

## APPRAISAL POLICY FOR TEACHERS

The Governing Body of Fairisle Junior School adopted this policy on 25<sup>th</sup> September 2018. The policy has been consulted on with the recognised teaching unions.

### 1. **AIM**

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.

- 1.1 The appraisal procedure will be used also to address any initial concerns that are raised about a teacher's performance. If concerns are such that they cannot be resolved through the appraisal process, there will be consideration of whether to use the formal Professional Support for Teaching Staff as a separate process.
- 1.2 All teachers should be made aware of and have access to the appraisal policy.

### 2. **SCOPE**

This policy applies to the Headteacher and to all teachers employed at the school, except those on contracts of less than one term and newly qualified teachers.

### 3. **THE APPRAISAL PERIOD**

The appraisal period will run **for 12 months**, normally from September to July.

- 3.1 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.
- 3.2 Where a teacher starts their employment at the school part-way through a cycle, the Headteacher or, in the case where the employee is the Headteacher, the Governing Body shall determine the length of the first cycle for that teacher, with a view to bringing their cycle into line with the cycle for other teachers as soon as possible.
- 3.3 Where a teacher transfers to a new post within the school part-way through a cycle, the Headteacher or, in the case where the employee is the Headteacher, the Governing Body shall determine whether the cycle shall begin again and whether to change the appraiser.

## **4. APPOINTING APPRAISERS**

### **a. Headteacher**

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.

The task of appraising the Headteacher, including the setting of objectives, will be delegated to a sub-group consisting of a minimum of two and a maximum of three members of the Governing Body.

Where a Headteacher is of the opinion that any of the governors appointed by the Governing Body is unsuitable to act as their appraiser, they may submit a written request for that governor to be replaced, stating the reasons for the request. The concerns will be carefully considered.

### **b. Teachers**

The choice of appraiser is for the Headteacher. Where the teacher is of the opinion the appraiser appointed is unsuitable, they may submit a written request to the Headteacher for the appraiser to be replaced, stating the reasons for the request. The concerns will be carefully considered.

All appraisers of teachers will be qualified teachers and will be suitably trained.

Where it becomes apparent that the appraiser appointed by the Headteacher will be absent for the majority of the appraisal cycle, the Headteacher may perform those duties themselves or delegate those duties to another teacher for the duration of that absence.

If the Headteacher appoints an appraiser who is not the teacher's line manager, the appraiser to whom they delegate those duties will have an appropriate position in the staffing structure, together with the necessary background knowledge, skills and training to undertake the role.

Where a teacher is experiencing difficulties or there are concerns about performance and the Headteacher is not the appraiser, the Headteacher may undertake the role of appraiser. See also the section on Teachers Experiencing Difficulties/Concerns about Teacher Performance.

#### 4. SETTING OBJECTIVES

- a. The Headteacher's objectives will be set by the appraisal sub-group of the Governing Body after consultation with the external adviser and the Headteacher.
- b. Objectives will be set before, or as soon as practicable after, the start of each appraisal period. The objectives set will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the appraisee's role and level of experience. In setting the objectives, the appraiser will have regard to what can reasonably be expected in the context of roles, responsibilities and experience, consistent with the school's strategy for achieving a work/life balance for all staff. Appraisees may at any point append their comments alongside their objectives.
- c. The appraiser and appraisee will seek to agree the objectives. Objectives may be revised if circumstances change, after discussion. The school operates a system of moderation to ensure that all appraisers are working to the same standards. Targets will be moderated across the school to ensure that they are consistent between teachers with similar experience and levels of responsibility. Should the objectives not be agreed, the final decision on allocation of objectives rests with the Headteacher.
- d. The school is committed to ensuring consistency of treatment and fairness in the operation of the appraisal process. Teachers' objectives and written appraisal records will be reviewed to check consistency of approach by headteachers.
- e. A teacher will have no more than 3 objectives.
- f. 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 the school.
- g. The appraiser will take into account the effects of an individual's circumstances, including any disability, when agreeing objectives. For example, this might include a reasonable adjustment to allow an individual slightly longer to complete a task than might otherwise be the case. When staff return from a period of extended absence, objectives may be temporarily adjusted to allow them to readjust to their working environment
- h. 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. Teachers will be assessed against the appropriate set of standards contained in the document *Teachers' Standards*, effective from 1 September 2012. The Headteacher or Governing Body (as

appropriate) will need to consider whether certain teachers should also be assessed against other sets of standards published by the Secretary of State. For QTLS holders, it is for the Headteacher/ Governing Body to decide which standards are most appropriate.

## **5. PAY PROGRESSION**

- a. Where teachers are eligible for pay progression, the recommendation made by the appraiser will be based on the assessment of their performance against the agreed objectives. The decision made by the relevant decision-making body will be based on the statutory criteria and guidance set out in the *School Teachers' Pay and Conditions Document (STPCD)* and the relevant teacher standards.
- b. The Governing Body has agreed the pay policy of the school and has considered the implications of the appraisal policy with respect to the arrangements relating to teachers' pay in accordance with the *STPCD*. The Governing Body will ensure that decisions on pay progression are made by 31 December for Headteachers and by 31 October for other teachers.

## **6. REVIEWING PERFORMANCE**

### **a. Observation**

The effective and efficient operation of the appraisal process requires lesson observation to be a confidential process of constructive engagement within an atmosphere of support and co-operation.

Accordingly, observations will be carried out in a supportive fashion, with professionalism, integrity and courtesy, will be evaluated objectively and reported accurately and fairly and will take account of particular circumstances which may affect performance on the day.

At least five working days' notice of the date and time of the observation will be given. Verbal feedback will be provided no later than the end of the following working day and written feedback within 5 working days of the observation taking place, unless circumstances make this impossible.

Classroom observation will be carried out by qualified teachers.

For the purpose of appraisal, teachers' performance will be observed on an appropriate and reasonable number of occasions and will, as far as possible, be agreed by the appraiser with the appraisee based on the individual circumstances of the teacher and the overall needs of the school. The number and duration of appraisal observations will be in accordance with the classroom observation protocol and will include provision for exceptional circumstances where concerns have been raised about a

teacher's performance, or where the teacher requests additional observation visits. For performance management purposes this should not normally require more than three hours of observation.

For the purpose of professional development, feedback about lesson observations should be constructive, developmental and relate to the objectives set.

Teachers (including the Headteacher) whose posts have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

### **b. 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, through peer observation for example. Professional development will be linked to school improvement priorities and to the on-going professional development needs and priorities of individual teachers.

The school's CPD programme will be informed by the training and development needs identified as part of the appraisal process. The Governing Body will ensure in the budget planning that, as far as possible, resources are made available in the school budget for appropriate training, and support agreed for appraisees, maintaining access on an equitable basis.

With regard to the provision of CPD, in the case of competing demands on the school budget, a decision on relative priority will be taken with regard to the extent to which:

- the training and support will help the school to achieve its priorities; and
- the CPD identified is essential for an appraisee to meet their objectives.

The school's priorities and plans will have precedence.

Account will be taken in a review meeting of where it has not been possible for teachers to fully meet their performance criteria because the support recorded in the planning statement has not been provided.

## **7. ANNUAL ASSESSMENT/ REVIEW MEETING**

Where appropriate, interim review meeting(s) may take place.

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 the external adviser.

As soon as practicable following the end of each appraisal period, the teacher will receive and have the opportunity to comment on a written appraisal report. 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 against the relevant standards;
- an assessment of the teacher's training and professional development needs and identification of any action that should be taken to address them;
- a recommendation on pay where that is relevant (**N.B. – pay recommendations need to be made by 31 December for Headteachers and by 31 October for other teachers**);
- a space for the teacher's own comments;

A review meeting will take place to discuss the content of the report and any further action required and to inform objective setting for the next cycle.

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

## **8. TEACHERS EXPERIENCING DIFFICULTIES / CONCERNS ABOUT TEACHER PERFORMANCE**

When dealing with a teacher experiencing difficulties, the objective is to provide support and guidance through the appraisal process in such a way that the teacher's performance improves and the problem is therefore resolved.

Where it is apparent that a teacher is experiencing difficulties at school, support will be offered as soon as possible, without waiting for the formal annual assessment.

If an appraiser identifies through the appraisal process that the teacher is experiencing difficulties, or it is identified via another source of information that there are concerns about any aspect of the teacher's performance, the appraiser, the Headteacher, or a member of the leadership team, will, as part of the appraisal process discuss targets for improvement alongside a

programme of support with the teacher. The teacher will be given a copy of this policy.

The appraiser, Headteacher or a member of the leadership team will:

- give clear written feedback to the teacher about the nature and seriousness of the concerns;
- give the teacher the opportunity to comment on and discuss the concerns;
- discuss targets for improvement alongside a programme of support.
- in consultation with the teacher at the meeting, will establish an action plan with support (for example coaching, training, in-class support, mentoring, structured observations, visits to other classes or schools or discussions with advisory teachers), that will help address those specific concerns;
- make clear how progress will be monitored and reviewed;
- explain the implications and the process if no, or insufficient improvement is made.

The teacher's progress will continue to be monitored as part of the appraisal process and a reasonable time given for the teacher's performance to improve. The length of the monitoring period will depend on the circumstances of the individual case. Appropriate support as agreed in the Action Plan will be given, in order that the aim of recovering and improving performance can be achieved. During this monitoring period the teacher will be given regular feedback on progress and arrangements will be made to modify the support programme if appropriate.

If sufficient progress is made so that the teacher is performing at a level that indicates there is no longer a possibility of the Professional Support for Teaching Staff being invoked, the teacher should be informed of this at a formal meeting with the appraiser, Headteacher or member of the leadership team. Following this meeting the appraisal process will continue as normal.

If no, or insufficient, improvement has been made over this period, implementing the investigation stage of the Professional Support for Teaching Staff needs to be considered by the Headteacher / Chair of Governors.

## **9. APPEALS**

Appraisees have a right of appeal to the Headteacher/Governing Body against any of the entries in the written appraisal report. Where the Headteacher has not been recommended for pay progression they will be informed by the appropriate governor. The Headteacher will notify any teacher who has not been recommended for pay progression of the date when the Governing Body meets to consider pay recommendations, following which the teacher (and Headteacher when the Head has not been recommended for pay progression) may exercise the right of appeal.

## **10. GENERAL PRINCIPLES UNDERLYING THE POLICY**

### **a. 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.

### **b. Sickness**

If long term sickness absence appears to have been triggered by the commencement of monitoring, the case will be dealt with in accordance with the school's absence policy and will normally be referred to the occupational health service to assess the member of staff's health and fitness for continued employment and the appropriateness or otherwise of continuing with monitoring.

### **c. Grievances**

Where a member of staff raises a grievance during the appraisal process, the appraisal may be temporarily suspended in order to deal with the grievance. Where the grievance and appraisal are related it may be appropriate to deal with both issues concurrently.

### **d. Confidentiality and Professional Relationships**

The appraisal process will be treated with confidentiality. Only the appraiser's line manager or, where they had more than one, each of their line managers will be provided with access to the employee's written appraisal action plan statements. This will be done upon request and only where this is necessary to enable the line manager to discharge their line management responsibilities. Appraisee's will be consulted on requests for access to records in the context of this policy.

The process of gathering evidence for review will not compromise normal professional relationships between teachers. The Governing Body recognises that the reviewer will consult with, and seek to secure the



agreement of, the appraisee before seeking information from other colleagues about the work of the employee.

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. The Headteacher or appropriate colleague might, for example, review teachers' objectives and written appraisal records personally – to check consistency of approach and expectation between different appraisers (as described in the paragraph on setting objectives above). The Headteacher might also wish to be aware of any pay recommendations that have been made.

#### **e. Monitoring and Evaluation**

The Governing Body and Headteacher will monitor the operation and effectiveness of the school's appraisal arrangements.

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 identify any individual by name.

An account of the training and development needs of teachers including the instances where it did not prove possible to provide any agreed CPD will form part of the report.

The report will include an assessment of the impact of the policy on:

- Race
- Sexual Orientation
- Religion and Beliefs
- Part-time Status
- TU membership and/or activity
- Sex
- Disability
- Age
- Maternity and Pregnancy

The Headteacher will report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination.

#### **f. Retention**

The appraisal records will be retained for a minimum period of 6 years.

Written by: HR

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