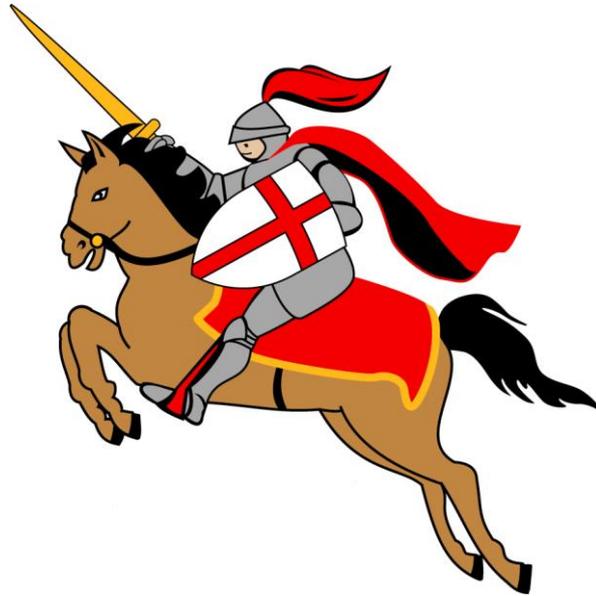


Conisbrough Ivanhoe Primary Academy



Policy for Appraising Teacher Performance

2019

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Policy for appraising teacher performance

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Conisbrough Ivanhoe policy for appraising teacher performance

The Governing Body of Conisbrough Ivanhoe Primary Academy adopted this policy in October 2019.

1. PURPOSE

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 sets out the arrangements that will apply when teachers fall below the levels of competence that are expected of them.

2. APPLICATION OF THE POLICY

- 2.1 This policy covers appraisal and applies to the head teacher 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 the school's capability policy.

3. TEACHER APPRAISAL

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. It will also identify continuous professional development, which is an integral part of ensuring high quality teaching.

The appraisal process will focus on:

- Career Development
- Succession Planning
- Measuring Achievement
- Reviewing Performance
- Coaching

3.1 The appraisal period

The appraisal period will run for twelve months from 1st September to 31st August

3.1.1 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.

3.2 Appointing Appraisers

3.2.1 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.

3.2.2 In this school 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.

3.2.3 The Governing Body is responsible for commissioning an External Adviser, in doing so governors must satisfy themselves that the External Advisor has the skills, experience and objectivity to provide advice and support.

3.2.4 The head teacher will decide who will appraise other teachers; it will be made clear at the start of the process who the appraiser will be. In this school appraisals will be carried out by either:

- The head teacher
- A member of the senior leadership team

3.3 Setting objectives

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

3.3.2 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.

3.3.3 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 this school. Objectives will be set in line with the standards set out in the school pay policy. This will link to:

- Ensuring that the pupil achievement objective (for all teachers) addresses the key achievement priority identified by the school improvement plan,
- Ensuring that the CPD/professional development objective (for all teachers) addresses the key development priority identified annual appraisal against the teachers standards,

- Ensuring that the specific Teaching and Learning objective (for all teachers) addresses the teaching and learning target linked to monitoring and evaluation
- Ensuring that the leadership and management objective (for all teachers who are paid leadership responsibilities) addresses the key development priority identified by examination of each leader's impact on the relevant school improvement priorities, making reference to any leadership standards that are relevant.

3.3.4 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. All teachers should be assessed against the set of standards contained in the document called "Teachers' Standards" published in July 2011 which sets out the minimum expectations of the profession. See appendix A.

3.3.5 Teachers (in normal circumstances) will have a maximum of 3 mutually agreed objectives per cycle, however there may be instances where teachers who are not meeting standards that are appropriate for the level of their career. If this is the case the objectives may be reviewed or revised to ensure that appropriate support can be provided to the teacher. Amendments to objectives will be discussed with the individual and reviewed on a regular basis to ensure that effective progress is made.

3.3.6 The head teacher will be responsible for ensuring that the appraisal process operates consistently and with integrity. Objectives that are set by the appraiser will be focused on school priorities. All objectives will be referred to the head teacher prior to the commencement of the cycle of monitoring. Where the head teacher has concerns about the relevance of the objectives set they will be discussed with the appraiser, if following this discussion amendments are required these will be discussed with the individual teacher.

3.4 Reviewing Performance

In the school judgments that are made on teaching and learning will focus on the impact of teaching over time and will be triangulated, drawing on lesson observations, pupils work and performance data.

3.4.1 Observation

This school believes that observation of classroom practice and other responsibilities such as leadership 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. Arrangements for the observation of classroom and leadership practice are shown at Appendix D.

3.4.2 In this school 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 carried out by those with QTS. In addition to formal observation and in order

to develop an overview of the success or otherwise of whole school practice, head teachers or other leaders with responsibility for teaching standards may “drop in”. The length and frequency of “drop in” observations will be of a reasonable amount of time depending on specific circumstances but will be no longer than 5 minutes. Teachers (including the head teacher) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed. Teachers may request to have an additional lesson observation if they feel that the outcome of the observation may impact on overall review of performance.

3.4.3 **Development and support**

Appraisal is a supportive process which will be used to 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.

3.4.4 **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. Teaching staff are advised to retain information regarding performance including any relevant professional training.

3.4.5 Where following an assessment against the teacher standards and objectives or during the review cycle, if there are concerns about any aspects of the teacher’s performance these will be addressed via the procedure set out at Appendix E, (Enhanced Appraisal).

3.4.6 When progress is reviewed at agreed 1:1 meetings, 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.

3.5 **Annual assessment**

3.5.1 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 **must** consult the external adviser.

3.5.2 This assessment is the end point to the annual appraisal process, however, performance and development priorities will be reviewed and addressed on a regular basis throughout the year by means of;

- Lesson Observations
- Planning and Work Scrutiny
- Tracking meetings and action plans

- Mid cycle review meetings with appraiser
- Observation / scrutiny of leadership and management activities where appropriate
- Other feedback, specifically linked to the objectives set, obtained during the cycle relevant to the teacher's overall performance

3.5.3 Teachers will be asked to undertake a self-assessment against the national teachers' standards at the level that is consistent with what should reasonably be expected of that teacher, given their current role and level of experience, shown at Appendix B, the procedure for undertaking this is shown at Appendix C. This document will assist the process of discussing performance and identifying development areas for career progression.

3.6.3 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. In this school, 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

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

3.6.5 Any recommendations on pay will be referred to the head teacher before being referred on to the Governing body pay committee, these will be in line with the school pay policy..

3.6 Transition to capability

If the appraiser is not satisfied with progress following a reasonable period of support,(see 3.4.5) the teacher will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the formal capability procedure, the individual will be invited to a formal capability meeting in line with the formal capability procedure.

3.7 Confidentiality

- 3.7.1 Access to the written appraisal report will normally be limited to the appraisee, the appraiser, the head teacher and / or nominated member of the senior management team.
- 3.7.2 An overview of the evidence of the appraisal will be kept on file and shared with the member of staff. This will be anonymised when shared with any external parties outside those stated in this policy; this may include governors and ofsted.

3.8 Equality and Consistency

- 3.8.1 As detailed in paragraph 3.3.6 the head teacher will have overall responsibility for the quality assurance of the appraisal process across the school. This will include ensuring the consistency and equality of application of the process throughout the school. The head teacher may delegate responsibility for monitoring consistency and equality of application to a teacher member of the senior management team.
- 3.8.2 The head teacher will be responsible for reporting regularly to the governing body on any relevant issues, including those of underperformance, arising from the annual review cycle and on any action required to address those issues. The report will enable governors to receive an overall general report of the process but will not include specific details relating to individual members of staff.
- 3.8.3 The Governing Body is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.

3.9 Retention of statements

The Governing Body and head teacher will ensure that all written appraisal records are retained in a secure place for six years and then destroyed