

# THE HARVEY GRAMMAR SCHOOL



## Teacher Appraisal Policy

Adopted December 2013

## **Purpose**

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the Headteacher, 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.

Appraisal 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.

## **Application of the policy**

The policy applies to the Headteacher and to all teachers employed by the school, except those on contracts of less than one term, those undergoing induction (ie NQTs) and those about whose performance there are serious concerns that the appraisal process has been unable to address and are therefore subject to the school's Capability Procedure.

The policy will be applied fairly and equitably, with appropriate confidentiality.

## **The appraisal period**

The appraisal period will run for twelve months from September to August.

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.

## **Appointing appraisers**

The Headteacher will be appraised by a sub-group of three members of the Governing Body. They may be supported if deemed appropriate, by a suitably skilled and experienced external adviser specially appointed by the Governing Body for that purpose.

The Headteacher will decide who, with Qualified Teacher Status, will appraise other teachers, taking into account any objections to the choice of appraiser if necessary.

All appraisers appointed by the Headteacher will hold qualified teacher status and have relevant experience. The teacher's line manager or another senior person will normally be their appraiser. If they are unable to conduct the appraisal, an appropriately experienced appraiser will be appointed in their place.

If legitimate concerns are raised about the choice of appraiser, these will be carefully considered and, if the Headteacher (or, in the case of the Headteacher, the Governing Body) considers these concerns to be valid, an alternative appraiser will be offered.

## **Setting objectives**

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

The objectives set for each teacher will, if achieved, contribute to the school's plans for improving educational provision and performance and improving the education of its pupils. This will be ensured by a quality assurance process in which all objectives are checked by the Headteacher for consistency with the published school improvement plan.

At the start of each appraisal period, each teacher will be informed of the standards against which his/her 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 will be assessed against the set of standards contained in the document called "Teachers' Standards" introduced by the Department for Education in September 2012.

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

Objectives may be revised if circumstances change. Appraisers will need to obtain approval from the Headteacher (or the Governing Body in the case of the Headteacher's appraisal) in such situations before amending objectives.

## **Reviewing Performance**

### **Observation**

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 as a means of gaining useful information to support school improvement more generally.

Teachers' lessons will be observed on an appropriate and reasonable number of occasions based on the individual circumstances of the teacher. The number of formal observations will be in accordance with the school's ongoing performance review process, which includes provision for circumstances where concerns are raised about a teacher's performance. Classroom observation will only be carried out by those with QTS.

In addition to formal observations, members of the Leadership Team 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

Feedback on formal observations will ideally be given as soon as possible and, unless there are exceptional circumstances, within five working days

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

### **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.

The school's priorities for CPD will be informed by the development needs identified as part of the appraisal process. The Governing Body will consider how resources will be made available for appropriate training and support when budgets are set.

### **Feedback**

Teachers will receive constructive feedback on their performance throughout the year and as soon as practicable after a formal observation has taken place or other evidence has come to light. Feedback will highlight particular strengths as well as any areas that need attention.

### **Teachers experiencing difficulties**

Where there are concerns about any aspects of the teacher's performance it is the responsibility of the appraiser to meet the teacher formally to:

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

In such circumstances, it may be appropriate for the original objectives to be revised and it will be necessary to allow sufficient time for improvement. The amount of time needed may vary to reflect the seriousness of the concerns but a period of six working weeks should be sufficient in most cases.

When progress is reviewed, if the appraiser is satisfied that the teacher 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.

### **Transition to capability**

If the appraiser is not satisfied with progress, the teacher will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the capability procedure, and will be invited to a formal capability meeting.

### **Annual assessment**

Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the Headteacher, the Governing Body may consult an 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 and formalised in a mid-year review meeting to take place in term 3 of the cycle.

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 by 31 October (31 December in the case of the Headteacher). 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 and identification of any action that should be taken to address them;
- a recommendation on pay where that is relevant

The assessment of performance and of professional development needs will inform the planning process for the following appraisal period. All procedures with regard to decisions on pay, including the right to appeal, are clearly defined in the Teacher's Pay Policy.

### **Confidentiality**

The appraisal process will be treated with confidentiality. However, there is clearly a need for some of the details to be shared with governors and other key members of staff for a variety of reasons, which include:

- planning continuing professional development
- making efficient use of aggregated lesson observation information for a variety of school leadership purposes
- quality assurance
- overall monitoring of the system and its effectiveness

It is also important to note that, during inspection, Ofsted inspectors will investigate the effectiveness of the school's appraisal and capability policies and processes in tackling deficiencies in performance. In doing so, however, the confidentiality of the process for individuals will not be compromised.

### **Consistency of Treatment and Fairness**

The governing body is committed to ensuring consistency of treatment and fairness. It will abide by all relevant equality legislation, including the duty to make reasonable adjustments for disabled teachers. The governing body is aware of the guidance on the Equality Act issued by the Department for Education.

### **Definitions**

Unless indicated otherwise, all references to "teacher" include the Headteacher.

### **Monitoring and Evaluation**

The Headteacher and the Governing Body will monitor the operation and effectiveness of the school's appraisal arrangements.

Revised December 2013