



THE MINSTER NURSERY AND INFANT SCHOOL

SCHOOL OF INSPIRATION

DETERMINATION HONOUR BELIEVE

PREPARING FOR A BRIGHT FUTURE WITH INNOVATIVE AND EXCITING LEARNING

Appraisal Policy

Reviewed on: 21st March 2018

Signed.....Chair

To be reviewed March 2019



WE ARE A VOLUNTARY AIDED (VA) SCHOOL WITHIN THE DIOCESE OF SOUTHWARK

HEAD TEACHER: MRS STEPHANIE EDMONDS *B Ed HONS*



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This policy aims to comply with the prevailing legislative framework and incorporate good practice.

Introduction

Under statutory regulations, appraisal arrangements for all teachers in maintained schools in England were changed from 1 September 2013.

The Education (School Teachers' Appraisal) (England) Regulations 2012, made under the Education Act 2002, came into force on 1 September 2012 and replaced *The Education (School Teacher Performance Management) (England) Regulations 2006*. The 2012 regulations can be found at www.legislation.gov.uk/ukxi/2012/115/pdfs/ukxi_20120115_en.pdf.

The 2012 regulations apply to any teacher employed for one school term or more, in a community, voluntary, foundation, community special or foundation special school or a maintained nursery school, whether employed by the governing body of that school or by the local authority to work in that school.

The regulations place a legal obligation on qualifying schools to have an appraisals procedure in place for all teachers and a capability procedure in place for all staff.

The regulations do not apply to a teacher whilst that teacher is undergoing an induction period or whilst a teacher is the subject of a formal capability procedure.

Support staff are not covered by the regulations but are subject to appraisal by way of target setting, review and observations.

Guiding principles

In its oversight of the appraisal system, the governing body is committed to ensuring consistency of treatment and fairness and to stay within the prevailing legal framework applicable to all employers; for example, the Equality Act 2010, the Employment Rights Act 1996, the Part-Time Workers Regulations 2000, the Fixed Term Employees Regulations 2002 and the Data Protection Act 1998.

The head teacher will moderate a sample of the planning statements (targets set in the autumn term) to check that the agreed plans are consistently weighted between employees who have similar levels of responsibility and that the plans comply with the school's appraisal policy.

The appraisal process and the supporting documentation will be treated with strict confidentiality at all times. Only those who need access to such information will be granted access to enable them to discharge their responsibilities as directed by the school. The governing body will monitor the operation of the appraisal system and review it at appropriate intervals.

Purpose

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers and support staff and for supporting their development needs within the context of the school's improvement plan.

The appraisal

The Governing Body of The Minster Nursery and Infant School must appraise the performance of a head teacher. In turn, the head teacher of a school is responsible for ensuring the review of the performance of every other school leader, teacher and member of support staff employed at the school.

Appraisal meetings should be held during normal working hours and should be scheduled for at least one hour or longer if necessary.

The purpose of the appraisal meeting is to review the employee's current job, their performance and their future plans. More specifically, the meeting will also be an opportunity to discuss how the employee can contribute to the wider work of the school and to agree and set a number (typically three) of objectives (there is no minimum or maximum number of objectives however).

The appraisal period

The appraisal period will be for 12 months and for Teachers and the Headteacher will begin on 1 September; it must be completed by 31 October for school leaders and teachers and by 31 December for head teachers.

For education support staff, the appraisal period will be 12 months beginning on 1 September and must be completed by 31 October.

For admin staff, the appraisal period begins in April and must be completed by the end of May.

The cycle will begin with a planning meeting and will end with a review meeting. Mid-year review meetings may also be held if agreed and considered necessary.

Where a teacher starts their employment or transfers to a new post within the school part way through a performance management cycle, the head teacher, or in the case where the employee is the head teacher, the governing body, shall determine appraisal arrangements for the remainder of the appraisal period, with a view to bringing their appraisal arrangements into line with the cycle for other school leaders, teachers and support staff as soon as possible.

Where a school leader or teacher is employed on a fixed term contract for a period less than 12 months, the length of the appraisal period will be determined by the duration of the contract.

The appraisers

All appraisers, including allocated members of the Governing Body, should be provided with appropriate training.

For the head teacher

The Governing Body is the appraiser for the Head Teacher, and to discharge this particular responsibility on its behalf, will appoint two governors. Head teachers can raise an objection to the Chair of Governors, in writing and with good reason, outlining why an appointed governor should be excluded from the appraisal process.

The Governing Body must appoint an external adviser for the purposes of providing it with advice and support in relation to the appraisal of the Head Teacher. The qualifications and experience required of an external adviser are not set by regulation. It is for the Governing Body to decide who they wish to use as an external adviser, ideally with the agreement of the Head Teacher.

The external adviser is not responsible for determining a recommendation to the pay committee on whether an increment should be paid to the Head Teacher, following the review; this is a matter for the governor's panel alone. However, governors can ask for advice and should take account of any advice offered.

For all other employees

The Head Teacher is responsible for the appraisal of all other employees but may delegate this responsibility to others who will normally have line management responsibility for those that they appraise.

Teaching staff should be able to object to the appointment of an appraiser, on professional grounds, in writing to the Head Teacher, who will consider the objection and make a decision. Where the objections are rejected by the Head Teacher, the teacher should be advised in writing.

Objective setting

The setting and agreement of objectives is fundamentally important to the effective operation of a performance management system that aims to link individual performance to pay progression. The job description can be a particularly useful place to begin the process of identifying relevant objectives for each individual job holder. However, the job description is just one 'reference document' that can be helpful context to the process of setting and agreeing objectives. Other useful 'reference documents' may include the school development plan, the Ofsted school inspection report and the teachers' standards.

In addition, it may be prudent to allow for some flexibility in the setting and agreement of objectives to enable objectives to be set and agreed around issues that are emerging for the school and that require some dedicated attention that is best articulated as one or as a set of objectives. On the grounds that emerging issues are unlikely to be known at the outset of an appraisal period, objectives may need to be adjusted throughout the appraisal period so that they remain relevant to the performance of the individual and to the priorities of the school. This is considered to be perfectly standard practice; the ideal outcome for

all parties is that the overall weight of objectives is broadly or proportionately the same at the conclusion of any subsequent 'objectives' discussion.

Objectives should be CSMART

C = Challenging
S = Specific
M = Measurable
A = Achievable
R = Relevant
T = Timed

Objectives should also be fair and equitable when judged across employees with similar roles and responsibilities. However, appraisal objectives will normally become more challenging as a teacher progresses up the main pay scale.

The Governing Body of a school must, before, or as soon as practicable after, the start of each appraisal period, in relation to a Head Teacher, inform the Head Teacher of the standards against which their performance will be assessed and set objectives for the Head Teacher for the appraisal period.

The Head Teacher of a school must, before, or as soon as practicable after, the start of each appraisal period, in relation to every teacher employed at that school, inform the teacher of the standards against which their performance will be assessed and set objectives for the teacher for the appraisal period. Head teachers may delegate this responsibility to the line manager cohort.

The objectives must be set such that they will contribute to the improvement of a school's educational provision and performance and appraisers will therefore be expected to align individual objectives with the school's priorities.

Every effort should be made to achieve agreement on the Head Teacher's objectives; only in the last resort, should targets be imposed on the Head Teacher. Similarly, all appraisers and appraisees should look to agree objectives; where agreement cannot be reached, the appraiser will make the final determination.

Objectives should focus on the priorities for the school or individual for the duration of the appraisal cycle. Normally, staff should expect to have no more than (typically) three objectives but there is no actual minimum or maximum number.

Objectives will be set out in a planning statement, along with details of any training and support which have been agreed. The planning statement should also specify the evidence that will be collected to support the review of performance including details of the arrangements for task or classroom observation, where relevant.

Objectives may be revised if circumstances change.

Teachers' Standards

Under the appraisal arrangements that took effect from 1 September 2013, the performance of all Teachers, regardless of their career stage, will be assessed against the teachers' standards. The standards define the minimum level of practice expected of trainees and teachers from the point of being awarded QTS.

The standards against which performance must be assessed in respect of a teacher are the set of standards articulated in the Teachers' Standards document and any other set of standards relating to

teachers' performance published by the Secretary of State as the Governing Body or Head Teacher determine as being applicable.

In order to meet the Teachers' Standards, a Teacher will need to demonstrate that their practice is consistent with the definitions set out in part one (teaching) and part two (personal and professional conduct).

Applying the Teachers' Standards

Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in their work and their conduct. Teachers act with honesty and integrity, have strong subject knowledge and are self-critical. They forge positive professional relationships with those around them and work with parents in the best interests of their pupils.

Teachers

The Teachers' Standards effectively set out a 'code' of good teaching practice and professional conduct and as such, it would seem to be perfectly reasonable for schools to expect all teaching staff to meet the expectations set out in the standards document. Teachers should therefore be evaluated against all the elements set out in the Teachers' Standards and it is for schools to put appropriate arrangements in place to achieve a fair and equitable process of evaluation.

Head teachers

Teachers' Standards must also be applied to Head Teachers and school leaders as well as to all other Teachers. However, on the grounds that only a proportion of Head Teachers and school leaders spend part of their scheduled week teaching, governing bodies should exercise particularly careful judgement when assessing such staff against the Teachers' Standards. Support from the external adviser will be important in this respect.

A full version of the teachers' standards can be found at

<http://media.education.gov.uk/assets/files/pdf/t/teachers%20standards%20information.pdf>.

Gathering the evidence

As part of the overall appraisal process, it will be critically important for all members of staff who are subject to the school's staff appraisal policy to be clear about the evidence that will be required by their appraiser to enable the appraiser to assess their performance and make a substantiated and evidence-based pay recommendation to the Head Teacher and the Governing Body.

Judgements relating to performance should be supported by evidence, agreed at the beginning of the performance cycle. Evidence should show and demonstrate a contribution towards:

- a positive impact on pupil progress;
- a positive impact on wider outcomes for pupils;
- improvement in specific elements of practice, eg lesson planning; and
- a positive contribution to the work at the school.

The evidence gathered by the school and the member of staff will largely be determined by the nature and scope of the agreed objectives and/or the Teachers' Standards. Examples of evidence may include:

- Classroom observations
- Task observations
- Reviews of assessment results
- Reviews of lesson planning records
- Internal tracking
- Moderation within and across schools
- Pupils' voice
- Parents' voice
- Head teachers' learning walks
- Evidence supporting progress against teachers' standards

Any classroom or task observations will be carried out in accordance with the school's classroom and task observation protocol. Classroom observation will be carried out by qualified teachers. At least five working days' notice of the date and time of the observation will be given and verbal feedback will be provided by the end of the next school day in a suitable private environment. Written feedback will be provided within five working days. The appraisee has the right to append written comments to the feedback document.

For appraisal purposes, the Governing Body is committed to ensuring that classroom and task 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; and
- respect the confidentiality of the information gained.

The arrangements for classroom/task observation will be stated in the appraisal planning statement and will include the amount of observation, specify its primary purpose, any particular aspects of the employee's performance which will be assessed, the duration of the observation, when, during the appraisal cycle, the observation is likely to take place and who is likely to conduct the observation.

Where evidence emerges about the appraisee's performance, which gives rise to concern during the cycle, additional observations may be arranged during the cycle.

The three hours' statutory limit on classroom observations for appraisal has been removed; the government believes that head teachers and other appraisers should be free to decide how much observation is necessary for them to form an accurate assessment of a teacher's performance.

The Head Teacher has a duty to evaluate the standards of teaching and learning and to ensure proper standards of professional performance are established and maintained throughout the school and may therefore determine that it is necessary to collect additional evidence to help inform the evaluation of teaching standards and school improvement strategies. This additional evidence may include learning walks, task observation, reviews of assessment results and lesson planning records. It may not be practicable to provide advance notice of these additional monitoring activities.

Ofsted

As part of their overall inspection framework, Ofsted wishes to see evidence in schools that the appraisal procedure is used effectively and enables school improvement; if appraisal evidence is not available, this is likely to impact negatively on the Ofsted inspection grade for leadership and management.

It is therefore prudent for schools to generate and retain as much reasonable 'appraisal system' evidence as practicably possible and discharge the school's budget to differentiate appropriately between high and low performers. Where a Teacher's performance is less than good, inspectors will seek evidence that this is rigorously managed and that appropriate training and support are provided. Where a Teacher's performance is good, inspectors will expect to see evidence that this is recognised through the appraisal system.

Ofsted inspectors may ask to have sight of anonymised data from the last three years that illustrates the numbers of teaching staff who have:

- progressed along the main pay range;
- progressed to and through the upper pay range;
- progressed along the leadership scale; and
- received additional responsibility payments such as TLRs and SEN allowances.

Inspectors will expect to see a correlation between the pattern of pay progression and the improvements made to the overall quality of teaching and learning; where there is no or little correlation, the inspectors will want to investigate the reasons for this. However, inspectors will take account of the length of time the Head Teacher has been in post.

Reviewing performance and the annual assessment

At the end of the cycle, assessment of performance will be on the basis agreed at the beginning of the cycle.

In determining an appraisal, the Head Teacher will assess the performance in the appraisal period, apply the relevant 'standards', assess performance against the agreed objectives and assess the professional development needs and identify any action that should be taken and, finally, include a recommendation relating to pay.

A written appraisal report must be provided at the conclusion of the appraisal process in advance of 31 October for school leaders and teachers and support staff and ideally by 31 December for head teachers; for admin staff this must be provided by 31 May. The report must record the overall performance assessment and pay recommendation.

Good progress towards the achievement of a challenging objective, even if the performance criteria have not been met in full, may still be assessed favourably. If agreement cannot be reached, especially on the outcomes of an appraisal meeting, the teacher may appeal to the Head Teacher or the Head Teacher may appeal to the Chair of the Governing Body, whose decisions will be final.

The overall assessment of performance and its subsequent performance rating for individual members of staff will be subject to a process of moderation, arrangements for which will be put in place by the Head Teacher with the approval of the Governing Body.

The final version of the appraisal documentation will be placed on the employee's file and a copy of their CPD made available to the school's CPD coordinator. The sharing of such information is governed by the data protection principles set out under the Data Protection Act 1998.

The Governing Body and Head Teacher will ensure that all written appraisal records are retained in a secure place for 6 years and then destroyed.

Continuing professional development

The school's CPD programme will be informed by the training and development needs identified through the appraisal procedure and the school's development plan. The Governing Body will ensure in the budget planning, that, as far as possible, appropriate resources will be made available for any agreed training, support and continuing professional development.

Support to meet individual or collective development needs should be provided within the context of the school's development plan.

Conflict of interest

In any circumstances where an individual believes that their participation in any part of the appraisal process amounts or may amount to a 'conflict of interest' they should declare this to their appraiser and/or absent themselves from any part of the appraisal process where they believe that a 'conflict of interest' would or is likely to prevail.

Pay progression linked to performance

The Governing Body must consider annually whether or not to increase the salary of Teachers and support staff who have completed a year of continuous employment since the previous annual pay determination and, if so, to what salary within the relevant pay ranges.

All pay recommendations should be clearly attributable to the performance of an employee.

The relevant body must decide how pay progression will be determined, subject to the following:

- a. The decision, whether or not to award pay progression, must be related to a Teacher's performance
- b. A pay recommendation must be made in writing as part of a teacher's annual appraisal report
- c. Where a Teacher is not subject to either the 2012 or the 2011 regulations, the relevant body must determine through what process the teacher's performance will be assessed and a pay recommendation made for the purposes of making its decision on pay
- d. Continued good performance, as defined by an individual school's pay policy, should give a classroom or an unqualified teacher an expectation of progression to the top of their respective pay ranges
- e. A decision may be made not to award pay progression, whether or not the teacher is subject to capability proceedings

The Governing Body must set out clearly in the school's pay policy how pay progression will be determined. The Head Teacher will be responsible for ensuring that appropriate arrangements are put in place to support the links between performance and pay and that agreed rates of pay progression are affordable and comply with prevailing legislation (eg equal pay).

Where Teachers are eligible for pay progression, the recommendation made by the appraiser will be based on an assessment of performance against agreed performance objectives. The decision made by the Head Teacher and the Governing Body will be based on the statutory criteria and guidance set out in the STPCD and the relevant Teacher Standards.

To move up the main pay range, one point at a time, Teachers will need to have made good progress towards achieving their objectives and have demonstrated that they are competent in all elements of the Teachers' Standards. Teaching should be consistently 'good', as defined by Ofsted (however, this does not mean that every lesson observed needs to be rated as 'good').

If the overall appraisal evidence shows that a Teacher has demonstrated exceptional performance, the Governing Body will consider awarding enhanced pay progression. Teaching should be 'outstanding', as defined by Ofsted.

Teachers will work with their appraisers to ensure that there is sufficient evidence to support pay recommendations. Teachers will also keep records of objectives and review them throughout the appraisal period.

Applications to be paid on the upper pay range

From 1 September 2013, any qualified Teacher can apply to be paid on the upper pay range. All applications should include the results of appraisals; where such information is not available, a written statement and summary of evidence that sets out how the applicant has met the assessment criteria will be sufficient. Teachers who have been absent through sickness, disability or maternity may cite written evidence from previous years in support of the application.

To be assessed successfully, a Teacher will be required to meet the criteria set out in the school teachers' pay and conditions document (STPCD):

- The Teacher is 'highly competent' in all the elements of the teachers' standards
- The Teacher's achievements and contribution to the school is 'substantial' and 'sustained'

Highly competent

The Teacher's performance is assessed as having excellent depth and breadth of knowledge, skills and understanding of the teachers' standards in the particular role they are fulfilling and the context in which they are working.

Substantial

The Teacher's achievements and contribution to the school are significant, not just in raising standards of teaching and learning in their own classroom but also in making a significant wider contribution to school improvement which impacts on pupil progress and the effectiveness of staff and colleagues.

Sustained

The Teacher must have had two consecutive successful appraisal reports and have made good progress towards their objectives; they will have been expected to have shown that their teaching expertise has grown over the relevant period and is consistently good to outstanding.

Leading practitioner role

Typically, the additional duties of a leading practitioner role will include:

- A leadership role in developing, implementing and evaluating policies and practices in a school that contribute to school improvement
- The improvement of teaching within school which impacts significantly on pupil progress
- Improving the effectiveness of staff and colleagues, particularly in relation to specific areas eg lesson planning

The Head Teacher will agree appraisal objectives for the leading practitioner, who, in turn, must demonstrate that, they:

- have made good progress towards their objectives;
- are an exemplar of teaching skills which should impact significantly on pupil progress within school and within the wider school community;
- have made a substantial impact on staff and colleagues, including any specific elements of practice that have been highlighted as in need of improvement;
- are highly competent in all aspects of the teachers' standards; and
- have shown strong leadership in developing, implementing and evaluating policies and practices in their workplace that contribute to school improvement.

Staff experiencing difficulties

When a member of staff is experiencing difficulties, support and guidance will be provided through the appraisal process. Where it is clear that a member of staff's difficulties are not responding to support the appropriate school procedure will be utilised.

Approved at Full Governing B