



# Teacher Appraisal Policy

**Approved by:** Clarion Academy Trust Trustees

**Date:** 5 December 2019

**Last reviewed on:** December 2017

**Next review due by:** December 2021

## Contents

1. Aims.....	2
2. Legislation and guidance .....	2
3. Definitions .....	2
4. The appraisal period.....	3
5. Setting objectives.....	3
6. Standards .....	3
7. Reviewing performance (including observation protocol) .....	3
8. Annual assessment.....	5
9. Conducting annual appraisal meetings .....	5
10. Appraisal report.....	5
11. Concerns about a teacher's performance .....	6
12. Confidentiality .....	7
13. Monitoring arrangements .....	7
14. Links with other policies.....	7
Appendix 1: appraisal timeline .....	<b>Error! Bookmark not defined.</b>
Appendix 2: appraisal report template .....	<b>Error! Bookmark not defined.</b>

---

### 1. Aims

This policy aims to:

- Set out the arrangements for appraising teachers, including the process and the responsibilities of individuals
- Ensure consistency and fairness across all Trust school.
- Create a process where teachers' professional development is supported and encouraged, in the context of the school's latest Ofsted report, our school improvement plan and the Teachers' Standards
- Ensure teachers have the skills and knowledge they need to fulfil and excel in their role and provide an excellent education to our pupils

The policy applies to all teaching staff employed by the school or local authority, except those on contracts of less than one term, those undergoing induction and those undergoing capability procedures.

Newly Qualified Teachers (NQTs) will be appraised in line with statutory requirements.

### 2. Legislation and guidance

As an academy, we are free to determine our own appraisal arrangements. However, where a teacher's contract specifically incorporates conditions from The Education (School Teachers' Appraisal) (England) Regulations 2012, these will continue to apply due to The Transfer of Undertakings (Protection of Employment) (TUPE) Regulations 2006, which protect employees' terms and conditions when a maintained school becomes an academy.

We have based this policy on the model policy produced by the Department for Education (DfE).

This policy complies with our funding agreement and articles of association.

### 3. Definitions

In this policy, the term 'teacher' refers to classroom teachers (qualified and unqualified), middle and senior leaders, and the headteacher.

Where relevant, we have added further detail regarding arrangements for headteachers.

#### **4. The appraisal period**

The appraisal period will run for 12 months beginning on the first day of the autumn term.

For teachers on fixed-term contracts of less than 12 months, the appraisal period will be determined by the duration of their contract.

Teachers who start at or leave the school during the appraisal period can have a longer or shorter appraisal period in that appraisal round. Any decisions regarding pay progression will be made by the Headteacher or Head of School. Any financial uplift that results from the appraisal outcome will become payable from 1 September in the same year.

Teachers will have had their annual appraisal meeting and received their appraisal report by 31<sup>st</sup> October.

The headteacher will have had their annual appraisal meeting and received their appraisal report by 31<sup>st</sup> December.

#### **5. Setting objectives**

Teachers' objectives will be set before, or as soon as possible after, the start of the appraisal period.

The headteacher's or Head of School's objectives will be set by the governing board in consultation with the Trust CEO. The Local Governing Body (LGB) may appoint an external advisor where this is deemed appropriate.

The Trust CEO's objectives will be set by the Trustees. The Trust will appoint an external advisor.

Objectives will:

- Contribute to improving the education of pupils at the school and the implementation of any school improvement plans. To ensure this happens, line managers will quality assure all objectives against the school improvement plan
- Be specific, measureable, achievable, realistic and time-bound (SMART)
- Be appropriate to the teacher's role and career experience
- Be revised if circumstances change throughout the year

For central Trust staff, objectives may cover performance at Trust level.

When objectives are set, teachers will also be informed of the standards their performance will be judged against.

The appraiser and teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. If a teacher is absent owing to illness or maternity part-way through a cycle, or is employed on a part-time basis, their objectives will be adjusted so that they are proportionate.

#### **6. Standards**

Teachers will be assessed against the Teachers' Standards. The performance of the headteacher, and other school leaders where relevant, will also be informed by the four 'excellent as standard' domains as per the National Standards for Excellent Headteachers framework.

Teachers' performance will also be assessed against the career stage expectations.

#### **7. Reviewing performance (including observation protocol)**

We can use a range of evidence to judge a teacher's performance:

- Formal lesson observations
- Observations and results from wider school activities, if applicable
- Performance of their pupils
- Reviews of planning and marking

- Parent and pupil voice, if applicable
- Participation with or contribution to professional development programmes.
- Wider contribution to the life of the school.

## **7.1 Observation protocol**

We believe that observations are an important way of assessing teachers' performance. They can help identify a teacher's strengths and areas for improvement, and can help us identify areas of good practice that can be shared across the school.

There will be both formal and 'drop in' observations. Teachers with responsibilities outside the classroom will also have these responsibilities observed.

All observations will:

- Be carried out in an objective, fair, professional and supportive manner
- Be carried out by teachers with Qualified Teacher Status
- Provide constructive feedback
- Remain confidential to those who need to know details as part of their jobs

## **7.2 'Drop in' observations**

Drop-in observations will usually be conducted by line managers or other relevant school leaders in order to monitor the quality of teaching and learning.

Appropriate notice of 'drop in' observations will be given. This will be defined by the individual school quality assurance protocol.

They will usually last around 10 minutes, and may involve the observer talking to pupils and looking at their work.

The frequency will depend on the individual teacher and the school's needs at the time.

Generally, verbal feedback will be given the following day or as soon as is practicably possible.

Please note that we also carry out drop-in observations where fellow teachers observe a lesson for their own professional development. Notice may not be given and evidence will not be used as part of the appraisal process.

## **7.3 Formal observations**

The purpose of formal observations is to assess the teacher's performance and progress against their objectives and the relevant standards.

The number of formal observations will be agreed with the teacher during their appraisal meeting, and will be determined by the teacher's individual circumstances and the needs of the school at the time. This can be reviewed during the cycle.

For example, NQTs and less experienced teachers who have recently started at the school will receive a number of formal observations to establish their strengths and areas for development. A very experienced teacher will typically receive fewer observations.

Teachers will not normally receive more than 3 formal observations over the year.

Generally, verbal feedback will be given the following day.

We will use all reasonable endeavours to provide written feedback within 5 working days.

## **7.4 Additional observations**

Additional formal observations will take place if:

- The teacher requests them
- There are concerns that the teacher's performance is not up to standard (this may be triggered by poorly performing or poorly behaved pupils)
- The teacher is subject to formal capability proceedings

The above protocols will still apply to these additional observations.

## **8. Annual assessment**

Performance will be reviewed and addressed during the regular meetings with the teacher's line manager. A formal interim review will be agreed by both parties. At this meeting, an assessment will be made regarding progress towards targets.

The appraisal meeting is the end point of the annual appraisal process and will usually take place before October 31st. In this meeting, the appraiser will:

- Review the relevant evidence
- Assess performance in the appraisal period against the relevant standards
- Assess performance in the appraisal period against objectives
- Discuss the teacher's professional development needs and identify action that should be taken
- Discuss the teacher's wellbeing, career aspirations and any difficulties they may be facing
- If necessary, discuss the teacher's underperformance and put a plan in place to address it. They should also inform the teacher that if performance does not improve, capability proceedings may begin, where applicable

## **9. Conducting annual appraisal meetings**

The CEO's appraisal will be conducted by a sub-group of Trustees, with the support of an independent external advisor.

The headteacher's appraisal meeting will be conducted by the governing board and Trust CEO. To support the headteacher appraisal, the governors may appoint an external adviser with relevant skills and experience. The governing board will typically delegate the headteacher's appraisal to a sub-group of three governing board members with a wide range of experience and knowledge of the school. This will not include any staff governors.

There must also be three non-staff governors, including either the chair or vice-chair, who are not involved in the appraisal whatsoever, to enable them to sit on an appeals panel if necessary.

The headteacher will decide who will appraise teachers. Unless there is a good reason not to, this will normally be the teacher's line manager. By way of example, a 'good reason' could be a poor or deteriorating working relationship between the teacher and line manager, including where a formal grievance has been lodged by the teacher citing their line manager.

All appraisers will be provided with appropriate training.

Appraisal meetings will take place within the teacher's normal working hours excluding PPA time. Sufficient time should be allocated to ensure evidence is thoroughly reviewed and to set targets.

## **10. Appraisal report**

Teachers will be provided with a written report of their appraisal. The report will be completed by the person who conducted the appraisal. We will use all reasonable endeavours to complete this within 5 working days.

This will include:

- An assessment of the teacher's performance against their objectives and the relevant standards
- An assessment of the teacher's training and development needs, and the action that should be taken to address them
- Where relevant, a recommendation on pay progression

There will be space in the report for the teacher's own comments.

After the report has been issued, we will hold review meetings where teachers can discuss the contents of their report if they wish.

Teachers will sign the appraisal report to say they have seen it and agree with its content. If they do not agree, teachers can appeal to the headteacher. If they still disagree, they can appeal to the LGB who are responsible for approving pay recommendations. The headteacher can appeal to the governing board, if they disagree with the contents of the report and the pay recommendation it makes.

Appraisal is a supportive process which will be used to inform continuing professional development. Each individual academy will encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development, for example peer observations. Professional development will be linked to school improvement priorities and the professional needs of individual teachers.

Each school's CPD programme will be informed by the training and development needs identified as part of the appraisal process. Each school will ensure in budget planning that, as far as possible, resources are made available for the appropriate training and support agreed for appraisees.

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 part of the Headteacher's annual report to the Trust (as required) about the operation of the Teacher Appraisal Policy.

With regard to the provision of CPD in the case of competing demands on the available budget, a decision on relative priority will be taken with regard to the extent to which:

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

## **11. Teachers experiencing difficulties in performance**

Teachers experiencing difficulties will receive support and guidance with the primary aim of improving their performance so 'the problem' is resolved.

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

If an appraiser identifies through the appraisal process, or via other sources of information (for example parental complaints) that the difficulties experienced by a teacher are such that, if not rectified, they could lead to capability procedures, the appraiser (or the Headteacher or a member of the leadership team) will:-

- meet the teacher to give clear oral and written feedback to the teacher about the nature and seriousness of the concerns, providing the teacher the opportunity to comment on and discuss these.
- following the feedback session, invite the teacher to a meeting where the concerns are outlined in more detail. At that meeting, which will be held following at least five days' notice, the teacher's targets for improvement will be discussed alongside a programme of support. Prior to the meeting, the teacher will be advised that they have the right to be accompanied 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, establish an action plan with support (for example coaching, training, in-class support, mentoring, structured observations, visits to other classes or schools or discussions 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 including the strong likelihood that there will be no pay progression.

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, with appropriate support as determined by 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 First Formal Capability Meeting under the Formal Capability Procedure to determine whether formal capability proceedings need to be commenced or the appraisal process remains in place. The teacher may be accompanied by a trade union representative or work colleague and will have at least five working days' notice of the meeting.

## **12. Data Protection**

The appraisal process and relevant documents are strictly confidential. Only staff members who need the information in order to do their jobs will have access to the information.

Appraisal information will be anonymised when information is reported to the governing board. Appraisal outcomes will be kept securely in the teacher's personnel file.

## **13. Monitoring arrangements**

The Trust Board will monitor and review the effectiveness of the appraisal arrangements. The Head Teacher/Head of School will monitor objectives and assessments to ensure consistency.

This policy will be reviewed every two years.

The Board of Trustees will be responsible for approving this policy.

## **14. Links with other policies**

This policy should be read in conjunction with our capability and pay policies.

The capability policy will be used where this policy has not been able to address concerns with a teacher's performance.

The pay policy sets out how pay increases will be awarded, based on the results of a teacher's appraisal.