

The Royal Liberty School

"Where boys are ambitious, where boys succeed"



Teacher Appraisal Policy

Reviewed by: LGB (Next review by Trust)

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Purpose

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. It also sets out the arrangements that will apply when teachers fall below the levels of competence that are expected of them.

Application of the policy

This policy covers appraisal, applies to the Head Teacher and to all teachers employed by the school, except those on contracts of less than one term, those undergoing induction (*ie NQTs and trainee teachers*) and those who are subject to the formal capability procedure.

Appraisal

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 outcomes will inform decisions on pay progression.

The appraisal period

The appraisal period will run for twelve months from 1st September to 31st 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 Head Teacher 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.

In this school the task of appraising the Head Teacher, including the setting of objectives, will be delegated to the Pay Committee consisting of three members of the Governing Body.

The Head Teacher will decide who will appraise other teachers.

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. 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 should reflect the Teacher Standards relevant to their position on the pay scale and also relate to the Professional Skills Descriptors for Redden Court School. Objectives may be revised if circumstances change.

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 students at that school. This will be ensured by quality assuring all objectives against the school improvement plan and ensuring that objectives are linked to whole school objectives and targets. In the case of teachers progressing on the pay spine between M1 and U3, objectives should be set which allows them to demonstrate progress

in relation to the required Teachers Standards and Professional Skills Descriptors for Redden Court School.

At least one objective should relate to the progress made by students. This should be based on percentages expected to make 4 levels of progress and should always be above the National Average. Although targets related to attainment are still important, challenging achievement targets should take priority.

Before 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 and the Professional Skills Descriptors for Redden Court School.*

Reviewing performance

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 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. In addition to formal observation, Head Teachers 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.

Teachers (including the Head Teacher) 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.

Feedback

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 need attention. Where there are 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;
- 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. Clear improvement will be expected within 6 weeks or term period;
- explain the implications and process if no – or insufficient – improvement is made.

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 during an initial 6 week period, then a meeting will be convened where the appraiser will present their concerns to another member of the SLT (not the teacher's line manager). Evidence will be reviewed and if both members of SLT are satisfied that the progress is not then sufficient and following confirmation by the Head Teacher, 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. The capability procedures will be conducted as per the Teacher Capability policy.

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. As a minimum requirement one mid-year review must take place.

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 Head Teacher). **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;**

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

General Principles Underlying This policy

ACAS Code of Practice on Disciplinary and Grievance Procedures

Part B of the policy will be implemented in accordance with the provisions of the ACAS Code of Practice.

Confidentiality

The appraisal processes will be treated with confidentiality. However, the desire for confidentiality does not override the need for the Head Teacher and governing body to quality-assure the operation and effectiveness of the appraisal system.

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 Head Teacher.

Delegation

Normal rules apply in respect of the delegation of functions by governing bodies, Head Teachers and local authorities.

Sickness

If long term sickness absence appears to have been triggered by the commencement of monitoring or a formal capability procedure, the case will be dealt with in accordance with the school’s absence policy and will be *(eg referred immediately to the occupational health service to assess the member of staff’s health and fitness for continued employment and the appropriateness or otherwise of continuing with monitoring or formal procedures)*. In some cases, it may be appropriate for monitoring and/or formal procedures to continue during a period of sickness absence.

Monitoring and Evaluation

The governing body and Head Teacher will monitor the operation and effectiveness of the school’s appraisal arrangements.

Retention

The governing body and Head Teacher will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.

Review

This policy will be reviewed and amended as necessary.

Date of this policy: May 2012

Date of last review: March 2016

Next review date: March 2019

Signature of Head Teacher:..... Date:.....

Signature of Chair of Governors:..... Date:.....