

Oakfield Lodge School



TEACHER APPRAISAL POLICY

Written by: CE HR
Reviewed by: SN
Last review: September 2020
Next review: September 2021

The Management Committee of Oakfield Lodge School have adopted this appraisal policy

APPLICATION OF THE POLICY

The policy applies to the head teacher 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.

PURPOSE

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers and the head teacher and for supporting their development needs within the context of the school's improvement plan and their own professional needs. Where teachers are eligible for pay progression, the assessment of performance throughout the cycle will be the basis on which the recommendation is made by the appraiser.

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.

LINKS TO SCHOOL IMPROVEMENT

The Governing Board expect that objectives set for all teachers including the head teacher, 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.

The appraisal period

The appraisal period will run for twelve months from September to September

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 and an individual teacher's objectives should take account of the length of contract.

There is flexibility to have a longer or shorter appraisal period when teachers begin or end employment with the school

Appointing appraisers

The headteacher will be appraised by the Management Committee, supported by a suitably skilled and/or experienced external adviser who has been appointed by the Management Committee for that purpose.

In this school the task of appraising the headteacher, including the setting of objectives, will be delegated to a sub-group consisting of two members of the Management Committee.

The headteacher will decide who will appraise other teachers.

Setting objectives

The headteacher's objectives will be set by the Management Committee after consultation with the external adviser. The Management Committee has a duty to have regard to the work-life balance of the headteacher and objectives will reflect this.

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. Objectives and performance management discussions will not be based on teacher generated data and predictions, or solely on the assessment data for a single group of pupils. Objectives can be set in relation to robust assessment data, however, these will not be used in isolation and other factors will also be considered when making decisions about pay progression. The appraiser and teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives should 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.

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.

Reviewing performance

Observation

This school believes that observation of classroom practice and other responsibilities is important as a way of assessing teachers' performance in order to identify any particular strengths and areas for development they may have, gaining useful information which can inform school improvement more generally and enabling teachers to learn from each other and collaborate. All observation will be carried out in a supportive fashion and not add to teacher workload. (*See attached Classroom Observation Protocol*).

Development and support

Appraisal is a supportive process which will be used to determine decisions on pay progression and inform continuing professional development. The school 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 require further development. 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 the opportunity to comment and discuss the concerns;
- set clear objectives for required improvement;
- 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 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*);
- explain the implications and process if no, or insufficient, improvement is made – e.g., impact on pay progression and potential move to formal capability.

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.

Evidence

The range and level of evidence collected for appraisal and pay determination purposes will always be proportionate and minimise workload.

Transition to capability

If a teacher demonstrates serious underperformance, and has not responded to support provided within the appraisal process, 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. The capability procedures will be conducted in accordance with the school procedure.

Annual assessment

Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the headteacher, the Management Committee 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 in interim meetings which will take place (*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 on – an appraisal report. In this school, teachers will receive their appraisal reports by 31st October and 31st December for the headteacher. 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 professional development needs and identification of any action that should be taken to address them
- a recommendation on pay where that is relevant (*pay recommendations need to be made by 31 December for headteachers and by 31 October for other teachers*);

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

APPEALS

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.

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

Confidentiality

The appraisal process will be treated with confidentiality. However, the desire for confidentiality does not override the need for the headteacher and Management Committee to quality-assure the operation and effectiveness of the appraisal system. The headteacher or appropriate colleague might review all teachers' objectives and written appraisal records personally, in order to check consistency of approach and expectation between different appraisers. The headteacher might also wish to be aware of any pay recommendations that have been made.

Consistency of Treatment and Fairness

The governance board 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 disabled teachers. The governance board is aware of the guidance on the Equality Act issued by the Department for Education.

Definitions

Unless indicated otherwise, all references to "teacher" include the headteacher

TRAINING AND SUPPORT

The school's CPD programme will be informed by the training and development needs identified during the appraisal process.

The governing board 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.

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 head teacher's annual report to the governing board about the operation of appraisal in the school.

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 identified CPD training and support is deemed as essential to the school meeting its priorities and

(b) the CPD identified as essential for the appraisee to meet their objectives. The school's priorities will have precedence.

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.

Monitoring and Evaluation

The Management Committee and headteacher will monitor the operation and effectiveness of the school's appraisal arrangements. This will include ensuring that the arrangements minimise the impact on workload for all parties involved.

Retention

The Management Committee and headteacher will ensure that all written appraisal records are retained and stored in a secure place in line with their Retention and Disposal Policy

REVIEW OF THE POLICY

The Management Committee will review the appraisal policy every school year at its September meeting.

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.

The Management Committee 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.

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.

ACCESS TO DOCUMENTATION

Copies of the school improvement and development plan and SEF are published on the school's intranet and/or can be obtained from the school office.

MODEL CLASSROOM OBSERVATION PROTOCOL

CONTEXT

Head teachers and Governing Boards are required to organise classroom observation for a range of reasons and purposes. These are underpinned by:

- School Teachers' Appraisal Regulations
- The School Teachers' Pay and Conditions Document (STPCD),
- National Standards for Head teachers (2004),
- Teachers' Standards 2012

PRINCIPLES

The School believes that:

- This protocol is applicable to classroom observations for the purposes of appraisal for teachers and those in support roles who work in the classroom and are engaged in teaching and learning activities.
- Observations may be by the head teacher, another member of the leadership team, by the teacher's line manager or someone familiar with the work they do and in receipt of an appropriate TLR. Only teachers with QTS may observe other teachers and appropriate training in observation skills and the provision of constructive feedback should be provided.
- We will endeavour to conduct classroom observations to achieve a range of objectives at the same time which will include appraisal and the requirements placed on the head teacher to ensure that s/he monitors the standards of teaching and learning overall.
- This protocol should be understood and agreed by all those who are covered by it.

PROCEDURES

- An observation schedule will be provided to all staff detailing when and for what purpose (e.g. subject review, appraisal) individual observations will take place including the focus of the observation (e.g. management of pupils' behaviour).

As a minimum, five working days notice should be provided wherever possible.

No observations should take place unannounced except within the context of the head teacher's right to drop in to monitor standards of teaching and learning.

- Head teachers may consider that observations agreed for appraisal are sufficient and that drop in will not be needed. Where this is not the case the school should adopt one of the following statements:

Option 1

In this school drop ins will only be undertaken by the head teacher

Option 2

In this school, drop ins will be undertaken by the head teacher supported by the following appropriate and designated members of the leadership team

- Observations should be of an appropriate length to meet the declared purpose and focus and recorded in a standard format in use throughout the school for all staff groups (teachers, NQTs, support staff).

The record should be dated and as a minimum summarise the purpose and focus of the observation, the age and ability range of pupils, what happened in the classroom, the resources deployed, and any development points or follow up especially in respect of CPD needs. It should also contain an opportunity for the member of staff being observed to comment if they so wish.

Feedback both written and oral should be provided on all occasions whether the observation has been carried out by staff within the school or by LA staff for monitoring and support purposes. In the case of oral feedback this should normally be provided within 24 hours of the observation. Written feedback should follow within 5 days.

A copy of written observations should be kept by the individual who has been observed and by the school in its Personnel files. Any notes taken should be destroyed in accordance with Data Protection and Freedom of Information Act requirements.

- Classroom observation should be a positive and formative activity, rather than one which is merely instrumental, focussed on improving teaching and learning. It should provide important opportunities for professional development, including coaching and mentoring.

The frequency of classroom observations should be sufficient for the required purpose and consistent with school policy and statutory requirements where

applicable.

Observations should be, except where specific circumstances arise, carried out on an equitable basis. In normal circumstances the number and frequency of observations should be the same for all staff.

For NQTs the recommended frequency in normal circumstances is 6 observations over the induction period.

- Lesson Plans should be provided by the staff member, in accordance with the school's policy, for the observer wherever possible one working day in advance of the observation taking place.

- The observer should ensure that they act discreetly and that their presence does not significantly change the normal teaching and learning context. Staff observing others whether for specific purposes such as peer support should have been provided with appropriate skills and knowledge training to enable appropriate and relevant judgements to be made which are positively expressed and genuinely developmental and linked to CPD. Due regard should be paid to the need for confidentiality in respect of the outcomes.