



Policy For Appraising Performance

1. Introduction

- 1.1 In the development of this policy consideration has been given to the impact on protected characteristics under the Equality Act and the work life balance of employees.
- 1.2 Consideration has also been given to the recommendations published by the NAHT, NUT and ATL.
- 1.3 The policy was drafted following consultation and revision by all members of school staff, as well as the Governing Body.
- 1.4 The Governing Body of Wyton on the Hill Primary School adopted this policy on October 1st 2014 and it applies to all teachers and the head teacher, and all support staff employed at the school as defined in paragraph 1.5 below. The Governing Body will review it annually, following consultation with the staff to which appraisal applies.

1.5 Definitions

- The term “Head teacher” also refers, where appropriate, to any other title used to identify the Head teacher.
- The term “employee” refers to any member of the school staff employed to work solely at the school.
- The term “senior manager” refers to any member of the Leadership Group, as defined by the School Teachers’ Pay and Conditions Document, or a senior support employee in cases involving support staff, delegated by the Head teacher to deal with an appraisal and/or capability matter under these procedures. A senior manager may only make a decision to issue a sanction up to and including a final written warning.
- If the Head teacher, following consultation with the Chair of Governors, considers that there is no senior manager to whom s/he can reasonably delegate a specific capability matter then the Head teacher will take the role of the senior manager for that specific case and the role of the “Head teacher” under this procedure will be performed by a “Disciplinary Committee” of the Governing Body consisting of not less than 3 governors, (except in circumstances provided for in the Secretary of State’s guidance on the Staffing Regulations), none of whom will have had previous involvement in the case.
- The role of the Head teacher will be taken by appropriate governors as indicated where the appraisal and or capability being reviewed is that of the Head teacher.
- “Lack of capability” is defined as a situation in which an employee fails consistently to perform his/her duties to a wholly satisfactory standard of performance over a period of time.

2 Purpose

- 2.1 This policy sets out how Wyton on the Hill Primary School will continue to improve outcomes for children, and raise the morale of teachers, by motivating teachers to up-date their skills and improve their performance.
- 2.2 This policy will also be used to address any concerns that are raised about a teacher's performance. If concerns are such that they cannot be resolved through Part A of the Policy, through the appraisal process, Part B, which sets out the formal capability procedure will be applied.
- 2.3 This policy does not form part of any employee's contract of employment and it may be amended at any time following consultation. We may also vary any parts of this procedure, including any time limits, as appropriate in any case.

3. Application of the Policy

- 3.1 This policy applies to the head teacher and to all qualified teachers employed at the school/academy except those on contracts of less than one term and those undergoing induction (*ie* NQTs) or teachers on capability procedures
- 3.2 Appraisal in this school will 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 will help to ensure that teachers are able to continue to improve their professional practice and to develop as teachers.
- 3.3 The policy is in two separate sections.
 - The Appraisal Policy, which covers appraisal, applies to the headteacher and to all teachers and all support staff employed by the school, except those on contracts of less than one term, those teachers undergoing induction (*ie* NQTs), those support staff subject to a probationary period and those have been transferred to Part B of the policy.
 - The Capability Policy, which sets out the formal capability procedure, applies to all employees of the school (including the headteacher). Concerns about the employee's performance will have been identified by the appraisal process and which it has been unable to address.

Appraisal

The appraisal policy in this school will be a supportive and developmental process designed to ensure that all employees identified by the policy have the skills and support they need to carry out their role effectively. It will help to ensure that all employees are able to continue to improve their professional/employment practice and to develop in their respective roles.

1. The appraisal period
 - 1.1 The appraisal period will run for twelve months from 1st September to 31st August.
 - 1.2 Employees 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 review period will be determined by the duration of their contract.
 - 1.3 Employees will not normally be dismissed for performance reasons without previous warnings. However, in serious cases of gross negligence, or in any case involving an employee who has not yet completed their probationary period, dismissal without previous warnings may be appropriate.

In some cases it may be necessary to have flexibility in the length of the appraisal period when teachers begin or end employment with a school or local authority or when unattached teachers change post within the same authority.
2. Appointing appraisers
 - 2.1 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.
 - 2.2 The task of appraising the head teacher, including the setting of objectives, will be delegated to a sub-group consisting of two members of the Governing Body.
 - 2.3 The head teacher will appraise all staff, or will decide who will appraise other employees covered by the policy. [This will be notified to staff in advance as far as possible]
3. Setting objectives
 - 3.1 The head teacher's objectives will be set by the Governing Body after consultation with the external adviser.
 - 3.2 Objectives for each employee covered by the policy will be set before, or as soon as practicable after, the start of each appraisal period. The objectives set will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the employee's role and level of experience. The appraiser and employee 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.
 - 3.3 The objectives set for each employee will, if achieved, contribute to the school's plans for improving the school's educational provision and performance and improving the educational opportunities of pupils at that school. This will be ensured by (for example - quality assuring all objectives against the school improvement plan.

- 3.4 The agreed objectives will contain a description of what success may look like. Where use of numerical targets is appropriate, these will be reasonable, in the circumstances in which the teacher works and it will be recognised that factors outside teachers' control may significantly affect success (under-achieving / vulnerable children joining the school within last 6 months of appraisal).
- 3.5 Setting more than three objectives, or, for example, using sub-targets, can lead to teachers experiencing unreasonable workload and pressure, making the objectives more difficult to achieve. Therefore, other than in exceptional circumstances, no teacher will be given more than three objectives.

4. Overall Performance of Teachers

- 4.1 Before, or as soon as practicable after, the start of each appraisal period, a teacher will be informed of the standards against which that teacher's performance in that appraisal period will be assessed. Each teacher will be assessed against the set of standards contained in the document called "Teachers' Standards" published in July 2011 and any subsequent amendment thereof.
- 4.2 The head teacher or governing body (as appropriate) will need to consider whether certain teachers should also be assessed against other sets of standards published by the Secretary of State that are relevant to them.

5. Reviewing performance

5.1 Observation

- 5.1.1 This school believes that observation of classroom practice and other responsibilities for teachers, and support staff who support teachers in the classroom, is important both as a way of assessing 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.
- 5.1.2 All observation will be carried out in a supportive fashion, in accordance with an observation protocol determined by the Head teacher following consultation with the staff to whom it applies. [The observation protocol is at Appendix A]
- 5.1.3 Teachers' performance will be regularly observed however, the amount and type of classroom observation will depend on the individual circumstances of the employee and the overall needs of the school.
- 5.1.4 Classroom observation of teachers for appraisal purposes will be carried out by senior or middle managers with QTS.
- 5.1.5 Employees who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.
- 5.1.6 For the purpose of professional development, feedback about lesson observations should be developmental, not simply a judgement using Ofsted grades.
- 5.1.7 This school will use the findings of each observation, including appraisal observations, for other management requirements (for example subject area

reviews), thereby seeking to minimise the total number of occasions on which teachers are observed.

5.2 Support staff

5.2.1 Support staff appraisal will focus on the job description of the employee and the expected standards of performance will be made clear by the appraiser.

6. Drop Ins

6.1 In addition to formal observation, the head teacher 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.

6.2 All “drop ins” will be carried out in accordance with a protocol determined by the Head teacher following consultation with the staff to whom it applies. [The “drop in” protocol is at Appendix A]

7. Development and support

7.1 Appraisal is a supportive process which will be used to inform continuing professional development. The school wishes to encourage a culture in which all employees take responsibility for improving their performance through appropriate professional development, through peer observation for example. Professional development will be linked to school improvement priorities and to the on-going professional development needs and priorities of individual teachers.

7.2 Teachers’ professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual teachers.

7.3 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 training and support will help the school to achieve its priorities; and
- b) the CPD identified is essential for an appraisee to meet their objectives.

Account will be taken in a review meeting of where it has not been possible for teachers to fully meet their performance criteria because the support recorded in the planning statement (or an equivalent / alternative) has not been provided.

8. Feedback

8.1 Employees will receive constructive feedback on their performance throughout the year and (in accordance with the Observation Protocol, Appendix A) as soon as practicable after an observation has taken place or other evidence has come to light. Feedback will highlight particular areas of strength as well as any areas for development.

8.2 When dealing with a teacher experiencing difficulties, the objective is to provide support and guidance through the appraisal process in such a way that the teacher's performance improves and the problem is, therefore, resolved. Therefore, if an appraiser identifies through the appraisal process, or via other sources of information, for example parental complaints, that the difficulties experienced by a teacher are such that, if not rectified, could lead to capability procedures the appraiser, the head teacher, or a member of the leadership team, will, as part of the appraisal process meet the teacher to:

- give clear feedback about the areas of concern;
- give the employee the opportunity to comment and discuss the concerns and establish the likely causes of poor performance and identify any training needs/support needed (e.g coaching, monitoring, structured observation);
- clarify the required standards and 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;
- if it is appropriate to revise objectives, it will be necessary to allow sufficient time 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.

Where it is apparent that a teacher's personal circumstances are leading to difficulties at school, support will be offered as soon as possible, without waiting for the formal annual assessment.

8.3 When progress is reviewed, if the appraiser is satisfied that the employee 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.

8.4 The appraiser will keep a note of any concerns, the support given and the review judgement. A copy of this note will be given to the employee. (See 13.4 below). If required, this will inform any decision on transition to the capability procedure.

9. Transition to capability

9.1 If the appraiser, is not satisfied with progress, the employee will be notified in writing that the appraisal system will no longer apply and that his/her performance will be managed under the capability procedure. The employee will be invited to a formal capability meeting. The capability procedures will be conducted as in part B of this policy.

10. Annual assessment

10.1 The performance of each employee covered by the appraisal policy will be formally assessed in respect of each appraisal period.

10.2 In assessing the performance of the head teacher, the Governing Body must consult the external adviser.

- 10.3 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 at least once a term.
- 10.4 The employee will receive a written appraisal report within four weeks of the end of each appraisal period, and have the opportunity to comment in writing on its content.
- 10.5 Teachers will receive their written appraisal reports by 31 October (31 December for the head teacher) and support staff by 31 October.
- 10.6 The appraisal report will include:
- details of the employee's objectives for the appraisal period in question;
 - an assessment of the employee's performance of their role and responsibilities against their objectives and, for teachers, against the relevant standards;
 - an assessment of the employee's training and development needs and identification of any action that should be taken to address them. The assessment of performance and of training and development needs will inform the planning process for the following appraisal period.
 - a recommendation on pay where that is relevant. Pay recommendations will be made by 31 December for head teachers, by 31 October for other teachers, and by 31 October for support staff.
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