

Trottiscliffe CE Primary School



Appraisal Policy

Date agreed: 25th January 2017
Date of next review: January 2020

Learning Together ~ Believing Together ~ Achieving Together

The Governing Body of Trottiscliffe CEP School adopted this performance management policy on 25th January 2017.

1 Introduction – Purpose of the Policy

In this school we are committed to continually improve the quality of teaching and learning for all our pupils and we believe that appraisal will assist our staff to achieve this aim through clarity of role and expectations, encouragement, development and feedback.

We believe that appraisal will enable a professional discussion to take place regarding workload and priorities and will give staff the appropriate focus, development and support. It will also provide staff with an opportunity to discuss in confidence any matters regarding their employment at work that may inhibit their performance.

This policy sets out the principles and framework for a clear and consistent appraisal of the overall performance of all staff and for supporting their development needs within the context of the school plan for improvement and their own professional needs.

This policy also sets out the school's approach to the link between the appraisal process and pay progression.

2 Principles

We will implement our appraisal arrangements on the following principles:

- *Equality of Opportunity*: All staff should be encouraged and supported to achieve their potential through clarity of expectations and job role, regular feedback, performance review and provision of relevant development
- *Consistency of Treatment and Fairness*: We will take action to ensure our performance appraisal process is fair, non-discriminatory and that staff are treated consistently
- *High Standards*: We believe by setting appropriate and challenging standards of performance and providing suitable feedback and development all staff have the potential to continually improve their performance
- *Work – life balance*: All staff are entitled to a satisfactory work – life balance and performance appraisal is an appropriate mechanism to facilitate this
- *Pay and Rewards*: Pay progression for staff should reflect their overall contribution to the school both as individuals and as team members.

3 Application of the Policy

This policy applies to all staff employed in this school with the exception of teachers undergoing their formal year of induction or on contracts of less than a year. The operation of this policy will be suspended for any staff whose performance merits the application of the schools' formal competency procedure.

Performance appraisal arrangements for temporary and part – time staff, including job-sharers, should apply on the same principles as for full-time, substantive staff. The same degree of challenge in the process should apply but the breadth and volume of each element in the process should be proportionate to the period of time worked.

Teachers 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.

The intention is that all staff will have equivalent access to appraisal, development and support.

4 Policy Framework

General

Performance appraisal is a shared responsibility. The Governing Body has the strategic responsibility for establishing this policy, providing the Headteacher with the support to ensure it is fully implemented and ensuring the Headteacher receives appropriate performance appraisal in order to set the right framework and culture for all staff in the school.

The Headteacher will ensure that this policy, associated regulations and guidance are communicated effectively and that staff with performance appraisal responsibilities have access to appropriate training and preparation.

The performance of all staff must be reviewed on an annual basis. Appraisal planning and reviews must be for all teachers in this school and this will be completed by 31 October, in any one academic year and by 31 December for the Headteacher.

The appraisal reviews for all support staff will be completed annually in line with the academic year/ending on 31st March in each year.

Where a member of staff starts their employment at the school part-way through a cycle, the length of the first performance appraisal process will be such that the cycle can be brought into line with the appraisal process for that group of staff at the earliest opportunity.

Where a member of staff transfers to a new post within the school part-way through a cycle, the Headteacher shall determine whether the cycle shall begin again and whether to change the Appraiser.

All staff must have an up to date job description and this will form the basis for discussion at the appraisal planning and review meeting. Staff should have access to the school plan for improvement and other relevant planning documents in good time for their appraisal meeting.

Where it appears that the Appraisee is either not meeting or partially meeting the relevant professional standards then the appraisal process must clearly set out the support and training that will be provided to address the areas of concern.

Where serious weaknesses are identified in an Appraisee's performance then this procedure should cease and the issues will be managed within the school's formal capability procedure. The appraisal process will be re-commenced when the Appraisee's performance has reached the required standards.

Appointing Appraisers

The Headteacher will be appraised by the Governing Body, supported by a suitably experienced and qualified External Advisor who has been appointed by the Governing Body for that purpose.

In this school the task of appraising the Headteacher, including the setting of objectives, will be delegated to a sub-group of two members of the Governing Body.

The Headteacher will determine the appropriate Appraiser for all staff covered by this policy taking due consideration of line management responsibilities and other relevant factors.

If a member of staff has a concern regarding their allocated Appraiser then this should be communicated to the Headteacher, in writing, stating the reasons. The Headteacher will exercise careful consideration of the concerns and may allocate an alternative Appraiser.

The Headteacher will ensure all Appraisers receive appropriate training and preparation for their role.

The Appraisal Meeting

It is the responsibility of the Appraiser to arrange the meeting with their Appraisee at the beginning of the cycle. This should be arranged by mutual agreement and normally with at least five working days' notice. The Appraiser must prepare for the meeting and ensure all relevant information and evidence that will be used during the meeting has been shared with the Appraisee at the earliest possible opportunity.

The Appraisal meeting should provide a two way discussion to:

- Assess performance during the previous year against the Appraisee's role and responsibilities, including performance objectives and any relevant standards
- Agree expectations for the year ahead by reviewing job description and appropriate performance objectives
- Confirm timescales for achievement of the objectives and for provision of support, including development
- Ensure the Appraisee understands the performance criteria, including relevant pay progression criteria, relevant professional standards and any other appropriate evidence to be taken into account in appraising performance including potential barriers to success
- Discuss and agree appropriate monitoring arrangements and other support for the Appraisee, including classroom observations, if appropriate to the reviewee's role
- Agree any areas of relevant training and development and related actions
- Allow the reviewee to raise any issues or concerns regarding their workload or work - life balance and potential barriers to success.

It is the appraisee's responsibility to play an active role in their review. This includes preparing for the meeting by:

- Reflecting on their performance over the past year including their performance against the relevant professional standards
- Considering how they have made a wider contribution to the school, and
- Identifying some of their future development needs.

Self-review is an important means of preparing for an appraisal meeting and a suggested framework for this is set out in Appendix 1.

Appraising Performance

All staff will be formally assessed in respect of each appraisal period. In assessing the performance of the Headteacher, the Governing Body will consult the external adviser.

Each member of staff will receive a written appraisal report as soon as practicable and within ten working days following the appraisal meeting and have the opportunity to comment in writing. The appraisal report will include:

- Details of objectives for the appraisal period in question
- An assessment of performance of role and responsibilities against objectives and any relevant standards
- An assessment of training and development needs and identification of any action that should be taken to address them
- A recommendation on pay where this is relevant.

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

Links with Pay

Before, or as soon as practicable after the start of each appraisal period all staff will be informed of the standards and criterion against which individual performance in that appraisal will be assessed and on which pay decisions will be based. The criterion used must be consistent with any national or KCC determined requirements.

Where the evidence from the appraisal process appears to suggest the appraisee's performance could be below that meriting pay progression at the end of the cycle, the appraisee should be made aware of this at the earliest opportunity. There should also be a professional discussion to identify actions which could remedy the position.

Objectives

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

All Appraisees must have performance objectives set before, or as soon as practicable after, the start of each appraisal period. All objectives must be relevant to the Appraisee's role, responsibilities and take full account of their experience and career/professional aspirations. The number and nature of objectives must be reasonable and, if achieved will contribute positively to the education of pupils at this school and the implementation of any plan designed to improve the school's educational provision and performance.

Normally an appraisee would expect to have 3 objectives (whole school, team / department and professional development). Staff with a wider role across the school, including teachers with or without a TLR, members of the leadership team and the headteacher, would normally expect to have one or additional objectives in the relevant area.

Appraisees should be encouraged to set challenging but achievable objectives using the term SMART (specific, measurable, achievable but challenging, relevant and time-framed). Meeting or nearly meeting challenging objectives is a good way to show the level of performance required for pay progression and will also assist career development.

As far as possible the objectives should be reached by agreement. However where a joint determination cannot be made the Appraiser will make the determination with the provision for the appraisee to record any disagreement if required.

Consideration should be given to ensure that the appraisal objectives can be used to secure good evidence for pay progression in line with the expectations in the school's pay policy

Training and Development

Performance appraisal is a developmental process and a key part of the planning discussion. It should be about the support that the Appraisee will need in order to meet identified objectives and performance criteria.

This school is committed to ensuring that all staff have access to a level of development appropriate to their role, stage of career development, performance objectives and criteria and individual aspirations.

Development and training identified from the appraisal process must be recorded using the appropriate form and then passed to the Training and Development Coordinator for the school to inform the school's programme for training and development.

This school recognises that development and support may take a number of forms and a wide range of activities which may not necessarily involve a formal course.

Monitoring

The Appraiser will ensure that appropriate arrangements are in place to support the Appraisee with regular monitoring and feedback. This should be discussed in broad, flexible terms in the appraisal meeting. There should be at least one formal mid year review meeting to discuss performance, provide feedback and discuss the provision of training and development.

The Headteacher should audit mid-year reviews with Appraisers to ensure consistency of appraisal assessments

There should be further, informal follow-up and support for Appraisees.

This school believes that observation of classroom practice and other responsibilities is important both as a way of assessing performance in order to identify any particular strengths and areas for development and of gaining useful information which can inform school improvement more generally. All observation will be carried out in a supportive fashion.

In this school teachers' performance will be regularly observed but the amount and type of observation will depend on the individual circumstances of the teacher and the overall needs of the school. Formal classroom observation will only be carried out by those with QTS.

In addition to formal observation, the Headteacher or other members of the SLT with responsibility for Teaching and Learning may “drop in” in order to enhance the standards of teaching and learning 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.

Recording Plans

Within five working days of the meeting the Appraiser will complete a draft statement and provide the Appraisee copy. The Appraisee may request changes if he/she feels the statement does not convey a fair summary of the meeting and/or may add comments. The Appraiser will prepare and sign a final statement within ten working days of the initial meeting.

The Appraiser may retain a copy of the appraisal plan, but he/she must pass a copy to the Appraisee and pass the original to the Headteacher.

5 Moderation

The Headteacher is responsible for ensuring that performance appraisal is applied fairly and consistently across the school and that there is a strong link with school improvement. The Headteacher may therefore make appropriate arrangements for the moderation of performance appraisal reviews and objectives in particular to ensure consistency of approach and expectations between Appraisers. However, this exercise will be undertaken with due regard for the need to maintain confidentiality.

6 Changes to Plans in Mid Cycle

There may be occasions when it is necessary to amend or change the content of the appraisal plan. This may include changes in the Appraisee’s circumstances, school priorities or local/national policy initiatives. In this event the Appraiser and Appraisee should discuss and ideally agree the necessary changes.

If there is no agreement to the proposed changes then the Appraiser shall amend the appraisal plan with any changes he/she thinks ought to be made and pass the revised statement to the Appraisee who may add his/her comments.

7 Confidentiality and Retention of Records

The performance appraisal process will be treated with full confidentiality at all times.

For the Headteacher’s review, the statement will be held by the Chair of Governors, the Chair of the Review Committee (if not the Chair of Governors) and the Headteacher.

All plans and appraisal reports must be retained in a secure place on the school premises for a period of six years from the date the appraisal cycle ends. After this date it would be normal to dispose of these records and this must be done confidentially and the employee notified.

8 Communication of this Policy

A copy of this policy will be kept in the school office and on KLZ to ensure that all staff can have access to a copy of it as needed. All new staff joining the school will be briefed on the policy as part of their induction into the school.

9 Monitoring and Evaluation

The Governing Body and the Headteacher will monitor the operation and outcomes of the performance appraisal arrangements.

10 Review of Policy

This policy is effective from 22nd November 2016 and the Governing Body will ensure the policy is reviewed no later than 1st November 2019.

The policy may be revised at other times if necessary to take account of any statutory regulation or associated guidance or changes in policy by Kent County Council’s policy.

APPENDIX 1: Framework for Self Review (*Insert school document*)



Pre Appraisal Meeting - Teacher Self Review

This can be used as an aide memoire to help you prepare for your appraisal meeting. It should be used as appropriate for you. I.e. All areas may not be relevant. You should also self-review against the teacher standards

What have your successes been over the past year in relation to the following (as appropriate to role/impact and current objectives):	Notes/Evidence/Dates
Pupils? <ul style="list-style-type: none"> - standards/attainment - progress - behaviour / attitude - attendance - contributions 	
Curriculum development? <ul style="list-style-type: none"> - developed / improved resources - increased personal knowledge - use of assessment procedures - professional use of ICT skills - contribution to wider curriculum e.g. sports clubs 	
Support for wider aspects of school life? <ul style="list-style-type: none"> - more efficient systems/processes introduced - contributed to policy development - member of a working/project group? 	
Support for other staff/ team members and impact? <ul style="list-style-type: none"> - shared new knowledge or skills - built significant relationships - mentored/coached a colleagues 	
What learning or development opportunities have you experienced over the year and its impact? <ul style="list-style-type: none"> - professional learning courses/networks/events - shadowing colleagues - peer reviews - learning from observation - reading / internet research 	
How has your successes this year impacted on the way you work or what you have achieved in relation to: <ul style="list-style-type: none"> • the pupils? <ul style="list-style-type: none"> - pupil progress; - pupil behaviour / attitude; - pupil attendance; - pupil contributions • the curriculum? <ul style="list-style-type: none"> - developed / improved resources; - increased personal knowledge; - use of assessment procedures; - use of ICT skills; - contribution to wider curriculum • the school? <ul style="list-style-type: none"> - More efficient systems introduced; - contributed to policy development; - member of a project group? • the team? <ul style="list-style-type: none"> - shared new knowledge or skills; - built relationships 	
What areas do you feel you need to focus on in the coming year (and what support/professional learning do you need)? <ul style="list-style-type: none"> • Pupils? • Curriculum? • School? • Team? • Personal development? 	



Teaching Standards 2012 – Self Review Template

This should be used in advance of the appraisal meeting to identify standards already meeting and areas for development. Where there are development needs this should form part of the discussion at appraisal and be incorporated into the objectives, evidence/success criteria, training and support agreed. We recommend that this is used year on year (rather than starting a new one each year) unless an individual's job changes significantly. A copy of the teaching standards can be obtained from the DfE www.education.gov.uk

Part one: Teaching

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils

Standard	Exemplification	Met	Part	Not	Notes/Evidence/ Dates
1. A teacher must set high expectations which inspire, motivate and challenge pupils	<ul style="list-style-type: none"> establish a safe and stimulating environment for pupils, rooted in mutual respect set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils. 				
2. Promote good progress and outcomes by pupils	<ul style="list-style-type: none"> be accountable for pupils' attainment, progress and outcomes be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these guide pupils to reflect on the progress they have made and their emerging needs demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching encourage pupils to take a responsible and conscientious attitude to their own work and study 				
3. Demonstrate good subject and curriculum knowledge	<ul style="list-style-type: none"> have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies 				
4. Plan and teach well structured lessons	<ul style="list-style-type: none"> impart knowledge and develop understanding through effective use of lesson time promote a love of learning and children's intellectual curiosity set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired reflect systematically on the effectiveness of lessons and approaches to teaching contribute to the design and provision of an engaging curriculum within the relevant subject area(s) 				
5. Adapt teaching to respond to the strengths and needs of all pupils	<ul style="list-style-type: none"> know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them 				

Standard	Exemplification	Met	Part	Not	Notes/Evidence/ Dates
6. Make accurate and productive use of assessment	<ul style="list-style-type: none"> know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements make use of formative and summative assessment to secure pupils' progress use relevant data to monitor progress, set targets, and plan subsequent lessons give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback 				
7. Manage behaviour effectively to ensure a good and safe learning environment	<ul style="list-style-type: none"> have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary 				
8. Fulfil wider professional responsibilities	<ul style="list-style-type: none"> make a positive contribution to the wider life and ethos of the school develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support deploy support staff effectively take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues communicate effectively with parents with regard to pupils' achievements and well-being 				

Part two: Personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes, which set the required standard for conduct throughout a teacher's career

Standard	Met	Part	Not	Notes/Evidence/Dates
<p>A. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:</p> <ul style="list-style-type: none"> treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions showing tolerance of and respect for the rights of others not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs ensuring that personal beliefs are not expressed in ways, which exploit pupils' vulnerability or might lead them to break the law. 				
<p>B. Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality</p>				
<p>C. Teachers must have an understanding of, and always act within, the statutory frameworks, which set out their professional duties and responsibilities</p>				



Trottisccliffe CE Primary School

Performance Management – Teaching Staff

Planning Statement and Mid-Year review



APPENDIX 2: Planning and Review Pro Forma

Teacher's Name: _____ Meeting Date: _____

Teacher's Signature: _____ Appraisers Name: _____

Appraisers Signature: _____

Individual Objectives	Actions	Sources of evidence	Success Criteria	Mid-Year review against success criteria
1.	•	•		
2.	•	•		
3.				

Leadership Competencies – If applicable, please highlight relevant competencies, considering the stage of career development <i>NPQH = all competencies NPQSL = * and underlined NPQML = *</i>		
Strategic Leadership	Educational Excellence	Operational Management
Self-awareness*	Delivering continuous improvement	Information seeking
Personal drive	Modelling excellence in teaching and learning*	Analytical thinking
Integrity	Learning focus*	Relating to others*
Resilience and emotional maturity	Serving others	<u>Holding others to account*</u>
Conceptual thinking	Broad organisational understanding	Developing others*
Future focus	Inspiring others*	
Impact and influence	Partnership working	

Training and Development/Support Needs	
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APPENDIX 3: Protocol for Lesson Observation

The Practice of Teaching: Coach's Observation Document



Date & Time		Teacher	
Class		Lesson Focus	
No of pupils		Additional Adults	

A Impact of teaching on learning
Assess the overall level of engagement of the pupils

EVIDENCE

Assess the overall extent of learning of the pupils

EVIDENCE

B Quality of teaching
Did the planning and teaching meet the needs of all the pupils?

EVIDENCE

Was the work sufficiently challenging for all the pupils?

EVIDENCE

B Quality of teaching
Were the teaching strategies used appropriate and effective?

EVIDENCE

Did the teacher's use of questions stimulate the pupils to think?

EVIDENCE

Did the teacher monitor progress and understanding and use the information to adapt his/her teaching?

EVIDENCE

Did the teacher use any additional support to good effect?

EVIDENCE

The Practice of Teaching: Teacher's Observation Document



Date & Time		Teacher	
Class		Lesson Focus	
No of pupils		Additional Adults	

A Impact of teaching on learning
Assess the overall level of engagement of the pupils

EVIDENCE

Assess the overall extent of learning of the pupils

EVIDENCE

B Quality of teaching
Did the planning and teaching meet the needs of all the pupils?

EVIDENCE

Was the work sufficiently challenging for all the pupils?

EVIDENCE

B Quality of teaching
Were the teaching strategies I used appropriate and effective?

EVIDENCE

Did my use of questions stimulate the pupils to think?

EVIDENCE

Did I monitor progress and understanding and use the information to adapt my teaching?

EVIDENCE

Did I use any additional support to good effect?

EVIDENCE