

# Teacher appraisal policy



**Approved by:**

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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, except those on contracts of less than one term, those undergoing induction and those undergoing capability procedures.

## **2. Pay progression**

The appraisal period will run for 12 months beginning on the first day of the autumn term. Appraisals will be held during the autumn term. However, in June of the previous academic year the senior leaders will decide based on the performance of the teacher if they go up the pay scale or not. This will be non-negotiable but teachers can appeal to the governors if they are not happy with the decision.

## **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.

## **4. The appraisal period**

The appraisal period will run for 12 months beginning on the first day of the autumn term. Appraisals will be held during the autumn 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 teachers will have had their annual appraisal meeting and received their appraisal report by 31<sup>st</sup> October.

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 Principal's objectives will be set by the governing board.

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 Principal will quality assure all objectives against the school improvement plan
- Be specific, measureable, 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.

**The school will provide reasonable support and training for the staff who are not meeting the required standards. This will be at the discretion of the headteacher or principal but every effort will be made by senior leaders' resources permitting.**

## 6. Standards

Teachers will be assessed against the Teachers' Standards. The headteacher, and other school leaders where relevant, will also be assessed against the 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
- Reviews of planning and marking
- Parent and pupil voice, if applicable
- Pupils' books

### 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 appointed staff *in* order to monitor the quality of teaching and learning.

Notice of 'drop in' observations will not always be given.

They will usually last around 10 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.

Please note that we also carry out drop-in observations where fellow teachers observe a lesson for their own professional development. These will not count towards their appraisal but staff are welcome to use this as evidence that they are supporting or developing their skills and knowledge.

## 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.

The number of formal observations will be agreed with the teacher during their appraisal meeting, and will be determined by the teacher's individual circumstances and the needs of the school at the time.

For example, NQTs and 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 10 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

Performance will be reviewed and addressed on a regular basis throughout the year in termly meetings with the teacher's line manager.

The appraisal meeting is the end point of the annual appraisal process and will take place in 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 the teacher's underperformance and put a plan in place to address it. They should also inform the teacher that if performance does not improve, capability proceedings may begin, where applicable. This may also result in the teacher not going up the pay scale.

## 9. Conducting annual appraisal meetings

The headteacher's appraisal meeting will be conducted by the Principal and the Principal's appraisal will be conducted by the governing board.

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

There must also be three non-staff governors, including either the chair or vice-chair, who are not involved in the appraisal whatsoever, to enable them to sit on an appeals panel if necessary.

The Principal will decide who will appraise teachers. Unless there is a good reason not to, this will normally be the teacher's line manager. 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.

All appraisers will be provided with appropriate training.

## 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 Principal will monitor objectives and assessments to ensure consistency.

This policy will be reviewed every 2 years.

The governing board 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 policy has not been able to address concerns with 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.

### 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

## Teacher Appraisal Statement for Andalusia Academy Bristol

<b>Teachers name:</b>		<b>Date of planning (objective setting) meeting:</b>		
<b>Post held:</b>				
<b>Name and role of line manager/appraiser and role:</b>		<b>Working towards (PAYSCALE/POINT) ) by (DATE)</b>		
<p>Targets should be [1] quantifiable, [2] qualitative, and [3] personal.            Targets should also be SMART (specific, measurable, achievable, relevant/realistic, and time-based).</p>				
Objective/s	Success criteria	Evidence including lesson observations	Training and development needs/	Teacher standards will meet
1.				
<p>Comments: When setting objectives think about links to school priorities and baseline evidence i.e. where are pupils/teachers now? Where do they want/need to be and how will they get there? At the end of the cycle the same evidence can be measured to show impact. Mid-year/end of year review (Progress (so far? Impact?))</p>				
2.				



Comments: When setting objectives think about links to school priorities and baseline evidence i.e. where are pupils/teachers now? Where do they want/need to be and how will they get there? At the end of the cycle the same evidence can be measured to show impact. Mid-year/end of year review (Progress (so far? Impact?))

3.

Comments: When setting objectives think about links to school priorities and baseline evidence i.e. where are pupils/teachers now? Where do they want/need to be and how will they get there? At the end of the cycle the same evidence can be measured to show impact. Mid-year/end of year review (Progress (so far? Impact?))

**Comments (e.g. relevant to evidence for pay decisions at end of the year (e.g. training, development, additional evidence needed for upper pay range?))**

**Review meeting and initial recommendation on pay**

**Assessment of overall performance**

**Teachers comments**

**Initial pay recommendation (refer to school pay policy) This can only be made after the final appraisal.**

Teacher's signature: ..... Date: .....

Line manager/Appraisers signature: ..... Date: .....