



DAME DOROTHY PRIMARY SCHOOL AND DAYCARE

APPRAISAL POLICY FOR TEACHERS

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Mission Statement

"We strive to provide a safe and happy environment where children are encouraged to be creative, resilient and hard working"

"At Dame Dorothy Primary School we have high expectations for all pupils regardless of their starting point. Learning is at the core of all we do making full use of the places around us."

Introduction

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the Headteacher, 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.

A separate policy sets out the arrangements that will apply when teachers fall below the levels of competence that are expected of them. (See the school's Capability Procedure).

This policy should be read in conjunction with the school's Pay Policy and the School Teachers' Pay and Conditions Document.

This policy applies to the Headteacher and to all teachers employed by the school except those undergoing induction (Newly Qualified Teachers) and those who are subject of capability procedures.

The Appraisal Period

The appraisal period will be for 12 months from 1 September.

Where a teacher commences their employment part way through the performance management cycle there will be flexibility to have a shorter or longer appraisal period with the view to bringing those individual arrangements in line the whole school as soon as possible.

The length of the appraisal period for a teacher who is employed on a fixed term contract for a period of less than 12 months will be determined by the duration of the contract.

Appointing Appraisers

The Headteacher will be appraised by the Governing Board, supported by a suitably skilled and/or experienced external adviser (who has QTS) who has been appointed by the Governing Board for that purpose.

In this school the task of appraising the Headteacher, including the setting of objectives, will be delegated to a sub-group consisting of two members of the Governing Board.

The Headteacher will decide who will appraise other teachers. In cases where the Headteacher is not the teacher's line manager, the Headteacher may delegate the duties imposed upon the appraiser, in their entirety, to the teacher's line manager.

Where a teacher has more than one line manager, the Headteacher will determine which line manager will be best placed to manage and review the teacher's performance.

Where a teacher, including the Headteacher, is of the opinion that an appointed appraiser is unsuitable for professional reasons, he/she may submit a written request for that appraiser to be replaced, stating those reasons. Where those objections are rejected, the individual will be informed in writing.

Where it becomes apparent that the appraiser will be absent for the majority of the cycle, or is unsuitable for professional reasons, the Headteacher may perform those duties or delegate them in their entirety to another appropriate teacher. Where this teacher is not the appraiser's line manager the teacher will have a status in the staffing structure which is equivalent to or higher than the teacher's line manager.

Setting Objectives

The setting and agreement of objectives is fundamentally important to the effective operation of a performance management system that aims to link individual performance to pay progression.

The Headteacher's objectives will be set by the Governing Board after consultation with the external adviser. The National Standards of Excellence for Headteachers will be used by the Governing Board to inform objective setting.

Objectives for each teacher will be set before or as soon as practical after, the start of each appraisal period.

The objectives set for each teacher will be SMART: Specific, Measurable, Achievable, Realistic and time-bound, will be equitable in relation to other teachers with similar roles and responsibilities 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 Headteacher will determine the objectives. Objectives may be revised by agreement 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 pupils at that school.

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. In this school, all teachers will be assessed against the set of standards contained in the document called 'Teachers Standards' published in May 2012. The Headteacher or Governing Body (as appropriate) will also consider whether certain teachers should also be assessed against other sets of standards published by the Secretary of State that are relevant to them and will advise the individual accordingly.

In this school, all teachers, including the Headteacher, will have up to, but no more than three objectives per cycle, which may include whole school/team objectives.

Classroom Observation and Evidence Gathering

Judgements relating to performance will be supported by evidence.

This school believes that observation of classroom practice and other responsibilities is important both as a way of assessing a teacher's 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 and in line with the Classroom Observation Protocol attached at Appendix 1.

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 observations will be carried out by those who have Qualified Teacher Status.

Other examples of evidence which may be used include:

- Task observations;
- Reviews of assessment results and lesson planning records;
- Internal tracking;
- Moderation within and across schools
- Pupils' and parents' voice and;
- Evidence supporting progress against teacher standards.

Teachers (including the Headteacher) who have responsibilities outside the classroom should expect to have their performance of those responsibilities observed and assessed as part of the appraisal process.

For appraisal purposes, the governing body is committed to ensuring that classroom and task observation 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.

Continuing Professional Development and Support

This school believes appraisal is a **supportive** process, which will be used to inform continuing professional development. The school's CPD programme will be informed by the training and development needs identified during the appraisal process. This school also 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 on-going professional development needs and priorities of individual teachers.

The Governing Board will ensure in the budget planning that, as far as possible, appropriate resources will be made available in the school budget for any training, support and CPD.

In the case of competing demands on the school budget, a decision on relative priority will be taken on the provision of training or CPD with regard to the extent to which: a) the CPD identified is essential for an appraiser 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 planning statement has not been provided.

Reviewing Performance and Feedback

An interim mid-term review will be carried out to review progress against the objectives.

Teachers will receive constructive feedback on their performance throughout the year (at a time agreed at the start of the process) 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.

Where there are concerns 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 appropriate support (for example, coaching, mentoring, structured classroom observations, additional training, visits to other classes) that will be provided to help address those specific concerns and for how long the support will be put in place;
- 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.

Transition to Capability

If, when progress is reviewed after a period of support, the appraiser is not satisfied with the teacher's progress, the school will consider managing the teacher's performance through the capability procedure rather than the appraisal process. A clear distinction must be made when the teacher moves from the supportive appraisal process to capability.

In this regard, the school will follow its separate Capability Procedure.

Annual Assessment

Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the Headteacher, the Governing Board will consult the external adviser.

Assessment of performance will be on the basis agreed at the beginning of the cycle.

The teacher will receive as soon as practicably possible 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 Headteacher).

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 professional development needs, will inform the planning process for the following appraisal period.

Objections to the Appraisal Report

Any objections against the contents of the written appraisal report should be made in writing to the Headteacher or, Chair of Governors in the case of the Headteacher, within 10 working days of receipt of the written report.

Individuals have a right of appeal against any pay determination made as a result of the appraisal process. Please refer to the School's Model Pay Policy for further information.

Pay Progression Based on Performance

The Governing Board will review every teacher's salary annually in accordance with the School's Pay Policy and the requirements of the School Teachers' Pay and Conditions Document.

Decisions regarding all pay progression will be made with reference to the teacher's appraisal records and the pay recommendations they contain. All pay recommendations should be clearly attributable to the performance of an employee.

Pay recommendations made by the appraiser, will be based on an assessment of performance against agreed performance objectives. For further details regarding the evidence to be used to judge performance please refer to paragraph 5.

Monitoring and Evaluation

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

Retention of Statements

Appraisal planning and review statements will be retained for a minimum period of six years.

Appendix 1

Classroom Observation Protocol for the Purpose of Appraisal

The Governing Board is committed to ensuring that classroom observation 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 total period for appraisal classroom observation arranged for any teacher will have regard to the individual circumstances of the teacher. Observation will be kept to the minimum needed to determine that objectives are met and in accordance with local agreements. The number of observations will be consistent across the school and mindful of the effect on individuals.

The arrangements for appraisal classroom observation will be included in the annual assessment and will include the amount of observation, specify its *primary purpose*, any particular aspects of the teacher's performance which will be assessed, the duration of the observation, when during the appraisal cycle the observation will take place and who will conduct the observation.

An appraisal lesson observation will be a minimum of thirty minutes and the reviewer shall notify the reviewee of the date and timing of appraisal lesson observation at least five working days in advance of the proposed observation.

Where evidence emerges about the individual's teaching performance which gives rise to concern during the cycle, extra classroom observations may be arranged.

Classroom observations for appraisal will only be undertaken by an employee of the school who has QTS.

Classroom observations for appraisal 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.

Where a judgement is to be made, only one person will carry out the classroom observation.

Oral feedback should 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 original focus of the observation as recorded in the annual assessment these should also be covered in the written feedback.

The written record of feedback shall include the date on which the observation took place, the lesson observed and the length of the observation. The teacher has the right to append written comments on the feedback document.