
Appraisal Policy Template- Schools

Status of Policy:

Revised June 2013 draft

This policy complies with the Education (School Teachers' Appraisal) (England) Regulations 2012

Text in bold indicates statutory requirements contained in the Appraisal Regulations or the School Staffing Regulations.

Text in italics does not form part of the policy itself, but acts as additional information for schools.

This policy should be read in conjunction with the Pay Policy, Lesson Observation Policy and Appraisal Good Practice Guide, and the school's policy on learning walks.

The Governing Body of _____ School adopted this policy
on _____

It will review it in *(insert date or number of years)*

NYCC has consulted with Unison and the recognised Professional Associations. However, this appraisal template does not place a limit on classroom observation, which is at variance with the Performance Management / appraisal checklist, issued by the NUT and NASUWT, in conjunction with the joint dispute with the Secretary of State and Action Short of a Strike.

Schools should consult directly with staff and Unions if concerns are raised under this action in relation to the school's appraisal policy.

Purpose

This policy sets out the framework for a clear and consistent assessment of the overall performance of school employed staff, including support staff, teachers and the head teacher, and

for supporting their development within the context of the school's plan for improving educational provision and performance, and standards applicable to the post.

The policy applies to all support staff, the head teacher, and teachers, except those teachers on contracts of less than one term, those teachers undergoing induction (ie NQTs) and staff who are subject to developing performance or capability procedures. Employees are responsible for actively participating in the appraisal process.

Appraisal is an entitlement for all staff and all elements of the process will be conducted during directed time, but not within PPA time. It is a supportive and developmental process designed to ensure that all staff have the skills and support they need to carry out their role effectively. It is a process that supports the work of individuals and teams by setting and reviewing objectives within the context of the department and school improvement plans. It will help to ensure that individuals are able to continue to improve their professional practice and to develop in their role.

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The appraisal period

The appraisal period will run for twelve months from _____ to _____ *(insert dates: setting out any differences that exist for different categories of staff).*

Teachers and support staff 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 head teacher will be appraised by the Governing Body/ management committee, supported by a suitably skilled and/or experienced external adviser who has been appointed by the Governing Body/ Management committee for that purpose. *(NYCC recommends the school's Education Development Adviser)*

In this school the task of appraising the head teacher, including the setting of objectives, will be delegated to a sub-group consisting of two/three *(delete as appropriate)* members of the Governing Body/ management committee.

The head teacher will decide who will appraise other teachers and support staff. Normally, line managers will be responsible for the appraisal of those in their teams.

Where the appraisee has an objection to the choice of appraiser, their concerns will be considered and where appropriate, an alternative will be offered.

Setting objectives

The objectives set will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate and proportionate to the employee's role and level of experience. The number of objectives set for each appraisal period will normally be no more than three, having regard to what can reasonably be expected in the context of the appraisee's professional duties and the school's strategy for achieving a work/life balance for all staff. .

The appraiser and appraisee 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. The headteacher (or senior member of staff with delegated responsibility) may moderate objectives set for staff (normally within 10 days of the objectives being agreed) to ensure consistency between those of similar levels of responsibility and similar levels of experience, and to ensure compliance with the policy, and requirements of equality legislation.

The head teacher's objectives will be set by the sub-group of the Governing Body, after consultation with the external adviser and head teacher.

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 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 that school. This will be ensured by ... *(for example – quality assuring all objectives against the school improvement 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. *Teachers will be assessed against the set of standards contained in the document called "Teachers' Standards" published in July 2011. The head teacher 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 that are relevant to them.* For teachers qualified by virtue of holding Qualified Teacher Learning and Skills, it is for the governing body or head teacher to decide which standards are most appropriate.

Appraisal for classroom support staff will have regard to those standards that have been identified as relevant to their role; for example Standards for Higher Level Teaching Assistants, or the National Occupational Standards for supporting teaching and learning in schools, for other classroom support roles, as applicable. Staff will be advised of the standards relevant to their role for each appraisal period.

Reviewing performance

Observation

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 observation will be carried out in a supportive fashion. *(Schools may like to be more specific here about how observations will be conducted – For example In accordance with the NYCC protocol; Lesson Observation to Support Appraisal)*

In this school the amount and type of classroom observation relating to appraisal will depend on the individual circumstances of the teacher and the overall needs of the school, but normally the total amount of time will not exceed three hours in any appraisal cycle. Classroom observation of teachers will be carried out by those with QTS.

In addition to observation relating to appraisal, the head teacher and/or other leaders in school with responsibility for teaching standards may undertake monitoring observations, learning walks and "drop ins" 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, proportionate to need, and in line with the school's policy on drop ins and learning walks, in consultation with staff and professional associations

Teachers (including the head teacher) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

Observation may also be appropriate for the appraisal of roles supporting teaching and learning in the class room, both for monitoring and development, and will be carried out in a supportive fashion, usually by line managers.

This school will use the findings of each observation, including appraisal observations, for other management requirements (for example subject area reviews), thereby seeking to minimise the total number of occasions on which teachers are observed.

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 professional development. All staff will be given the opportunity to engage in appropriate development activities to improve performance. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of staff (see related documents: School Development Plan, School CPD Policy).

Feedback

All staff will receive constructive feedback on their performance throughout the year and as soon as practicable after any 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, in accordance with the Lesson Observation Protocol. Where there are concerns about any aspects of the staff member's performance the appraiser will meet them to:

- give clear feedback about the nature and seriousness of the concerns;
- give the staff member the opportunity to comment and discuss the concerns;

- recommend appropriate CPD and support (e.g. 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 (*it may be appropriate to revise objectives, and it will be necessary to allow sufficient time for improvement. The amount of time must be reasonable but should reflect the seriousness of the concerns*);
- explain the implications and process if no – or insufficient – improvement is made
- signal any risk to pay progression

When progress is reviewed, if the appraiser is satisfied that the staff member 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.

Annual assessment

Each teacher's performance and member of the support staff performance will be formally assessed in respect of each appraisal period. In assessing the performance of the head teacher, the Governing Body must consult the 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 (*eg once a term*).

The teacher or member of support staff 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 by (insert date, indicating where different dates apply for different staff groups). **The appraisal report will include:**

- details of the teacher's/ support staff's objectives for the appraisal period in question;
- **an assessment of the teacher's/ support staff's performance of their role and responsibilities against their objectives and the relevant standards;**
- **an assessment of the teacher's/ support staff's training and development needs and identification of any action that should be taken to address them;**
- **space for the appraisee to comment**
- **a recommendation on pay where relevant**
- (*schools to say here what else, if anything, their appraisal reports will include*).

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

Pay Progression

Where teachers are eligible for pay progression, the appraiser will make a recommendation to the appropriate committee based on the assessment of their performance against the agreed objectives and Teachers' Standards and in accordance with the school's pay policy. 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 School Teachers' Pay and Conditions Document. The Governing Body will ensure that decisions on pay progression are made by 31 December for head teachers and by 31 October for other teachers.

Where support staff are eligible for incremental progression, the appraiser will make a recommendation based on an assessment of their performance and the criteria detailed in the Guide to Increments for Support Staff (NJC), or removal of a scale point from staff not meeting the criteria who are at the top of their band. (*the normal incremental review for support staff occurs on 1st April each year. Employees commencing employment after 1st October of any year (up to 31st March) will be considered for an increment after 6 months continuous service based upon attendance criteria pro rata target from the year in which their employment commenced).*

APPEALS

Appraisees have a right of appeal against any of the entries in the planning and review statements. Where an appraisee wishes to appeal on the basis of more than one entry, or to appeal against the assessment and pay recommendation, this would constitute one appeal hearing. Appeals will be conducted in line with the school's agreed policy (*for example, the appeal procedure followed under the school's pay policy*).

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 head teacher and governing body to quality-assure the operation and effectiveness of the appraisal system. *Schools to say here how they might achieve this, for example, the head teacher or appropriate colleague might review all teachers' objectives and written appraisal records personally, in order to check consistency of approach and expectation between different appraisers. The head teacher might also wish to be 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. It will abide by all relevant equality legislation, including the duty to make reasonable adjustments for disabled teachers. The governing body is aware of the guidance on the Equality Act issued by the Department for Education.

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/management committees, head teachers and local authorities.

Sickness

If long term sickness absence appears to have been triggered by the commencement of monitoring or a formal capability procedure, the case will be dealt with in accordance with the school's absence policy

Monitoring and Evaluation

The governing body/ management committee and head teacher will monitor the operation and effectiveness of the school's appraisal arrangements.

Retention

The governing body/ management committee and head teacher will ensure that all written appraisal records are retained in a secure place for six years and then destroyed