Teachers Appraisal Policy

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1. What is it?

1.1. This policy outlines the school's process for Teachers' Appraisals. All maintained schools are required to have an appraisal policy. This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including school leaders, 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.

2. Who does it apply to?

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

3. When does the policy not apply?

3.1. This policy does not apply in cases of alleged misconduct or unacceptable behaviour deemed to be wilful or deliberate. If a teacher is capable of performing in their role but refuses to do so, the school's disciplinary policy and procedure should be followed.

3.2. This policy does not apply to Early Career Teachers (ECT's) undergoing their formal induction period.

3.3. This policy will cease to apply to those teachers who have been made subject to formal capability proceedings as a result of this appraisal policy and procedure. Once a teacher or Headteacher's performance despite feedback is found at review to be

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unsatisfactory or very unsatisfactory, the procedure to be followed from that point is the formal stage of the school's Capability Policy.

4. What are the main points?

4.1. The arrangements for undertaking appraisals are set out in The Education (School Teachers' Appraisal) (England) Regulations 2012. Text in speech marks "" indicates statutory requirements contained in the Appraisal Regulations.

4.2. This policy should always be applied in a way that is robust whilst minimising the impact on workload for teachers, line managers, school leaders and governing bodies.

4.3. Appraisal in this school will be a supportive and developmental process designed to ensure that all teachers have or fully develop the skills and access to 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.

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

4.5. 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 and an individual teacher's objectives should take account of the length of contract".

4.6. There is flexibility to have a longer or shorter appraisal period when teachers begin or end employment with a school.

5. Appointing appraisers

5.1. The Headteacher will be appraised by the governing body, supported by a suitably skilled external adviser who has been appointed by the governing body for that purpose.

5.2. In this school the task of appraising the school leader, including the setting of objectives, will be delegated to a sub-group consisting of two members of the governing body.

5.3. The Headteacher will decide who will appraise other teachers.

6. Setting objectives

6.1. "The Headteacher objectives will be set by the governing body after consultation with the external adviser".

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6.2. The governing body has a duty to have regard to the work-life balance of the Headteacher and objectives will reflect this.

6.3. “Objectives for each teacher will be set before, or as soon as practicable after, the start of each appraisal period”. The Headteacher has a duty to have regard to the work-life balance of the teacher and objectives will reflect this.

6.4. 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. Objectives and appraisal discussions will not be based on teacher generated data and predictions, or solely on the assessment data for a single group of pupils.

6.5. The Headteacher and teacher will seek to agree the objectives but, if that is not possible, the Headteacher will determine the objectives. The teacher can record their disagreement on the appraisal statement, and this will be taken into account at the appraisal review.

6.6. Objectives should be revised if circumstances change, such as but not limited to a teacher going on maternity leave, or undergoing surgery/medical treatment, to take account of the anticipated absence and to allow the teacher to meet reduced and attainable targets.

6.7. “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 that school”. Objectives should also have a strong focus on effective professional development to ensure that teachers stay up to date with the latest methodologies, technologies, and educational research.

6.8. “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”.

6.9. “For teachers who are qualified teachers by virtue of holding QTLS status, it is for the governing body or Headteacher to decide which standards are most appropriate”.

6.10. Teachers’ performance is assessed against their objectives, and the relevant standards. The Headteacher will need to set out what they will take into account when making judgements as to whether teachers have met their objectives and the relevant standards. Evidence used in the performance management process must relate

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directly to objectives and should be agreed in advance and be readily available from day-to-day practice. Numerical targets should not be set if it is beyond the teacher's control to achieve them.

6.11. This might but does not have to include:

- improvements in specific elements of practice, such as behaviour management, development of pedagogy or providing feedback,
- impact on effectiveness of teachers or other staff,
- wider contribution to the work of the school.

7. Reviewing performance

7.1. The Headteacher will set out what evidence they will take into account when making judgements about a teachers' performance and whether they have met the relevant standards and their individual objectives. This evidence will be decided upon when the objectives are being set at the beginning of the appraisal process.

7.2. This school believes that a range of different methods should be utilised, in a supportive fashion, to assess teachers' performance.

7.3. It is important to our school that methods of assessing teacher performance do not add to teacher workload.

8. Development and support

8.1. 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.

9. Feedback

9.1. Teachers will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has come to light. Feedback will highlight particular areas of strength as well as any areas that require further development.

10. Assessment against Teachers' Standards

10.1. Teachers' performance will be assessed against the relevant teacher standards to a level that is consistent with what should reasonably be expected of a teacher in the

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relevant role and at the relevant stage of their career. The Headteacher should use their professional judgement when appraising teachers' performance. It is not necessary for schools to adopt rigid models that seek to set out exactly what the relevant standards mean for teachers at different stages in their careers and teachers should not be expected routinely to provide evidence that they meet all the standards.

11. Informal Support

11.1. Except in the most serious cases of persistent failures to meet job expectations and teaching standards, resulting in negative consequences on the pupils and organisation, teachers should not ordinarily be placed in capability procedures without first undergoing a period of informal support as part of the appraisal process. Where there are concerns about any aspects of the teacher's performance the Headteacher will meet the teacher to:

- inform the teacher that they are going to be receiving informal support due to performance concerns.
- give clear and specific feedback to the teacher about the nature and seriousness of the concerns.
- give the teacher the opportunity to comment and discuss the concerns.
- set clear objectives and timescales for required improvement.
- 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 appraiser will review progress (it may be appropriate to revise objectives, and it will be necessary to allow sufficient time for improvement. The amount of time is up to the school but should reflect the seriousness of the concerns).
- explain the implications and process if no, or insufficient, improvement is made – e.g. commencement of capability procedure.

11.2. There should be a clear relationship between the issue, the objectives set, and the planned documented programme of support put in place. The Headteacher/CEO of trust (or their nominee) should partner with the teacher in a collaborative manner to establish objectives and timelines, taking into account the teacher's circumstances. This may include any medical conditions, well-being support needs, or disabilities protected by equality legislation.

11.3. Informal support should be provided for a reasonable period to allow for performance improvement. Schools could decide this is a minimum of 6 weeks. However, the duration will be determined based on the specific circumstances, with appropriate support in place to facilitate improvement. The Headteacher should meet with the teacher regularly to assess progress and ensure the agreed-upon support is being provided.

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11.4. When progress is reviewed, after the agreed upon period, if the Headteacher 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 though that process.

12. Transition to capability

12.1. If a teacher demonstrates serious underperformance or has not responded to support provided within the informal support process, 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. Advice should be sought as appropriate from a HR provider.

12.2. Disciplinary procedures will only be triggered by factors related to misconduct or breach of professional standards. The Headteacher will be careful not to conflate these procedures but, if appropriate to the circumstances, they can run concurrently.

13. Annual assessment

13.1. "Each teacher's performance will be assessed in respect of each appraisal period. In assessing the performance of the Headteacher, the governing body must consult the external adviser".

13.2. 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 (e.g. once a term).

13.3. "The teacher will receive as soon as practicable following the end of each appraisal period" – and have the opportunity to comment on – "an appraisal report" (in practice the report could be produced using online performance management systems, which can help to reduce workload). "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"
- details of a discussion on wellbeing and workload and career progression/aspirations
- "a recommendation on pay where that is relevant"

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

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14. Pay Progression

14.1. Refer to the school's pay policy regarding pay progression.

14.2. The Governing Body will ensure that it has regard to the criteria for leadership group progression and any recommendation on pay progression recorded in the teacher's most recent appraisal report, and any considerations set out in the school's pay policy.

15. Equal Opportunities

15.1. The school will make any necessary adjustments to ensure that all employees are treated fairly within the law.

16. Monitoring and Evaluation

16.1. The Governing Body will monitor the operation and outcomes of the school's appraisal arrangements.

16.2. The school will make any necessary adjustments to ensure that all employees are treated fairly within the law.

16.3. The Headteacher will provide the Governing Body with a report on the operation of the school's appraisal policy annually. This report will not contain information that enable individuals to be identified. The report will include

- Operation of the appraisal policy
- Teachers' training and development needs
- Pay recommendations along with information to ensure that decisions can be made
- Information to demonstrate decisions have been made fairly and objectively in compliance with agreed procedure.

16.4. The Governing Body is committed to ensuring that the appraisal process is fair and non-discriminatory, and the following monitoring data will be included in the Headteacher's Report because it represents the possible grounds for unlawful discrimination.

- Race
- Sex
- Gender Re-assignment
- Marriage and Civil Partnership
- Sexual orientation
- Disability
- Religion or belief

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- Age
- Part-time contracts
- Trade union membership

16.5. The Headteacher will also report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination under any of the categories above.

17. Headteacher:

17.1. The Headteacher will be responsible for

- the management and implementation of this policy at their school.
- developing clear arrangements for linking appraisal to pay progression in the Appraisal Policy and/or School's Pay Policy.
- ensuring that all appraisers involved in appraisal of teachers in their school are aware of their responsibilities under this policy.
- ensuring that all teachers are informed of the policy and that the teachers have the knowledge and are aware of their responsibilities under this policy.
- ensuring that all appraisers of teachers, other than the Headteacher, will be qualified teachers.
- appointing an external advisor for the purpose of supporting the governing body with the appraisal of the Headteacher.
- supporting teachers' development within the context of the school's plan for improving educational provision and performance and to ensure that teachers understand the standards of performance expected of them.
- ensuring that written appraisal records are retained in a secure place for six years and then destroyed.
- maintaining records of decisions and recommendations made demonstrating that all decisions are made objectively and fairly in compliance with agreed criteria. The outcome of pay decisions will be monitored including the extent to which different groups of teachers may progress at different rates and check that processes operate fairly.
- Making recommendations for additional payments in line with agreed criteria and school's pay policy.
- keeping teachers informed about the process and recommendations made throughout this process and decisions reached.

17.2. Governors/Trustees* will agree the extent to which specific functions relating to pay determination and appeals processes will be delegated to others, including the Headteacher.

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17.3. Governors/Trustees* will approve teachers' salaries including recommendations from the senior leadership team on whether to award performance pay in line with the School's Pay Policy.

17.4. Governors/Trustees* will consider budgetary implications of pay decisions and consider these in the school's spending plan. The Governing Body will ensure there is sufficient monies available to support pay decisions and will not withhold progression due to budget reasons.

18. Teacher responsibilities

18.1. Teachers (including Headteacher when in their own appraisal) will

- play an active role in their own appraisal and professional development including taking actions agreed at appraisal meetings and to ensure they understand arrangements within the school appraisal and pay policy.
- keep records of their objectives and review them throughout the appraisal period.
- decide whether they wish to apply for access to the upper pay range and provide the appropriate evidence.
- where the role of appraiser has been delegated to them, to act as an appraiser for other teachers.

19. HR Advisory responsibilities

19.1. The Schools HR Advisory Team, acting on behalf of the Local Authority, will be responsible for

- ensuring that this policy continues to reflect the statutory regulations and follows the principles of good practice.
- providing a comprehensive toolkit to support the application of this policy as part of a statutory provision supported by the Local Authority.

19.2. For those schools that purchase the Schools HR Advisory service, the service will be able to advise and support Headteachers and Governors on the application of this policy. Where schools have alternative arrangements in place they should consult their own HR service provider.

20. Relevant legislation and departmental advice

- The Working Time Regulations 1998
- The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000
- The Flexible Working Regulations 2014
- The Equality Act 2010
- The Education (School Teachers' Appraisal) (England) Regulations 2012

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- Advice – Managing Teachers and Leaders Pay
- to align with The School Staffing (England) (Amendment) Regulations 2012 and the requirement to provide information about staff capability

Other departmental resources

- Gov.UK website contains a range of advice and guidance to support schools and LAs in implementing pay and conditions

21. Further advice and information

21.1. If Headteachers (or their nominee) require help in accessing or understanding this policy or completing any of the associated forms please contact a Schools HR Case Advisor.

22. Toolkit documents linked to this policy

22.1. A comprehensive toolkit is provided to client schools of the HR Advisory service to support this Model Appraisal Policy for Teaching staff in Wiltshire Schools.

This policy will be reviewed every year to ensure that it continues to meet the general principle.

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