
Appraisal Policy- Schools

Status of Policy:

Revised Sept 2015

This policy complies with the Education (School Teachers' Appraisal) (England) Regulations 2012.

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

The Governing Body of St Peter's Brafferton CE VA Primary School adopted this policy in Sept 2015.

It will be reviewed every *3 years unless there are changes to legislation.*

Purpose

This policy sets out the framework for a clear and consistent assessment of the overall performance of school employed staff, including support staff, teachers and the head teacher, and for supporting their development within the context of the school's plan for improving educational provision and performance, and standards applicable to the post.

The policy applies to all support staff, the head teacher, and teachers, except those teachers on contracts of less than one term, those teachers undergoing induction (ie NQTs) and staff who are subject to developing performance or capability procedures. Employees are responsible for actively participating in the appraisal process.

Appraisal is an entitlement for all staff in this school and will be a supportive and developmental process designed to ensure that all staff have the skills and support they need to carry out their role effectively. It is a process that supports the work of individuals and teams by setting and reviewing objectives within the context of the department and school improvement plans. It will help to ensure that teachers are able to continue to improve their professional practice and to develop as teachers.

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The appraisal period

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

Teachers and support staff 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.**

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 members of the Governing Body.

The head teacher will decide who will appraise other teachers and support staff. Normally, line managers will be responsible for the appraisal of those in their teams.

Setting objectives

The objectives set will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the employee's role and level of experience. The number of objectives set will not be excessive.

The appraiser and appraisee 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 headteacher (or senior member of staff with delegated responsibility) may moderate objectives set for staff to ensure consistency between those of similar levels of responsibility and similar levels of experience, and to ensure compliance with the policy, and requirements of equality legislation.

The head teacher'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 and by 31st October at the latest.

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 regular meetings to discuss progress with the objectives.

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 July 2011.*

Appraisal for classroom support staff will have regard to those standards that have been identified as relevant to their role; for example Standards for Higher Level Teaching Assistants, or the National Occupational Standards for supporting teaching and learning in schools, for other classroom support roles, as applicable. Staff will be advised of the standards relevant to their role for each appraisal period.

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 observations 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. Classroom observation of teachers will be carried out by those with QTS. In addition to observation relating to appraisal, the head teacher and/or other leaders in school with responsibility for teaching standards may undertake monitoring observations and "drop ins" 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.

Observation may also be appropriate for the appraisal of roles supporting teaching and learning in the classroom, both for monitoring and development, and will be carried out in a supportive fashion, usually by line managers.

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 themselves through reflection, working with colleagues and professional development. All staff will be given the opportunity to engage in appropriate development activities to improve performance. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of staff (see related documents: School Development Plan, School CPD Policy).

Feedback

All staff will receive constructive feedback on their performance throughout the year and as soon as practicable after any 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 staff member's performance the appraiser will meet them to:

- give clear feedback about the nature and seriousness of the concerns;
- give the staff member 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 must be reasonable 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 staff member 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.

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 at least once a term.

The teacher or member of support staff 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 31st October. **The appraisal report will include:**

- details of the teacher's/ support staff's objectives for the appraisal period in question;
- **an assessment of the teacher's/ support staff's performance of their role and responsibilities against their objectives and the relevant standards;**
- **an assessment of the teacher's/ support staff's training and development needs and identification of any action that should be taken to address them;**
- **a recommendation on pay where relevant for teaching staff (NB – pay recommendations need to be made by 31 December for head teachers and by 31 October for other teachers);**
- an assessment of eligibility for support staff for incremental progression, against the performance criteria detailed in the Guide to Increments for Support Staff (NJC), or removal of a scale point from staff not meeting the criteria who are at the top of their band. (*the normal incremental review for support staff occurs on 1st April each year. Employees commencing employment after 1st October of any year (up to 31st March) will be considered for an increment after 6 months continuous service based upon attendance criteria pro rata target from the year in which their employment commenced*).

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

Re review Date sept 2018