

# Woodfall Primary School

## Teacher Appraisal Policy

### February 2016



In Consultation With		
Date Agreed	Name	Position
11.2.2016	Duncan Haworth	Chair of Governors
11.2.2016	Helen Hough	Headteacher
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## CHESHIRE WEST AND CHESTER COUNCIL

### SCHOOLS HUMAN RESOURCES

#### TEACHER APPRAISAL POLICY

#### 1. INTRODUCTION

- 1.1 The Governing Body of Woodfall Primary School has adopted this appraisal policy in accordance with the Education (Schools Teachers' Appraisal) (England) Regulations 2012. Sections in **bold** are required by those regulations.

#### 2. APPLICATION OF THE POLICY

- 2.1 The policy applies to the Headteacher and to all teachers employed by the school except teachers on contracts of less than one term, those undergoing induction (ie NQTs) and those who are the subject of capability procedures.

#### 3. PURPOSE

- 3.1 This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers and the Headteacher and for supporting their development needs within the context of the school's improvement plan and their own professional needs. The assessment of performance against the Teachers Standards (or any other standards determined as applicable by the Governing Body or the Headteacher) and the teacher's objectives throughout the cycle as recorded in the Appraisal Statement will be the basis on which a recommendation on pay will be made by the appraiser, and will inform any decision on pay progression.
- 3.2 This policy should be read in conjunction with the school's pay policy which provides details of the arrangements relating to teacher's pay in accordance with the School Teachers' Pay and Conditions Document.

#### 4. LINKS TO SCHOOL IMPROVEMENT

- 4.1 **The Governing Body expect that objectives set for all teachers including the Headteacher, if achieved, will improve the education of pupils at our school and contribute to the implementation and achievement of the School Improvement Plan and any other plans adopted from time to time to improve the school's education provision and performance.**

## 5. CONSISTENCY OF TREATMENT AND FAIRNESS

- 5.1 The Governing Body is committed to ensuring consistency of treatment and fairness in the operation of teacher appraisal.  
To ensure this the following provisions are made in relation to moderation and quality assurance.

### Quality Assurance

- 5.2 The Headteacher has determined that s/he will:

delegate the appraiser role for some or all teachers for whom s/he is not the line manager

- 5.3 The Headteacher will:

(a) moderate all the appraisal reports to check that the objectives and standards recorded in the reports of teachers at the school and the recommendations on pay:

- are consistent between those who have similar experience and similar levels of responsibility and demonstrate similar progress and performance, and
- comply with the school's appraisal policy, the regulations and the requirements of equality legislation

- 5.4 The Governing Body will review the quality assurance processes when the appraisal policy is reviewed.

## 6. APPOINTMENT OF APPRAISERS FOR THE HEADTEACHER

- 6.1 Appointment of Governors

In this school:

**The Governing Body is the appraiser for the Headteacher** and to discharge this responsibility on its behalf may appoint 2 or 3 governors.

Where a Headteacher is of the opinion that any of the governors appointed by the governing body under this regulation is unsuitable for professional reasons, s/he may submit a written request to the governing body for that governor to be replaced, stating those reasons.

## **Appointment of External Adviser**

- 6.2 The Governing Body will appoint an external adviser to provide advice and support in relation to the appraisal of the Headteacher. The Governing Body will consult the external adviser before setting the Headteacher's objectives.**

## **7. APPOINTMENT OF APPRAISERS FOR TEACHERS**

- 7.1 The Headteacher must ensure that the appraisal of every other teacher employed in the school is carried out. The Headteacher may delegate this duty, to the teacher's line manager or another suitably qualified member of staff. In this school the Headteacher has decided that:

The Headteacher will be the appraiser for those teachers s/he directly line manages and will delegate the role of appraiser to another suitably qualified member of staff for some or all other teachers.

- 7.2 Where it becomes apparent that the appraiser will be absent for the majority of the cycle the Headteacher may perform the duties himself/herself or delegate them to another teacher. Where this teacher is not the appraisee's line manager the teacher will have an equivalent or higher status in the staffing structure as the teacher's line manager. The appraisal cycle will not begin again in the event of the appraiser being changed.
- 7.3 All those to whom the Headteacher has delegated the role of appraiser will receive appropriate training for that role.
- 7.4 Where a teacher is of the opinion that another teacher to whom the Headteacher has delegated the role of appraiser is unsuitable, they may submit a written request to the Headteacher for that appraiser to be replaced, stating the reasons why.

## **8. THE APPRAISAL PERIOD**

- 8.1 The appraisal period will be twelve months.**
- 8.2 The appraisal cycle in this school will run from 1.9 to 31.8 for teachers, and from 1.9 to 31.8 for the Headteacher.

- 8.3 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 the provisions of this policy. **The length of the cycle will be determined by the duration of their contract.**
- 8.4 Where a teacher starts their employment at the school part-way through a cycle, the Headteacher or, in the case where the teacher is the Headteacher, the governing body shall determine the length of the first cycle for that teacher, with a view to bringing his cycle into line with the cycle for other teachers at the school as soon as possible.
- 8.5 Where a teacher transfers to a new post within the school part-way through a cycle, the Headteacher or, in the case where the teacher is the Headteacher, the governing body shall determine whether the cycle shall begin again and whether to change the appraiser.

## **9. STANDARDS**

- 9.1 Teachers will be assessed against the “Teachers Standards” and any other standards relating to teachers’ performance published by the Secretary of State as the governing body or Headteacher determines is applicable to the performance of any individual teacher. **Teachers will be informed of these at the start of each appraisal period.**
- 9.2 The Headteacher will be assessed against the National Standards for Headteachers and any other standards relating to teachers’ performance published by the Secretary of State as the governing body determines is applicable to their performance and **will be informed of this at the start of the appraisal period.**

## **10. OBJECTIVE SETTING**

- 10.1 The objectives set will be rigorous, achievable, time-bound, fair and equitable in relation to teachers with similar roles/responsibilities and experience, and will have regard to what can reasonably be expected of any teacher at a given point of their career progression, the skills they will need to be able to evidence to show their professional progression and to meet the school’s pay progression criteria and, where possible, the teacher’s professional aspirations. **They will be such that, if they are achieved, they will contribute to improving the education of pupils at the school and the implementation of any plans of the governing body or Headteacher designed to improve the school’s education provision and performance.**

For part-time teachers, appraisers will also have regard to that teachers hours of work as a proportion of full time colleagues.

Governors also recognise the desirability of staff being able to achieve a satisfactory work-life balance.

**10.2 Objectives will be set before or as soon as practicable after the beginning of the appraisal period.** The appraiser and appraisee will seek to agree the objectives but where a joint determination cannot be made the appraiser will make the determination and the appraisee may record their objections in the appraisal report.

10.3 In this school:

- all teachers, including the Headteacher, will have no more than 3 objectives

10.4 Though appraisal is an assessment of overall performance, objectives cannot cover the full range of a teacher's roles/responsibilities. Objectives will, therefore, focus on the priorities for an individual for the cycle. At the review stage teachers will also be assessed as set out below.

## **11. REVIEWING PROGRESS**

11.1 Progress and performance will be reviewed and addressed on a regular basis throughout the year. This may include scheduled review meetings and will include day to day dialogue between the appraisee and their appraiser and a number of lesson observations. Feedback will be constructive and will highlight particular areas of strength as well as any areas that need attention.

The school believes that the observation of classroom practice and other responsibilities 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 progress. To that end, the number of observations carried out in any school year may vary depending on the needs of the school. All observations will be supportive and undertaken in accordance with the school's Classroom Observation Protocol. Observation feedback will be given in accordance with the timescales set out in the school's Classroom Observation Protocol, other feedback will be given as soon as practicable after any issues relating to performance come to light.

Teachers (including the Headteacher) who have responsibility outside the classroom will also have their performance in these responsibilities reviewed and, if appropriate, observed.

11.2 Where there are concerns about any aspects of a teacher's performance (including concerns arising from any lesson observation) the appraiser (or another qualified teacher nominated by the head teacher) will meet the teacher/Headteacher and

- give clear feedback about the nature and seriousness of the concerns;
- ask the teacher/Headteacher to comment on the concerns;

- review objectives and their timescales if appropriate;
  - discuss and agree any support (eg coaching, mentoring, structured observation), that will be provided to help address the concerns;
  - set dates for further review of progress, allowing sufficient time for improvement.
  - Explain the implications if insufficient progress is made.
- 11.3 The review of objectives and any support agreed will be set out in a clear action plan.
- 11.4 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**

- 11.5 If the appraiser is not satisfied with the progress made during the review period above, the teacher will be notified in writing that the appraisal process will no longer apply and that their performance will be managed under the capability procedure, and will be invited to a formal capability meeting.

## **12. ANNUAL ASSESSMENT**

### **12.1 At the end of the appraisal cycle, the appraiser(s) will meet the appraisee to assess the performance of the teacher or Headteacher against**

- the “Teachers Standards” or the National Standards for Headteachers as applicable and
- any other set of standards relating to teachers’ or Headteachers’ performance published by the Secretary of State and about which the teacher has been notified at the beginning of the appraisal period,
- the teacher or Headteacher’s objectives and
- the teacher or Headteacher’s professional development needs.

### **12.2 In assessing performance the appraiser will also consider the impact the teacher has had through both achievement of their objectives and their day to day performance on**

- pupil progress
- wider outcomes for children
- specific elements of practice where appropriate
- the effectiveness on other teachers or other staff
- the wider work of the school

Assessment of performance against an objective will be on the basis of the performance criteria set at the beginning of the cycle. Good progress towards the achievement of a challenging objective, even if the performance criteria have

not been met in full, will be assessed favourably. Assessment may be based on a range of sources, such as: self assessment, peer review, tracking pupil progress, lesson observations, lesson plans, marking, book reviews, the views of pupils and parents.

The appraisal cycle is annual, but on occasions it may be appropriate to set objectives that will cover a period over more than one cycle. In such cases, the basis on which the progress being made towards meeting the performance criteria for the objective will be assessed at the end of the first cycle and will be recorded in the report at the beginning of the next cycle.

**12.3 In relation to the Headteacher, Governors will consult the external adviser when assessing performance.**

The appraiser(s) will also where relevant under the School Teachers' Pay and Conditions Document, make a recommendation relating to the teacher or head teacher's pay.

**13. APPRAISAL REPORT**

**13.1 As soon as practicable (normally within two calendar weeks) following the end of each appraisal period, teachers will be provided with a written report which will record the assessment of their performance against**

- the criteria set out above.

**13.2 The report will also, where relevant under the School Teachers' Pay and Conditions Document, record a recommendation relating to the teacher or head teacher's pay.**

**14. APPEALS**

14.1 Where a member of staff is dissatisfied with the application of the appraisal process (except for decisions on pay) they have recourse to the school's Grievance Procedure to pursue the matter.

14.2 Where a member of staff is dissatisfied with a recommendation or decision on pay, they have a right of appeal through the appeals mechanism of the School Pay Policy.

**15. CONFIDENTIALITY**

15.1 The appraisal process and the reports generated under it will be treated with confidentiality at all times. The appraiser and the Headteacher will have access to the appraisee's plan and review recorded in her/his report. Where a teacher has multiple roles, their additional managers (as agreed at the start of the cycle) will also have access.

- 15.2 Access to the appraisal report of a teacher can be made available to Governors where they are being asked to make a decision on pay.
- 15.3 Appraisees will be told who has been granted access to their report.
- 15.4 Governors directly involved in the Headteacher's appraisal and the external adviser will be provided with access to the Headteacher's plan and review recorded in his/her report. Details of the Headteacher's objectives will be reported to the full governing body as soon as practicable after the beginning of the appraisal cycle. Governors not directly involved in the Headteacher's appraisal will be given access to the review of his/her performance, on request, and where they are being asked to make a decision on pay.

## **16. TRAINING AND SUPPORT**

- 16.1 The school's CPD programme will be determined by the training and development needs of teachers identified during the appraisal process.
- 16.2 The Governing Body will ensure in the budget planning that, as far as possible, appropriate resources are made available in the school budget for any training and support agreed for appraisees. It is recognised that priority may have to be given to the needs of a teacher causing concern or who has entered capability proceedings to ensure appropriate support for improvement is provided.
- 16.3 An account of the training and development needs of teachers in general, including the instances where it did not prove possible to provide any agreed CPD, will form a part of the Headteacher's annual report to the governing body about the operation of appraisal in the school.
- 16.4 With regard to the provision of CPD in the case of competing demands on the school budget, a decision on relative priority will be taken with regard to the extent to which: (a) the CPD identified is essential for an appraisee to meet their objectives; and (b) the extent to which the training and support will help the school to achieve its priorities. The school's priorities will have precedence.
- 16.5 Teachers should not be held accountable for failing to make good progress towards meeting their performance criteria where the support recorded in the appraisal report has not been provided.

## **17. MONITORING**

- 17.1 The governing body will ensure that all teachers, including the Headteacher, have their performance appraised on an annual basis.

17.2 The Headteacher will provide the Governing Body with a written report on the operation of the school's appraisal policy annually. The report will not contain any information which would enable any individual to be identified. The report will include:

- the operation of the appraisal policy;
- the effectiveness of the school's appraisal procedures;
- the delivery of training and development opportunities against previously identified need.

## **18. EQUALITY ACT 2012**

18.1 In accordance with its Public Sector Equality Duty, the Governing Body of School has given due regard to equality considerations in adopting this policy/procedure and is satisfied that its application will not impact adversely on members of staff who have a protected characteristic (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation) within the meaning of the Equality Act 2010

18.2 In addition, the Governing Body is committed to promoting equality and will ensure that the appraisal process is fair and non-discriminatory and that monitoring data should be included in the head teacher's report covering each of the protected characteristics within the Equality Act 2010.

18.3 The Headteacher will also report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination under any of the protected characteristics.

## **19. REVIEW OF THE POLICY**

19.1 The Governing Body will review the appraisal policy every school year at its first meeting.

19.2 The Governing Body will take account of the Headteacher's report in its review of the appraisal policy. The policy will be revised as required to introduce any changes in regulation and statutory guidance to ensure that it is always up to date.

19.3 The Governing Body will seek to agree any revisions to the policy with the recognised trade unions having regard to the results of the consultation with all teachers.

19.4 To ensure teachers are fully conversant with the appraisal arrangements, all new teachers who join the school will be briefed on them as part of their introduction to the school.

## **20. ACCESS TO DOCUMENTATION**

20.1 Copies of school improvement and development plans are published on the school's computer network and/or can be obtained from the school office.

<b>Version</b>	<b>Date Created</b>	<b>Owner</b>	<b>Date Approved by School Staff Panel</b>
	<b>July 2013</b>	<b>Schools HR</b>	<b>Not Applicable</b>