of staff being able to achieve a satisfactory work-life balance.

Objectives will be set before or as soon as practicable after the beginning of the appraisal period. The appraiser and appraisee will seek to agree the objectives but where a joint determination cannot be made the appraiser will make the determination and the appraisee may record their objections in the appraisal report.

In this school :

- all teachers, including the head teacher, will have no more than four objectives
- teachers, including the head teacher, will not necessarily all have the same number of objectives

Appraisal is an assessment of overall performance; objectives cannot cover the full range of a teacher's roles/responsibilities. Objectives will, therefore, focus on the priorities for an individual for the cycle.

11. REVIEWING PROGRESS

Progress and performance will be reviewed and addressed on a regular basis throughout the year. This may include scheduled review meetings and will include day to day dialogue between the appraisee and their appraiser and a number of lesson observations. Feedback will be constructive and will highlight particular areas of strength as well as any areas that may need attention.

This school believes that the 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 progress. To that end, the number of observations carried out in any school year may vary depending on the needs of the school. All observations will be supportive and undertaken in accordance with the school's Classroom Observation Protocol. Observation feedback will be given in accordance with the timescales set out in the Protocol, other feedback

will be given as soon as practicable after any issues relating to performance come to light.

Teachers (including the head teacher) who have responsibility outside the classroom will also have their performance in these responsibilities reviewed and, if appropriate, observed.

Incremental progression for all teachers will be dependent on a successful appraisal. It will be possible for a “no pay progression” determination to be made without recourse to the capability procedure. However, where a teacher is not making sufficient progress for a successful appraisal to be a likely outcome, the Appraiser will write to the teacher as soon as this becomes apparent to alert them and agree appropriate support.

Where concerns about a teacher’s performance (including concerns arising from any lesson observation) require more structured intervention the appraiser (or another qualified teacher nominated by the head teacher) will meet the teacher/head teacher to begin a dialogue which will

- Ask for the teacher’s assessment of their performance
- give clear feedback about the nature and seriousness of the concerns;
- ask the teacher/head teacher to comment on the concerns;
- review objectives and their timescales if appropriate;
- discuss and agree any support (eg coaching, mentoring, structured observation), that will be provided to help address the concerns;
- set dates for further review of progress, allowing sufficient time for improvement;
- explain the implications if insufficient progress is made.

The review of objectives and any other performance issues and any support agreed may be set out in an action plan.

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. Pay progression may still however be withheld, even where there is no move to formal capability. The review outcome letter will confirm the likely end of year pay recommendation.

If the appraiser is not satisfied with the progress made during the review period above, the teacher will be notified in writing that the appraisal process will no longer apply, that their performance will be managed under the capability procedure, and that they will be invited to a formal capability meeting.

12. ANNUAL ASSESSMENT

At the end of the appraisal cycle, the appraiser(s) will meet the appraisee to assess the performance of the teacher or head teacher and determine whether their appraisal is assessed as successful.

This school's criteria for determining a successful appraisal for each category of teacher is set out in the School's Pay Policy which should be read in conjunction with the Appraisal Policy.

In determining an appraisal assessment, the appraiser(s) will consider the appraisee's performance against

- the "Teachers Standards" and
- any other set of standards relating to teachers' or head teachers' performance published by the Secretary of State and about which the teacher has been notified at the beginning of the appraisal period,
- the teacher or head teacher's objectives
- the criteria set out in the school's pay policy and
- the teacher or head teacher's professional development needs.

Assessment of performance against an objective will be on the basis of the performance criteria set at the beginning of the cycle. Good progress towards the achievement of a challenging objective, even if the performance criteria have not been met in full, will be assessed favourably.

Assessment against specific objectives and the Teachers or Headteacher Standards may be based on a range of sources which may include . self-assessment; peer review; tracking pupil progress; lesson observations; lesson plans; marking; book reviews; the views of pupils and parents.

Unless concerns arise in the course of the cycle, professional dialogue between teachers and their appraisers should have eliminated the need for teachers to provide detailed evidence against each Standard or criteria.

Overall assessment will be informed by evidence of the impact the teacher has had through both achievement of their objectives and their day to day performance on

- pupil progress
- wider outcomes for pupils
- specific elements of practice where appropriate
- the effectiveness of other teachers or other staff
- the wider work of the school

The appraisal cycle is annual, but on occasions it may be appropriate to set objectives that will cover a period over more than one cycle. In such cases, the basis on which the progress being made towards meeting the performance criteria for the objective will be assessed at the end of the first cycle and will be recorded in the report at the beginning of the next cycle.

In relation to the Head teacher, Governors will consult the external adviser when assessing performance

The appraiser(s) will also where relevant under the school's pay policy , make a recommendation relating to the teacher or head teacher's pay.

13. APPRAISAL STATEMENT

As soon as practicable (normally within two calendar weeks) following the end of each appraisal period, teachers will be provided with a written report which will record the assessment of their performance against the criteria set out above.

The report will also, where relevant under the school's pay policy , record a recommendation relating to the teacher or head teacher's pay.

14. APPEALS

Where a member of staff is dissatisfied with the application of the appraisal process (except for decisions on pay) they have recourse to the school's Grievance Procedure to pursue the matter.

Where a member of staff is dissatisfied with a recommendation or decision on pay, they have a right of appeal through the appeals mechanism of the School Pay Policy.

15. CONFIDENTIALITY

The appraisal process and the reports generated under it will be treated with confidentiality at all times. The appraiser and the Head teacher will have access to the appraisee's plan and review recorded in her/his report. Where a teacher has multiple roles, their additional managers (as agreed at the start of the cycle) will also have access.

Appraisal reports may be provided to the Governors Pay Panel as part of the annual pay decision process.

Appraisees will be informed if anyone outside of the leadership team (including governors) is granted access to their report.

16. TRAINING AND SUPPORT

The school's CPD programme will be determined by the training and development needs of teachers identified during the appraisal process.

The governing body will ensure in the budget planning that, as far as possible, appropriate resources are made available in the school budget for any training and support agreed for appraisees. It is recognised that priority may have to be given to the needs of a teacher causing concern or who has entered capability proceedings to ensure appropriate support for improvement is provided.

An account of the training and development needs of teachers in general, including the instances where it did not prove possible to provide any agreed CPD, will form a part of the head teacher's annual report to the governing body about the operation of appraisal in the school.

With regard to the provision of CPD in the case of competing demands on the school budget, a decision on relative priority will be taken with regard to the extent to which: (a) the CPD identified is essential for an appraisee to meet their objectives; and (b) the extent to which the training and support will help the school to achieve its priorities. The school's priorities will have precedence.

Teachers should not be held accountable for failing to make good progress towards meeting their performance criteria where the support recorded in the appraisal report has not been provided.

17. MONITORING

The governing body will ensure that all teachers, including the head teacher, have their performance appraised on an annual basis.

The head teacher will provide the governing body with a regular written report on the operation of the school's appraisal policy . The report will be written if possible in a way that would not enable any individual to be identified. The report will include:

- the operation of the appraisal policy;
- the effectiveness of the school's appraisal procedures;
- the delivery of training and development opportunities against previously identified need.

18. EQUALITY ACT 2010

In accordance with its Public Sector Equality Duty, the Governing Body of Christleton Primary School has given due regard to equality considerations in adopting this policy/procedure and is satisfied that its application will not impact adversely on members of staff who have a protected characteristic within the meaning of the Equality Act 2010

In addition, the Governing Body is committed to promoting equality and will ensure that the appraisal process is fair and non-discriminatory and that monitoring data should be included in the head teacher's report covering each of the protected characteristics within the Equality Act 2010.

The head teacher 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 protected characteristics.

19. REVIEW OF THE POLICY

The Governing Body will review the appraisal policy every school year at its summer term meeting.

The Governing Body will take account of the head teacher's report in its review of the appraisal policy. The policy will be revised as required to introduce any changes in regulation and statutory guidance to ensure that it is always up to date.

The Governing Body will seek to agree any revisions to the policy with the recognised trade unions having regard to the results of the consultation with all teachers.

To ensure teachers are fully conversant with the appraisal arrangements, all new teachers who join the school will be briefed on them as part of their introduction to the school.

20. ACCESS TO DOCUMENTATION

Copies of school improvement and development plans are published on the school's computer network and/or can be obtained from the school office