

# **TEACHER APPRAISAL POLICY**

## **WHY DO WE HAVE THIS POLICY?**

Notre Dame Catholic College believes that it is important to have a framework for an open and consistent assessment of the overall performance of all teachers including the Headteacher.

## **WE HAVE THIS POLICY:**

- ❖ To meet the revised appraisal arrangements, statutory obligations set out in the Education 'School Teachers' Appraisal (England) Regulations 2012, which came into effect on 1<sup>st</sup> September 2012.
- ❖ To provide an appraisal process which will be supportive and developmental to ensure that all teachers have the skills and support they need to be effective teachers.
- ❖ To provide teaching staff with the opportunity of improving their own professional development and to develop as teachers.
- ❖ To ensure that the school provides opportunities for professional development to meet the personalised needs of staff.
- ❖ To contribute to high standards of education through agreed standards of target setting.

## **1. PURPOSE**

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers and the Headteacher and for supporting their development needs within the context of the school development plan and their own professional needs. It also sets out the arrangements that will apply when teachers fall below the levels of competence that are expected of them.

Where teachers are eligible for pay progression, the assessment of performance throughout the cycle against the teacher standards and the performance criteria specified in the statement will be the basis on which the recommendation is made by the reviewer.

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

The policy applies to the Headteacher and to all teachers employed by the school except teachers on contracts of less than one term, those undergoing induction (e.g. NQTs, those on teacher training routes such as Teach First or Schools Direct) and those who are the subject of capability procedures.

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.

## **2. THE TEACHER APPRAISAL CYCLE**

The appraisal period will run for twelve months from 1<sup>st</sup> November to 31<sup>st</sup> October for teaching staff.

The appraisal period will run for twelve months from 1<sup>st</sup> January to 31<sup>st</sup> December for the Headteacher.

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Performance planning and reviews must be completed for all teachers by 31<sup>st</sup> October, the Headteacher by 31<sup>st</sup> December and support staff by 31<sup>st</sup> May.

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 period will be determined by the duration of their contract and will be determined by the Headteacher, with a view to bringing the performance cycle into line with the cycle for other teachers at the school as soon as possible.

Where a teacher starts their employment at the school part-way through a cycle, the Headteacher shall determine the length of the first cycle for that teacher, with a view to bringing the 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 body shall determine whether the cycle shall begin again and whether to change the reviewer.

### **3. APPOINTING 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. The local authority has appointed a School Improvement Partner for the school, who will provide the Governing Body with advice and support in relation to the management and review of the performance of the Headteacher.

In this school the task of appraising the Headteacher, including the setting of objectives, will be delegated to a sub-group consisting of two members of the Governing Body of which at least one will be a foundation governor.

The Headteacher will decide who will appraise other teachers. Where a teacher has objections to the appointed Appraiser, these should be put in writing to the Headteacher who will give due consideration to these concerns and respond to the teacher accordingly.

### **4. SELF-REVIEW**

All learning & teaching staff are asked to self-evaluate their teaching and conduct against the appropriate standards on the Bluewave Swift online revision tool.

All teaching staff will use the Bluewave Swift system to review themselves against the appropriate standards which includes Core Standards:

- PART ONE: TEACHING standards 1 - 8
- PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

*[As the government has yet to introduce a replacement for post-threshold standards any member of staff above M6 on the pay scale should also self-evaluate their performance against the post-threshold standards for the current teacher appraisal cycle.] (TO BE REMOVED)*

### **5. SETTING OBJECTIVES**

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The Headteacher'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 practical after, the start of every appraisal period.

The objectives set will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the teacher's role and level of experience.

The reviewer and teacher will seek to agree the objectives but where a joint determination cannot be made the reviewer will make the determination. Objectives may be revised if circumstances change.

In this school:

- all teachers, including the Headteacher, will have no more than three objectives;
- all teachers, including the Headteacher, will have a whole school objective plus one professional development objective.

The objectives set for each teacher will, if achieved, contribute to the school's plans for improving the school's educational provision and performance and improving the education of pupils at the school. In this school the Headteacher/Governing Body will delegate the responsibility of quality assuring objectives against the School Development Plan to the Senior Leadership Team.

Before, or as soon as practical 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. All teachers must be assessed against the set of standards contained in the document called "Teachers' Standards" published in July 2011. The Headteacher 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.

Every effort should be made to meet objectives in full. However, a Reviewer may conclude that significant progress has been made towards achieving objectives and in these instances; the Teacher may be assessed favourably. The rationale for this conclusion should be recorded on the Teacher's Appraisal form.

## 5.1 APPEALS

At specified points in the teacher appraisal process teachers and Headteachers have a right of appeal against any of the entries in their planning and review statements. Where a reviewee 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.

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## 6. REVIEWING PERFORMANCE

### 6.1 Observation

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 the school improvement more generally. All observation will be carried out in a supportive fashion and appropriate feedback will be given.

In this school teachers' performance will be regularly observed but the total period for classroom observation *for appraisal purposes* will not exceed 3 hours. Other methods of assessment including work scrutiny and learning walks will be used to inform decisions on teachers' performance.

Classroom observation will be carried out only by those with QTS.

The timing and frequency of classroom observations will be discussed and agreed by the Reviewer and the teacher during the appraisal meeting. This does not preclude additional observations during the Appraisal Cycle, where it is deemed necessary by either party.

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

Oral Feedback will be given as soon as possible after an observation and no later than the end of the following working day. Written feedback will be provided within 5 working days of the observation taking place.

### 6.2 Drop-ins

In addition to formal observation, the Headteacher 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. However, such visits should not take place excessively.

### 6.3 Classroom Observation Protocol

In this school 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, and;
- observations should not be excessive but be reasonable and proportionate.

Information gathered during the observation will be used, as appropriate, for a variety of purposes including to inform the school self evaluation and school improvement strategies in accordance to the

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school 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, if possible at the first appraisal meeting.

Feedback shall be given in line with section 6.1

#### **6.4 Informal Review Meetings**

Regular informal review meetings should take place throughout the Teacher appraisal Cycle and arrangements for these should be agreed at the initial appraisal meeting. These will provide an opportunity for professional dialogue between the reviewer and teacher regarding progress, concerns and feedback.

A record of meetings will be kept by the appraiser, with a copy given to the member of staff and a copy placed on their personal file.

### **7. 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 the school improvement priorities and to the ongoing professional development needs and priorities of individual teachers.

CPD needs should be identified when self-reviewing against the Teachers' Standards. These needs should then be communicated to the CPD Co-ordinator via the Bluewave Swift system.

The school's CPD programme will be informed by the training and development needs identified in the training annexe of the reviewee's planning and review statements.

The Governing Body 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 reviewees.

An account of the training and development needs of teachers in general, including the instances where it did not prove possible to provide any agreed CPD, will form a part of the Headteacher's Annual Report to the Governing Body about the operation of the teacher appraisal in the school.

With regard to the provision of CPD 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 CPD identified is essential for a reviewee 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 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.

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## 8. FEEDBACK

Teachers will receive constructive feedback on their performance throughout the year and as soon as practical after every 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.

Feedback should also be given during any review meetings and recorded on the Bluewave Swift system.

## 9. IDENTIFYING CONCERNS

Where there are any concerns about any aspects of the teacher's performance, the appraiser will meet the teacher formally to:

- ❖ give clear feedback to the teacher about the nature and seriousness of the concerns with reference to the evidence;
- ❖ give the teacher 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 when, the Reviewer will review progress
- ❖ where appropriate revise objectives. It will be necessary to allow additional sufficient time for improvement in these circumstances. The amount of time is up to the school but should reflect the seriousness of the concerns;
- ❖ advise the teacher of the timescales for improvement. These will be set by the Reviewer and should ensure sufficient opportunities for the teacher to improve, whilst also reflecting the seriousness of the concerns.
- ❖ explain the implications and process of no – or insufficient – improvement is made. (Reference to paragraph 8)

The agreed objectives support and timescales should be recorded in writing and a copy sent to the teacher.

When progress is reviewed, if the reviewer 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.

Where the reviewer has serious concerns that the teacher's performance is having an immediate impact on the education, health, safety or wellbeing of pupils or colleagues, the timescales for improvement and level of support for the teacher should reflect this.

## 10. TRANSITION TO CAPABILITY

If the appraiser (reviewer) is not satisfied with progress, and/or objectives have not been met, the teacher will be notified in writing that the appraisal system will no longer apply and that their performance will be managed by the Headteacher under the School Capability Performance Procedure. The teacher will be invited to a formal capability meeting.

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## 11. 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 in interim meetings.

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 teacher will receive as soon as practical 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 have access to their written appraisals through the Bluewave Swift system by 31<sup>st</sup> October. 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;
- ❖ where objectives have not been met in full, but the Reviewer is satisfied that significant progress has been made, the rationale for this decision.

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

The Appraisal process is confidential to the Headteacher, appraiser (reviewer) and teacher. However, this does not override the need for the head teacher and governing body to quality assure the operation and effectiveness of the Appraisal system. The Headteacher will delegate this responsibility to members of the Leadership Team.

## 12. MONITORING AND EVALUATION

The Governing Body will monitor the operation and effectiveness of the School's Appraisal system.

The Headteacher will provide the Governing Body with a written report on the operation and effectiveness of the school Teacher appraisal Policy annually. The report will not identify anyone by name and will include an assessment of the impact of the policy on:

- Race
- Gender
- Sexual Orientation
- Disability
- Religion and belief

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- Age
- Part time status
- Maternity/pregnancy

The Headteacher will also report on whether there have been any appeals or representations on the grounds of any of the categories above.

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