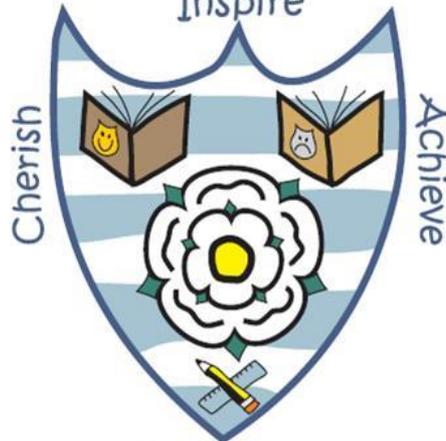


Birkwood Primary

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APPRAISAL POLICY (TEACHING STAFF)

UPDATED SEPTEMBER 2021

Introduction

Revised appraisal arrangements came into force on the 1st 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 Pay Policy linked to this policy will be effective following governor approval.

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. They retain the key elements of the 2006 Regulations but allow schools more freedom to design arrangements to suit their own individual circumstances. They provide the minimum national framework within which schools should operate and say nothing, or very little, on many subjects on which the 2006 Regulations made detailed provision. If they wish, schools may include in their own policies details that are no longer covered by the Appraisal Regulations.

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 policy applies only to teachers, including Headteachers. It has been written in the context of schools, but the same principles apply to unattached teachers. It is good practice for schools to consult staff on their appraisal and capability policies.

The Appraisal Process

This policy covers appraisal only and replaces the informal stage of the capability procedure which is dealt with in the related Capability Procedure for Teachers Policy. This policy should be used as a reference point by schools and others as they review their policies to reflect the Appraisal Regulations.

On 1 September 2012 it supersedes the previous Performance Management Policy and guidance, which had been designed to support the 2006 Regulations.

Purpose

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. It also sets out the arrangements that will apply when teachers fall below the levels of competence that are expected of them.

Application of the policy

The policy, which covers appraisal, applies to the Headteacher and to all teachers employed by the school or local authority, except those on contracts of less than one term and those undergoing induction (*ie* NQTs).

Appraisal

The Appraisal procedure at Birkwood Primary School will be a supportive and developmental process designed to ensure that all teachers have the skills and support they need to carry out their role effectively. It will help to ensure that teachers are able to continue to improve their professional practice and to develop as teachers.

The Appraisal Period

The appraisal period will run for twelve months from September 2021 to September 2022.

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 this policy. The length of the period will be determined by the duration of their contract.

Appointing Appraisers

The Headteacher 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 Headteacher, including the setting of objectives, will be delegated to a sub-group consisting of 2 members of the Governing Body; currently Mr Tommy Taylor and Mr Paul Sabin.

The Headteacher will decide who will appraise other teachers. All appointed appraisers will have access to appropriate training and development in the role.

Setting Objectives

The Headteacher's objectives will be set by the Governing Body after consultation with the external adviser.

3 Objectives for each teacher will be set before, or as soon as practicable after, the start of each appraisal period. The objectives set for each teacher, in consultation, will be Specific, Measurable, Achievable, Realistic and Time-bound 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 appraiser will determine the objectives. Objectives may be revised if circumstances change that are beyond the control of the teacher/appraiser.

For the period 21/22, there will be 3 objectives linked to the School Development Plan:

1. **Priority 1 Aim:** To transform the teaching of reading and its leadership in school. The Appraisal process will focus on children's and staff love of reading, progression and pupil outcomes.
2. **Priority 2 Aim:** To further raise standards across Curriculum areas. In relation to Pupil Progress, the majority of children attain at least 4 steps progress, considering their starting points and catch up measures. In EYFS, the majority of children achieve a Good Level of Development, taking into account baseline assessments and catch up measures.
3. **Continued Professional Development:**
 - 2.1 *Curriculum and Middle Leadership further developed.* (SDP Priority 2.1)

The objectives set for each teacher will, if achieved, contribute to the school's plans for improving the educational provision and performance of pupils.

This will be ensured by amongst other things quality assuring all objectives against the School Development Plan.

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.

School will ensure that they have systems in place to allow all teachers to be assessed against the set of standards contained in the document called "Teachers' Standards" and against other sets of standards published by the Secretary of State that are relevant to them ie. Upper Pay Range/Leadership.

Reviewing performance Observations

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 way. Good practice suggests that schools should be specific about how observations will be conducted, the attached pro forma will be utilized this year to review well-being.

At Birkwood Primary 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 will be carried out only by those with QTS. In addition to formal observation, Headteachers or other leaders, with responsibility for teaching standards, will "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.

Judgements will be made in relation to:

- Lesson observations
- Work scrutiny
- Learning environments
- Behaviour
- Data analysis/progress

Thereby, giving an overall judgement of effectiveness and the teaching and learning profile of the school.

Teachers (including the Headteacher) 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 through appropriate professional development. Professional development will be linked to school development priorities and to the ongoing professional development needs and priorities of individual teachers.

Feedback

Teachers will receive constructive and confidential 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. Where there are concerns about any aspects of the teacher's performance 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 support (eg 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;
- 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 and continuing to meet the relevant standards, the appraisal process will continue as normal, with any remaining issues continuing to be addressed through that process. This Appraisal Policy works alongside the Pay Policy.

Transition to capability

If the appraiser is not satisfied with progress, the teacher 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 will be invited to a formal capability meeting. The capability procedures will be conducted as detailed in the associated Capability Procedure for Teachers.

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 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 as part of an ongoing professional dialogue.

The teacher 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 as close as possible to the 31 October (31 December for the Headteacher) or as soon as practicable on their return to work following any periods of absence.

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, taking into account additional evidence;
- 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.

General Principles Underlying this policy

Confidentiality

The appraisal and capability processes will be treated with confidentiality. However, the desire for confidentiality does not override the need for the Headteacher and governing body to quality-assure the operation and effectiveness of the appraisal system. Where the Headteacher has delegated the responsibility for appraisal to other teachers – the Headteacher/Senior Leadership team member's role will be one of moderation/quality assurance ie. The Headteacher or appropriate colleague/s will review all teachers' objectives and written appraisal records, in order to check consistency of approach and expectation between different appraisers. The Headteacher will also be made aware of any pay recommendations that have been made.

Consistency of Treatment and Fairness

The Governing Body is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.

Definitions

Unless indicated otherwise, all references to "teacher" include the head teacher.

Delegation

Normal rules apply in respect of the delegation of functions by governing bodies, Headteachers and local authorities.

Retention

