

Teacher Appraisal Policy

Article 32: *You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.*



**Grange
Academy**

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Reviewer: Catherine Assink – Head of School

Reviewed: January 2021

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The Local Advisory Board of Grange Academy has adopted a policy for teacher appraisal which will be reviewed in November 2019. The policy covers teacher appraisal and applies to the Head of School and all other teachers employed by the School except those on contracts of less than one term, those undergoing induction (i.e. NQTs) and those who are subject to the capability procedures adopted by the Governing Body.

- Appraisal in this 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 will run for 12 months from 1 September to 31 August. Teachers 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 the contract. Where an appraisee joins the School part way through the cycle they may ask their current Head teacher (in writing) to forward their appraisal statement and, where it is available, any evidence to the Head teacher of the new school. If such a request is made the Head teacher of that school should comply. Upon receipt of the statement the appraisee's new line manager will meet with the appraisee to discuss the statement and evidence and where necessary revise the statement by way of a written addition to the statement. It will be necessary for the line manager to take account of any changes in the appraisee's circumstances that may have occurred such as a change from full time to part time working. The line manager will need to discuss and seek agreement with the appraisee regarding how the information in the statement and any evidence will be handled at the end of the performance review. Where there is a difference of view the line manager will have the final say.

Appointing Appraisers

- The Head of School will be appraised by the Local Advisory Board and the Executive Principal of BILTT.
- In this School the task of appraising the Head of School, including the setting of objectives, will be delegated to a sub group consisting of one member of the LAB and the Executive Principal.
- The Head of School will determine the appraiser for all other teachers.

Setting Objectives

- The Head of School's objectives will be set by the LAB and Executive Headteacher.
- Objectives for each teacher will be set for, or as soon as practicable after, the start of the appraisal period. (Teachers will receive a written appraisal report by 31 October in each academic year.) The objectives set for each teacher will be specific, measurable, achievable, realistic and time bound and will be appropriate to the teacher's role and level of experience. Where the circumstances change it is possible to revise the objective(s).
- 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 improve the education of pupils at the School. The objectives set will be rigorous, challenging, fair and equitable in relation to teachers with similar roles and responsibilities and will have regard to what can reasonably be expected from the 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. The objectives will 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 pupil progress.

- The appraiser and the appraisee will seek to agree the objectives but where joint determination cannot be made the appraiser will make the determination.
- Appraisal is an assessment of overall performance of the teacher (or the Head of School) and objectives cannot cover the full range of the teacher's role and responsibilities. Accordingly, objectives will focus on the priorities for an individual for the review cycle.
- Before, or as soon as practicable after, the start of each appraisal period each teacher will be informed of the standards against which the teacher's performance in that appraisal period will be assessed. All teachers will be assessed against the set of standards contained in the document called "Teachers' Standards" published in May 2012.

Reviewing Performance

Observation

- This School believes that observation of classroom practice and other responsibilities is important both as a way of assessing the teacher's performance in order to identify any particular strengths and areas for development that they may have and it is a useful way of gaining information which can inform school improvement more generally. All observation will be carried out in a supportive fashion. (Attached to this policy is a classroom observation protocol).
- In this School the performance of all teachers 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 by those who are qualified teachers. 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 learning and to check that high standards of professional performance are established and maintained. The length and frequency of 'drop in' observations will vary dependent upon circumstances. The Head of School may delegate the right to 'drop in' to appropriate members of the leadership group.
- Teachers (including the Head of School) who have responsibilities outside of 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 improvement priorities and to the ongoing professional development needs and priorities of individual teachers.

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. Where there are concerns about any aspects of the teacher's performance the appraiser will meet the teacher 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 (e.g. coaching, mentoring, structured observations) that will be provided to help address the 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.
- The employee should be given five days' notice of the meeting and advised to contact their trade union or professional association representative. The teacher is entitled to representation of a trade union or professional association at the meeting. The School will determine whether it is appropriate to involve a member of the senior leadership team at this stage.
- The appraiser should assemble information about the appraisee's performance as detailed on the planning and review statement. All the evidence must be shared between the appraiser and the appraisee before the review meeting to ensure an informed discussion. At the review meeting the appraiser and the appraisee should seek to achieve a shared understanding of the progress made towards meeting the performance criteria and, if appropriate, explore any issues that might have impeded the appraisee's performance.
- The appraiser and appraisee should seek to agree the assessment of the overall performance of the appraisee against the performance criteria agreed at the beginning of the cycle. This may include, where the appraisee is eligible, making a recommendation on pay progression taking into account the pay progression criteria.

Transition to Capability Procedure

- 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. The teacher will be invited to a formal capability meeting. Capability procedures will be conducted in accordance with Chapter 4, Section 2 of the Personnel Handbook (Capability Procedures for School Based Staff).
- At Appendix 2 is a commentary with regard to the procedures to be followed in moving from appraisal to capability.

Annual Assessment

- Each teacher's performance will be formally assessed in respect of each appraisal period. (In assessing the performance of the Head of School, the governing body must consult the external adviser). This assessment is the end point of 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 once each term.
- The teacher will receive as soon as practicable after the end of the appraisal period (and have the opportunity to comment in writing on) a written appraisal report. Written appraisal reports will be provided by 31 October for all teachers (with the exception of the Head of School where the appraisal report will be provided by 31 December). 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 this is relevant. (See the advice with regard to performance pay progression);
- The assessment of the performance and of training and development needs will inform the planning process for the next appraisal period.

Appendix 1

Classroom Observation Protocol

The Local Advisory 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 obtained.
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- The total period of classroom observation for any teacher will be agreed at the planning meeting early in the autumn term and will be appropriate having regard to the needs and circumstances of the teacher. In most circumstances no more than three hours observation should be necessary in one appraisal review cycle. It should be noted, however, that where it is necessary to consider moving to capability procedures then the three hours might be exceeded and Heads of Schools and senior leaders do have the right to "drop in" to classrooms to monitor teaching and learning.
 - Where evidence emerges about the appraisee's teaching performance which give rise to concern during the cycle classroom observations may be arranged in addition to those recorded at the beginning of the cycle subject to a further meeting between the appraiser and the appraisee. Information gathered during the observation will be used as appropriate for a variety of purposes including to inform school self-evaluation and school improvement strategies in accordance with the School's commitment to streamlining data collection and minimising bureaucracy and workload burdens.
 - In keeping with the commitment to supportive and developmental classroom observation those being observed will be notified in advance.
 - Classroom observations will only be undertaken by persons who are qualified teachers. In addition, in this School the classroom observation 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 in the context of a professional dialogue. Oral feedback will be given as soon as possible after the observation and during directed time in a suitable private environment.
 - Written feedback will be provided within five working days of the observation. If issues emerge from an observation that were not part of the focus as recorded in the planning and review statement these will be covered in the written feedback and appropriate action taken in accordance with the School's policy.
 - The teacher will have the right to append written comments to the feedback document.
 - A Head of School has a duty to evaluate the standards of teaching and learning and to ensure that the proper standards of professional performance are established and maintained. The Head of School (and other members of the leadership group at the discretion of the Head of School) have the right to 'drop in' to inform their monitoring of the quality of teaching and learning. 'Drop ins' will inform the performance management process where evidence arises which merits the revision of the appraisal planning statement in accordance with the policy of the School.

Appendix 2

Transition from appraisal to the capability procedure

- Lack of capability is defined as a situation in which an employee fails to perform his or her duties to a professionally acceptable standard. The required standard should be appropriate to the level of the job and the skills and experience reasonably expected of an individual in that position. Heads of School as managers will need to ensure that each member of staff has the ability, knowledge, guidance and support to perform his or her job to an adequate standard and in accordance with his or her job description.
- For teaching staff, it is possible that evidence from the appraisal management process will inform the judgement about whether to suspend the appraisal process and move to the capability procedure. The procedure is to be applied where an employee is unable to carry out the duties of his or her post because of lack of capability as assessed by reference to skill, competence, aptitude or any other physical or mental quality where the person is not wilfully underperforming. The evidence from appraisal review will be a key element in deciding when the capability procedure should be used.

Principles

- Where a problem is initially identified as part of the appraisal process it should be the normal practice for the appraiser (or line manager) to deal with the matter by counselling, advice, guidance, training and example. It is not intended that the capability procedure should replace the normal interchange between the immediate supervisor and a member of staff in the day to day running of the School (or department). Concerns are most likely to be raised from appraiser's feedback with regard to evidence obtained as part of the appraisal process (for example, from classroom observation). Teachers should be advised to seek advice from a trade union or professional association representative.
- This element of the transition procedure relates to paragraphs 16, 17, 18 and 19 of the model policy on teacher appraisal. In the event of a serious or ongoing concern relating to performance the appraiser, line manager or member of the senior leadership team should ask the employee to discuss the matter informally providing five working days' notice of the meeting. The employee has the right to trade union or professional association representation at this stage of the process and at each review or target setting meeting thereafter. The individual should be given a written summary of the concerns indicating the date, time and location of the meeting. The purpose of the meeting will be to establish: -
 - That the employee is fully aware of the standards required
 - The standards have been set at a reasonably attainable level
 - Whether the context in which the employee works has altered significantly
 - That the volume of work is reasonable
 - Whether poor performance is a training issue which must be addressed
 - The resources and equipment available are appropriate
 - What support will be given to the employee
 - The timescale for the informal stage.

- A system of supporting and advising the employee and monitoring the achievement of agreed targets and standards must be established. Support may take the form of training, visits to other departments or schools or in some cases it may be appropriate to employ the services of a school improvement adviser, consultant or an adviser from an appropriate agency. In the case of teaching staff this may include classroom observation and feedback.
 - A record must be kept of agreed targets, support to be provided and timescales for improvement. A copy of this must be given to the appraisee. Timescales may vary dependent upon the complexities of the job and the level of support and assistance required. At the end of the agreed timescale a meeting will be held to review performance and the employee should be given five days' notice of this meeting. There are several possible outcomes: -
 - Performance has improved satisfactorily and targets have been met in which case no further action is required. This will be confirmed to the employee in writing. (The appraisal process will resume); or
 - Significant improvement has been made but the review period may be extended to allow the employee additional time to meet the targets set; or
 - The matter becomes formal and moves to the capability procedure because there has been unsatisfactory improvement in performance and this will be confirmed in writing. (See paragraph 20 of the model policy on teacher appraisal).
- It will be necessary for the appraiser to consider whether the targets set need to be re-evaluated in discussion with the employee and consider what additional forms of support may be necessary to help the employee achieve the standards required. A date will be set for a formal review meeting. The letter detailing the outcome of the informal process will be sent to the employee within five working days of the meeting.