
SAINT NICHOLAS SCHOOL

TEACHER PERFORMANCE MANAGEMENT & APPRAISAL POLICY - 'THE APPRAISAL POLICY'

Note: This policy applies to all sections of the school including EYFS

Reviewed Oct 2019

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1. PURPOSE

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the Head, 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.

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 ongoing professional development needs and priorities of individual teachers.

1.1 Application of the policy

The policy, which covers appraisal, applies to the Head and to all teachers employed by the school, except those on contracts of less than one term, those undergoing their NQT induction year.

2. 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.

2.1 The appraisal period

The appraisal period will run for twelve months from October to October of each academic year.

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.

2.2 Appointing appraisers

The Head 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, if required.

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

The Head will designate members of the SLT who will appraise other teachers. The Head will be responsible for ensuring that appraisers receive appropriate training and guidance to ensure that the appraisal format and criteria are standardised and consistently applied.

3. REVIEWING PERFORMANCE

Performance reviews will take place in the first half of the Christmas term and will include

3.1 Categories

NQTs

See NQT Induction policy

Teachers

Assessed against the Teaching standards

Middle leaders and curriculum coordinators

Assessed against the Teaching standards and applicable Leadership Capabilities

SLT

Assessed against the Teaching standards, and Leadership Capabilities

Head

Leadership Capabilities

3.2 Teaching Standards

All teachers will be assessed against The Teaching Standards. These standards include:

Teaching

Teachers should:

1. set high expectations which inspire, motivate and challenge pupils
2. promote good progress and outcomes by pupils
3. demonstrate good subject and curriculum knowledge
4. plan and teach well structured lessons
5. adapt teaching to respond to the strengths and needs of all pupils
6. make accurate and productive use of assessment
7. manage behaviour effectively to ensure a good and safe learning environment
8. fulfil wider professional responsibilities

Personal & professional conduct

Teachers must

1. uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
2. have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality
3. must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

3.3 Post-threshold standards

A teacher will successfully access the upper pay range when the Head and Governing Body is satisfied that:

- the teacher is highly competent in all elements of the relevant standards;
- the teacher's achievements and contribution to an educational setting or settings are substantial and sustained.

Judgments against the teachers' standards will be made in light of this with particular focus on the maintenance of high standards and a sustained and substantial contribution to the school.

3.4 Leadership capabilities

The leadership capabilities are intended to apply to everyone with leadership responsibilities, regardless of their seniority or whether they are leading areas of teaching and learning or other functions. Naturally different Leaders will have to display the capabilities in a way which suits the needs of their role and sphere of control, with senior Leaders having an increasing responsibility for strategic issues. The leadership capabilities are divided into 6 broad categories:

- Providing Direction
- Achieving Results
- Managing and Supporting the Team
- Securing and Managing Resources
- Facilitating Change and Innovation
- Managing Self and Networks

3.5 Judgements

The following grades will be used for judgements against these criteria.

1. Excellent - exceeding expectations
2. Good - meeting expectations
3. Sound - meeting minimum expectations but need for improvement
4. Unsatisfactory - urgent improvement and support required

3.6 Self- Appraisal

Teachers will complete a self-appraisal form which is intended to provide important background information for the appraisal interview covering the following areas:

- the teacher's work over the past year;
- the context within which the teacher has been working and ways in which it may have affected them;
- the teacher's strengths, successes and areas for potential;
- the teacher's professional and career needs;
- areas of work which the teacher may wish to explore with the appraiser;
- what developmental targets might be set which will help the teacher's professional development.

Teachers will also be asked to complete a self-assessment against the Teaching Standards

3.7 Performance data

Data on pupils' performance and progress will be used to inform the appraisal process.

Value-added measures

Value added or progress measures, rather than absolute test or exam results, will be the primary data used in evaluating performance, as they are the most objective and comparable assessment of a teacher's contribution.

Job-shares

Where a post is shared, appraisers must be cautious in evaluating pupils' performance data. It is desirable for both teachers in the job-share to be appraised by the same appraiser.

3.8 Lesson observations

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.

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.

Formal observations

All teachers will be formally observed at least once during the appraisal cycle.

Drop in observations

In addition to formal observation, the Head or other leaders with responsibility for teaching standards may "drop in" in order to evaluate the whole-school 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.

3.9 Other observations

Teachers (including the Head) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed by the appraiser. This may include '360°' reviews including feedback from colleagues, parents and pupils.

4. SETTING TARGETS

The Head's targets will be set by the Governing Body.

Targets for each teacher will be set as soon as practicable after the start of each appraisal period. The targets set for each teacher, will be Specific, Measurable, Achievable, Realistic and Time-bound (SMART) and will be appropriate to the teacher's role and level of experience. The appraiser and teacher will seek to agree the targets but, if that is not possible, the appraiser will determine the targets. Any objections by the appraisee will be noted on the appraisal record form. Targets may be revised if circumstances change.

Targets for the SLT may include targets based on the areas of responsibility outlined in the school improvement plan.

5. INITIAL REVIEW

The Head should receive and review all completed appraisal forms by the end of the first half term to ensure satisfaction with the process and that targets are consistent with the aims of the school for improvement.

6. MID-CYCLE MEETING

This will take place in the week following the February half term.

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.

7. PERFORMANCE CONCERNS

7.1 Formal meetings

If at any time 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 (eg 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 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.

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.

7.2 Transition to capability during the appraisal cycle

If the appraiser is not satisfied with progress, the teacher's performance may be managed under the capability procedure. The appraiser will seek advice from the Head who will decide whether to move to the capability procedure. In the case of the Head, the chair of the Governing Body will consult with the HR governor before deciding to move onto the capability procedure.

7.3 Failure to meet, or make satisfactory progress towards, targets

Judging progress against the performance target is not usually possible until the end of the cycle. For example, where the target involves GCSE grades and/or progress as measured by standardised assessments such as PIPS.

Such judgments cannot be finalised until data is available. As a result it may be the case that a target is failed but the judgment occurs at the end of the cycle. In such cases the appraiser must speak with the Head who will decide whether the failure to meet the target warrants either

- the performance of the teacher being managed with a transition to capability, or
- an extension to the appraisal cycle of up to one year. The Head will meet with the appraisee to discuss the situation and to inform the member of staff that an extension period is being entered into. During this

extension period the lack of satisfactory progress may result in the performance being managed under the capability procedure.

In either case the aim will be to provide the teacher the necessary support (eg coaching, mentoring, structured observations) to help address those specific concerns.

7.4 Impact on salary

In either of cases mentioned in 7.2 or 7.3 any incremental salary scale increase may be suspended until the end of the capability procedures or extended appraisal cycle. Any subsequent salary rise will not be back-dated. Our Pay policy states "Failure to achieve appraisal targets may result in no annual increment for that year"

In the case of teachers who are on the Upper Pay scale (U1 to U3) it should be noted that failure to continue to meet the 'core' and 'post-threshold' standards or to address satisfactorily the areas for further professional development may result in the removal of the Threshold payment. This is likely to be the case where targets have not been met.

7.5 Notification of move to capability procedure

The employee will be notified in writing of the decision to cease use of the appraisal process and that performance will be managed under the capability procedure. The notification will include an invitation to attend a formal capability meeting. At least ten school days' notice will be given of the date of the meeting, unless a shorter period is mutually agreed.

The notification will contain sufficient information about the concerns about performance and their possible consequences to enable the employee to prepare to answer the case at a formal capability meeting.

The capability procedure will be conducted in accordance with the school's capability and discipline policy. Any sanctions imposed under the school's capability procedure will be issued only after informal support and encouragement have proved ineffective.

8. FINAL ASSESSMENT

Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the Head, the Governing Body may wish to consult with an external adviser.

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. 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 and management capabilities;
- 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 progression where that is relevant.
- in the case where targets have been failed, a recommendation on whether the performance of the teacher should be managed with a transition to capability or there should be an extension the appraisal cycle for another year.