



Ball Green Primary School

Teacher Appraisal Policy

Procedure for schools based and centrally employed teachers



Stoke on Trent City Council
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Glossary:

This procedure applies to both school based and centrally employed teachers. Unless otherwise indicated the following terms are interchangeable

School – includes schools that are known as college or academy.

Teacher – applies to Qualified teachers both those in schools and centrally employed

Headteacher – applies to Headteacher (Principal) or Line Manager

Governors – applies to members of the school's Governing Body or Directors or in the case of centrally employed teachers a relevant Strategic Manager

Appeal Governors – applies to members of the schools Governing Body or in the case of centrally employed teachers a relevant Assistant Director.

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1.0 Introduction

1.1 This procedure has been adopted by the Governing Body/Board of Directors of BALL GREEN PRIMARY on . . . for the purpose of managing Teacher Appraisal.

2.0 Principles

2.1 The Appraisal process will be conducted in a positive manner and will celebrate the excellent work of teachers

2.2 Appraisal is a supportive and developmental process designed to ensure that all teachers have the skills, resources and support they need to carry out their role effectively. The process will help to ensure that teachers are aware of the required national standards and expectations of them and enable them to continue to improve their professional practice and to develop as teachers. The appraisal process should be built around open and honest discussions between appraiser and appraisee.

2.3 Appraisal is 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. The school aims to support teachers to achieve their professional aspirations as identified through the Appraisal process. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual teachers.

2.4 The National Teaching Standards apply to all qualified teachers; Headteachers will take account of these standards, with reference to the levels which individual teachers can be expected to attain.

2.5 Appraisal reports are confidential and access to them will usually be limited to the appraisee, the appraiser. The information may be shared with others with the agreement of the appraiser and appraisee.

2.6 Appraisers and appraisees should be appropriately trained in appraisal procedures.

3.0 Purpose

3.1 The purpose of these procedures is to provide a framework for the clear and consistent assessment of the overall performance of teachers, including the Headteacher. It is intended to support the development and aspirations of teachers within the school's plan for improving educational provision.

3.2 This policy is not intended to address issues of willful under-performance; these cases should be addressed using the Disciplinary Procedure, nor will it be applied to cases of unsatisfactory performance due to absence which should be dealt with using the Supporting Attendance Policy.

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3.3 This policy applies to the Headteacher and to all teachers employed by the school, except those on contracts of less than one term and those undergoing induction (i.e. NQTs).

3.4 The teaching standards referred to in this policy apply only to Qualified Teachers; for Lead Practitioners, where separate standards exist, these can also be applied.

3.5 Where there are serious concerns about performance that the appraisal process has been unable to address, those concerns will be addressed through the school's Capability Procedure.

4.0 The Appraisal Period

4.1 The appraisal period will run for a period of twelve months from 1st September until 31st August

4.2 Teachers who are employed on a fixed term contract of less than one year will have their performance appraised in accordance with the principles underpinning this policy. The appraisal period will be determined by the duration of their contract.

5.0 Appraisers

5.1 In conducting appraisals the Headteacher will delegate the role to relevant line managers. Where the role is delegated the nominated appraiser will conduct the whole of the Appraisal process.

5.2 The governors/directors/academy committees has ultimate responsibility for ensuring that the appraisal process is conducted in a fair and consistent manner; this applies both where the Headteacher is the appraiser and when the role is delegated. The Headteacher may however delegate the operational responsibility for monitoring consistency to a member of the Senior Leadership Team.

5.3 In preparation for the Appraisal discussion teachers have a responsibility to reflect on their strengths, weaknesses and professional aspirations. Both appraiser and appraisee should refer to the up-to-date information on the teacher, the past and current performance of the teacher (e.g. outcomes, standard of teaching), using it as the basis for the Appraisal discussion, potential sources of evidence of a teachers performance are detailed in appendix 4. Although the Teachers Standards (found in appendix 3) are not a check list, they may be used to inform the setting of objectives.

5.4 Headteacher performance will be appraised/addressed using this process by the Chair of Governors in conjunction with an appropriate external advisor.

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6.0 Commencing the Appraisal Process

6.1 Either before or as soon as practicable after the start of the Appraisal period, the appraiser and appraisee should meet for the Appraisal discussion. This meeting provides an opportunity for the appraiser and teacher to consider the context (as in 5.3) and allows the appraiser to present their assessment of the teacher's performance to date, so that they can agree objectives for the appraisal period.

6.2 The objectives set for each teacher will be linked to the national standards and school plan for improving educational provision. Objectives 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 appraisee will always seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives and a note made that they were not agreed. Where exceptional circumstances arise objectives may be revised.

6.3 Objectives should allow for challenge and progression of the teacher but should be achievable within the timescales provided. In determining objectives, consideration should be given to the workload implications to both the appraiser and appraisee.

6.4 In normal circumstances, it is good practice for teachers to have no more than 3 objectives. If more than 3 objectives are set, there is a responsibility to consider workloads and resources.

6.5 As well as setting objectives, the planning meeting should also make explicit the ways in which performance will be assessed.

7.0 Assessing performance

7.1 For each appraisal period, teacher's performance will be formally assessed using the measures identified on the Appraisal Evaluation form (Appendix 1)

7.2 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 using an appraisal review form (Appendix 2).

7.3 Classroom observation for the purpose of Appraisal can only be carried out by those with QTS.

7.4 It is good practice to hold a pre meet with the appraisee to discuss the focus of the lesson observation in line with the teacher's appraisal objectives. The date and time of the observation should be confirmed, giving reasonable notice.

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7.5 Teachers' performance will be regularly observed but formal lesson observations for the purpose of Appraisal should normally be for no more than 3 hours over the school year. If, in exceptional circumstances* this is to be exceeded, it should only be following consultation between the appraiser and the appraisee.

**Exceptional circumstances would be when there has been insufficient or inconclusive evidence acquired from the formal lesson observations that have already taken place.*

7.6 Verbal feedback to colleagues should be timely and no more than 3 days after the event. Written feedback should be provided within 7 days. The feedback will be carried out in a professional and supportive manner.

8.0 Appraisal Review Feedback

8.1 At the end of the Appraisal period, the summative review of the appraisee's performance during the Appraisal period will be agreed between the appraiser and the appraisee. Where there is not agreement, the appraiser will determine the review and a note made that there was not agreement. As soon as practicable following the Appraisal Review the appraisee will receive and have the opportunity to comment in writing on the written Appraisal report.

The appraisal report will include:

- details of the appraisee's objectives for the appraisal period in question;
- an assessment of the appraisee's performance against their objectives and the national standards with reference to the levels which individual teachers can be expected to attain, a full copy of the National Teaching Standards can be found in appendix 3..
- an assessment of the appraisee's professional development needs and identification of any action that should be taken to meet them;

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

8.3 The appraiser will make recommendations on pay which will then be referred to the head teacher before being referred to the appropriate committee.

8.4 Any appeal regarding determination of pay as a result of this procedure will be handled using the appeals process as detailed in the Whole School Pay Policy.

9.0 Concerns about Performance

9.1 Implication of insufficient progress towards annual objectives should be clearly explained to the appraisee.

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- 9.2 Where an appraisee is found not to be making sufficient progress towards annual objectives or meeting appropriate National Teaching Standards, it may be necessary to set additional, interim objectives to ensure that the most appropriate support can be provided.
- 9.3 If at any point during the appraisal cycle evidence emerges which highlights concerns regarding a teacher's performance the appraiser will arrange a meeting with the teacher to discuss the concerns. The format for this meeting can be found in Appendix 5.
- 9.4 At this meeting the appraiser and appraisee will seek to mutually acknowledge the concern and agree a period for improvement and support; if agreement is not possible, arbitration can be sought from the line manager, but it remains the responsibility of the appraiser to ensure that a support plan is in place, the length of which should be proportionate to the required improvements but should not exceed six weeks. An template Performance Improvement Support Plan can be found in appendix 7.
- 9.5 During this period all agreed support should be provided to ensure that the appraisee is afforded the best opportunity to improve performance.
- 9.6 Following the agreed review period a Review Meeting will be held to evaluate the review period and progress made. This meeting should follow the format detailed in Appendix 6. There are two possible outcomes to this review:
- 1) If the appraiser is satisfied that the appraisee 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.
 - 2) If the appraiser is not satisfied with the level of progress made, the appraisee will be notified in writing that their performance will now be managed under the School's Capability Procedure rather than Appraisal. This will trigger the commencement of the Capability Procedure.

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