

Aylesford School

and Sixth Form College



wonder aspiration respect discipline

TEACHER APPRAISAL POLICY

Written/Updated: October 2019
Review Date: October 2020
Lead: Headteacher
Via: Standards, Personnel and Curriculum

'from potential to reality'

Tapping Way, Warwick, Warwickshire, CV34 6XR
Tel: 01926 747100 **Fax:** 01926 494194 **Email:** office@aylesford-elearning.net **Web:** www.aylesfordschool.org.uk
A charitable company registered in England and Wales, company number 7848367
Headteacher: Steven Hall BSc MA

Purpose

Schools must have an appraisal policy for teachers. This policy applies only to teachers, including head teachers. It 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 all teachers.

Appraisal

Appraisal in this school is 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 is a valuable tool in helping to ensure that teachers are able to continue to improve their professional practice and to develop as teachers.

The Appraisal Period

The appraisal period runs for twelve months from 31 October to 31 October for teachers and 31 December to 31 December for the Head teacher and members of the Senior Leadership Team.

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.

There is flexibility to have a longer or shorter appraisal period when teachers begin or end employment with the school. To ensure teachers are fully conversant with the appraisal arrangements, all new teachers who join the school will be briefed on them as part of their introduction to the school.

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, is delegated to a sub-group consisting of two or three members of the Governing Body. The Head teacher will decide who appraises all other teachers.

Appointment of Reviewers for Teachers

The Head teacher will be the reviewer for those teachers he directly line manages and delegates the role of reviewer, in its entirety, to the relevant line managers for some or all other teachers.

Where a teacher has more than one line manager the Head teacher will determine which line manager is best placed to manage and review the teacher's performance. The appraisal cycle will not begin again in the event of the reviewer being changed.

Where a teacher is of the opinion that the person to whom the head teacher has delegated the reviewer's duties is unsuitable for professional reasons, he/she may submit a written request to the head teacher for that reviewer to be replaced, stating those reasons. The head teacher will consider the request before reaching a decision on suitability.

Where it becomes apparent that the reviewer will be absent for the majority of the cycle or is unsuitable for professional reasons the head teacher may perform the duties himself or delegate them in their entirety to another teacher. Where this teacher is not the reviewee's line manager the teacher will have an equivalent or higher status in the staffing structure as the teacher's line manager.

Setting Objectives

The Head teacher's objectives will be set by the Governing Body after consultation with the external adviser. 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 national teaching standards and the school improvement plan by the reviewer. 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 should be assessed against the current set of standards contained in the document called 'Teachers' Standards, updated June 2013.' These are a core component in all teachers' job descriptions for teachers at Aylesford School and Sixth Form College. The head teacher and/or the governing body will consider whether certain teachers should also be assessed against other sets of standards published by the Secretary of State that are relevant to them.

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. Objectives may be revised if circumstances change.

Reviewing Performance

Performance will be appraised on the following criteria.

- **The contribution teachers make in their planning, preparation, marking, assessments and evaluation** of lessons as evidenced in their personal record keeping and student progress records. [Teacher Standards Ref. *accurate and productive use of assessment*]

How: Observation/Work scrutiny

Teachers should present their own evidence of good practice to support a positive judgement in this area.

- **The contribution teachers make in the progress of the students in their groups as evidenced by examination results/student progress appraisal objectives** which are, on the whole, at least in line with student capabilities [Teacher Standards Ref. *High expectations/pupil progress/responding to the needs of all pupils*]

How: Analysis of assessment and examination results

Teachers should discuss the progress evidence against target using the data available.

- **The contribution teachers make in delivering lessons** that ensure students make progress in their studies as a result of interesting and stimulating activities and thoughtful classroom management [Teacher Standards Ref. *good subject knowledge/planning and teaching/manage behaviour effectively*]

How: Teaching Observations

All teachers should follow the guidance identified under 'Classroom observation protocol' below.

- **The contribution that teachers make to the wider life of the child** and school evidenced by the support they provide in the role of form tutor and/or their involvement in a wide scope of enrichment activities that impact on the social, moral, cultural and spiritual development of students that takes place out of 'school hours' [Teacher Standards Ref. *wider professional responsibilities*]

How: Tutor observations, evidence of leading enrichment activities that involve children over the year, evidence of parental liaison and/or effective professional development. Mentoring/supporting colleagues on a formal basis. The appraisee should highlight, and the appraiser should recognise, all positive contributions in this area.

UPS Teachers are assessed under the 10 point criteria of teacher standards.

The appraisal judgement of overall effectiveness should be made holistically against the criteria and appraisers should use evidence from available student progress data, observation records and the teachers own records. The notes of the meeting will be clearly

documented and record the objectives 'met' or 'not met'. This will lead to a formal recommendation by the reviewer regarding pay progression on the main scale where applicable.

Disputes/grievances will seek to be resolved informally in the first instance through discussion with the appraiser. Informal process can be continued through the Deputy Head teacher. Continued dispute will be heard by the Head teacher who will seek to resolve the grievance. Any subsequent formal appeal will be heard by the school governors. Please see Appendix 1 of the school pay policy for further details regarding procedure in this respect.

Classroom Observation Protocol

Aylesford School and Sixth Form College 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 and of gaining useful information which can inform school improvement more generally. All observation will be carried out in a supportive fashion.

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.

The Governing Body is committed to ensuring that classroom 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 total period for classroom observation arranged for any teacher will not exceed three hours per cycle having regard to the individual circumstances of the teacher. The amount of observation for each teacher should reflect and be proportionate to the needs of the individual. In order to reach a secure judgement on the quality of teaching all teachers will have a minimum of three half hour observations, one of which should be a paired observation with a senior member of staff.

The arrangements for classroom observation will be included in the planning and review statement and should follow established process using established criteria. The process and criteria will be reviewed annually.

Where evidence emerges about the reviewee's teaching performance which gives rise to concern during the cycle, classroom observations may be arranged in addition to those recorded at the beginning of the cycle subject to a revision meeting being held in accordance with the Regulations.

In keeping with the commitment to supportive and developmental classroom observation those being observed will usually be notified in advance.

Oral feedback will be given as soon as possible after the observation and no later than the end of the following working day. It will be given during directed time in a suitable, private environment.

Written feedback will be provided within five working days of the observation taking place. If issues emerge from an observation that are not part of the focus of the observation as

recorded in the planning and review statement these should also be covered in the written feedback and the appropriate action taken in accordance with the regulations and guidance.

The written record of feedback will include the date on which the observation took place, the lesson observed and the length of the observation. No written notes in addition to the written feedback will be kept.

A Head teacher has a duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained. Heads have a right to drop in to inform their monitoring of the quality of learning. 'Drop ins' will only inform the performance management process where evidence arises which merits the revision of the performance management planning statement, in accordance with the provisions of the regulations.

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 on-going 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 (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 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, 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 are described under the separate cover.

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 which will 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 training and development needs and identification of any action that should be taken to address them;
- a recommendation on pay where that is relevant

The assessment of performance and of training and development needs will inform the planning process for the following appraisal period. Where a teacher starts their employment at the school part-way through a cycle, the head teacher or, in the case where the teacher is the head teacher, the governing body shall determine the length of the first cycle for that teacher, with a view to bringing his cycle into line with the cycle for other teachers at the school as soon as possible.

Where a teacher transfers to a new post within the school part-way through a cycle, the head teacher or, in the case where the teacher is the head teacher, the governing body shall determine whether the cycle shall begin again and whether to change the reviewer. Planning and review statements will be retained for a minimum period of six years.

Monitoring and evaluation

The Governing Body will monitor the operation and outcomes of performance management arrangements.

The Head teacher will provide the governing body with a written report on the operation of the school's performance management policy annually. The report will not contain any information which would enable any individual to be identified. The report will include:-

- the operation of the performance management policy;
- the effectiveness of the school's performance management procedures;
- teachers' training and development needs.

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

Review of the Policy

The Governing Body will review the performance management policy every school year through the Personnel and Curriculum Committee.

The Governing Body will take account of the Head teacher's report in its review of the performance management policy. The policy will be revised as required to introduce any changes in regulation and statutory guidance to ensure that it is always up to date. The Governing Body will seek to agree any revisions to the policy with the recognised professional associations having regard to the results of the consultation with all teachers employed by Aylesford School and Sixth Form College.