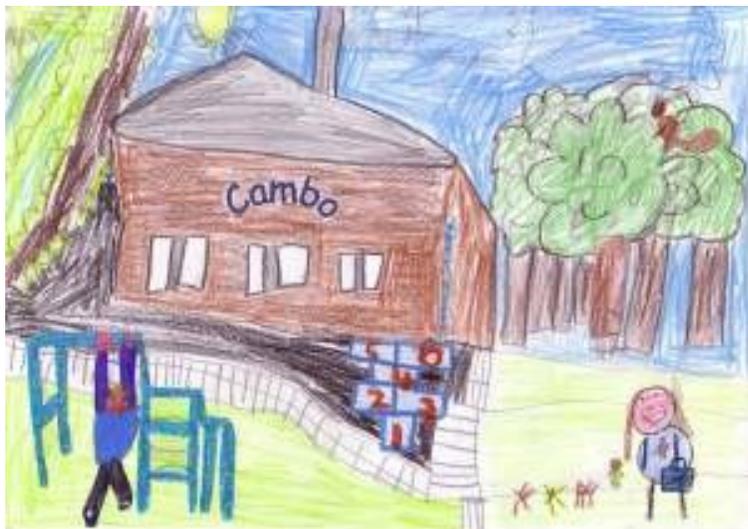


## Appraisal Policy for Teachers and Support Staff



### Purpose

This whole school appraisal policy sets out the framework for a clear and consistent assessment of the overall performance of staff 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.

This policy is effective from 1 September 2019.

### Scope

This policy applies to all staff, except those with fixed-term contracts of less than one term, newly qualified teachers during their induction programme, support staff within their probationary period and employees subject to the capability procedure. Staff falling into these categories will have separate arrangements to monitor their performance.

### Appraisal Period

Appraisal will be a supportive and developmental process; designed to ensure that all employees have the skills and support to carry out their roles effectively.

Appraisal will run from September to August [12 months]. The length of the appraisal period will be shortened when an employee starts or ends employment during the above appraisal period

Employees with a fixed term contract of less than one year, will have their performance managed in accordance with the principles set out in this policy and the school pay policy. The length of their appraisal period will be determined by the duration of their contract.

### Appraisers

The headteacher 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.

At Cambo the task of appraising the headteacher, including the setting of objectives, is delegated to a sub-group consisting of two members of the governing body.

The headteacher will appraise all teaching staff.  
The headteacher will decide who will appraise other employees.

### Setting Objectives

The Headteacher's objectives will be set by the governing body sub-group after consultation with the external adviser. The objectives for all other staff will be set by the Headteacher or the appraiser appointed by the headteacher.

Objectives will be set before or as soon as practicable after, the start of each appraisal period. The objectives set will be specific, measurable, achievable, realistic and time-bound. Their intended impact will be considered.

Objectives will be differentiated according to the member of staff's occupational role, career stage and the context of the school.

Clear identifiable success criteria will be established for each objective so that the appraiser and appraisee understand the level of performance required and how this will relate, where relevant, to performance pay and progression at the annual salary review for staff. The main sources of evidence for each objective will also be clear at the outset e.g. observations, work scrutiny and pupil/student feedback.

The appraiser and appraisee 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 objectives set for each member of staff will, if achieved, contribute to the school's plans for improving the school's educational provision and the performance of pupils at Cambo First School.

Before the start of each appraisal period, or as soon as practicable after, each member of staff will be informed of the standards against which that teacher's performance in that appraisal period will be assessed. All teaching staff will be assessed against the set of Teachers' Standards in force at the time.

Governors will ensure that all appraisers are aware of the DfE advice: "The use of evidence in appraisal and pay decisions" June 2014. To ensure transparency and consistency are applied, governors will ensure that all appraisers are appropriately trained

## Monitoring Performance

### Observation

At Cambo we believe that the observation of classroom practice, and other responsibilities where appropriate, is important as a way of assessing the performance of the appraisee in order to gain knowledge of particular strengths and areas for development. This useful information informs school improvement more generally. All observations will be carried out in a supportive fashion.

At Cambo the performance of teachers will be regularly observed. The amount and type of observation will depend on the individual circumstances of the teacher and the overall needs of the school.

Classroom observations will be carried out by those with qualified teacher status (QTS). In addition to formal observation, headteachers or other leaders with responsibility for teaching standards may "drop in" in order to evaluate the standards of teaching 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.

Appraisees (including the headteacher) who have responsibilities outside the classroom should also expect to have the performance of those responsibilities observed and assessed.

### Development and support

Appraisal is a supportive process at Cambo. It is used to inform continuing professional development. The school wishes to encourage a culture in which all staff take responsibility for their practice through appropriate professional development. Professional development will be linked to school improvement priorities and to the on-going professional development needs and priorities of individual appraisees.

### Feedback

All staff will receive constructive feedback on their performance throughout the year and as soon as practicable after any 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

### Concerns about performance

Where there are any concerns about a member of staff's performance the appraiser will meet the appraisee formally to:

- give clear feedback to the appraisee about the nature and the 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 these specific concerns;
- make clear how, and by when, the appraiser will review progress – this may include revising objectives and it will be necessary to allow sufficient time for improvement. The amount of time will be reasonable in the circumstances of the case and will reflect the seriousness of the concerns; and
- explain the implications if no, or insufficient, improvement is made, which will be to stop the appraisal process and use the school's capability procedure instead.

### When progress is reviewed:

- if the appraiser is satisfied that the appraisee 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; or
- if the appraiser is not satisfied that the appraisee has made, or is making, sufficient improvement, the appraisee will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the capability procedure. The appraisee will be invited to a formal capability meeting to start that procedure.

### Reviewing performance

Each appraisees performance will be formally assessed in respect of each appraisal period. In assessing the performance of the headteacher, 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 in interim meetings which will take place once a term. The appraiser will ensure that the appraisee is aware if they do not appear to be on track to meet their objectives or any relevant standards including any risk to pay progression arising from performance where relevant. The appraiser will document this in their notes of the discussion. A meeting will be arranged where the appraisee will receive a written appraisal report as soon as practicable following the end of each appraisal period and will have the opportunity to comment in writing on it. Appraisees will receive their written appraisal reports by 31 October (31 December for the headteacher). The appraisal report will include:

- details of the appraisees objectives for the appraisal period in question;
- an assessment of the appraisees performance of their role and responsibilities against their objectives and any relevant standards – this will include a judgement about whether the objectives and any relevant standards have been met, exceeded or not met;
- an assessment of the appraisees training and development needs and identification of any action that should be taken to address them;
- a recommendation on pay for teachers where there is discretion for the governing body to award performance pay.

The evidence in the report will be sufficiently detailed and robust to support the appraiser's pay recommendation for a teacher eligible for performance pay progression.

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

#### Specific considerations

It is recognised that a significant period of absence for a teacher during the appraisal period may affect the recommendation about whether the teacher should be awarded pay progression. Each situation will be reviewed on a 'case by case' basis to consider whether the individual has attended work for sufficient period of time for a robust judgement to be made on their performance. Where that absence is a result of the protected characteristic for example pregnancy/ maternity or disability under the Equality Act 2010, the appraiser in making a recommendation will consider the following factors:

- What proportion of the appraisal cycle has been completed?
- Have objectives been proportionately adjusted to reflect the absence?
- Has the employee received performance related pay in the past?
- Was the performance in the affected cycle in line with previous performance?

In order for performance management to be robust the appraiser will ensure:

- The member of staff is given the opportunity to be consulted on question of progression.
- At the outset of the cycle the criteria for progression is very clear.
- The member of staff is provided with the same information that is available to other teachers who are not absent.

- The member of staff is provided with a fair, balanced and reasonable approach to gathering, presenting and analysing information in relation to their performance.
- Members of staff are kept "in the loop" when absent by informing and involving them in any on-going performance management activities.

### Confidentiality and record keeping

The appraisal process will be a confidential procedure. 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 Head Teacher will use their professional judgment based on suitable evidence to make any pay recommendations to the relevant committee. Governors should satisfy themselves that the process of moderation of appraisal objectives and pay recommendations is carried out fairly. Governors involved in any moderation of Performance Management are not able to participate in 'Appeal' committees established under the school's pay policy.

The governing body and head teacher will ensure that all written appraisal records are securely retained and eventually destroyed in line with our GDPR policies.

### Monitoring and review

The governing body is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation. The governing body and Head Teacher will monitor its operation and the effectiveness of the school's appraisal arrangements. The governing body will review this policy annually.

Paula Cummings Head teacher  
Reviewed 20<sup>th</sup> November 2019

P.A.V. Walker Chair of Governors  
Ratified by Governing body 26<sup>th</sup> November 2019