

THE PRIORY SCHOOL

Appraisal Policy 2017/18

Adopted by the Governing Body on:	October 2017
Review cycle:	Annually
Review date:	September 2018
Governors Committee:	Learning and Teaching
Staff Responsible:	PHA

1. Introduction and Purpose of Policy

This policy sets out the framework for a clear and consistent assessment of the overall performance of staff at the school and for supporting their development within the context of the school's plan for improving educational provision and performance, the national standards expected of teachers and the role expectations of support staff.

The appraisal system in this school is intended to be a supportive and developmental process designed to ensure that all members of staff:

- have the skills and support they need to carry out their role effectively;
- can continue to improve their professional practice and to develop further in their role

For teaching staff, the appraisal system also provides the basis for ensuring that teachers receive fair pay progression awards reflecting their achievements and contribution, in accordance with the school's pay policy.

This policy applies to all staff (including the headteacher) employed by the school except those on contracts of less than one term, teachers undergoing induction (i.e. NQTs) and those who are the subject of capability procedures or a period of probationary service.

The Governing Body is mindful of its obligations under the Equality Act 2010 and this policy will be applied fairly and consistently to all staff employed at the school, with the exceptions outlined above.

2. The Appraisal Period

The appraisal period will run for twelve months from 31st October to the following 1st October in any given year

Employees who are engaged on a temporary or fixed term contract likely to last for less than one year will have their performance managed in accordance with the principles underpinning this policy. The length of the appraisal period will be determined by the known or likely duration of the contract

3. Appointing Appraisers

The headteacher will be appraised by the Governing Body, supported by an external adviser who has been appointed by the Governing Body for the purpose.

The task of appraising the headteacher, including the setting of objectives, will be delegated to a sub-group consisting of at least two members of the Governing Body.

The headteacher will determine who will appraise other members of staff.

Each appraiser will normally have no more than 4 members of staff to appraise unless there are extenuating circumstances.

4. Setting Objectives

4.1 General

Objectives for each member of staff will be set before, or as soon as practicable after, the start of each appraisal period. The objectives set for each appraisee will be 'SMART' (i.e. specific, measurable, achievable, realistic and time-bound) and will be appropriate to the individual's role and level of experience. It may be determined that specific objectives require a longer time span than a single appraisal period, in which case appropriate milestones towards the achievement of such objectives will be built in, in order to monitor progress within each appraisal period.

The appraiser and appraisee will seek to agree the objectives. Where this is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change.

4.2 Teaching Staff

The headteacher's objectives will be set by the Governing Body after consultation with the external adviser.

The objectives set for each teacher 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. This will be ensured by quality assuring all objectives against the Teachers' Standards and/or school development 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.

Objectives will be subject to moderation before they are finalised in accordance with the school's arrangements for monitoring and evaluation in section 7.

4.3 Support Staff

It is recognised that the process of objective setting will be more appropriate to some support staff roles than others and that therefore it may not be practicable in all cases to set formal objectives. Although the appraisal process may require adaptation for different roles, the Governing Body will continue to ensure that all employees have the opportunity to have their performance reviewed on an annual basis.

Objectives will relate to the school's plans for improving educational provision where relevant to the individual's role; otherwise (or in addition) they may relate to progress in a specific task and/or professional development.

Relevant occupational or professional standards may be used as a backdrop for the appraisal discussion where appropriate.

5. Agreeing Evidence Base and Reviewing Performance

5.1 Reviewing Teachers' Performance

Classroom Observation

Teachers' classroom practice will be monitored and developed through a process of lesson Learning Walks and learning discussions on a fortnightly rotation. These will be led and conducted by a member of the senior management team and will have a supportive ethos with the improvement of the practitioner at the centre of all discussions. Any concerns will be addressed through the line management structure.

CPD Review

Appraisal meetings each October will involve a statement and review of continuing professional development of each member of staff from the previous year. This may refer to whole school INSET that has been attended, individual twilight sessions, external course or professional development undertaken in their own time. It is each member of staff's individual responsibility to ensure that they undertake CPD throughout the appraisal cycle and can discuss the impact of this on their teaching and learning or wider professional role.

Other Evidence

In addition to classroom observations, the reviewer will discuss, and wherever possible agree with each teacher, the evidence base to be used for assessment at the end of the appraisal period. The evidence base may vary according to the chosen objectives and any development focus but is likely to include

- Lesson plans
- Book scrutinies
- Learning walks
- Pupil progress data
- Examination / test outcomes
- Pupil / parental surveys
- Evidence of wider professional contributions

Other Responsibilities

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

5.2 Reviewing Support Staff Performance

The process of reviewing support staff performance may involve a mixture of informal and formal evidence gathering and assessment. For teaching assistants, data will normally consist of evidence of student work or progress. For other support staff there may be evidence from project documentation or from co-workers, customers or managers which can feed into the process.

5.3 Development and Support

Appraisal is designed to be a supportive process which will be used to inform continuing professional development. The school wishes to encourage a culture in which all members of 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 members of staff.

5.4 Feedback

All members of staff 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 further development. Where there are concerns about any aspects of the individual's performance the appraiser will arrange to meet the member of staff to:

- give clear feedback about the nature and seriousness of the concerns;
- give the member of staff the opportunity to comment and discuss the concerns;
- agree any support (e.g. coaching, mentoring, structured observations for teachers), 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.

The appraisal plan will be revised as necessary to reflect any changes, such as to the objectives or planned development activities.

When progress is reviewed, 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.

5.5 Transition to Capability Procedures

If the appraiser is not satisfied with progress, the member of staff will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the capability procedure. They will be invited to a formal capability meeting in accordance with the school's adopted procedure.

5.6 Annual Assessment

Each member of staff's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the headteacher, the Governing Body will 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 in interim meetings. The reviewer will use interim meetings to check progress against

objectives and that evidence-gathering is on track to inform the final assessment of performance at the end of the appraisal year.

The appraisee 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. Teachers will receive their written appraisal reports by 31 October (31 December for the headteacher). The appraisal report will include:

- details of the individual's objectives for the appraisal period in question;
- an assessment of the appraisee's performance of their role and responsibilities against their objectives and,
 - for teachers, the relevant standards or,
 - for support staff, their job description and any occupational or national standards deemed relevant;
- 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 relevant in accordance with the school's pay policy;

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

6. Confidentiality

The appraisal process will be treated with confidentiality. However, the desire for confidentiality does not override the need for the headteacher and Governing Body to quality assure the operation and effectiveness of the appraisal system.

7. Monitoring and Evaluation

The Governing Body and headteacher will monitor the operation and effectiveness of the school's appraisal arrangements and quality assurance the process.

- *The headteacher or another senior leader might review all teachers' objectives (or a sample) to check consistency of approach and expectation between different appraisers;*
- *The headteacher will be apprised of all pay recommendations (if these are made by multiple reviewers) and will moderate these for consistency, taking into account the pay progression model adopted by the school in the pay policy;*
- *Reviewers will receive training to ensure they are familiar with the Teacher Standards and the school's approach to appraisal, objective setting and pay recommendations.*
- *The headteacher will provide the governing body with a written annual report on the appraisal process.*

8. Retention

The Governing Body and headteacher will ensure that all written appraisal records are retained in a secure place for three years and then destroyed and deleted from any electronic system.