



All Saints Benhilton C of E Primary School

Appraisal Policy

2018

(This document should be read in conjunction with teachers' Pay and Conditions Document)

Mission Statement

Together, within God's love, we nurture and inspire today's minds for tomorrow's challenges.



Purpose of the policy

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the head teacher, 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. It also identifies the arrangements for addressing concerns about performance that the appraisal process has been unable to address.

Application of the policy

The policy covers the appraisal process and applies to the head teacher, the deputy headteacher and to all teachers employed by the school, except those on contracts of less than one term, those undergoing induction (i.e. NQTs) and those who are subject to capability procedures.

Teaching support staff and administrative staff are also subject to appraisal in this school.

Introduction

Appraisal at All Saints Benhilton Primary School is 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.

The appraisal period

The appraisal period will run for twelve months from October to October.

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.

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 other teachers.

The deputy head and assistant head teachers are appraised by the head teacher, but this appraisal is then discussed and ratified by members of the sub group of the Governing Body (3 members).

Setting objectives

The head teacher's objectives will be set by the governing body after consultation with the external adviser.

Objectives 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 and level of experience. The appraiser and teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change.

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 that school. This will be ensured by quality assuring all objectives against the school improvement plan and against the strategic objectives in the school's self evaluation document. The headteacher will approve objectives set for all members of staff.

In addition to the objectives set for each teacher, before, or as soon as practicable after, the start of each appraisal period, each teacher will be informed of the standards against which the teacher's performance in the appraisal period will be assessed. All teachers will be assessed against the set of standards contained in the document called "Teachers' Standards" published May 2012. In addition, the head teacher or governing body (as appropriate) will consider whether certain teachers should also be assessed against other sets of standards published by the Secretary of State that are relevant to them e.g. Post Threshold Standards.

Reviewing performance

All Saints Benhilton believes that observation of teaching and learning 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. Strengths will be recognised as well as areas for development. All observations will be followed, as soon as possible, by a feedback discussion. At All Saints Benhilton, 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 undertaken by the head teacher, deputy headteacher and assistant head teacher. In addition to formal observation, the head teacher or other senior leadership team members 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 and the monitoring focus. Subject Leaders will also monitor the learning in their subject area and report back to the head teacher.

All Saints Benhilton believe in a triangular approach to evidencing teacher performance so in addition to classroom observations senior leaders will also carry out work scans and analyse data. Pupil voice will also be taken into consideration.

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

Development and support

Appraisal is a supportive process which will be used to inform continuing professional development. All Saints Benhilton 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.

Feedback

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. All feedback will be recorded – see Appendices 1 and 2 for documentation regarding Appraisal Review discussions and performance feedback.

Annual assessment

Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the head teacher, 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 which will take place during the year.

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. At All Saints Benhilton, teachers will receive their written appraisal reports by 31 October (31 December for the head teacher). 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;
- 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 *where that is relevant* (pay recommendations will be made by 31 December for the head teacher and by 31 October for other teachers).

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

Confidentiality

The appraisal processes will be treated with confidentiality. However, the desire for confidentiality does not override the need for the head teacher and governing body to quality-assure the operation and effectiveness of the appraisal system. Appraisees will be made aware of who has been granted access to such information. The head teacher will review all teachers' objectives and written appraisal records personally, in order to check consistency of approach and expectation between different appraisers. The Pay review Committee (which includes the headteacher) will discuss and agree pay recommendation.

Dealing with concerns about performance

Where there are concerns about any aspects of the teacher's performance the appraiser will arrange a structured meeting 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 in such cases sufficient time will be allowed 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.

If the appraiser is not satisfied with progress within the time specified, 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, and will be invited to a formal capability meeting.

Capability procedures will be conducted in accordance with the SDBE Capability Procedures.

General Principles Underlying This policy

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.

Definitions

Unless indicated otherwise, all references to “teacher” include the head teacher.

Delegation

Normal rules apply in respect of the delegation of functions by governing bodies, head teachers and local authorities.

Grievances

Where a member of staff raises a grievance during the capability procedure, the capability procedure may be temporarily suspended in order to deal with the grievance. Where the grievance and capability cases are related it may be appropriate to deal with both issues concurrently.

Sickness

Sickness absence during the appraisal period or following the instigation of monitoring or formal capability procedures, will be dealt with in accordance with the school’s absence policy and will as necessary be referred to the occupational health service for advice and/or to assess the member of staff’s health and fitness for continued employment and the appropriateness or otherwise of continuing with monitoring and/or formal procedures in the absence of the member of staff.

Monitoring and Evaluation

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

Retention

The governing body and head teacher will ensure that all written appraisal records and feedback documents are retained in a secure place for six years and then destroyed.

J. Whelan-Cox

Headteacher

June 2018

The Governing Body of All Saints Benhilton C.of E. Primary School adopted this policy on: **18th June 2018**

Review Date: **March 2020**