



Frieth C.E.C. School

Appraisal Policy

Member of staff responsible: Headteacher

Governing body committee responsible: PRP committee

Reviewed: Annually

Headteacher's signature: Martin Gosling

Chair of Governor's signature: Jill Dean

Review date: Nov 2022	signed: Martin Gosling	date: 1.11.23
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Appraisal Policy

Introduction

Revised appraisal arrangements came into force with effect from 1 September 2012. They are set out in the Education (School Teachers' Appraisal) (England) Regulations 2012 (the Appraisal Regulations). This policy applies to all staff employed by the school, except those on contracts of less than one term, those undergoing induction (*ie ECTs*) and those who are subject to disciplinary or capability procedures (See separate policies).

Aims

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers and for supporting their development within the context of the school's plan for improving educational provision and performance, and the relevant National Occupational/Teaching standards.

Appraisal in this school will be 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 will help to ensure that staff are able to continue to improve their professional practice and to develop in their role.

The Appraisal Period

The appraisal period will run for twelve months, normally from September 1st to August 31st.

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.

Appointing Appraisers

The head teacher will be appraised by the Governing Body, supported by a suitably skilled and/or 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. The head teacher will decide who will appraise all other teachers and staff. Where a teacher is experiencing difficulties and the head teacher is not the appraiser, the head teacher may assume the role of appraiser.

Setting Objectives

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

Objectives will be set before, or as soon as practicable after, the start of each appraisal period. Prior to the annual appraisal, each teacher will complete a National Standards audit appropriate to their level. The objectives set, will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the appraisee's role and level of experience. In setting the objectives, reviewers will have regard to what can reasonably be expected in the context of roles, responsibilities and experience, consistent with the school's strategy for achieving a work/life balance for all staff. The appraiser and appraisee will seek to agree the objectives. Should the objectives not be agreed, the final decision on allocation of objectives rests with the head teacher. Objectives may be revised if circumstances change.

The objectives set for each member of staff 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.

Before, or as soon as practicable after, the start of each appraisal period, each member of staff will be informed of the standards against which their 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 will consider whether staff should be assessed against other sets of standards published by the Secretary of State or other body that are relevant to them.

Reviewing Performance

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 constructive, supportive fashion.

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 for the purpose of Performance Management 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. Subject Leader observations will always have an agreed focus.

Performance will also be assessed through work scrutiny, learning walks, pupil progress, pupil discussion/interviews and other methods as deemed appropriate for individual teachers.

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

Feedback to Teachers

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.

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 staff take responsibility for improving their performance through appropriate professional development. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual staff.

When dealing with a teacher experiencing difficulties, the objective is to provide support and guidance through the appraisal process in such a way that the teacher’s performance improves and the problem is, therefore, resolved. 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 (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 will reflect the seriousness of the concerns);
- explain 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. The capability procedures will be conducted as in Frieth's Disciplinary and Capability procedure.

Annual Assessment

Each staff member'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. These may be more informal. The assessment of performance and of training and development needs will inform the planning process for the following appraisal period.

The staff member 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 including an assessment of performance. A review meeting will take place to discuss the performance of each staff member and any further action required and to inform objective setting for the next cycle. In some circumstances an interim review meeting may be appropriate.

Teachers will receive their written appraisal information by 31 October. The appraisal report will include:

- An assessment of the staff member's performance of their role and responsibilities against their objectives and the relevant standards in the previous cycle. Account will be taken of where it has not been possible for staff to fully meet their performance criteria because the support recorded in the planning statement has not been provided.
- Details of the staff member's objectives for the appraisal period in question.
- An assessment of the appraisee's training and development needs and identification of any action that should be taken to address them.

- A recommendation on pay where that is relevant. The Governing Body will ensure that pay recommendations are made by 31 December for head teachers and by 31 October for other teachers. See also school pay policy.

Monitoring and Evaluation

The Governing Body and head teacher will monitor the operation and effectiveness of the school's appraisal arrangements. The headteacher will report annually to the Governing Body, including whether there have been any grievances, appeals or representations on the grounds of alleged discrimination.

Policy last amended: November 2022

Reviewed by PRP Committee: November 2022