

**HIGH STREET PRIMARY  
SCHOOL**

**TEACHER APPRAISAL POLICY**



REVIEWED JANUARY 2015

# **CHANGES**

June 2012 New policy

## **Contact**

If you have any questions regarding this policy please contact your PAPH HR Adviser

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# INTRODUCTION

Revised appraisal arrangements come into force with effect from 1 September 2012. They are set out in the Education (School Teachers' Appraisal) (England) Regulations 2012 (the Appraisal Regulations) which replace the Education (School Teacher Performance Management) (England) Regulations 2006 (the 2006 Regulations). The 2006 Regulations continue to apply to any performance management cycle which is in progress on 1 September 2012, unless the governing body or local authority decides to end that cycle early and to begin a new appraisal period starting on or after that date.

The Appraisal Regulations set out the principles that apply to teachers in all maintained schools and unattached teachers employed by a local authority, in each case where they are employed for one term or more. They retain the key elements of the 2006 Regulations but allow schools more freedom to design arrangements to suit their own individual circumstances. They provide the minimum national framework within which schools should operate and say nothing, or very little, on many subjects on which the 2006 Regulations made detailed provision. If they wish, schools may include in their own policies details that are no longer covered by the Appraisal Regulations.

Schools and local authorities must stay within the legal framework set out in the Appraisal Regulations and in other relevant legislation that affects all employers (for example legislation on equality, employment protection and data protection).

Schools and local authorities must have an appraisal policy for teachers and a policy, covering all staff, which deals with lack of capability. This model policy applies only to teachers, including head teachers, but schools might wish to adapt it for use with all staff. It has been written in the context of schools, but the same principles apply to unattached teachers. It is good practice for schools to consult staff on their appraisal policy. This model policy has been provided as an optional resource for schools and others to which they can refer as they wish as they review and develop their own policies.

On 1 September 2012 it supersedes the previous performance management model policy and guidance, which had been designed to support the 2006 Regulations.

In the model policy:

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

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# MODEL POLICY FOR APPRAISING TEACHER PERFORMANCE

The Governing Body of High Street Primary School adopted this policy on 26<sup>th</sup> January, 2015

It will review it in 3 years

### **Purpose**

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the head teacher, and for supporting their development within the context of the school's plan for improving educational provision and performance, and the standards expected of teachers.

The appraisal procedure will be used also to address any 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 commence the capability procedure.

### **Application of the policy**

**The policy covers appraisal, applies to the head teacher and to all teachers employed by the school or local authority, except those on contracts of less than one term, those undergoing induction (i.e. NQTs)**

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## APPRAISAL

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.

### The appraisal period

**The appraisal period will run for twelve months** from September to August.

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.**

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.

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.

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 determine whether the cycle shall begin again and whether to change the appraiser.

### Appointing appraisers

**The head teacher will be appraised by the Governing Body, supported by a suitably skilled and experienced external adviser who has been appointed by the Governing Body for that purpose.**

In this school the task of appraising the head teacher, including the setting of objectives, will be delegated to a sub-group consisting of three members of the Governing Body.

Where the head teacher is of the opinion that any of the governors appointed by the governing body is unsuitable to act as his/her appraiser they may submit a written request for that governor to be replaced, stating the reasons for the request.

The head teacher will decide appropriately trained and experienced staff who will appraise other teachers. The head teacher and nominated senior leaders will monitor the performance management process and objectives for equality and fairness.

Each appraiser will be responsible for no more than five teachers in each cycle.

Where a teacher is of the opinion that the person to whom the head teacher has delegated the appraiser's duties is unsuitable for professional reasons he/she may submit a written request to the head teacher for that appraiser to be replaced, stating the those reasons.

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

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

## Setting objectives

**The head teacher's objectives will be set by the Governing Body in consultation with the external adviser** normally within a 3 part meeting consisting of the external adviser meeting with the head teacher, the external adviser meeting with the responsible governors and lastly the formal review meeting with all parties.

**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 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. Objectives may be revised if circumstances change.

Under normal circumstances both head teachers and teachers will have a maximum of 3 objectives.

**The objectives set for each teacher, including the head 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 the school's self-evaluation process and equality duties.

The performance management cycle is annual but on occasions it may be appropriate to set objectives that will cover a period over more than one cycle. In such cases, the basis on which the progress being made towards meeting the performance criteria for the objective will be assessed at the end of the first cycle and will be recorded in the planning and review statement at the beginning of the next cycle.

**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.** With the exception of those who are qualified teachers by virtue of holding and maintaining Qualified Teacher Learning and Skills (QTLS) status, all teachers must 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 who are qualified teachers by virtue of holding QTLS status, it is for the governing body or head teacher to decide which standards are most appropriate. Such teachers may be assessed against the Teachers' Standards, against any other sets of standards issued by the

Secretary of State, against any other professional standards relevant to their performance or any combination of those three.

## **Pay progression**

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 STPCD<sup>1</sup> and the relevant teacher standards.

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 head teachers and by 31 October for other teachers.

## **Reviewing performance**

### **Appraisal 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 and will include feedback in accordance with school practice.

In this school teachers' performance will be regularly observed but the amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the school. Classroom observation will be carried out by those with QTS. In addition to formal observation, head teachers or other leaders with responsibility for teaching standards may "drop in" 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.

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

Detailed arrangements for the observation of classroom and leadership practice are set out in the attached:

[Appendix A – Arrangements for observation of classroom and leadership practice](#)

### **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. Professional development will be linked to school improvement priorities and to the on-going professional development needs and priorities of individual teachers.

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<sup>1</sup> School Teachers' Pay and Conditions Document



At the end of the cycle, assessment of performance against an objective will be on the basis of the performance criteria set at the beginning of the cycle. Good progress towards the achievement of a challenging objective, even if the performance criteria have not been met in full, will be assessed favourably. There must be evidence of having grown professionally.

## **Feedback**

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 highlight particular areas of strength as well as any areas that need attention. Where there are concerns about any aspects of the teacher's performance the appraiser will meet the teacher formally to:

- give clear feedback to the teacher about the nature and seriousness of the concerns;
- give the teacher the opportunity to comment and discuss the concerns;
- agree any support to restore professional effectiveness, 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 is up to the school but should reflect the seriousness of the concerns);
- explain the implications and process if no – or insufficient – improvement is made.
- to discuss a programme of support and how this would be put into place.

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.

### **Appendix B - Provision of additional support where national standards are not met (National Standards Support Programme)**

## **Annual assessment**

**Each teacher's 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 (*once, twice, three times*) a year.

**The teacher 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 31 October (31 December for the head teacher). **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 professional development needs and identification of any action that should be taken to address them;**
- **a recommendation on pay where that is relevant** (NB – pay recommendations need to be made by 31 December for head teachers and by 31 October for other teachers);

- any other relevant comments that reflect the teacher's professional contribution to school life.

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

## **Transition to capability**

If the appraiser is not satisfied with progress, the teacher will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the capability procedure, and will be invited to a formal capability meeting.

## **Confidentiality**

Access to the written appraisal report will normally be limited to the appraisee, the appraiser, the head teacher and / or nominated member of the senior management team.

## **Equality and consistency**

The Governing Body is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation

## **Retention of statements**

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

## Appendix A – Arrangements for observation of classroom and leadership practice

### **A1 Formal Classroom Lesson Observations**

- Teachers will have lesson observations in the course of the appraisal cycle, some announced and some unannounced.
- An individual teacher is within their rights to requests that all general lesson observations be unannounced
- Oral feedback will be given as soon as practicably possible after the end of the lesson; written feedback will be given within five working days
- Written feedback will include the date on which the observation took place, the lesson observed and the length of the observation
- There will be a limit of three observations a year within a total time limit of three hours
- The observation will be used to evaluate the quality of the teaching and learning
- The lesson observation will be used to provide constructive and quality feedback and identify areas for possible improvement and development

### **A2 Other Leadership Visits to lessons**

There will be other occasions in the year when those with leadership responsibilities are present in lessons. These visits are for the purpose of enabling leaders to understand for themselves what is going on in classrooms and to identify ways in which either the curriculum or every day procedures can be improved.

Despite the fact that these are not formal lesson observations, verbal and written feedback will be given but these visits will not be used to inform Performance review

If there are any classroom practices that give concern during these visits, the class teacher will be informed so that any further investigations or additional observations can be arranged

If necessary, where national standards are not being met, support arrangements will be put in place to address the issues

### **A3 Drop ins and unplanned visits to classes**

- As a part of daily monitoring of all aspects of school daily life, the Headteacher and Senior leaders will from time to time make unplanned visits to classes. These will not be used as evidence in any way towards performance management but will be used as a source of information gathering on the part of the Headteacher and SLT to have a greater understanding of classroom practice, day to day timetabling, talking with children etc.

**Appendix B - Provision of additional support where national standards are not met (National Standards Support Programme)**

B1 If it is identified that a national standard has not been met at the appropriate career stage expectation arrangements will be made for appropriate support to be provided which 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, some of which may be unannounced.

When a decision has been made by the head teacher that a situation has arisen that, during an appraisal cycle, a standard at the appropriate career stage expectation has not been met, these new arrangements, including changing the reviewer if appropriate, will begin as soon as possible after the decision has been made.

As a consequence of the identification that a national standard has not been met at the appropriate career stage expectation (by whatever means) appraisal objectives will be set through an action plan to a significantly shorter timescale – for example a two week period but this may be a shorter timescale e.g. within a week, if the head teacher feels that the circumstances warrant such a decision.

At the end of the period decided upon progress will be reviewed and one of the following decisions should be taken:

the support programme should end and the normal appraisal arrangements should resume;  
the support programme should continue. Further reasonable and short-term objectives should be set;  
suspend the support programme and move immediately into the capability procedure.