

FEDERATION OF ST. NICHOLAS C OF E MIDDLE SCHOOL, PINVIN, AND
PINVIN C OF E FIRST SCHOOL
AND
COLLABORATION WITH HIMBLETON FIRST SCHOOL



POLICY FOR APPRAISING AND MANAGING TEACHER PERFORMANCE

P02

Date approved at FGB	13.12.17
Statutory/ school policy status	DfE statutory
Review period	1 year
Date of next review	Autumn 2018

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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 improvement plan, and the standards expected of teachers. It also sets out the arrangements that will apply when teachers fall below the levels of competence or conduct that are expected of them. The policy references the head teacher, in the context of the Pinvin Federation this is the Executive Headteacher.

APPLICATION OF THE POLICY

The policy applies to the head teacher and to all qualified teachers employed by the school or local authority, except those on contracts of less than one term and those undergoing induction (ie NQTs).

THE APPRAISAL CYCLE

The appraisal cycle will run **on an annual basis** from the first half of the Autumn Term and before 31st October to the first half of the Autumn Term and before the 31st October each academic year.

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 cycle will be determined by the duration of their contract.

APPOINTMENT OF APPRAISERS FOR THE HEAD TEACHER

The head teacher will be appraised by the Pay Committee of the Governing Body, LGB chair, a DOWMAT Director and educational specialist from DOWMAT

APPOINTMENT OF APPRAISERS FOR TEACHERS

The head teacher will appoint appraisers for other teachers.

OBJECTIVE SETTING

The objectives set for each appraisee, will be Specific, Measurable, Achievable, Realistic and Time-bound. The appraiser and appraisee will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives.

The objectives agreed with each appraisee will contribute to the school's plans for school improvement and improving pupil progress. This will be ensured by the senior leadership team who are responsible for the School Improvement Plan and objective setting.

REVIEWING PERFORMANCE

Observation

The amount and type of classroom observation will depend on the individual circumstances of the appraisee and the overall needs of the school. In addition to formal observation, head teachers or other leaders may “drop in” in order to evaluate the standards of teaching and learning and to check that high standards of professional performance are established and maintained.

Appraisees who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

Feedback

Appraisees will receive feedback on their performance throughout the year and as soon as practicable after any observation. *(Schools to indicate any particular points in the year when this might happen – eg linked to assessments of pupil results or department reviews).*

Appraisal

At the end of the cycle, each appraisee's performance will be formally assessed.

This appraisal is the end point to the formal process but performance and development priorities will be considered and addressed on a continuous basis throughout the year in a series of informal meetings which will take place *(informally on a termly basis and formally at a half-yearly point).*

The appraisee will receive – and have the opportunity to comment on - a written appraisal report. The appraisal report will include:

- Details of the appraisee's objectives;

- **an assessment of the appraisee's performance against their objectives for the relevant period and the relevant standards expected of teachers, having regard to their job description/role in the school;**
- **a determination of the teacher's training and development needs and the actions that will be taken to address them;**
- **a recommendation on pay where relevant** (*e.g. for those eligible for pay progression*).

TRAINING AND SUPPORT

The school wishes to encourage a culture in which all teachers expect to undertake a programme of continuing professional development that is linked to school improvement priorities and to their own individual ongoing professional development priorities and needs.

ASSESSMENT AND MONITORING

At any point during the appraisal cycle, evidence may emerge (either through the appraisal arrangements or otherwise), about any aspects of the appraisee's performance or conduct which give rise to concern.

In the most severe cases where the concerns over conduct or performance are such as to question the appraisee's overall satisfactory execution of his/her duties, the school will move straight to a disciplinary meeting (see section below).

In other cases, the appraiser will meet the appraisee to:

- give clear feedback to the appraisee about the nature and seriousness of the concerns;
- give the appraisee the opportunity to comment and discuss the concerns;
- agree any support (e.g. coaching, mentoring, structured observations), that will be provided to help address those specific concerns;
- make clear how, and by whom, progress will be monitored and when it will be reviewed;
- explain the implications and process if no – or insufficient – improvement is made.

An appropriate monitoring period will be agreed which reflects individual circumstances, allows time for improvement and reflects the seriousness of the concerns. The period of monitoring may be extended depending on progress.

If no or little improvement has been made after the monitoring period, or if the improvement still needed is great, the appraisee will be notified in writing and invited to a formal meeting. At this point the school will use the Capability Procedures for Teachers Policy.

GENERAL PRINCIPLES UNDERLYING THIS POLICY

ACAS Code Of Practice on Disciplinary and Grievance Procedures

The conduct of the disciplinary stages will be undertaken in accordance with the provisions of the ACAS Code of Practice.

Consistency of Treatment and Fairness

The Governing Body is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.

Sickness

If long term sickness absence appears to have been triggered by the commencement of monitoring or a formal disciplinary procedure, the case will be referred immediately to the occupational health service to assess the member of staff's health and fitness for continued employment and the appropriateness or otherwise of continuing with monitoring or formal procedures. Sickness absence should not automatically mean that monitoring or formal procedures cannot continue.

Grievances

Where a member of staff raises a grievance during a disciplinary process the disciplinary process may be temporarily suspended in order to deal with the grievance. Where the grievance and disciplinary cases are related it may be appropriate to deal with both issues concurrently.

Confidentiality

The appraisal and disciplinary process will be treated with confidentiality. However, the desire for confidentiality does not override the need for the Headteacher and governing body to quality-assure the operation and effectiveness of the appraisal system. *The Headteacher or appropriate colleague might, for example, review all teachers' objectives and written records personally – to check consistency of approach and expectation between different appraisers.*

The school will – on request – make teachers' two most recent written appraisal reports available to any other schools to which the teachers concerned apply for work.

Monitoring and Evaluation

The governing body and Headteacher will monitor the operation and effectiveness of the school's appraisal arrangements.