

Belthorn Academy Primary School



Appraisal Policy –January 2019 Review Date September 2021

Belthorn Academy Primary School Belthorn Road Belthorn Lancashire BB1 2NY Tel:01254 55620 Email: http//	Head teacher: Mrs H Rowan Chair of Governors: Mrs Yvonne Brown
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APPLICATION OF THE POLICY

This policy applies to the Headteacher and to all teachers employed by the school except for teachers on contracts of less than one term, those undergoing induction (*i.e.* *NQTs*) and those who are the subject of capability procedures. Separate arrangements exist for the appraisal of support staff.

PURPOSE

This policy sets out the framework for a clear and consistent assessment of the performance of teachers and the Headteacher and for supporting their development needs within the context of the school's improvement plan and their own professional needs. Where teachers are eligible for pay progression, the appraisal of performance throughout the cycle against the performance criteria specified in the statement will be the basis on which the recommendation is made by the appraiser.

The appraisal policy will be used to address initial concerns that are raised about a Teacher/Headteacher performance. If concerns are such that they cannot be resolved through the appraisal process, then consideration of whether to commence the capability procedure will be made.

Appraisal should be a supportive and developmental process designed to ensure that all Teachers/Headteacher have the skills and support they need to carry out their role effectively. It will help to ensure that Teachers/Headteacher are able to continue to improve their professional practice and to develop as Teachers/Headteachers.

CONFIDENTIALITY STATEMENT

All parties involved in this policy will be expected to observe the principal of confidentiality in relation to the contents of appraisals and any documentation that arises thereof

Any documentation arising from, or the content of any discussions during appraisal meetings may be shared by the appraiser/senior manager with individuals involved in the monitoring of performance, or those involved in any capability proceedings that may follow and for quality assurance/moderation purposes. The appraisee should be informed if documentation relating to their appraisal is shared.

Documentation arising from, or the content of any discussions during appraisal meeting should be stored securely and not stored, either electronically or manually, in any public areas within the school/on the school's computer network.

HEALTH AND DISABILITY

The appraiser should consider any ongoing health or disability affecting the Teacher/Headteacher during the appraisal cycle, including the possibility of considering whether any reasonable adjustments should be made. Occupational Health may be contacted for advice in this respect if required.

GLOSSARY OF TERMS

Teacher: Any reference to teacher within this policy refers to the person being appraised, which may also include the Headteacher.

Appraiser: The person conducting the appraisal with the Teacher, which may also include the relevant senior manager.

School day: one of the 195 days of the published school year when a teacher is required to be available to work under the School Teachers' Pay and Conditions Document.

THE APPRAISAL PERIOD

The appraisal period will run for 12 months, normally from 1st September to 31st August each year.

Teachers and Headteachers who are employed on a fixed term contract of less than one year should have their performance managed in accordance with the principals underpinning this policy. The length of the period will be determined by the duration of their contract.

Where a Teacher/Headteacher starts their employment partway through a cycle, the Senior manager shall determine the length of the first cycle for that Teacher/Headteacher, with a view to bringing his/her cycle into line with the cycle for other teachers as soon as possible.

Where a Teacher/Headteacher transfers to a new post within the school part way through a cycle, the Headteacher or, in the case where the employee is the Headteacher, the Governing Body shall determine whether the cycle shall begin again and whether to change the appraiser.

APPOINTING APPRAISERS

Teachers will be appraised by the relevant senior manager. The Headteacher will decide who will be the appraiser. However, they will carefully consider any representations from a teacher or appraiser in cases where they do not believe that the Appraiser/Teacher relationship is appropriate.

Where a teacher is of the opinion that the Appraiser is unsuitable to act as his/her appraiser, s/he may submit a written request to the Headteacher for that appraiser to be replaced, stating the reasons for the request.

If it becomes apparent that the appraiser appointed will be absent for the majority of the appraisal cycle, the Headteacher may perform those duties her/himself or delegate those duties to another teacher for the duration of the absence.

If the Headteacher appoints an appraiser who is not the Teacher's line manager, the Appraiser to whom s/he delegates the duties will have an

appropriate position in the staffing structure, together with the necessary background knowledge, skills and training to undertake the role.

Where a Teacher is experiencing difficulties and the Headteacher is not the appraiser, the Headteacher may undertake the role of appraiser.

SETTING OBJECTIVES

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 and Time-bound (SMART) and will be appropriate to the Teacher/Headteacher's role and level of experience.

The Appraiser and Teacher/Headteacher 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. Objectives will be quality assured/moderated across the School to ensure that the objectives set are consistent across teachers with similar experience and levels of responsibility.

The objectives set for each Teacher/Headteacher will, if achieved, contribute to the School's plans for improving the educational provision and performance and improving the education of all pupils, and will include a description of what success may look like, where this is not obvious. The objectives may also take into account the professional aspirations of the Teacher.

The number and depth of objectives should be appropriate to the Teacher/Headteacher, their individual circumstances and role within the School.

The process for monitoring progress against the objectives will be specific to each School. The monitoring that occurs may vary from school to school and will be dependent upon the role the Teacher has within the School.

The appraisal process should include an assessment against the appropriate standards. Before, or as soon as practicable after, the start of each appraisal period, each teacher will be made aware of the standards against which their performance in that appraisal period will be assessed, in order that the teacher can prepare for the appraisal meeting.

All Teachers/Headteachers should be assessed against the relevant standards contained in the DfE's "Teachers Standards" (from Sept 2012), which the Teacher should be directed to. The Headteacher/Senior Leader will need to consider whether certain teachers should also be assessed against other set of standards that are relevant to them e.g. Post threshold standards. Those paid on the Leadership Group Pay Range should also be assessed against the National Standards of Excellence for Headteachers 2015.

PAY PROGRESSION

Where teachers are eligible for pay progression, the recommendation made by the Appraiser would be based on the assessment of their performance against the appraisal objectives.

Decisions in respect of whether pay progression should be awarded are taken by the Academy's Pay Committee which meets at the beginning of the Autumn Term. The decision made by this group will be based on the criteria outlined within the Academy's Pay Policy, the statutory criteria and guidance set out in the School Teachers' Pay and Conditions Document (STPCD)

The Authority has a Pay Policy and has considered the implications of the appraisal Policy with respect to the arrangements relating to teachers' pay in accordance with the STPCD. The school will make every effort to ensure that decisions of pay progression are made by 31 October for Headteachers and by 31 October for other teachers. Belthorn Academy has agreed to pay teachers in line with LCC pay policy

REVIEWING PERFORMANCE

There are a variety of ways to assess/gather evidence of the Teacher/Headteacher's performance against the objectives set during the appraisal process. Classroom observation is also likely to form part of the review of performance for teachers with a classroom teaching role, as this can be an effective way of assessing teacher performance to identify any particular strengths and areas for development they may have. It is also a method of obtaining information which can inform school improvement more generally.

All observations under this policy will be carried out in a supportive fashion, with professionalism, integrity and courtesy, and should result in a professional dialogue and constructive feedback. Verbal feedback should be provided as soon as is reasonably practicable after the observation, normally within 3 working days and written feedback within 5 working days, unless circumstances make this impossible.

For the purposes of appraisal, teachers' performance will be observed on an appropriate and reasonable number of occasions and will, as far as possible, be agreed by the Appraiser with the Appraisee based on the individual circumstances of the teacher and overall needs of the school.

For the purposes of professional development, feedback on lesson observations should be developmental, and not only a judgement using ofsted grades.

At Belthorn Academy, teacher's performance will be regularly observed but the amount and type of classroom/other observation will depend on the individual circumstances of the teacher and the overall needs of the school.

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

The school may use the findings of each observation, including appraisal observations, for other management requirements (EG Subject specific reviews), thereby seeking to minimise the total number of occasions when teachers are observed.

In addition to formal observation, 'pop ins' will also take place in order to evaluate the standards of teaching and to check that high standards are established and maintained. The length and frequency of these 'pop ins' and the notice to be given will vary depending on specific circumstances.

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

In circumstances where the Teacher/Headteacher's performance becomes a cause for concern, additional review meetings may take place and additional support discussed, to assist the Teacher/Headteacher in achieving their objectives. During any additional meetings, the Appraiser will clearly outline the nature of the concern, so that the Teacher/Headteacher is fully aware of what is required to achieve their objectives.

DEVELOPMENT AND SUPPORT

Appraisal is a supportive process which will be used to inform continuing professional development. Belthorn Academy wishes to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate CPD. CPD will be linked to school improvement priorities and to the ongoing needs and priorities of individual teachers.

As part of the appraisal process, the impact of any CPD on the Teachers/Headteacher's performance will be assessed.

The school CPD programme will be informed by the training and development needs identified as part of the appraisal process. In this regard, the Headteacher will ensure that in budget planning, as far as possible, resources are made available within the school budget for appropriate developmental opportunities.

In the case of competing demands on the school budget in relation to CPD opportunities, a decision on relative priority will be taken by the Headteacher with regard to the extent which:

- a) the training and support will help the school achieve its priorities: and
- b) the CPD identified is essential for an appraisee to meet their objectives.

During the annual/interim review meetings, account will be taken of the circumstances where it has not been possible for the Teacher/Headteacher to fully meet their objectives because any support recorded in the planning

statement has not been provided, taking into account the reasons why the support has not been provided.

FEEDBACK

Teachers/Headteachers will receive constructive feedback on their performance throughout the year and soon after any observation has taken place or other evidence becomes available. Feedback will highlight particular areas of strength as well as any areas for further development.

The objectives set for each Teacher/Headteacher will, if achieved, contribute to the school's plans for improving educational provision and performance and improving the education of pupils. The monitoring of this will be specific to each school. The monitoring that occurs may vary from School to school, and will be dependent on the role the teacher has in school.

TRANSITION TO CAPABILITY

If the Appraiser is not satisfied with progress made under the Appraisal Policy, the Teacher/Headteacher will be notified in writing by the Headteacher/Advisor that:

- 1) the appraisal procedure will no longer apply.
- 2) Their performance will be managed under the Capability Policy
- 3) They will be invited to an informal capability meeting, with at least 5 working days' notice
- 4) The matter will then be referred to an alternative Senior Manager within the School.

The informal and formal capability procedures are contained within a separate Capability Policy.

ANNUAL ASSESSMENT

Each Teacher/Headteacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the Headteacher, the external adviser will be consulted.

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 in February and July or more frequently where there are concerns about the Teacher/Headteacher's performance. Some performance objectives could be carried forward into the subsequent appraisal cycle.

The Teacher/Headteacher will receive a written Appraisal Report as soon as practicable following the end of each appraisal period, and have the opportunity to add comments. The Headteacher will receive their written appraisal report by 31 December each year and all other teachers will receive their written

appraisal reports by 31 October, unless exceptional circumstances apply. The appraisal report will include:

- Details and evaluation of the Teacher/Headteacher's objectives for the appraisal period in question;
- An assessment of the Teacher/Headteacher's performance of their role and responsibilities against their objectives and the relevant standards;
- An assessment of the Teacher/Headteacher's future training and development needs and identification of any action that should be taken to address them;
- A recommendation on pay where that is relevant (NB pay recommendations need to be made by 31 October for Headteachers and by 31 October for all other teachers);
- Performance objectives with success criteria for the next appraisal cycle;
- A space for the Teacher/Headteacher to add their comments (if they wish).

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

TEACHERS ON MATERNITY LEAVE DURING ALL/PART OF THE APPRAISAL CYCLE

Where a teacher is absent due to maternity leave, it is unlawful to deny her an appraisal and subsequent pay progression decision on the grounds of her maternity. When a teacher returns to work from maternity leave, she must be given any pay increase that she would have received, following appraisal, had she not been on maternity leave.

The Academy will need to take a practical and flexible approach to conducting appraisals and making pay decisions for those absent on maternity leave where a teacher has been absent for some or all of an appraisal cycle.

The Academy will consider conducting an Appraisal Review prior to a teacher commencing a period of maternity leave, even if this is early in the appraisal cycle. This could assist the Reviewer in making an appraisal and pay determination at the end of the Appraisal cycle, based on the evidence of performance to date in that appraisal year. The Reviewer could also take account of the Teacher's performance during the previous appraisal periods if there is very little to go on during the current year. However, the school will not require teachers to use Keeping in touch days for the purposes of appraisal.

The school may also consider conducting an appraisal review prior to a teacher commencing any other pre-planned long term absence e.g. period of extended unpaid leave, adoption Leave, a planned long-term sickness absence.