

Holly Lodge High School

College of Science



Final Appraisal Policy September 2018 (L.A. for re-adoption)

Date Adopted: 26th September 2018

To be reviewed: September 2019

Signed by Governors: Soyfur Rahman

Signed by Head Teacher: Paul Shone

Sandwell -Model Teacher Appraisal Policy for Schools

Introduction

Revised appraisal arrangements come into force with effect from 1 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 teacher appraisal 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.

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 model policy applies only to teachers, including head teachers,

These regulations come into force on 1 September 2012 with the first Teacher Appraisal planning meetings to be completed by the 31 October 2012 for teachers and 31 December 2012 for head teachers.

Schools should ensure that all teachers are briefed on the new teacher appraisal arrangements.

The regulations require that the Governing Body shall ensure that appraisal of teachers and the head teacher is managed and reviewed in accordance with the regulations and the school's teacher appraisal policy. Before establishing or revising the school's teacher appraisal policy the Governing Body shall seek to agree the policy with the recognised trade unions, having regard to the results of the consultation with all teachers.

As the school is required to demonstrate the link between teacher appraisal, school improvement and its development plan, it is good practice to consult all teachers on the school improvement plan and self-evaluation process.

The model Teacher Appraisal policy has been drafted in accordance with the regulations and meets all statutory requirements.

Model Teacher Appraisal Policy

The Governing Body of Holly Lodge High School adopted this teacher appraisal policy on 26th September 2018.

Application of Policy

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

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. Where teachers are eligible for pay progression, the assessment of performance throughout the cycle against the performance criteria specified in the statement, will be the basis on which the recommendation is made by the appraiser.

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.

Links to School Improvement, Self Evaluation and School Development Planning

To comply with the requirement to show how the arrangements for performance management link with those for school improvement, school self-evaluation and school development planning and to minimise workload and bureaucracy, the teacher appraisal process will be one of the main sources of information as appropriate for school self-evaluation and the wider school improvement process.

Similarly, the school improvement and development plan and the school's self evaluation form are key documents for the teacher appraisal process.

All appraisers are expected to align the appraisee's objectives with the school's priorities and plans; and reflect the appraisee's professional development and aspirations.

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, quality assurance and objective setting.

Quality assurance

The head teacher has determined that s/he will:

delegate the appraiser role for some or all teachers for whom s/he is not the line manager. In these circumstances the head teacher will:

moderate a sample of planning statements to check that the plans recorded in the statements of teachers at the school:

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

The Governing Body will nominate three (up to three governors - state the number) who will not be involved in the head teacher's appraisal or any appeal regarding the head teacher's appraisal to ensure that the head teacher's planning statement is consistent with the school's improvement priorities and complies with the school's teacher appraisal policy and the Regulations. In appointing appraisers, appeals processes must not be compromised. These Governors may be used as part of the capability procedure.

Staff governors cannot be involved in Head Teacher appraisal.

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

Objective Setting

The objectives set will be rigorous, challenging, achievable, time-bound, fair and equitable in relation to teachers with similar roles/responsibilities and experience, and will have regard to what can reasonably be expected of any teacher in that position given the desirability of the Appraisee being able to achieve a satisfactory balance between the time required to discharge his professional duties and the time required to pursue his personal interests outside work, consistent with the school's strategy for bringing downward pressure on working hours. They shall also take account of the teacher's professional aspirations and any relevant pay progression criteria. They should be such that, if they are achieved, they will contribute to improving the progress of pupils at the school.

The appraiser and appraisee will seek to agree the objectives but where a joint determination cannot be made the appraiser will make the determination.

In this school:

- all teachers, including the head teacher, will have no more than 3 objectives
- all teachers, including the head teacher, will have a whole school objective

Though teacher appraisal is an assessment of overall performance of teachers and the head teacher, 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. At the review stage it will be assumed that those aspects of a teacher's roles/responsibilities not covered by the objectives or any amendment to the statement which may have been necessary in accordance with the provisions of the regulations have been carried out satisfactorily.

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.

At the start of each appraisal period, each teacher will be informed of the standards against which their teacher performance in that appraisal period will be assessed. This will be recorded in the planning statement.

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 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.

Reviewing Progress

At the end of the cycle, 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.

The teacher 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 planning and review statement at the beginning of the cycle.

Appeals

At specified points in the teacher appraisal process, teachers and head teachers have a right of appeal against any of the entries in their appraisal and review statements. Where an appraisee wishes to appeal on the basis of more than one entry this would constitute one appeal hearing.

Details of the appeals process are covered in the school's pay policy.

Confidentiality

The teacher appraisal process, and the statements generated under it in particular, will be treated in the strictest of confidence at all times. The appraisee's line manager or, where s/he has more than one, each of her/his line managers will be provided with access to the appraisee's statement,

Appraisees will be told who has requested and has been granted access.

Development and Support

Appraisal is a supportive process that will be used to compile the school's training and development programme from taking those needs identified in the training annex of the appraisee's planning and review statements.

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 of individual teachers.

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.

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 the teacher appraisal process 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 take precedence.

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

Appointment of Appraiser for the Head Teacher

The head teacher will be appraised by the Governing Body, supported by a suitably skilled and/or experienced and appropriately trained 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 three members of the Governing Body.

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. The Governing Body must give a written response to any such request within 5 working days.

Appointment of Appraiser for Teachers

The head teacher will decide who will appraise other teachers.

In the case where the head teacher is not the teacher's line manager, the head teacher may delegate the duties imposed upon the reviewer, in their entirety, to the teacher's line manager.

Sufficient directed time will be allocated to enable appraisers to carry out their responsibilities. PPA time may not be used for Teacher Appraisal meetings under any circumstances. There will be a published list that identifies appraisers and appraisees which will be updated annually

Where a teacher is of the opinion that the person to whom the head teacher has delegated the appraiser's duties is unsuitable for professional reasons, s/he may submit a written request to the head teacher requesting that the appraiser be replaced, stating those reasons. The Head Teacher must give a written response to any such request within 5 working days.

Where it becomes apparent that the appraiser will be absent for the majority of the cycle or is unsuitable for professional reasons the head teacher may perform the duties himself/herself or delegate them to another teacher. Where this teacher is not the appraisees line manager the teacher will have an equivalent or higher status in the staffing structure as the teacher's line manager.

A teacher appraisal cycle will not begin again in the event of the appraiser being changed.

All line managers to whom the head teacher has delegated the role of appraiser will receive appropriate preparation for that role.

The Appraisal Cycle

The performance of teachers must be reviewed on an annual basis. Appraisal planning and reviews must be completed for all teachers by 31 October and for head teachers by 31

December.

The teacher appraisal cycle in this school, therefore, will run from October half term to October half term for teachers, and from November to November 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 head teacher or, in the case where the teacher is the head teacher, the governing body shall determine the length of the first cycle for that teacher, with a view to bringing his 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 head teacher or, in the case where the teacher is the head teacher, the governing body shall determine whether the cycle shall begin again and whether to change the appraiser.

Retention of Statements

Teacher Appraisal planning and review statements will be retained in a secure place for a minimum period of 6 years and then destroyed.

Monitoring and Evaluation

The governing body will monitor the operation and outcomes of teacher's appraisal arrangements.

The head teacher will provide the governing body with a written report on the operation of the school's teacher 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 teacher appraisal policy;
- the effectiveness of the school's teacher appraisal procedures;
- Teachers' training and development needs.

The Governing Body is committed to ensuring that the teacher appraisal process is fair and non-discriminatory and the following monitoring data should be included in the head teacher's report because they represent the possible grounds for unlawful discrimination (teachers can not be required to provide this information):

- Race
- Sex
- Sexual orientation
- Disability
- Religion and belief
- Age
- Part-time contracts
- Trade union membership.

The head teacher will, therefore, also report to the Governing Body, in a confidential section, appropriate details of:

1. any appeals or representations on an individual or collective basis on the

- grounds of alleged discrimination under any of the categories above in relation to teacher appraisal
2. cases, including the circumstances, where teachers have not made satisfactory progress towards objectives
 3. any instances where the training and development set out in the training and development annex of the planning and review statement has not been provided

Where the relevant personal data is available the head teacher will include an analysis of the cases specified in 1 to 3 above. However, the report will not enable any individual to be identified.

Review of the Policy

The Governing Body will review the teacher appraisal policy every school year at its Spring Term Governing Body Meeting.

The Governing Body will take account of the head teacher's report in its review of the teacher appraisal. 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 teacher appraisal arrangements, all new teachers who join the school will be briefed on them as part of their introduction to the school.

Access to Documentation

Copies of the school improvement and development plan, SEF and any other relevant documentation are published on the school's intranet and/or can be obtained from the school office.

Classroom 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. (See attached classroom observation protocol)

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. Individuals with QTS will carry out observations.

In addition to formal observation, head teachers 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.

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.

Teachers experiencing difficulties

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.

If an appraiser identifies through the appraisal process, or via other sources of information, that the difficulties experienced by a teacher are such that, if not rectified, could lead to capability procedures the appraiser must seek the approval of the head teacher to hold a revision meeting, the appraiser will, as part of the appraisal process, meet the teacher to:

- give clear written feedback to the teacher about the nature and seriousness of the concerns;
- give the teacher the opportunity to comment on and discuss the concerns;
- give the teacher at least 5 working days' notice that a meeting will be held to discuss targets for improvement alongside a programme of support, and inform the teacher that he/she has the right to be assisted by a representative of an independent trade union or work place colleague, and at any future meetings where capability will be discussed;
- in consultation with the teacher at the above meeting, an action plan with support will be established (for example coaching, training, in-class support, mentoring, structured observations, visits to other classes or schools or discussions with advisory teachers), that will help address those specific concerns;
- make clear how progress will be monitored and when it will be reviewed;
- explain the implications and process if no – or insufficient – improvement is made.

Teachers will be given the opportunity to be accompanied by a union representative or work colleague at this stage. Five Days notice will be given of a revision meeting.

This information must be recorded on a revision meeting form.

The teacher's progress will continue to be monitored as part of the appraisal process and a reasonable amount of time will be given for the teacher's performance to improve. This period of time will depend upon the circumstances however will be for a minimum period of 6 weeks. The appropriate support, as agreed in the Action Plan, should be provided in order that the aim of recovering and improving performance can be achieved. During this monitoring period the teacher will be given regular feedback on progress and arrangements will be made to modify the support programme if appropriate.

If sufficient progress is made such that the teacher is performing at a level that indicates there is no longer a possibility of capability procedures being invoked, the teacher should be informed of this at a formal meeting with the appraiser or head teacher. Following this meeting the appraisal process will continue as normal.

If no, or insufficient, improvement has been made over this period, the teacher will be invited to a transition meeting (see capability procedure) to determine whether formal capability proceedings need to be commence or, the appraisal process remains in place. The teacher may be assisted by a trade union representative or work colleague and will have at least five

working days notice of the meeting. The capability procedures are detailed in the teacher's capability policy.

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 an 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 (eg once a term).

The teacher will receive feedback 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 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 of their roles 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.