

# Teacher Appraisal Policy

## URMSTON GRAMMAR SCHOOL



**Approved by:** Governing Body – Curriculum & personnel Committee 8<sup>th</sup> February 2024

**Last reviewed on:** January 2024

**Next review due by:** January 2027

## Contents

1. Aims.....	2
2. Legislation and guidance.....	3
3. Definitions.....	3
4. The appraisal period.....	3
5. Setting objectives.....	3
6. Standards.....	4
7. Reviewing performance (including observation protocol).....	4
8. Annual assessment.....	6
9. Conducting annual appraisal meetings.....	7
10. Appraisal report.....	7
11. Concerns about a teacher’s performance.....	7
12. Confidentiality.....	8
13. Monitoring arrangements.....	8
14. Links with other policies.....	8
Appendix 1: appraisal report template.....	

.....

### 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 (SIP) 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 students

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.

Teachers who are in their first year of teaching will be appraised separately through our ECT induction process, and the statutory induction process for ECTs.

## **2. Legislation and guidance**

As an academy, we are free to determine our own appraisal arrangements. However, where a teacher's contract specifically incorporates conditions from The Education (School Teachers' Appraisal) (England) Regulations 2012, these will continue to apply due to The Transfer of Undertakings (Protection of Employment) (TUPE) Regulations 2006, which protect employees' terms and conditions when a maintained school becomes an academy.

We have based this policy on the model policy produced by the Department for Education (DfE).

This policy complies with our funding agreement and articles of association.

## **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 Headteacher.

## **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, on a prescribed INSET Day.

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. 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.

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 Headteacher's objectives will be set by the Governing Body's Headteacher's Appraisal Committee.

Objectives will:

- contribute to improving the education of students at the school and the implementation of any school improvement plans. To ensure this happens, Mrs Wall (Headteacher) and Mrs Rogers (Assistant Headteacher) will quality assure all objectives against the SIP
- 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.

The school will prescribe up to three objectives and will indicate which Standards these best match. The Appraisee will initially indicate which final Standard best matches their objective, and the Appraiser will advise if there are any adjustments needed. In the event of uncertainty, Mrs Rogers will advise, also. Appraisees will always have at least one objective which they are free to choose themselves, which will be linked to a Standard.

The appraiser and teacher will seek to agree the objectives but, if that is not possible, the Appraiser will advise Mrs Rogers of any issues.

The agreed objectives will contain a description of what success may look like. Where use of numerical targets is appropriate, these will be reasonable, in the circumstances in which the teacher works and it will be recognised that factors outside teachers' control may significantly affect success. Setting more than three objectives, or, for example, using sub-targets, can lead to teachers experiencing unreasonable workload and pressure, making the objectives more difficult to achieve. Therefore, other than in exceptional circumstances, no teacher will be given more than three objectives.

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 adjusted to allow them to readjust to their working environment.

Whole school objectives will be shared with colleagues during a staff meeting prior to the appraisal INSET day, so that staff are aware of, and may reflect in advance upon the objectives and how they contribute to the education of our students and the SIP. It also allows for colleagues to reflect upon an appropriate individual objective, which supports and feeds in to the whole school objectives.

## **6. Standards**

The Standards used by UGS are those set by the DFE in the *Teachers' Standards, May 2012*.

Teachers' performance will also be assessed against the career stage expectations that we have developed.

## **7. Reviewing performance (including observation protocol)**

We can use a range of evidence to judge a teacher's performance:

- informal lesson observations undertaken by the Head of Department as part of our Quality Insurance process
- observations and results from wider school activities, for example the QA learning Walks
- performance of their students
- reviews of planning and marking, for example during a Work Scrutiny
- parent and student voice, if applicable
- evidence provided from peer-to-peer initiatives, when approved at the beginning of the APPRAISAL cycle.

Not all the above will be used to review performance; only those that are appropriate to making a sound judgement will apply. APPRAISAL targets will always include a lesson observation. On occasion, Appraisees can use the same lesson observation which was used during the QA process – but only when the lesson observed **exactly** matches the parameters established in the requisite APPRAISAL Target.

### **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;
- for formal appraisal observations (as opposed to 'drop-ins'), at least five working days' notice of the time and place of observation will be given;
- verbal feedback must be given within 5 days, and written feedback within 7 days. Feedback about lessons should always be intended to further develop professional skills as well as to evidence appraisal targets.

### **7.2 'Drop in' observations**

Drop-in observations will usually be conducted by Senior and Middle Leaders in order to monitor the quality of teaching and learning.

These 'drop-ins' will usually last 15 minutes and may involve the observer talking to students 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 on the following day – this will be a coaching conversation.

Observers provide written feedback (if requested) within 5 working days: this may be via email.

Please note that we also carry out drop-in observations where fellow teachers observe a lesson for their own professional development.

### **7.3 Formal observations**

The purpose of formal observations is to assess the teacher's performance and progress against their objectives (the Targets given in their annual *Planning and Review* document 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, ECTs 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. An experienced teacher may have fewer observations.

Teachers will not receive more than three formal observations over the year.

Generally, verbal feedback will be given on the following day.

Observers will endeavour to provide written feedback within 5 working days. Formal feedback will be processed and saved and usually using our Lesson Observation pro forma.

#### **7.4 Additional observations**

Additional formal observations will take place if:

- the teacher requests them;
- there are concerns that the teacher's performance requires improvement.
- the teacher is subject to formal capability proceedings;
- a class or student is being shadowed by Senior or Middle Leaders
- the department is underperforming and is the subject of a target on the SIP and/or has prescribed appraisal Targets

The protocols in section 7 will still apply to these additional observations.

#### **8. Annual assessment**

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 function as Line Manager.

The appraisal meeting is the end point of the annual appraisal process and will take place in the autumn term, on the APPRAISAL Inset Day (Part-time teachers may be at a later date). In this meeting, the Appraiser will:

- review the relevant evidence which must include a lesson observation and any relevant data;
- assess performance in the appraisal period against the relevant standards;
- discuss the Appraisee's professional development needs and identify action that should be taken, especially in the event that a target has not been met, or is on-going (i.e. a 2-year Target)
- discuss the teacher's wellbeing, career aspirations and any difficulties they may be facing
- in the event that the Appraiser feels that there are serious issues to do with under-performance, the matter must be escalated to the Headteacher

Any training needs or CPD requests will also be identified in the meeting and will be forwarded to the Headteacher.

## **9. Conducting annual appraisal meetings**

The Governing Body will delegate the Headteacher's appraisal to a sub-group of three governors, including the Chair, with a wide range of experience and knowledge of the school. This is the Headteacher's Appraisal Committee. This will not include any staff governors.

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

The Headteacher 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.

Appraisal meetings will take place within the teacher's normal working hours (usually at the October INSET) and will typically last 30 minutes.

## **10. Appraisal report**

Teachers will be provided with a written report of their appraisal, using the *Planning and Review* pro forma. The report will be completed by the person who conducted the appraisal. Appraisers will endeavour to complete this within 5 working days.

This will include:

- an assessment of the teacher's performance against their objectives and the relevant standards;
- the Appraisee's APPRAISAL Targets for the next cycle;

There will be space in the report for the teacher's own comments.

If there are any issues regarding written comments in the *Planning and Review* document, then the Assistant Headteacher should be contacted.

Both teachers will sign the Planning and Review document 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 Body, if they disagree with the contents of the report.

A template P&R document can be found in appendix 1.

## **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 should 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 Body.

Appraisal records will be kept securely in the teacher's SIMS personnel file and in an Appraisal file.

## 13. Monitoring arrangements

The Governing Body will monitor and review the effectiveness of the appraisal arrangements. The Headteacher and the Assistant Headteacher will monitor objectives and assessments to ensure consistency. Feedback on the quality of the appraisal documentation will be given at a Staff Meeting, usually in the Autumn term.

This policy will be reviewed every three years.

The Governing Body is 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. The pay policy sets out how pay increases will be awarded, based on the results of a teacher's appraisal.

## Appendix 1: the Planning and Review Document



APPRAISEE ANNUAL PERFORMANCE MANAGEMENT REPORT Review and Planning Statement 2017 - 2018			
Appraisee:		Appraiser:	
Objective and Standard Number from Part 1 Section A (e.g. 6.1), including whole school targets	Completion date	Support required (if relevant)	Extent, pattern and focus of planned classroom observation & other evidence (including data) to prove achievement of standard
Appraisee comment:			
Appraisee signature	Date	Appraiser signature	



