



Appraisal Policy

APPROVED BY GOVERNORS

RESPONSIBLE PERSON – HEADTEACHER

Application of the Policy

The policy applies to the Headteacher, to all teachers and support staff employed on an incremental pay scale by the school.

Purpose

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

This policy should be read in conjunction with the school's Capability Policies relating to work performance which is below required standards through lack of capability and the 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 Self Evaluation and School Development Planning

To comply with the requirement to show how the arrangements for Appraisal link with those for school improvement, school self-evaluation and school development planning and to minimise workload and bureaucracy the Appraisal process will be the main source of information as appropriate for school self-evaluation and the wider school improvement process.

Similarly, the school improvement and development plan and the school's self evaluation form are key documents for the Appraisal process.

All appraisers are expected to explore the alignment of appraisees' personal learning objectives with the school's priorities and plans.

Consistency of Treatment and Fairness

The Governing Board is committed to ensuring consistency of treatment and fairness in the operation of Appraisal.

To ensure this the following provisions are made in relation to moderation, quality assurance and objective setting.

Quality assurance

The Headteacher has determined that he will delegate the appraiser role for some or all teachers for whom he is not the line manager. In these circumstances the Headteacher will moderate a sample of planning statements to check that the plans recorded in the statements of teachers at the school:

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

The Governing Board will:

Nominate three governors who will not be involved in the Headteacher's Appraisal and/or any appeal regarding the Headteacher's Appraisal to ensure that the Headteacher's planning statement is consistent with the school's improvement priorities and complies with the school's Appraisal policy and the Regulations.

The GB will review the quality assurance processes when the performance policy is reviewed.

Objective Setting

The objectives set will be rigorous, challenging, achievable, time-bound, fair and equitable in relation to teachers/staff with similar roles/responsibilities and experience, and will have regard to what can reasonably be expected of any teacher/staff in that position. They shall also take account of the teacher's/staff professional aspirations, career stage and any relevant pay progression criteria. They should be such that, if they are achieved, they will contribute to improving the progress of pupils at the school.

The appraiser and appraisee will seek to agree the objectives but where a joint determination cannot be made the appraiser will make the determination.

In this school all teachers/staff including the Headteacher, will have no more than 3 objectives linked consistently to the School Development Plan.

Though Appraisal is an assessment of overall performance of teachers/staff and the head teacher, 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 it will be assumed that those aspects of a teacher's/staff's roles/responsibilities not covered by the objectives or any amendment to the statement which may have been necessary in accordance with the provisions of the regulations have been carried out to a high standard

This policy should be read in conjunction with the DfE Teachers Standards, May 2012, of which all teachers will receive a copy.

Reviewing Progress

At the end of the cycle 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.

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 planning and review statement at the beginning of the cycle.

Appeals

At specified points in the Appraisal process teachers/staff and the Headteacher will have a right of appeal against any of the entries in their planning and review statements. Where an appraisee wishes to appeal on the basis of more than one entry this would constitute one appeal hearing.

Details of the appeals process are covered in the school's Pay Policy.

Confidentiality

The whole Appraisal process and the statements generated under it, in particular, will be treated with strict confidentiality at all times. Only the appraisee's line manager or, where s/he has more than one, each of her/his line managers will be provided with access to the appraisee's plan recorded in her/his statement, upon request, where this is necessary to enable the line manager to discharge her/his line management responsibilities. Appraisees will be told who has requested and has been granted access.

Training and Support

The school's professional learning programme will be informed by the training and development needs identified in the initial stages of Appraisal Process.

The GB 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/staff in general, including the instances where it did not prove possible to provide any agreed professional learning, will form a part of the Headteacher's annual report to the Governing Board about the operation of the Appraisal in the school.

With regard to the provision of professional learning, 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 professional learning identified is essential for a 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. Teachers/staff should not be held accountable for failing to make good progress towards meeting their performance criteria where the support recorded in the planning statement has not been provided.

Appointment of Appraisers for the Headteacher

Appointment of Governors

In this school The Governing Board 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 Board under this regulation is unsuitable for professional reasons, s/he may submit a written request to the Governing Board for that governor to be replaced, stating those reasons.

Appointment of School Improvement Partner or External Adviser

The Governors should consider appointing a School Improvement Partner for the school, who could provide the Governing Board with advice and support in relation to the management and review of the performance of the Headteacher.

Appointment of Appraisers for Teachers

In the case where the Headteacher is not the teacher's line manager, the Headteacher may delegate the duties imposed upon the appraiser, in their entirety, to the teacher's line manager. In this school the Headteacher has decided that:

The Headteacher will be the appraiser for those teachers he directly line manages and will delegate the role of appraiser, in its entirety, to the relevant line managers for some or all other teachers.

Line managers will be the appraisers for all those teachers they line manage.

Where a teacher has more than one line manager the head teacher will determine which line manager will be best placed to manage and review the teacher's performance.

Where a teacher is of the opinion that the person to whom the head teacher has delegated the appraiser's duties is unsuitable for professional reasons, s/he may submit a written request to the head teacher for that appraiser to be replaced, stating those reasons.

Where it becomes apparent that the appraiser will be absent for the majority of the cycle or is unsuitable for professional reasons the head teacher may perform the duties himself/herself or delegate them in their entirety 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.

All line managers to whom the head teacher has delegated the role of appraiser will receive appropriate preparation for that role.

Appointment of Appraisers for Support Staff

The Headteacher will be the appraiser for those support staff he directly line manages and will delegate the role of appraiser, in its entirety, to the relevant line managers for some or all other support staff.

Line managers will be the appraisers for all those support staff they line manage.

In respect of administrative and premises staff the line manager shall be the School Business Manager.

Where a teaching assistant has more than one line manager the head teacher/head of department will determine which line manager will be best placed to manage and review the teaching assistant's performance.

Where a teaching assistant is of the opinion that the person to whom the head teacher /head of department has delegated the appraiser's duties is unsuitable for professional reasons, s/he may submit a written request to the head teacher for that appraiser to be replaced, stating those reasons.

Where it becomes apparent that the appraiser will be absent for the majority of the cycle or is unsuitable for professional reasons the head teacher may perform the duties himself/herself or delegate them in their entirety to another teacher.

The Appraisal cycle will not begin again in the event of the appraiser being changed.

All line managers to whom the head teacher has delegated the role of appraiser will receive appropriate preparation for that role.

THE APPRAISAL CYCLE

The performance of teachers/staff must be reviewed on an annual basis.

The Appraisal cycle in this school, therefore, will run from September to July for teachers/support staff and the Headteacher.

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.

Where a teacher starts their employment at the school part-way through a cycle, the head teacher or, in the case where the teacher is the Headteacher, the Governing Board 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.

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 Board shall determine whether the cycle shall begin again and whether to change the appraiser.

Teachers for whom performance is deemed to be unsatisfactory please refer to the School's Capability Procedure. In some cases this may include withholding a pay increment, please also see school's pay policy.

Retention of Statements

Appraisal planning and review statements will be retained for a minimum period of 6 years.

Monitoring and Evaluation

The Governing Board will monitor the operation and outcomes of Appraisal arrangements.

The Headteacher will provide the Governing Board with written information on the effectiveness of staff appraisal and staff development needs.

The Governing Board is committed to ensuring that the Appraisal process is fair and non-discriminatory and the following monitoring data should be included in the head teacher's report because they represent the possible grounds for unlawful discrimination:

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

Review of the Policy

The Governing Board will review the Appraisal Policy every school year at its Resources Committee.

The Governing Board 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.

The Governing Board 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/support staff are fully conversant with the Appraisal arrangements, all new teachers/support staff who join the school will be briefed on them as part of their introduction to the school.

Access to Documentation

A copy of the School Development Plan will be published on the school's website and/or can be obtained from the school office.

Classroom Observation Protocol

All classroom observation of teachers will be undertaken in accordance with the Appraisal regulations, the associated guidance published by the Rewards and Incentives Group and the classroom observation protocol that is appended to this policy in Appendix A.

Observation of Teaching Assistants shall be undertaken at a pre-arranged time within the normal class routine and linked to individuals' specific Appraisal objectives.

APPENDIX A – Classroom Observation Protocol

The Governing Board is committed to ensuring that classroom observation is developmental and supportive and that those involved in the process will:

- carry out the role with professionalism, integrity and courtesy;
- evaluate objectively;
- report accurately and fairly; and
- respect the confidentiality of the information gained.

The total period for classroom observation arranged for any teacher will not exceed three hours per cycle having regard to the individual circumstances of the teacher. There is no requirement to use all of the three hours. The amount of observation for each teacher should reflect and be proportionate to the needs of the individual.

Where evidence emerges about the appraisee's teaching performance which gives rise to concern during the cycle they will be supported through Riverside School's Teacher Support Plan which include classroom observations to be arranged in addition to those recorded at the beginning of the cycle subject to a revision meeting being held in accordance with the Regulations.

Information gathered during the observation will be used, as appropriate, for a variety of purposes including informing school self-evaluation and school improvement strategies in accordance with the school's commitment to streamlining data collection and minimising bureaucracy and workload burdens on staff.

In keeping with the commitment to supportive and developmental classroom observation those being observed will be notified in advance.

Classroom observations will only be undertaken by those who have had adequate preparation and the appropriate professional skills to undertake observation and to provide constructive oral and written feedback and support, in the context of professional dialogue between colleagues.

Oral feedback will be given as soon as possible after the observation it will be given in a suitable, private environment.

Written feedback will be provided within five working days of the observation taking place.

The written record of feedback also includes the date on which the observation took place, the lesson observed and the length of the observation. The teacher has the right to append written comments on the feedback document. No written notes in addition to the written feedback will be kept.

A Headteacher has a duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained. The Headteacher has a right to drop in to inform their monitoring of the quality of teaching and learning. As this school is a large special school, drop ins and other quality assurance systems, will be undertaken by the Headteacher supported by members of the Wider Leadership Team.