

Policy for Teacher Appraisal

Last update: November 2016

Purpose

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the Headteacher, 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. It also sets out the arrangements that will apply when teachers fall below the levels of capability that are expected of them.

The school aims to ensure that all teaching is at least good and to increase the proportion of lessons that are outstanding. This policy is fundamental to pursuing this aim.

Application of the policy

The policy applies to the Headteacher and to all teachers employed by the school, except those on contracts of less than one term, those undergoing induction (*ie NQTs*) and those who are subject to the school's capability procedure.

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 1 October to 30 September.

Teachers who are employed on a fixed term contract of less than one year and those who join the school after the start of the academic year will have their performance managed in accordance with the principles underpinning this policy. The length of the appraisal period will be determined by the duration of their contract. The nature of the targets will reflect the reduced timescale of the period of employment or the time which will elapse from the start of their employment to their first review.

Appointing appraisers

The Headteacher 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 Headteacher, including the setting of objectives, will be delegated to a sub-group consisting of two/three members of the Governing Body.

The Headteacher will appraise those teachers he directly line manages and will delegate the role of appraiser, in its entirety, to the relevant line managers or equivalent or higher status staff in the staffing structure for all other teachers.

Where a teacher has more than one line manager the Headteacher will determine which line manager will be best placed to manage and appraise the teacher's performance.

Where a teacher is of the opinion that the person to whom the Headteacher has delegated the appraiser's duties is unsuitable, they may submit a written request to the Headteacher for that appraiser to be replaced, stating the reasons for the request. For clarity, the request to change appraiser will always be met. The Headteacher will appoint an alternative appraiser – this decision will be final.

Where it becomes apparent that an appraiser will be absent for the majority of the cycle or is unsuitable for professional reasons the Headteacher may perform the duties himself or delegate them in their entirety to another teacher. Where this teacher is not the appraisee's line manager, the teacher will have an equivalent or higher status in the staffing structure as the teacher's line manager.

An appraisal cycle will not begin again in the event of the appraiser being changed.

All line managers to whom the Headteacher has delegated the role of appraiser will receive the preparation necessary for them to undertake the role which will include full discussion of this policy with a member of the Leadership Team and at least one paired observation.

Setting objectives

The Headteacher's objectives will be set by the Governors who carry out the appraisal review in consultation with the external adviser.

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 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. If the teacher disagrees with one or more objectives at this stage, the teacher may use the appeals procedure (see below). Objectives may be revised by agreement between the appraiser and appraisee if circumstances change.

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. Each teacher is expected to have three objectives although, exceptionally, the teacher and appraiser can agree to set more provided that making progress in respect of the set of objectives is realistic and reasonable.

The three targets should cover the following areas:

- 1) A student progress target. This should take account of the breadth of the teacher's timetable and will draw on public examination outcomes, particularly progress measures, and the progress evident from formal lesson observations.
- 2) A target relating to a whole school target. For 2016/17, this could involve marking and feedback, the implementation of the new GCSE or A level courses, the progress of the least or the most able or the progress of disadvantaged students.
- 3) A target relating to the member of staff's wider professional development.

Teachers with a Teaching a Learning Responsibility will be expected to ensure that target (2) or (3) relates to that responsibility.

All teachers will be assessed against the current set of standards contained in the document Teachers' Standards (July 2012) or subsequent revision.

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.

Teachers' performance will be regularly observed and this data will be used to evidence whether teachers are meeting the Teacher Standards (July 2012) as well as to evidence an individual's relevant appraisal target(s).

Formal classroom observation will be carried out by those with Qualified Teacher Status and will total no more than 3 hours per year unless the capability procedure is in place. This will take the form of thirty minute observations during reviews of the quality of teaching and learning. These observations will be carried out by members of the Leadership Team or in the form of joint observations between a member of the Leadership Team and a middle leader. Lessons observed will be graded using a scale of 1 (Outstanding) to 4 (Inadequate).

In addition to formal observation, members of the Leadership Team or subject leaders, may "drop in" unannounced in order to evaluate the standards of teaching and to check that high standards of professional performance are established and maintained across the school or department as appropriate. These "drop in" observations are referred to as "Learning Walks". The duration of Learning Walk visits will depend on the focus, but will generally be less than 15 minutes. Lessons which are visited as part of a Learning Walk will not be individually graded although the aspect of the school's operation which is the focus of the Learning Walk may be graded.

If a teacher has concerns about the nature or conduct of a Learning Walk, they should discuss this with the Headteacher.

The Headteacher retains the right to observe any member of teaching staff at any point if concerns have been raised.

Teaching and Learning Responsibilities (TLR)

Teachers who hold a TLR are accountable for fulfilling those responsibilities to a high standard. Performance which relates to these responsibilities will be included in the appraisal process. Where expectations are being met, this will be recorded for inclusion in the appraisal report. Where there are concerns, these will be made clear through discussion which will include:

- the nature and seriousness of the concerns;
- an opportunity for the teacher to comment on and discuss the concerns;
- agreement about any support (e.g. coaching, mentoring, structured observations), that will be provided to help address those specific concerns;
- clarification about how, and by when, progress will be reviewed
- an explanation of the implications and process if no or insufficient improvement is made.

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/departmental improvement priorities, pupil progress and to the ongoing professional development needs and priorities of individual teachers.

As detailed in the school's pay policy, if lesson observations indicate that a teacher's lessons are graded as 'requiring improvement' or 'inadequate', support will be provided to help the teacher to address the identified areas of weakness.

Feedback

Teachers will receive constructive feedback on their performance during the year and as soon as practicable after observation has taken place or other evidence has come to light. Verbal feedback

should take place within 2 working days of the observation and written feedback should be provided within 5 working days.

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 (i.e. when a lesson is judged to be inadequate or requiring improvement) the appraiser or relevant member of the Leadership Team will include in the feedback:

- the nature and seriousness of the concerns;
- an opportunity for the teacher to comment on and discuss the concerns;
- consideration of a second observation with the same class at a later date;
- agreement about any support (e.g. coaching, mentoring, structured observations), that will be provided to help address those specific concerns;
- clarification about how, and by when, progress will be reviewed
- an explanation of the implications and process if no or insufficient improvement is made.

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.

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 they will be invited to a formal capability meeting. The school's Capability Procedure will be used.

Annual assessment

Each teacher's performance will be formally assessed during each appraisal period. In assessing the performance of the Headteacher, the Governors carrying out the review must consult the external adviser.

If the observation of a teacher's lesson results in a grade 3 judgement, it is likely that they will be observed again at the next review point. Discussion with the member of staff will also make it clear that their management of students' learning may result in pay progression being withheld.

If the marking and feedback from a member of staff is considered to be at grade 3, this may also result in progression being withheld as described above.

In addition to the above, if the progress of students taught by the member of staff are not at least in line with expectations, pay progression may be withheld.

This assessment is the end point to the annual appraisal process, but performance and development priorities will be reviewed and addressed throughout the year, in particular during an interim meeting which will take place during term 3 or 4.

The appraiser(s) will have access to the objective setting statement, observation and pupil performance data but where other evidence is required to validate meeting a particular target, the appraisee is expected to either provide the evidence electronically in advance or to bring this evidence to the meeting.

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 1 November (31 December for the Headteacher).

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, including strengths and weaknesses;
- 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

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

Appeals

Teachers and the Headteacher have a right of appeal against any of the entries in their objective setting and review statements. Where an appraisee wishes to appeal on the basis of more than one entry this would constitute one appeal hearing. The appeals process is as follows:

1. Within 10 working days of receiving the review and objective setting statement:
 - teachers can record their dissatisfaction with aspects of the review and/or objectives on the statement. Where these cannot be resolved with the appraiser they can raise their concerns with the Headteacher. Where the Headteacher is the appraiser the teacher can raise the issue with the Chair of Governors.
 - the Headteacher can record the his or her dissatisfaction with aspects of the review on the review statement. Where these cannot be resolved with the appointed governors, the Headteacher can raise the concerns with the Chair of Governors. Where the Chair of Governors has been involved in the review process, the Governing Body should appoint a panel of three governors who have not participated in the Headteacher's review, to act as review officers. No governor who is a teacher at Katharine Lady Berkeley's School or staff member will be involved in the performance review.
2. The review officer (who could be the Headteacher, the Chair of Governors or governors appointed by the governing body) will investigate the complaint and take account of comments made by the teacher.
3. The review officer should conduct the review of the complaint within 10 working days of referral.
4. The review officer may decide:
 - that the review should remain unchanged
 - with the agreement of the person responsible for carrying out the initial review or in the Headteacher's case all the appointed governors, to amend the review statement or declare that the review statement is void and order a new review or part of the review to be repeated.
5. Where a new review is ordered, new governors will be appointed to carry out the review of the Headteacher. For teachers, the Headteacher will appoint a new team leader.
6. Any new review, or part review, should be conducted within a further 15 days.
7. The complaints procedure does not remove an employee's right of recourse to the grievance procedure at any stage.

Monitoring and Evaluation

The governing body and Headteacher will monitor the operation and effectiveness of the school's appraisal arrangements.

Retention

The governing body and Headteacher will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.

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