

# Appraisal Policy

## Springwood Heath Primary School



**Approved by:** Governors

**Date:** May 2023

**Last reviewed on:** May 2023

**Next review due by:** May 2025

## Contents

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### 1. Aims

This policy aims to:

- Set out the arrangements for appraising teachers, including the process and the responsibilities of individuals
- Ensure consistency and fairness across the school
- Create a process where teachers' professional development is supported and encouraged, in the context of the school's latest Ofsted report, our school improvement plan and the Teachers' Standards
- Ensure teachers have the skills and knowledge they need to fulfil and excel in their role and provide an excellent education to our pupils

The policy applies to all teaching staff employed by the school or local authority, except those on contracts of less than 1 term, those undergoing induction and those undergoing capability procedures.

### 2. Legislation and guidance

The minimum national requirements for teachers' appraisal in maintained schools are set out in { HYPERLINK "<http://www.legislation.gov.uk/ukxi/2012/115/contents/made>" }.

This policy is based on the { HYPERLINK "<https://www.gov.uk/government/publications/teacher-appraisal-and-capability-model-policy>" } produced by the Department for Education (DfE).

### 3. Definitions

In this policy, the term 'teacher' refers to classroom teachers, middle and senior leaders, and the headteacher.

Where relevant, we have added further detail regarding arrangements for headteachers.

#### 3.1 Early career teachers (ECTs)

Early career teachers (ECTs) starting their induction on or after 1 September 2021 are not subject to annual appraisal and pay review cycles during their induction period, and are not covered by this policy.

Arrangements for ECT appraisal will follow our ECT induction policy, and the { HYPERLINK "<https://www.gov.uk/government/publications/induction-for-early-career-teachers-england>" }.

### 4. The appraisal period

The appraisal period will run for 12 months beginning in the Autumn Term. Mid-year appraisals will be held during near the end of the Spring Term or at the beginning of the Summer Term.

For teachers on fixed-term contracts of less than 12 months, the appraisal period will be determined by the duration of their contract.

Teachers who start at or leave the school during the appraisal period can have a longer or shorter appraisal period in that appraisal round.

It is intended that the headteacher will have had their annual appraisal meeting and received their appraisal report by 31<sup>st</sup> December.

### 5. Setting objectives

Teachers' objectives will be set before, or as soon as possible after, the start of the appraisal period.

The headteacher's objectives will be set by the governing board, in consultation with the external adviser (SIP)

Objectives will:

- Contribute to improving the education of pupils at the school and the implementation of any school improvement plans. To ensure this happens, the headteacher will quality assure all objectives against the school improvement plan
- Be specific, measurable, achievable, realistic and time-bound (SMART)
- Be appropriate to the teacher's role and career experience
- Be revised if circumstances change throughout the year

When objectives are set, teachers will also be informed of the standards their performance will be judged against.

The appraiser and teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives.

## 6. Standards

Teachers will be assessed against the { HYPERLINK "https://www.gov.uk/government/publications/teachers-standards" }. The headteacher, and other school leaders where relevant, will also be assessed against the { HYPERLINK "https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers" }.

## 7. Reviewing performance (including observation protocol)

We will use a range of evidence to judge a teacher's performance:

- Formal and informal lesson observations
- Observations and results from wider school activities, if applicable
- Performance of their pupils
- Any other evidence which the teacher wishes to be considered or what has been identified by the assessor

### 7.1 Observation protocol

We believe that observations are an important way of assessing teachers' performance. They can help identify a teacher's strengths and areas for improvement, and can help us identify areas of good practice that can be shared across the school.

There will be both formal and 'drop in' observations. Teachers with responsibilities outside the classroom will also have these responsibilities observed.

All observations will:

- Be carried out in an objective, fair, professional and supportive manner
- Be carried out by teachers with Qualified Teacher Status
- Provide constructive feedback
- Remain confidential to those who need to know details as part of their jobs

### 7.2 'Drop in' observations

Drop-in observations will usually be conducted by a member of SLT in order to monitor the quality of teaching and learning.

Notice of 'drop in' observations will be given at the beginning of the week.

They will usually last around 15/20 minutes, and may involve the observer talking to pupils and looking at their work.

The frequency will depend on the individual teacher and the school's needs at the time.

Generally, verbal feedback will be given the following day.

We will use all reasonable endeavours to provide written feedback within 5 working days.

Please note that we also carry out drop-in observations where fellow teachers observe a lesson for their own professional development. Notice may not be given and evidence will not be used as part of the appraisal process.

### **7.3 Formal observations**

The purpose of formal observations is to assess the teacher's performance and progress against their objectives and the relevant standards.

We will take into account the teacher's workload and individual circumstances when determining the number of formal observations.

For example, less experienced teachers who have recently started at the school will receive a number of formal observations to establish their strengths and areas for development. A very experienced teacher will typically receive fewer observations.

Teachers will not receive more than 3 formal observations over the year.

Generally, verbal feedback will be given the following day.

We will use all reasonable endeavours to provide written feedback within 5 working days.

### **7.4 Additional observations**

Additional formal observations will take place if:

- The teacher requests them
- There are concerns that the teacher's performance is not up to standard (this may be triggered by poorly performing or poorly behaved pupils)
- The teacher is subject to formal capability proceedings

The above protocols will still apply to these additional observations.

## **8. Annual assessment**

The appraisal meeting is the end point of the annual appraisal process and will take place in the at the end of the summer term or the beginning of the autumn term. In this meeting, the appraiser will:

- Review the relevant evidence
- Assess performance in the appraisal period against the relevant standards
- Assess performance in the appraisal period against objectives
- Discuss the teacher's professional development needs and identify action that should be taken
- Discuss the teacher's wellbeing, career aspirations and any difficulties they may be facing
- If necessary, discuss underperformance and put a plan in place to address it. If a teacher continues to demonstrate serious underperformance and does not respond to support provided, they will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the capability procedure, and they will be invited to a formal capability meeting. Refer to our capability policy for more information

## **9. Conducting annual appraisal meetings**

The headteacher's appraisal meeting will be conducted by the governing board. To support the headteacher appraisal, the governors will appoint an external adviser (S.I.P) with relevant skills and experience.

The governing board will typically delegate the headteacher's appraisal to a sub-group of 2 or 3 governing board members with a wide range of experience and knowledge of the school. This will not include any staff governors.

The headteacher will decide who will appraise teachers. Unless there is a good reason not to, this will normally be the teacher's line manager (SLT) or the headteacher. By way of example, a 'good reason' could be a poor or deteriorating working relationship between the teacher and line manager, including where a formal grievance has been lodged by the teacher citing their line manager.

Appraisal meetings will take place within the teacher's normal working hours and will typically last for no longer than an hour.

## **10. Appraisal report**

Teachers will be provided with a written report of their appraisal. The report will be completed by the person who conducted the appraisal. We will use all reasonable endeavours to complete this within 5 working days.

This will include:

- An assessment of the teacher's performance against their objectives and the relevant standards
- An assessment of the teacher's training and development needs, and the action that should be taken to address them
- Where relevant, a recommendation on pay progression

There will be space in the report for the teacher's own comments.

After the report has been issued, we will hold review meetings where teachers can discuss the contents of their report if they wish.

Teachers will sign the appraisal report to say they have seen it and agree with its content. Teachers can appeal to the headteacher, and the headteacher can appeal to the governing board, if they disagree with the contents of the report and the pay recommendation it makes.

A template appraisal report can be found in appendix 2.

## **11. Concerns about a teacher's performance**

If it becomes clear a teacher is having difficulties at any point during the appraisal period, they will be provided with additional support.

This will begin with a meeting with their line manager, where the problem will be discussed and potential solutions identified. A performance improvement plan may be created.

The nature of the support will be based on the individual's circumstances. For example, teachers whose difficulties are linked to a long-term health condition may be referred to the occupational health service. Teachers new to the school may be given a mentor or coach.

The concerns may be of a nature that would usually involve beginning the capability procedure. In these cases, refer to our capability policy.

## **12. Confidentiality**

The appraisal process and relevant documents are strictly confidential. Only staff members who need the information in order to do their jobs will have access to the information.

Appraisal information will be anonymised when information is reported to the governing board.

Appraisal records will be kept securely in the teacher's personnel file.

## **13. Monitoring arrangements**

The governing board will monitor and review the effectiveness of the appraisal arrangements. The headteacher will monitor objectives and assessments to ensure consistency.

This policy will be reviewed every 2 years.

The governing body will be responsible for approving this policy.

## **14. Links with other policies**

This policy should be read in conjunction with our capability and pay policies.

The **capability policy** will be used where this appraisal policy has not been able to address concerns about a teacher's performance. It applies to all staff, not just teaching staff.

The **pay policy** sets out how pay increases will be awarded, based on the results of a teacher's appraisal.

The **early career teacher (ECT) induction policy** sets out the appraisal and pay arrangements for ECTs.

### Appendix 1: appraisal timeline

DATE	ACTION
End of July	Discuss and set objectives, inform teachers of the standards their performance will be assessed against
First day of autumn term	Appraisal cycle begins
September / October	Appraisal meeting held to review the previous appraisal period
31 October	Appraisal process is completed for teachers, deadline for appraisal reports to be sent
31 December	Appraisal process is completed for the headteacher, deadline for appraisal report to be sent
Termly throughout the year	Meetings held to review progress
Throughout the year	Formal and drop-in observations and monitoring take place, constructive feedback is provided

### Appendix 2: appraisal report template

REVIEW				
NAME:				
SCHOOL YEAR:				
<b>Assessment against objectives</b>				
Objective 1:				
Fully achieved		Partly achieved		Not achieved

REVIEW

NAME:

SCHOOL YEAR:

Comments:

Objective 2:

Fully achieved		Partly achieved		Not achieved	
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Comments:

Objective 3:

Fully achieved		Partly achieved		Not achieved	
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Comments:

Objective 4:

Fully achieved		Partly achieved		Not achieved	
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Comments

**Assessment against standards**

Standards that apply (i.e. the Teachers' Standards and any other relevant standards):

**Assessment against standards**

Comments:



RECOMMENDATION FOR PAY PROGRESSION (WHERE APPLICABLE)

Is pay progression being recommended?

If so, what is the recommended new salary?

Reasons:

Reviewer name and signature:

Reviewee name and signature:

PLANNING

PLANNING FOR THE NEXT SCHOOL YEAR:

**New objectives**

Objective 1:

PLANNING

PLANNING FOR THE NEXT SCHOOL YEAR:

Steps to achieve, evidence to assess progress, and timescales:

Objective 2:

Steps to achieve, evidence to assess progress, and timescales:

Objective 3:

Steps to achieve, evidence to assess progress, and timescales:

Objective 4:

Steps to achieve, evidence to assess progress, and timescales:

## STANDARDS AND TRAINING/DEVELOPMENT

### Standards

Standards to focus on:

Evidence to assess progress and timescales:

### Training and development

Focus:

Action:

Support:

Timescales:

## COMMENTS

**COMMENTS**

Reviewer:

Reviewee:

Names and signatures

Reviewer:

Reviewee:

Date:

**DATE OF NEXT MEETING:**