

MULBERRY STEPNEY GREEN MATHS, COMPUTING & SCIENCE COLLEGE

APPRAISAL POLICY FOR TEACHERS

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POLICY FOR APPRAISING TEACHER PERFORMANCE

Introduction

The Governing Body of Stepney Green School adopted this policy on 11th July 2012.

This Policy reflects the arrangements that come into effect on 1 September 2012. These arrangements are set out in the Education (School Teachers' Appraisal) (England) Regulations 2012 (the Appraisal Regulations) which replaced the Education (School Teacher Performance Management) (England) Regulations 2006 (the 2006 Regulations). The 2006 Regulations continue to apply to any performance management cycle which is in progress on 1 September 2012, unless the governing body or local authority decides to end that cycle early and to begin a new appraisal period starting on or after that date.

Text in bold indicates statutory requirements contained in the Appraisal Regulations or the School Staffing Regulations.

Purpose of Appraisal

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.

The policy applies to the head teacher and to all teachers employed by the school except teachers on contracts of less than one term, those undergoing induction (i.e. NQTs) and those who are the subject of capability procedures.

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers and the head teacher and for supporting their development needs within the context of the school's improvement 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 reviewer.

This school's Appraisal policy is designed to:

- improve staff morale and motivation;
- lead to an entitlement to professional development according to identified needs;
- encourage the development of confident and professional judgements amongst teachers;
- increase teachers' participation in decision-making and developing a sense of control over their own work;
- identify the resources and facilities needed to support teachers;
- be manageable and not introduce bureaucratic burdens; and
- have regard to the necessity of achieving a work/life balance for all teachers in respect of all aspects of the performance management process.

The governing body believes, therefore, that its policy will create:

- an atmosphere of trust between teachers, reviewers and the head teacher; and
- a proper opportunity for teachers for professional discussion with their reviewers about their work and their professional development.

This policy should be read in conjunction with the school's pay policy which provides details of the arrangements relating to teacher's pay in accordance with the School Teachers' Pay and Conditions Document.

Appraisal Process

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. Appraisal must include open and honest discussions between the appraiser and the appraisee.

The appraisal period

The appraisal period will run for twelve months from October to *October*.

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.**

There is flexibility to have a longer or shorter appraisal period when teachers begin or end employment with a school or local authority or when unattached teachers change post within the same authority.

Appointing appraisers

The head teacher will be appraised by the Governing Body, (Schools may nominate a small number (2 or 3) Governors to discharge this responsibility - The Appraising Governors). **The Appraising Governors will be supported by a suitably skilled and/or experienced external adviser who has been appointed by the Governing Body for that purpose.**

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

The head teacher will decide who will appraise other teachers.

The Headteacher will consider an alternative appraiser where a member of staff has a valid and genuine objection to their designated appraiser.

Setting objectives

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

Objectives for each teacher will be set before, or as soon as practicable after, the start of each appraisal period

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.

The objectives set for each teacher are intended to contribute to the school's plans for improving the school's educational provision and performance and improving the education of pupils at that school. This will be ensured by quality assuring all objectives against the school improvement plan or other appropriate plans/strategies. Objectives will also take into account the professional aspirations of the teacher. The objectives set should reflect the teacher's contractual hours

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. The appraisal objectives for those teachers on the upper pay spine, Leading Practitioner or the senior leadership group must be set at a level that meets the appropriate National Standards contained in the School's Pay Policy. If the teacher being appraised states their intention to apply for progression to the Upper Pay Spine, the appraiser will take this into account.

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. With the exception of those who are qualified teachers by virtue of holding and maintaining Qualified Teacher Learning and Skills (QTLS) status, all teachers must be assessed against the set of standards contained in the document called "Teachers' Standards" published in July 2011. 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.

For teachers who are qualified teachers by virtue of holding QTLS status, it is for the governing body or head teacher to decide which standards are most appropriate. Such teachers may be assessed against the Teachers' Standards, against any other sets of standards issued by the Secretary of State, against any other professional standards relevant to their performance or any combination of those three.

Reviewing performance

This School believes that observation of classroom practice and other responsibilities 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.

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. The total period for classroom observations for the purposes of appraisal and the monitoring of teaching and learning will not exceed 3 hours, other than in exceptional circumstances i.e. teachers receiving additional support, having regard to the individual circumstances of the teacher and the overall needs of the school. 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.

The Headteacher of the school will consult staff on a Lesson Observation Protocol for the School including the pattern of classroom observation.

The Governing Body 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
- Respect the confidentiality of the information gained

Classroom observation can fulfil a number of functions and Information gathered during the observation will be used, as appropriate, including to inform 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 teachers. Information gathered from classroom observation will assist the head teacher in the exercise of her/his duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained.

In keeping with the School Governing Body's commitment to supportive and developmental classroom observation, those being observed will be notified of their observation for the purposes of Appraisal.

Teachers (including the Headteacher) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities reviewed on annual basis.

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.

Feedback

Feedback will highlight particular areas of strength and discuss what has gone well and highlight how this can be consolidated through CPD etc. Feedback will also highlight any areas of concern, including areas that require improvement and any support that may be required to assist the teacher to achieve the required improvements

The School's policy on observation provides examples of support that may be given.

Written feedback will be provided within 10 working days of the observation taking place. The teacher can append written comments on the feedback document.

Annual assessment

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.

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 through the process of line management meetings.

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 Headteacher). Please note that this date is not a statutory requirement.

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 professional development needs/continuing professional development needs and identification of any action that should be taken to address them;**
- **a recommendation on pay where that is relevant (NB – pay recommendations need to be made by 31 December for headteachers and by 31 October for other teachers);**

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

Review

This policy will be reviewed every three years by the Full governing Body.