



# **Huish Education**

## **Teacher Appraisal Policy**

### **(schools)**

June 2022

*Academies are not legally required to follow the Education (School Teachers' Appraisal) (England) Regulations 2012 (the Appraisal Regulations), but it is considered good practice to do so.*

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## **Statement of intent**

This policy sets out the framework for clear and consistent assessment of the overall performance of teachers. It is designed to support teachers' development, within the context of the school's plan for improving educational provision and performance, and the standards expected of teachers. It references the arrangements that will apply when teachers fall below the expected levels of competence.

Section 4 of the policy, which covers appraisal, applies to all teachers employed by the school, except those on contracts of less than one term, those undergoing induction and those who are subject to section 5.

## 1. Legal framework

1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- The School Staffing (England) Regulations 2009 (as amended)
- The Education (School Teachers' Appraisal) (England) Regulations 2012
- DfE (March 2019) 'Governance handbook'
- DfE (Revised March 2019) 'Teacher appraisal and capability: A model policy for schools'
- ACAS (2015) 'Code of practice on disciplinary and grievance procedures'

1.2. This policy operates in conjunction with the following Trust policies:

- **Grievance Policy**
- **Disciplinary Policy and Procedure**
- **Capability Policy and Procedure**
- **Records Retention Schedule**
- **Teachers' Pay Policy**
- **Staff Leave of Absence Policy**

## 2. Roles and responsibilities

2.1. The Local Governing Body (LGB) is responsible for:

- Ensuring the effectiveness of this policy by monitoring and reviewing it **annually**.
- Ensuring that the appraisal process is managed in a way that avoids increased workload for all parties concerned.
- Ensuring that all staff have read and understand the policy.
- Ensuring all objectives contribute to the SDP and improve the education of pupils at the school.
- Ensuring consistency of treatment and fairness and abiding by all relevant equality legislation.

2.2. The **Headteacher** is responsible for:

- The day-to-day implementation of this policy.
- Ensuring that the appraisal process is managed in a way that avoids increased workload for all parties concerned.

- Deciding who will appraise teachers.
  - Informing teachers of the standards against which their performance in the set appraisal period will be assessed.
  - Conducting drop-in observations or learning walks to evaluate standards of teaching and ensure high standards of professional performance are maintained.
  - Providing teachers with their appraisal reports.
- 2.3. Teaching staff are responsible for:
- Improving their teaching through proactive engagement in appropriate CPD opportunities.
  - Voicing concerns where they believe the appraisal process has become too work intensive.

### 3. General principles underlying this policy

#### **ACAS ‘Code of Practice on Disciplinary and Grievance Procedures’**

- 3.1. Section 5 of the policy will be implemented in accordance with the provisions of the ACAS Code of Practice.

#### **Confidentiality**

- 3.2. The appraisal and capability processes will be treated with confidentiality; however, the desire for confidentiality does not override the need for the **Headteacher** and **LGB** to quality-assure the operation and effectiveness of the appraisal system.

- 3.3. This will be achieved by the **Headteacher** and **LGB**:

- Personally reviewing all teachers’ objectives and appraisal records for consistency.
- Remaining informed of any pay recommendations that have been made.

#### **Consistency of treatment and fairness**

- 3.4. The **LGB** is committed to ensuring consistency of treatment and fairness. It will abide by all relevant equality legislation, including the duty to make reasonable adjustments for teachers with disabilities. The **LGB** is aware of the guidance on the Equality Act 2010 issued by the DfE.

#### **Definitions**

- 3.5. All references to “teacher” refer to teaching staff, full-time or part-time.

#### **Delegation**

- 3.6. Normal rules apply in respect of the delegation of functions by the **LGB** and the **Headteacher**.

## **4. Performance appraisal**

- 4.1. Appraisal at this school will be supportive, and the developmental process is designed to ensure that all teachers have, or fully develop, the skills and access to 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.
- 4.2. Appraisal outcomes will be used to inform pay progression decisions.

### **The appraisal period**

- 4.3. The appraisal period will run for 12 months from 1<sup>st</sup> September to 31 August.
- 4.4. 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**

- 4.5. The **Headteacher** will decide who will appraise other teachers; this should be the teacher's line manager who will have best knowledge of the teacher's work.

### **Setting objectives**

- 4.6. Teachers' work-life balance will be taken into consideration when objectives are set.
- 4.7. Teachers' objectives will take into account the length of their contract to ensure objectives are realistic and fair.
- 4.8. Teachers will be informed by the **Headteacher** of the standards against which their performance in the set appraisal period will be assessed. The standards used in relation to appraisal are the '**Teachers' Standards**'.
- 4.9. Objectives for each teacher will be set before, or as soon as practicable after, the start of each appraisal period. For a full-time teacher 3 objectives should be set; this number is manageable and avoids unreasonable workload pressures. For part-time teachers, 1-2 objectives would be reasonable.
- 4.10. The objectives set for each teacher will be SMART - specific, measurable, achievable, realistic and time-bound - and will be appropriate to the teacher's role and level of experience.

- 4.11. Objectives and performance management discussions will not be based on teacher generated data and predictions, or entirely on assessment data for a single group of pupils.
- 4.12. Objectives may be set in relation to robust assessment data, but these will not be used in isolation and additional factors will always be considered when making pay progression decisions.
- 4.13. The appraiser and teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives.
- 4.14. Objectives may be revised if circumstances change.

### **Lesson Observation**

- 4.15. This school believes that observation of classroom practice and other responsibilities is important, both in assessing teachers' performance to identify any particular strengths and areas for development they may have, and for gaining useful information which could inform improvement. Observation can also enable teachers to learn from each other and collaborate.

The following guidelines will be adhered to:

- The number of formal observations will not exceed three sessions each year.
  - Observations will not exceed one hour per session.
  - The focus and timing of annual observation sessions will be agreed in consultation with the teacher.
  - Observations will be conducted with professionalism, integrity and courtesy.
  - Observations will be conducted objectively.
  - Observation reports will be accurate and fair.
  - The confidentiality of the information in the report will be respected.
  - Observations will not add to teachers' overall workload.
- 4.16. In addition to formal observations, school leaders may 'drop-in' to lessons or undertake learning walks to evaluate the standards of teaching and learning.
  - 4.17. Teachers will be required to share their planning or lesson plans with their appraiser if required.
  - 4.18. Classroom observation will be carried out by those with QTS.

### **Evidence**

- 4.19. The range and level of evidence collected for the purposes of appraisal and pay determination will always be proportionate and the impact on workload will be minimal.

### **Development and support**

- 4.20. Appraisal is a supportive process which will be used to inform CPD. The school encourages a culture in which all teachers take responsibility for improving their teaching through appropriate professional development.
- 4.21. Professional development will be linked to improvement priorities and to the ongoing professional development needs and priorities of individual teachers.

### **Feedback**

- 4.22. Teachers will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place, or when other evidence has come to light. Feedback will highlight particular areas of strength as well as any areas that require attention.

Where a lesson has been observed, oral feedback to the teacher will take place as soon as is practically possible with written feedback provided within 3 working days.

- 4.23. Teachers will also receive an assessment of their professional development requirements and any action that should be taken to address them.
- 4.24. 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 an opportunity to comment and discuss the concerns.
  - Agree any support that will be provided to help address those specific concerns.
  - Make clear how and by when, the appraiser will review progress.
  - Explain the implications and process if no or insufficient improvement is made, for example, the impact on pay progression and the potential for movement into formal capability proceedings.
  - Set clear objectives to be met to achieve the required improvement.
- 4.25. 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**

- 4.26. If the appraiser is not satisfied with the teacher's progress, the teacher will receive written notification that their performance will be managed under the capability procedure instead of the appraisal system and will be invited to a formal capability meeting. The capability process will be conducted in accordance with the Trust capability policy and procedure.

### **Annual assessment**

- 4.27. Each teacher's performance will be formally assessed in respect of each appraisal period.
- 4.28. 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.
- 4.29. The teacher will, as soon as practicable, receive and have the opportunity to comment on an appraisal report (this may be written in hard copy format or made available online). In this school, teachers will receive their appraisal reports by **31 October**. 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 their 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.
- 4.30. The assessment of performance and of professional development needs will inform the planning process for the following appraisal period.

## **5. Monitoring and evaluation**

- 5.1. The **LGB** and **Headteacher** will monitor the operation and effectiveness of the school's appraisal arrangements, including monitoring the impact on workload.
- 5.2. The **LGB** and **Headteacher** will ensure that all written appraisal records are retained in a secure place for **six years** in line with the school's Records Retention Policy and in accordance with DfE guidance.
- 5.3. This policy will be reviewed on an **annual** basis. The next scheduled review date for this policy is **June 2023**.

## **Appendix 1** Teaching Staff Performance Appraisal Record

### **Reference document for schools:**

Teachers' Standards

<https://www.gov.uk/government/publications/teachers-standards>