



PLYMSTOCK SCHOOL

Policy for Appraising Teacher Performance

Governors' Committee: Personnel

Lead Officer: Headteacher

Date for Review: Spring 2018

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Policy for Appraising Teacher Performance

In formulating its policy, the Governing Body has taken account of the principles set out in the national model policy.

1 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 national 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.

2 Application of the policy

- 2.1 The policy covers appraisal, applies to the Headteacher and to all 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 school's capability policy.
- 2.2 Throughout this policy, unless indicated otherwise, all references to 'teacher' include the Headteacher.

3 Teacher Appraisal

- 3.1 Appraisal in this school will be a supportive and developmental process designed to ensure that all teachers have the skills they need to carry out their roles effectively. It will help to ensure that teachers are able to continue to improve their professional practice and to develop as teachers for the benefit of pupils.

3.2 The appraisal period

The appraisal period will run for twelve months from 1st October to 30th September.

- 3.2.1 The annual audit against national standards will be completed no later than 30th September in each appraisal period.
- 3.2.2 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. Appendix D: Sets out how this policy is applied to teachers joining the school part way through the cycle.

3.3 Appointing appraisers

- 3.3.1 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.
- 3.3.2 In Plymstock, the task of appraising the Headteacher, including the setting of objectives, will be delegated to a sub-group consisting of three members of the Governing Body.
- 3.3.3 The Headteacher will decide who will appraise other teachers. This will normally be:
 - The Headteacher
 - A member of the Senior Leadership team
 - The teacher with a clear line management overview of a teacher's work

3.4 Setting objectives

- 3.4.1 The Headteacher's objectives will be set by the Governing Body after consultation with the external adviser. Objectives will be focused on delivering the school's mission statement, the requirements of the Academy Funding Agreement and key school priorities, and take account of the relevant Headteacher standards.
- 3.4.2 Objectives for each teacher, focused as above for the Headteacher, will be set before, or as soon as practicable after, the start of each appraisal period. The objectives set for each teacher will be linked to the relevant standards, 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, and the teacher may record their comments in writing as an appendix to the appraisal statement. Objectives may be revised if circumstances change.

3.4.3 The objectives set for each teacher, including the Headteacher, will, if achieved, contribute to the school's plans for improving its educational provision and performance and improving the education of pupils at the school. This link will be made:

- by ensuring that the pupil progress objectives (all teachers) address the key attainment priorities identified by the school improvement plan
- by ensuring that the professional development objectives (all teachers) address the key development priorities identified by the annual audit against teacher standards (see Appendix A), Job Description and Post Threshold Standards.
- by ensuring that the leadership and management objectives (all teachers with paid leadership responsibilities) address the key development priorities identified by study of the leader's effectiveness - with reference to any relevant leadership standards - in addressing key school improvement plan priorities. Where no national standards currently exist (e.g. for Assistant and Deputy Heads), the Headteacher will develop appropriate standards for these roles by reference to the draft national standards produced by NCSL, or other such appropriate body. These will be contextualised to meet school improvement plan priorities.

3.4.4 Under normal circumstances MPS teachers will have a maximum of 2 objectives and UPR teachers 3 targets. However, teachers who are found not to be meeting standards may be given additional and/or amended objectives to ensure that the most appropriate focused support can be provided. Teachers will be expected to show significant progress against the standards.

3.4.5 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. All teachers will be assessed against the set of standards contained in the DfE document called 'Teachers' Standards'. Assessments may also be conducted (if appropriate) against other national standards.

3.4.6 The Headteacher will be responsible for ensuring that the appraisal process operates consistently, that objectives are focused on school priorities and that they take account of the standards' audit. All objectives will be referred to the Headteacher prior to the commencement of the cycle of monitoring. Where the Headteacher or his/her designated senior colleague has concerns about the relevance of the objectives set, these concerns will be discussed with the appraiser and the objectives may require amendment following discussion with the teacher.

3.5 Reviewing performance

3.5.1 Quality Assurance

3.5.2 This school believes that quality assurance of classroom and leadership practices are 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. Plymstock School uses a wide variety of data sources for QA purposes including, learning walks, work scrutiny, examination data and student voice.

3.5.3 The arrangements for the QA of Teaching and Learning are distributed to staff at the start of each academic year.

3.5.4 Development and support

3.5.5 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 as detailed in section 3.4 on 'Setting Objectives' above.

3.5.6 Feedback

3.5.7 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 include discussion with the teacher, will highlight particular areas of strength as well as any areas that need attention and will determine any appropriate action required.

3.5.8 Where, following the audit against teacher standards or during the review cycle, there are concerns about any aspects of the teacher's performance these will be addressed via the procedure set out in Appendix C (Provision of Additional Support Where National Standards Are Not Met – National Standards Support Programme).

3.5.9 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.

3.6 Transition to capability

3.6.1 If the appraiser is not satisfied with progress, a member of SLT will meet with the teacher, who will be notified in writing that the appraisal process will no longer apply and that their performance will be managed under the school's current teaching staff capability procedure. This will trigger the commencement of the capability procedure.

3.7 Annual assessment

3.7.1 Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the Headteacher, the Governing Body will consult the external adviser as referred to in clause 3.3.1.

3.7.2 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 by means of, for example:

- Learning walks
- Planning and work scrutiny
- Mid-cycle review meeting with appraiser
- Student voice
- External reviews
- Observation / scrutiny of leadership and management activities where appropriate
- Other directly relevant feedback obtained during the appraisal cycle relevant to the teacher's overall performance.

3.7.3 Within two months of the end of each appraisal period, the teacher will receive – and have the opportunity to comment in writing on - a written appraisal report. In Plymstock, teachers, including the Headteacher, will receive their written appraisal reports no later than 31 October. 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.

3.7.4 The assessment of performance and of training and development needs will inform the planning process for the following appraisal period.

3.7.5 Any recommendations on pay will be referred to the Headteacher before being referred on to the Governing Body.

3.8 Confidentiality

3.8.1 Access to the written appraisal report will normally be limited to the appraisee, the appraiser, the Headteacher and / or nominated member of the senior leadership team.

3.9 Equality and consistency

- 3.9.1 As outlined in paragraph 3.4.6 above, the Headteacher will have overall responsibility for the quality assurance of the appraisal process across the school. This will include ensuring the consistency and equality of application of the process. The Headteacher may delegate responsibility for monitoring consistency and equality of application to a teacher member of the senior leadership team.
- 3.9.2 The Headteacher will be responsible for reporting annually to the governing body on any relevant issues, including those of underperformance, arising from the annual review cycle and on any action required to address those issues. The report will enable governors to receive an overall general report of the process but will not include specific details relating to individual members of staff.
- 3.9.3 The Governing Body is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.

3.10 Retention of statements

- 3.10.1 The Governing Body and Headteacher will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.

APPENDIX A

NATIONAL STANDARDS AUDIT AND PROFESSIONAL DEVELOPMENT OBJECTIVE PLANNER

CONFIDENTIAL

Plymstock School

Name: _____ **Pay Point:** _____

Date: _____

Preamble		
<ul style="list-style-type: none"><i>Teachers make the education of their students their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge; keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their students</i>		
Part 1 - Standard	EVIDENCE	MET
1.1. Set high expectations which inspire, motivate and challenge students		
1.2. Promote good progress and outcomes by students		
1.3. Demonstrate good subject and curriculum knowledge		
1.4. Plan and teach well structured lessons		
1.5. Adapt teaching to respond to the strengths and needs of all students		
1.6. Make accurate and productive use of assessment		
1.7. Manage behaviour effectively to ensure a good and safe learning environment		
1.8. Fulfil wider professional responsibilities		

This sheet to be completed by appraiser and appraisee separately to promote discussion at meetings during the appraisal cycle.

Part 2 - Personal and Professional Conduct <i>The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career</i>	EVIDENCE	MET
<p>2.1 Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:</p> <ol style="list-style-type: none"> 1. Treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position 2. Having regard to the need to safeguard students' well-being, in accordance with statutory provisions 3. Showing tolerance of and respect for the rights of others 4. Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs 5. Ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law <p>2.2. Teachers must have a proper and professional regard for the ethos, policies and practice of the school in which they teach, and maintain high standards in their own attendance and punctuality</p> <p>2.3 Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities</p>		

Completed by: _____

Appendix B – Procedure for Conducting National Standards Audits

- B1 The aim of the annual audit against national standards, as required by the regulations, will be to identify – through professional dialogue - the standards which represent the most appropriate areas for professional development for individual teachers in the forthcoming appraisal cycle. Wherever possible, these audits will take place in the Summer Term, so that the most helpful professional development performance management objectives can be identified – and any necessary arrangements made – in good time for the new school year.
- B2 The 2012 Appraisal Regulations [Para 6 (a)] require Headteachers “to inform the teacher of the standards against which the teacher’s performance in that appraisal period will be assessed”. It follows from this that the school needs to adopt a fair and evidence-based procedure for deciding whether or not standards are met. The Headteacher has a key role to play in ensuring that judgments are consistent across the school.
- B3 The key stages of the procedure are as follows:
- Time will be provided for teachers to conduct a self-audit against the National Standards (Preamble, Part 1 and Part 2)
 - Each teacher’s appraiser paired with the Headteacher/appropriate senior leadership team member will complete the audit in exactly the same way. Wherever this pair indicates that performance may not be at the level required, it will need to be in a position to back this up by reference either to written evidence previously shared with the teacher suggesting a standard is not met, or to a lack of evidence allowing a judgment to be made that it is.
 - The audits will then be exchanged. At least a week will be allowed for the teacher to assemble any necessary evidence.
 - Teacher and appraiser both of whom will have considered the audit results against the National Standards for teachers will then attend a 45 minute Professional Dialogue meeting. The aim of the meeting will be to agree the standards against which the teacher’s performance will be assessed in the next appraisal cycle. Where the initial audit (or examination of evidence at the Professional Dialogue meeting) results in agreement that all relevant standards are met, the teacher will be free to identify the national standard against which he or she would like to be assessed by means of the professional development objective. Where the initial audit (or examination of evidence at the Professional Dialogue meeting) results in agreement that particular standards are not met, these standards will become those against which the teacher’s performance will be assessed in the next appraisal cycle.
 - Where teacher and appraiser cannot reach agreement on whether or not a standard is met, the matter will be referred to the Headteacher, who will meet with the teacher, consider all available evidence, and inform the teacher of his or her decision.

- A teacher dissatisfied with the Headteacher's decision will have the right of appeal to governors under existing procedures.

Appendix C: Provision of Additional Support Where National Standards Are Not Met – (National Standards Support Programme)

- D1 Where national standards are found not to be met at the appropriate career stage as part of the formal appraisal review, special arrangements will be made to ensure that support can be provided. These may include:
- The appointment of a reviewer from the senior leadership team;
 - The setting of an appropriate number of additional appraisal objectives above the school norm;
 - Additional formal lesson observations, many or all of which may be unannounced.
- D2 Where information comes to light in the course of an appraisal cycle that leads the Headteacher to conclude that national standards are not met at the appropriate career stage expectation level, these new arrangements will come into force as soon as possible after the decision has been made.
- D3 Where national standards are identified as not being met at the appropriate career stage expectation level by either means, appraisal objectives will be action planned to a much shorter timescale – typically one term, but less if the Headteacher decides the situation warrants this. At the end of each such period, progress will be reviewed – and a decision made on whether:
- To end the support programme and resume normal appraisal arrangements;
 - To continue to provide support within appraisal by setting further short-term objectives;
 - To suspend appraisal and move immediately into the capability procedure.
- D4 Where a decision to end the support programme has been taken but performance drops again within 12 months, the teacher will move immediately back into the revised appraisal arrangements outlined above and for a shorter timescale as determined by the circumstances. In exceptional circumstances, the Headteacher may decide to move straight to the capability procedure at this stage.

Appendix D: How this policy is applied to teachers joining the school part way through the cycle.

- E1 There is flexibility to have a longer or shorter appraisal period when teachers begin or end employment with a school or local authority or when unattached teachers change post within the same authority.
- E2 Where a teacher starts their employment part-way through a cycle, the head teacher or, in the case where the employee is the head teacher, the governing body shall determine the length of the first cycle for that teacher, with a view to bringing his/her cycle into line with the cycle for other teachers as soon as possible.
- E3 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 employee is the head teacher, the governing body shall determines whether the cycle shall begin again and whether to change the appraiser.