



APPRAISAL POLICY

2016/2017

School BEDALE HIGH SCHOOL

Headteacher MRS S REES

Named personnel with designated responsibility for this policy

Academic year	Designated Senior Person	Nominated Governor	Chair of Governors
2015/16	Mrs S Rees	Mr G Price	Mr G Price
2016/17	Mrs S Rees	Mr M Temple	Mr G Price

Policy Review dates

Review Date	Changes made	By whom	Date Shared with staff

Date Ratified by Governors	Review Date
September 2016	September 2017



Appraisal Policy- Schools

Status of Policy:

This policy complies with the Education (School Teachers' Appraisal) (England) Regulations 2012.

Text in bold indicates statutory requirements contained in the Appraisal Regulations or the School Staffing Regulations.

Purpose

This policy sets out the framework for a clear and consistent assessment of the overall performance of school employed staff, including support staff, teachers and the Headteacher, and for supporting their development within the context of the school's plan for improving educational provision and performance, and standards applicable to the post.

The policy applies to all support staff, the Headteacher, and teachers, except those teachers on contracts of less than one term, those teachers undergoing induction (ie NQTs) and staff who are subject to developing performance or capability procedures. Employees are responsible for actively participating in the appraisal process.

Appraisal is an entitlement for all staff in this school and will be a supportive and developmental process designed to ensure that all staff have the skills and support they need to carry out their role effectively. It is a process that supports the work of individuals and teams by setting and reviewing objectives within the context of the department and school improvement plans. It will help to ensure that teachers are able to continue to improve their professional practice and to develop as teachers.

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The appraisal period

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

Teachers and support staff 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 the Governing Body, supported by a suitably skilled and/or experienced external adviser who has been appointed by the Governing Body for that purpose. *(NYCC recommends the school's Education Development Adviser)*

In this school the task of appraising the Headteacher, including the setting of objectives, will be delegated to a sub-group consisting of two/three members of the Governing Body.

The Headteacher will decide who will appraise other teachers and support staff. Normally, line managers will be responsible for the appraisal of those in their teams.

Setting objectives

The objectives set will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the employee's role and level of experience. The number of objectives set will not be excessive, with three being the usual number set for each appraisal cycle.

The appraiser and appraisee 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. The headteacher (or senior member of staff with delegated responsibility) may moderate objectives set for staff (normally within 10 days of the objectives being agreed) to ensure consistency between those of similar levels of responsibility and similar levels of experience, and to ensure compliance with the policy, and requirements of equality legislation.

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 practicable after, the start of each appraisal period.

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. This will be ensured by quality assuring all objectives against the school improvement plan.

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. *All teachers are assessed against the set of standards contained in the document called "Teachers' Standards" published in May 2012.*

Appraisal for classroom support staff will have regard to those standards that have been identified as relevant to their role; for example Standards for Higher Level Teaching Assistants, or the National Occupational Standards for supporting teaching and learning in schools, for other classroom support roles, as applicable. Staff will be advised of the standards relevant to their role for each appraisal period.

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. Observations will be undertaken by the Headteacher or Senior Leadership Team or Heads of Department in line with the school's policy on Monitoring and Evaluation unless a teacher requires additional support or is involved in Capability. Most teachers should be observed no more than 3 times in the academic year.

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 of teachers will be carried out by those with QTS. In addition to observation relating to appraisal, the Headteacher and/or other leaders in school with responsibility for teaching standards may undertake monitoring observations and "drop ins" 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.

Observation may also be appropriate for the appraisal of roles supporting teaching and learning in the class room, both for monitoring and development, and will be carried out in a supportive fashion, usually by line managers.

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 professional development. All staff will be given the opportunity to engage in appropriate development activities to improve performance. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of staff (see related documents: School Development Plan, School CPD Policy) .

Feedback

All staff will receive constructive feedback on their performance throughout the year and as soon as practicable after any 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, in accordance with the Lesson Observation Protocol. Where there are concerns about any aspects of the staff member's performance the appraiser will meet them to:

- give clear feedback about the nature and seriousness of the concerns;
- give the staff member 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 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 must be reasonable but should reflect the seriousness of the concerns*);

- explain the implications and process if no – or insufficient – improvement is made.

When progress is reviewed, if the appraiser is satisfied that the staff member 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.

The staff member will have an opportunity to meet with the Headteacher should they wish to appeal against the appraisal decision.

Annual assessment

Each teacher’s performance and member of the support staff performance will be formally assessed in respect of each appraisal period. In assessing the performance of the Headteacher, the Governing Body must consult the external adviser.

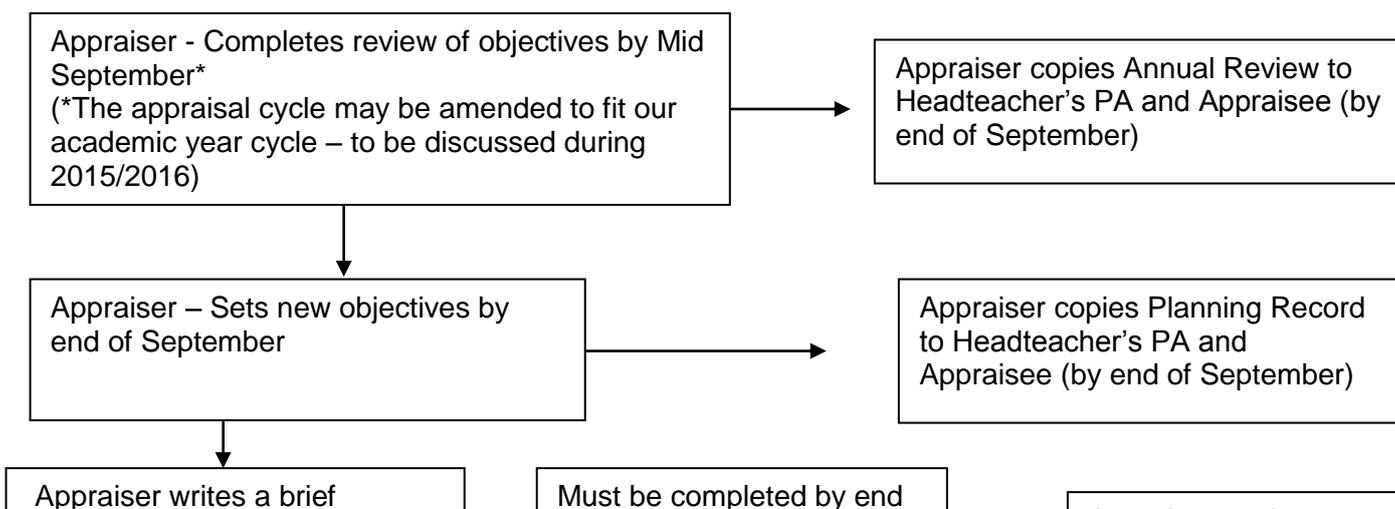
This assessment is the end point to the annual appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year in interim meetings which will take place (*eg once a term*).

The teacher or member of support staff 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 30th September in any academic year. **The appraisal report will include:**

- details of the teacher’s/ support staff’s objectives for the appraisal period in question;
- **an assessment of the teacher’s/ support staff’s performance of their role and responsibilities against their objectives and the relevant standards;**
- **an assessment of the teacher’s/ support staff’s training and development needs and identification of any action that should be taken to address them;**
- **a recommendation on pay where relevant for teaching staff** (*NB – pay recommendations need to be made by 31 December for Headteachers and by 31 October for other teachers*);
- an assessment of eligibility for support staff for incremental progression, against the performance criteria detailed in the Guide to Increments for Support Staff (NJC), or removal of a scale point from staff not meeting the criteria who are at the top of their band. (*the normal incremental review for support staff occurs on 1st April each year. Employees commencing employment after 1st October of any year (up to 31st March) will be considered for an increment after 6 months continuous service based upon attendance criteria pro rata target from the year in which their employment commenced*).

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

Appraisal Flow Chart – Teaching Staff



This policy complies with the Education (School Teachers' Appraisal) (England) Regulations 2012.

The Governing Body of Bedale High School adopted this policy on September 2015 following consultation with teaching unions.

It will be reviewed in September 2016.

PURPOSE

This procedure sets out how Bedale High School will improve outcomes for children and raise the morale of teachers, by motivating teachers to update their skills and improve their performance.

The appraisal procedure will be used to address any concerns that are raised about a teacher's performance.

APPLICATION OF THE APPRAISAL POLICY

This policy applies to the headteacher and to all qualified teachers employed at the school except those on contracts of less than one term and those undergoing induction (ie: NQTs) or teachers on capability procedures.

Appraisal at Bedale High School will be a supportive and developmental process designated 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.

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THE APPRAISAL PERIOD

The appraisal period will run **for 12 months**, normally from 30th September to 30th September of the following year.

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.

Where a teacher starts their employment at the school part-way through a cycle, the headteacher or, in the case where the employee is the headteacher, the Governing Body shall determine the length of the first cycle for that teacher, with a view to bringing his/her cycle in line with the cycle for other teachers 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 employee is the headteacher, the Governing Body shall determine whether the cycle shall begin again and whether to change the appraiser.

APPOINTING APPRAISERS

All appraisers of teachers, other than those appraising headteachers, will be teachers and will be suitably trained.

Headteacher

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 task of appraising the headteacher, including the setting of objectives, will be delegated to a sub-group consisting of normally three members of the Governing Body.

Where a headteacher is of the opinion that any of the governors appointed by the Governing Body is unsuitable to act as his/her appraiser, s/he may submit a written request for that governor to be replaced, stating the reasons for the request.

Teachers

The choice of appraiser is for the headteacher. Where teachers have an objection to the headteacher's choice, their concerns will be carefully considered and, where possible, an alternative appraiser will be offered. All appraisers appointed by the headteacher will be qualified teachers (QTS) and will have current or recent teaching experience.

Where it becomes apparent that the appraiser appointed by the headteacher will be absent for the majority of the appraisal cycle, the headteacher may perform those duties herself/himself or delegate those duties to another teacher for the duration of that absence, with the agreement of both parties.

If the headteacher appoints an appraiser who is not the teacher's line manager, the appraiser to whom s/he delegates those 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 the appraiser. See also section on Teachers Experiencing Difficulties.

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, realistic and time-bound and will be appropriate to the employee's role and level of experience. The number of objectives set will not be excessive, with three being the maximum set for each appraisal cycle. AST's will have an additional objective set by the Local Authority.

The appraiser and appraisee will seek to agree the objectives. Objectives may be revised if circumstances change. The school operates a system of moderation to ensure that all appraisers are working to the same standards. Targets will be moderated across the school to ensure that they are consistent between teachers with similar experience and levels of responsibility. Should the objectives not be agreed, the final decision on allocation of objectives rests with the headteacher.

The agreed objectives will contain a description of what success may look like. Where use of numerical targets is appropriate, these will be reasonable, in the circumstances in which the teacher works and it will be recognized that factors outside teachers' control may significantly affect success.

Setting more than 3 objectives or, for example, using sub-targets, can lead to teachers experiencing unreasonable workload and pressure, making the objectives more difficult to achieve. Therefore, other than in exceptional circumstances, no teacher will be given more than 3 objectives.

The objectives set for each teacher are intended to contribute to the school's plans for improving the school's educational provision and performance and improving the education of pupils at that school and will take into account the professional aspirations of the teacher.

The appraiser will take into account the effects of an individual's circumstances, including any disability, when agreeing objectives. For example, this might include a reasonable adjustment to allow an individual slightly longer to complete a task than might otherwise be the case. When staff return from a period of extended absence, objectives may be adjusted to allow them to readjust to their working environment.

Before, or as soon as practicable, 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. Teachers will be assessed against the appropriate set of standards contained in the document *Teachers' Standards*, published in July 2011.

PAY PROGRESSION

Where teachers are eligible for pay progression, the recommendation made by the appraiser will be based on the assessment of their performance against the agreed objectives '*and standards*'. The decision made by the governing body will be based on the statutory criteria and guidance set out in the *School Teachers' Pay and Conditions Document (STPCD)* and the relevant teacher standards.

The Governing Body has agreed the pay policy of the school and has considered the implications of the appraisal policy with respect to the arrangements relating to teachers' pay in accordance with the STPCD. The Governing Body will ensure that decisions on pay progression are made by 31st December for headteachers and 31st October for other teachers.

REVIEWING PERFORMANCE

Observation

The effective and efficient operation of the appraisal process requires lesson observation to be a confidential process of constructive engagement within an atmosphere of support and cooperation.

Accordingly, observations will be carried out in a supportive fashion, with professionalism, integrity and courtesy, will be evaluated objectively and reported accurately and fairly and will take account of particular circumstances which may affect performance on the day.

At least five working days' notice of the date and time of the observation will be given and verbal feedback provided by at least by the end of the next school day and written feedback within 5 working days, unless circumstances make this impossible.

Classroom observation will be carried out by qualified teachers.

For the purposes of appraisal, teachers' performance will be observed for a maximum of 3 hours. This observation time can be sub-divided (eg: 6 observations lasting 30 minutes). The number and duration of appraisal observations is in accordance with the school's observation protocol.

Headteachers or other leaders with responsibility for learning and teaching standards may 'drop in' or undertake other observations to evaluate the standards of teaching and learning and to ensure that high standards of professional performance are established and maintained. The length and frequency of 'drop in' or other observations, and the notice given, will vary depending on specific circumstances but will be in accordance with the school's classroom observation and drop-in policy and not be longer than 10 minutes.

For the purpose of professional development, feedback about lesson observations will be developmental.

At Bedale High School we will use the findings of each observation for other management requirements (eg: monitoring of year groups), thereby seeking to minimize the total number of occasions on which teachers are observed.

Teachers (including the headteacher) whose posts 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. Bedale High School wishes to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development, through peer observation for example. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual teachers.

Bedale High School's CPD programme will be informed by the training and development needs identified as part of the appraisal process. The Governing Body will ensure in the directed time budget and financial budget that, as far as possible, resources are made available for appropriate training and support agreed for appraises, maintaining access on an equitable basis.

An account of the training and development needs of teachers 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 appraisal process at Bedale High 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 training and support will help Bedale High School to achieve its priorities; and
- b. the CPD identified is essential for an appraise to meet their objectives.

Account will be taken in a review meeting of where it has not been possible for teachers to fully meet their performance criteria (eg: report deadlines, book marking, drop-in observations) because the support recorded in the planning statement has not been provided.

TEACHERS EXPERIENCING DIFFICULTIES

When dealing with a teacher experiencing difficulties, the objective is to provide support and guidance through the appraisal process in such a way that the teacher's performance improves and the problem is, therefore, resolved.

Where it is apparent that a teacher's personal circumstances are leading to difficulties at Bedale High School, support will be offered as soon as possible, without waiting for the formal annual assessment.

If an appraiser identifies through the appraisal process, or via other sources of information, eg: parental complaints, that the difficulties experienced by a teacher are such that, if not rectified, could lead to capability procedures the appraiser, headteacher or a member of the Leadership Team will, as part of the appraisal process, meet the teacher to:

- give clear written feedback to the teacher about the nature and seriousness of the concerns;
- give the teacher the opportunity to comment on and discuss the concerns;
- give the teacher at least 5 working days' notice that a meeting will be held to discuss targets for improvement alongside a programme of support, and inform the teacher that s/he has the right to be assisted by a representative of an independent trade union or work place colleague, and at any future meetings where capability will be discussed;
- in consultation with the teacher at the above meeting, an action plan with support will be established (eg: coaching, training, in-class support, mentoring, structured observations, visits to

other classes or schools or discussion with advisory teachers), that will help address those specific concerns;

- make clear how progress will be monitored and when it will be reviewed;
- explain the implications and process if no, or insufficient improvement is made.

The teacher's progress will continue to be monitored as part of the appraisal process and a reasonable time given for the teacher's performance to improve. This will depend upon the circumstances but will be for a period of 12 to 23 weeks, with appropriate support as agreed in the Action Plan, in order that the aim of recovering and improving performance can be achieved. During this monitoring period the teacher will be given regular feedback on progress and arrangements will be made to modify the support programme if appropriate.

If sufficient progress is made, such that the teacher is performing at a level that indicates there is no longer a possibility of capability procedures being invoked the teacher should be informed of this at a formal meeting with the appraiser or headteacher. Following this meeting the appraisal process will continue as normal.

If no, or insufficient improvement has been made over this period, the teacher will be invited to a transition meeting to determine whether formal capability proceedings need to be commenced or the appraisal process remains in place. The teacher may be assisted by a trade union representative or work colleague and will have at least 5 working days notice of the 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 must consult the external adviser.

The teacher will receive as soon as practicable following the end of each appraisal period and have the opportunity to comment on a written appraisal report. 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 against the relevant standards;
- an assessment of the teacher's 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 31st December for headteachers and by 31st October for other teachers);
- a space for the teacher's own comments and signature;
- attendance over the appraisal period.

A review meeting will take place to discuss the content of the report and any further action required and to inform objective setting for the next cycle. In some circumstances, an interim review meeting may be appropriate.

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

Appeals

Appraisees have a right of appeal against any of the entries in the written appraisal report. Details of the appeals process are available from the headteacher or from the Bedale High School Governing Body. Where the headteacher has not been recommended for pay progression s/he will be informed by the appropriate governor. The headteacher will notify any teacher who has not been recommended for pay progression of the date when the Governing Body meets to consider pay recommendations, following which the teacher and headteacher when the head has not been recommended for pay progression) may exercise the right of appeal, assisted by a companion who may be a colleague, a trade union official or a trade union representative.

GENERAL PRINCIPLES UNDERLYING THIS POLICY

ACAS Code of Practice on Disciplinary and Grievance Procedures

The conduct of the formal capability stage will be undertaken in accordance with the provisions of the *ACAS Code of Practice*.

Consistency of Treatment and Fairness

The Governing Body is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation, as well as the schools equality opportunity policy which can be accessed through the staff portal/handbook.

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 NYCC and Bedale High School's Attendance Management Policy. The case will normally be referred 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 formal procedures to continue during a period of sickness absence. However, the views of the occupational health physician will always be taken into account before a decision is reached.

Grievances

Where a member of staff raises a grievance during the appraisal or capability process, the appraisal or capability process may be temporarily suspended in order to deal with the grievance. Where the grievance and appraisal or capability cases are related it may be appropriate to deal with both issues concurrently.

Confidentiality and Professional Relationships

The appraisal and capability processes will be treated with confidentiality. Only the appraiser's line manager or, where s/he had more than one, each of her/his line managers will be provided with access to the appraisee's plan recorded in his/her statements. This will be done upon request and only where this is necessary to enable the line manager to discharge his/her line management responsibilities. Appraisees will be consulted on requests for access to statements in the context of this policy.

The process of gathering evidence for performance review will not compromise normal professional relationships between teachers. The Governing Body recognizes that the reviewer will consult with, and seek to secure the agreement of the reviewee before seeking information from other colleagues about the work of the reviewee.

However, the desire for confidentiality does not override the need for the headteacher and Governing Body to quality-assure the operation and effectiveness of the appraisal system. The headteacher or appropriate colleague might, for example, review all teachers' objectives and written appraisal records personally – to check consistency of approach and expectation between different appraisers. Anonymous examples of targets and progress towards targets may be used for quality assurance purposes at leadership level and other training. The headteacher might also wish to be aware of any pay recommendations that have been made.

Monitoring and Evaluation

The Governing Body and headteacher will monitor the operation and effectiveness of the Bedale High School's appraisal arrangements.

The headteacher will provide the Governing Body with a written report on the operation of the Bedale High School's appraisal and capability policies annually. The report will not identify any individual by name. The report will include an assessment of the impact of these policies on:

- Race
- Sex
- Sexual Orientation
- Disability
- Religion and Beliefs
- Age
- Part time Status
- Maternity and Pregnancy

The headteacher will report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination.

Retention

The Governing Body and headteacher will ensure that all written records are retained in a secure place for six years and then destroyed.