



MARISH



Academy Trust

Performance Appraisal Procedure for Teachers

Date: Revised Sept 2016

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1 Introduction

Revised appraisal arrangements for teachers 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) which replace the Education (School Teacher Performance Management) (England) Regulations 2006 (the 2006 Regulations).

The 2006 Regulations continue to apply to any performance management cycle which is in progress on 1 September 2012, unless the governing body decides to end that cycle early and to begin a new appraisal period starting on or after that date.

The Appraisal Regulations set out the principles that apply to teachers in all maintained schools where they are employed for one term or more. They do not apply to Newly Qualified Teachers who are in their induction year.

Schools must stay within the legal framework set out in the Appraisal Regulations and in other relevant legislation that affects all employers (for example legislation on equality, employment protection and data protection).

This appraisal policy covers appraisal and contains the statutory requirements contained in the Appraisal regulations or the School Staffing Regulations. On 1 September 2012 it supersedes our previous performance management model policy and guidance, which had been designed to support the 2006 Regulations.

Where there are concerns relating to performance that the appraisal policy has been unable to address the School's Capability procedure will be applied.

Additionally it should be noted that a performance related career and pay progression system is mandatory for all teachers from 1st September 2013.

This document is supported by a Handbook providing detailed guidance on the key aspects of performance appraisal and reference should also be made to the Trust's revised Pay Policy for teachers ratified by the Governing Body in September 2015.

2 Purpose

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the Executive Headteacher, and for supporting their development within the context of the Academy Trust'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 competence that are expected of them.

3 Appraisal

Appraisal should 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 should help to ensure that teachers are able to continue to improve their professional practice and to develop as teachers.

3.1 The Appraisal Period

The appraisal period will run for twelve months from 1st September to 31st August. There is flexibility to have a longer or shorter appraisal period when teachers begin or end employment within that annual period.

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.

3.2 Appointing Appraisers

The Executive Headteacher 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.

The task of appraising the Headteacher, including the setting of objectives, should be delegated to a sub-group consisting of a minimum of two members of the Governing Body.

The Headteacher will decide who will appraise other teachers.

3.3 Setting Targets

The Executive Headteacher's targets will be set by the Governing Body after consultation with the external adviser.

Targets 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, job description, 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. Targets may be revised if circumstances change.

The targets set for each teacher will, if achieved, contribute to the Academy's Trust's plans for improving the school's educational provision and performance and improving the education of pupils at that school. This will be ensured by for example, quality assuring all targets against the Aspire school improvement plan.

Before, or as soon as practicable after, the start of each appraisal period, each teacher will be informed of the standards against which that teacher's performance in that appraisal period will be assessed.

All teachers should be assessed against the September 2012 Teachers Standards (<https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00066-2011>) or superseding document. The Headteacher or governing body (as appropriate) will need to consider whether certain teachers should also be assessed against other standards published by the Secretary of State that are relevant to them (e.g. Threshold, Advanced Skills Teachers etc).

3.4 Reviewing Performance

3.4.1 Observation

Marish Academy Trust acknowledges 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 should be carried out in a supportive fashion.

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. In addition to formal observation, Headteachers 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.

Teachers, including the Executive Headteacher, who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

3.4.2 Development and Support

Appraisal is a supportive process which should be used to inform continuing professional development. The school should 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 on-going professional development needs and priorities of individual teachers.

3.4.3 Feedback and Concerns during Appraisal Period

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. Where there are concerns about any aspect of the teacher's performance the appraiser should 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 modify support, 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 and should be no more than 30 working days);
- 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.

3.4.4 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 school's Capability Procedure.

3.4.5 Reverting to the Appraisal Process from Capability

The Capability Procedure will end if the Headteacher is satisfied that the employee is at the desired standard of performance and the appraisal process will recommence. Warnings within the Capability Procedure are time limited e.g., 12 months for a written warning and two years for a final written warning. Where a warning has been issued and there are further concerns around the employee's performance within the period of warning, the feedback stage of the Performance Appraisal Procedure must be followed before reverting to the Capability procedure. Where this is the case, it is expected that the next stage of the Capability Procedure will apply.

4 Annual Assessment

Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the Executive Headteacher, 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 during interim meetings e.g., once a term.

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 finalised written performance appraisal form. Teachers should receive their written appraisal form by 31 October and Headteachers by 31st December. The appraisal report should 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;
- an assessment of the teacher's training and development needs and identification of any action that should be taken to address them;
- a recommendation on pay (NB – pay recommendations need to be made by 31st December for Headteachers);
- Any other information which the Trust or its schools may consider relevant

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

5 General Principles Underlying this Policy

5.1 Confidentiality

The appraisal process will be treated with confidentiality. However, the desire for confidentiality does not override the need for the Executive Headteacher and governing body to quality-assure the

operation and effectiveness of the appraisal system. For example, the Headteacher might review all teachers' objectives and written appraisal records personally, in order to check consistency of approach and expectation between different appraisers. The Executive Headteacher must be aware of any pay recommendations.

5.2 Consistency of Treatment and Fairness

The Governing Body is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.

5.3 Definitions

Unless indicated otherwise, all references to "teacher" include the Headteacher.

5.4 Delegation

Normal rules apply in respect of the delegation of functions by governing bodies and the Headteacher.

5.5 Monitoring and Evaluation

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

5.6 Retention

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

6 Revision History

| Version | Date | Author | Comments |
|---------|-------------|--------|----------|
| 1.0 | July 2013 | | |
| 2.0 | August 2014 | | |
| 3.0 | August 2016 | | |

7 Approval History

| Version | Approved | Comments |
|---------|----------------|----------|
| 1.0 | September 2013 | |
| 2.0 | September 2014 | |
| 3.0 | September 2016 | |