



Queen's Croft High School

# TEACHER APPRAISAL POLICY

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# Queen's Croft High School

## Teacher Appraisal Policy

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## **General Principles underlying this Policy**

### **Confidentiality**

The appraisal process will be treated with confidentiality. However, the desire for confidentiality does not override the need for the Head teacher and Governing Body to quality-assure the operation and effectiveness of the appraisal system.

Quality assurance will be undertaken as part of monitoring and evaluation.

### **Monitoring and Evaluation**

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

The Headteacher will provide the Governing Body with a written report on the operation of the school's appraisal 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 appraisal policy;
- the effectiveness of the school's appraisal procedures;
- teachers' training and development needs

### **Consistency of Treatment and Fairness**

The Governing Body is committed to ensuring that the appraisal process is fair and non-discriminatory. The Headteacher's report must confirm that the appraisal process complies with the Equalities Act 2010.

The Headteacher will also report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination under any of the protected categories covered by the Equalities Act 2010.

### **Appeals**

At any point in the appraisal process teachers and headteachers have a right of appeal in respect of application of the policy or any entry in their planning and review statements.

The grounds for the appeal will determine the relevant appeal process to be used.

### **Definitions**

Unless indicated otherwise, all references to "teacher" include the headteacher.

**Delegation**

Normal rules apply in respect of the delegation of functions by Governing Bodies, headteachers and local authorities.

**Long Term Absence**

The objectives within the agreed appraisal may need to be adjusted if long term sickness absence or maternity leave affects the achievement or progress towards the appraisal objectives, and in such cases a review will take place.

**Retention**

The Governing Body and headteacher will ensure that all written appraisal records are retained in a secure place for six years and then destroyed. The appraisee should retain his or her own copy for the same period.

**Access to Documentation**

All staff will have access to documentation relating to school improvement and any other documents and procedures to which this policy relates.

## **Teacher Appraisal Policy**

The Governing Body of Queen's Croft High School adopted this policy on 12 October 2017.

The Governing Body will review the policy annually.

The Governing body will take account of the Headteacher's report in its review of the policy. Should the Governing Body wish to make revisions to the policy, the Governing Body will seek to agree such revisions with the recognised Trade Unions.

### **1. Purpose**

- 1.1 This policy is in line with the provisions of the School Teachers Pay and Conditions Document [STPCD], statutory requirements and teachers Standards.
- 1.2 This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the Headteacher, and for supporting their development within the context of the school's plan for improving educational provision and performance to enhance pupil achievement, and the standards expected of teachers.
- 1.3 Appraisal in this school will be 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 will help to ensure that teachers are able to continue to improve their professional practice through high quality CPD and to develop further as teachers.
- 1.4 This policy applies to the Headteacher and to all teachers employed by the school or local authority, except those on contracts of less than one term, those undergoing induction (i.e. NQTs) and those who are subject to performance improvement procedures. The appraisal process will not be used as a substitute for informal programmes of support or counselling which should precede the initiation of the formal performance improvement procedure.
- 1.5 This policy will be used separately to performance improvement processes, please refer to Section 7.

### **2. The appraisal period**

- 2.1 The appraisal period will run for twelve months normally from 1<sup>st</sup> October one year to 31<sup>st</sup> October the next year. These are statutory deadlines, however, locally good practice is that the appraisal cycle is likely to run from 1<sup>st</sup> September one year to 31<sup>st</sup> August the next year.
- 2.2 Consideration needs to be given to how the school passes over appropriate appraisal documents should a teacher leave [at any of the three points in the year] to enable the 'receiving' school to continue the teachers' appraisal

- 2.3 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.
- 2.4 There is flexibility to have a longer or shorter appraisal period when teachers begin or end employment with a school or local authority or when unattached teachers change post within the same authority.

### **3. Appointing appraisers**

- 3.1 The headteacher will be appraised by the Governing Body, supported by a suitably skilled and experienced external adviser who has been appointed by the Governing Body for that purpose.
- 3.2 In this school 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 the Head teacher 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.
- 3.3 The headteacher, after consultation, will decide who will appraise the other teachers. All appraisers of teachers other than headteachers will have appropriate, relevant and current teaching experience. All appraisers should have Qualified teacher Status and the appraiser will receive sufficient and appropriate training before undertaking the role. The appraiser should have equivalent or greater level of responsibility than the teacher he or she is appraising, and normally have line management responsibility. The designated appraiser must conduct all aspects of the review, including pay recommendations of teachers who are eligible. 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 him/herself or delegate those duties to another teacher for the duration of the absence.
- 3.4 Where possible, alternative appraisers will be offered to teachers where there is a genuine and valid reason or the appointed appraiser is not available due to long term sickness. This will be confirmed with the appraisee at the beginning of the process. Wherever practicable, an appraiser should ONLY have a maximum of four appraisees.

### **4. Setting objectives**

- 4.1 Objectives set will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the appraisee's role and level of experience. Common objectives may be agreed to support school development plans.
- 4.2 The headteacher's objectives will be set by the Governing Body after consultation with the external adviser and the headteacher.

- 4.3 Numerical data requirements within an objective should be agreed when set to ensure the objective remains achievable and with a realistic consideration of any variation to this data. Objectives themselves should not be based purely on numerical targets and success should not be determined by meeting these.
- 4.4 Objectives for each teacher will be set before or as soon as practicable after, the start of each appraisal period. This will be quality assured by the headteacher
- 4.5 The appraiser and appraisee will seek to agree the objectives but where a joint determination cannot be made the appraiser will make the determination. The appraisee may request moderation and should this be unsuccessful then the appraisee will be given the opportunity to append comments alongside their objectives. Each school must agree its own moderation process. Objectives may be revised by agreement if circumstances change.
- 4.6 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 and take into account the professional aspirations of staff. No teacher will be given more than three agreed objectives: setting more than three agreed objectives can cause increased workload and be inconsistent with the school's strategy for achieving work / life balance for all staff.
- 4.7 Teachers' Standards (July 2011) provide the context in which, through professional discussions, objectives are set, CPD needs identified, success criteria defined and the nature and extent of any required observations planned. The Teachers' Standards should not be used as a checklist but should inform the setting of objectives. The Teachers' Standards for the career stages at this school are detailed in Appendix 1. Before, or as soon as practicable after, the start of each appraisal period, each teacher will be informed of the agreed objectives against which that teacher's performance in that appraisal period will be assessed.
- 4.8 The agreed objectives will contain a description of what success may look like, be fully related to the circumstances in which the teacher works and it will be recognised that factors outside teachers' control may significantly affect success.
- 4.9 Setting more than three objectives, or for example using sub-targets, result in teachers experiencing unreasonable workload and pressure, making objectives more difficult to achieve. Therefore, other than in exceptional circumstances, no teacher will be given more than three objectives.
- 4.10 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.

## **5. Reviewing performance**

### **5.1 Observation**

- 5.1.1 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 and follow the procedure as set out in Appendix.2.
- 5.1.2 The amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the school. The total period for classroom observation arranged for appraisal purposes for any teacher will not exceed three hours per cycle having regard to the individual circumstances of the teacher. There is no requirement to use all of the three hours. The amount of observation for each teacher should reflect, and be proportionate to, the needs of the individual. Classroom observation will only be carried out by those with QTS.
- 5.1.3 Teachers (including the Headteacher) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.
- 5.1.4 In addition to formal observation for appraisal purposes, it is acknowledged that Headteachers or other leaders with responsibility for teaching standards are required to evaluate the standards of teaching and to check that high standards of professional performance are established and maintained. Processes and procedures for this are part of a whole school improvement strategy separate and distinct from the appraisal process. However observations being used for multiple purposes by agreement in order to restrict the number of observations being carried out.
- 5.1.5 Written feedback must be provided within five working days by the person who has undertaken the observation linked to the appraisal.

### **5.2 Development and support**

- 5.2.1 Appraisal is a supportive process which will be used to inform continuing professional development (CPD). The school wishes to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development. Professional development is an entitlement and will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual teachers.
- 5.2.2 Sufficient time, within directed hours, should be provided to enable the appraiser and appraisee to fulfill their statutory and contractual obligations.
- 5.2.3 The schools' CPD Plan will be informed by the training and development needs identified in appraisees' planning and review statements.

- 5.2.4 The Governing Body will ensure in the budget planning that, as far as possible, appropriate resources are made available in the school budget for any development and support agreed for and with the appraisee at the planning and review meeting.
- 5.2.5 An account of the support and development needs of teachers in general, 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 in the school.
- 5.2.6 Teachers should not be held accountable for failing to make good progress towards meeting their objectives where the support recorded in the planning statement has not been provided.

## **6. Feedback**

- 6.1 Teachers will receive constructive feedback on their progress towards the achievement of their appraisal objectives, e.g. following a lesson observation. Feedback should always be given in a supportive context highlighting particular areas of strength as well as any areas that need additional support in order to successfully meet their appraisal objectives. A written record on progress made should be kept of the date and key issues of any feedback and should form part of the appraisal documentation. Should either the appraiser or appraisee identify issues of concern an interim meeting may be called to discuss any support that is necessary to address the concerns.

## **7. Relationship to performance improvement**

- 7.1 Performance Management considerations will be kept separate from appraisal processes and there should be an appropriate transition meeting/discussion between the two policy frameworks.
- 7.2 Schools must not rely solely on the appraisal process as a trigger to consider a performance improvement procedure. Elsewhere this document has described the legitimate need for schools to have a wider knowledge of the quality of teaching within their organisation. The appraisal process should inform that wider knowledge. There must be the recognition that poor performance issues can arise for a variety of reasons including being triggered by work related and non-work related factors. Once a decision has been made to proceed to performance improvement procedures the appraisal process is suspended.
- 7.3 Before embarking on a formal performance improvement procedure, the Chair of Governors (in the case of Headteachers) or Headteacher (in case of other teachers) must be able to evidence that every aspect of support through the appraisal process and all other avenues has been exhausted and has failed to achieve the required improvements. Where it proves to be necessary to begin a performance improvement procedure with a member of staff, subject to this procedure, a formal meeting should be held to bring the Appraisal

process to an end and give notice of the initiation of the performance improvement procedure.

## **8. Annual assessment**

- 8.1 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.
- 8.2 This assessment is the end point to the annual appraisal process, but performance and development priorities may need to be reviewed at an interim meeting. Priorities may need to be reviewed if an appraisee's circumstances or responsibilities change. In such cases a written addition to the planning statement should be made. The appraisee, as previously, should be given the opportunity to add any written comments.
- 8.3 The whole process will have regard to what can be reasonably expected of any teacher in that position given the desirability of the appraisee and appraiser being able to achieve a satisfactory balance between the time required to discharge their professional duties and the time required to pursue their personal interests outside work. Priorities may need to be reviewed if an appraisee's circumstances or responsibilities change. In such cases a written addition to the planning statement should be made. The appraisee, as previously, should be given the opportunity to add any written comments.
- 8.4 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 Headteacher). 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 clear recommendation on pay. (NB – Pay recommendations need to be made by 31 December for Headteachers and by 31 October for other teachers);
  - the requirement for Governing bodies and Headteachers need to consider how pay recommendations are related to the pay policy of the school (including the appropriate progression and ranges on the leadership pay spine), mindful that recommendations are made by a range of appraisers and that the process must be fair and equitable;
  - A space for the teacher's own comments.
- 8.5 The assessment of performance and of training and development needs will inform the planning process for the following appraisal period.

## Appendix 1

### The Teachers' Standards for the career stages at this school

#### Introduction

Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards of work and professional conduct. Teachers act with honest and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up to date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

**The Teachers' Standards should not be used as a checklist but should inform the setting of objectives.**

Professional Area	M2	M4	M6	UPS1	UPS3 all criteria met in full over a sustained period of time
<b>Part One Teaching</b>					
1. Set high expectations which inspire, motivate and challenge pupils	Teaching over time is judged as mainly good as a minimum. (correlated with pupil progress)	Teaching over time is judged as the vast majority being consistently good as a minimum (correlated by pupil progress)	Teaching over time is judged as consistently good with many outstanding elements as a minimum (correlated by pupil progress)	Teaching over time is judged as consistently good and often with outstanding as a minimum (correlated by pupil progress)	Teaching over time is judged as always consistently good and at least half outstanding as a minimum (correlated by pupil progress)
2. Promote good progress and outcomes by pupils	Pupils make progress	Pupils make progress which is routinely in line with that which is required by the school	Pupils make progress which is always in line with that which is required by the school	Many pupils exceed progress expected by the school	Most pupils exceed progress expected to achieve

3. Demonstrate a good subject and curriculum knowledge	Generally secure subject knowledge in all core areas, acknowledging where areas for improvement exist and independently addressing these	Routinely displays secure subject knowledge across the curriculum; acknowledging where areas for improvement exist and independently addressing these	Always displays secure subject knowledge across the curriculum; acknowledging where areas for improvement exist and independently addressing these	Consistently displays extensive subject knowledge across the curriculum, able to support others with developing this.	Proactively leads research into new areas and initiatives in order to disseminate in a meaningful way to whole staff groups
4. Plan and teach well-structured lessons	Able to identify clear learning objectives and success criteria. Plan stimulating learning with pace and challenge, making clear the purpose of the learning, including sharing the bigger picture.	Routinely able to identify clear learning objectives and success criteria. Plan stimulating learning with pace and challenge, making clear the purpose of the learning, including sharing the bigger picture.	Always able to identify clear learning objectives and success criteria. Plan stimulating learning with pace and challenge, making clear the purpose of the learning, including sharing the bigger picture.	Always able to identify clear learning objectives and success criteria. Plan stimulating learning with pace and challenge, making clear the purpose of the learning, including sharing the bigger picture. Able to support others with this.	Always able to identify clear learning objectives and success criteria with pin point accuracy. Plan stimulating learning with pace and challenge, making clear the purpose of the learning, including sharing the bigger picture.
5. Adapt teaching to respond to the strengths and needs of all pupils	Differentiation of task is generally accurate based on assessment	Differentiation of task and direct teaching input is accurately pitched and effective for the vast majority of time, based on accurate assessment	Differentiation of task and direct teaching input is always accurately pitched and effective, based on accurate assessment.	Differentiation of task and direct teaching input is always accurately pitched and effective for all pupils, based on accurate assessment.	Differentiation of task and direct teaching input is always accurately pitched and effective, based on accurate assessment.
6. Make accurate and productive use of	Accurate use of assessment to guide learning within class,	Routinely accurate use of assessment to guide learning within	Assessment is always used to accurately to guide	Supports others with accurate use of assessment of	Consistently supports others in accurate use of assessment of

assessment	including accurate assessment of working /learning.	class, including accurate assessment of working /learning within key stage.	learning within class, including accurate assessment of working /learning within key stage	working and learning.	working and learning.
7. Manage Behaviour effectively to ensure a good and safe learning environment	School wide expectations are generally met.	School wide expectations are consistently met.	School wide expectations are always met.	Supports others in developing this.	Leads whole school work in improvement of this.
8. Fulfil wider professional responsibilities	Generally make a wider contribution to the school.	Routinely make a wider contribution to the school.	Always makes a wider contribution to the school	Supports others to make a wider contribution to the school	Leads others in the wider contribution to the school

9. **Part Two: Personal and Professional conduct.** A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school by:
  - Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - Showing tolerance of and respect for the rights of others
  - Not undermining fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - Ensuring that personal beliefs are not expressed in ways which exploit pupil's vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

## **Appendix 2**

### **Classroom Observation Protocol for Appraisal Purposes**

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;
- respect the confidentiality of the information gained and;
- seek to reach agreement in advance on how classroom observations are to be carried out.

The total period for classroom observation arranged for any teacher, for appraisal purposes, will not exceed three hours per cycle having regard to the individual circumstances of the teacher. There is no requirement to use all of the three hours. The amount of observation for each teacher should reflect and be proportionate to the needs of the individual.

In this school 'proportionate to need' will be determined in keeping with the following principles:

The arrangements for classroom observation will be included in the planning and review statement and will detail the amount of observation, specify its primary purpose, any particular aspects of the teacher's performance which will be assessed, the duration of the observation, when during the appraisal cycle the observation will take place and who will conduct the observation. Prior to the appraisal observation the context of the observation will be confirmed between the appraiser and appraisee.

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

Information gathered during the observation will be used, as appropriate, for a variety of purposes including informing school self-evaluation and school improvement strategies in accordance with the school's commitment to streamlining data collection and minimising bureaucracy and workload burdens on staff.

In keeping with the commitment to supportive and developmental classroom observation those being observed will be notified in advance. All teachers should be given at least 5 working days' notice of the appraisal observation.

Classroom observations will only be undertaken by persons with QTS. In addition, in this school, classroom observation will only be undertaken by those who have had adequate preparation and the appropriate professional skills to undertake observation and to provide constructive oral and written feedback and support, in the

context of professional dialogue between colleagues.

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 emerged from an observation that were 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 also includes the date on which the observation took place, the lesson observed and the length of the observation. The teacher has the right to append written comments on the feedback document. No written notes in addition to the written feedback will be kept.

### Appendix 3

#### Appraisal – Performance Management Structure September 2018

<b>Performance Reviewer</b>	<b>Reviewee</b>
Peter Hawksworth	Julia Lloyd-Jones Jackie Hesslegrave Liaquat Zaman Jane Knight Rachel Bird Tara Thompson
Julia Lloyd-Jones	Jane Bradbury Emma Ratcliffe Caroline Webster Sally Capewell Sophie Shelley
Liaquat Zaman	Yvonne Edwards Martin Capewell Andrew Faulkner
Jackie Hesslegrave	Steve Howe Mandy Stewart Audrey Jones Cathy Plover Rodney Parker Richard Lewis
Yvonne Edwards	Miles Stubbs Su Latimer Cathy Debar-Smith Karen Hopley Callum Huckfield Sarah Dawes
Jane Knight	Richard Hough Philippa Gregory Viv Barr Irene Ward
Martin Capewell	Laura Grimshaw Sue Hewitt Glenda Litherland
Rachel Bird	Caroline Sheerin Kelly Abbotts Rachel Mason Helen Edwards
Emma Ratcliffe	Gemma Rhodes
Richard Hough	Laura Knights Jo Farley
Laura Grimshaw	Helen Olliffe Jo Underwood
Gemma Rhodes	Rachel Pickett Alyson Smith

Caroline Sheerin	Jane James Claire Jones
Philippa Gregory	Tracey Isaacs Charlene Bradbury Jordanne Speck Sophie Smith
Irene Ward	Hayley Deakin Andrea Wood Ashley Hodgetts Lydia Bradley Lowbridge Edyta Muzyka Jessica Aspley
Sue Hewitt	Julie Smith Hayley Yates Emily Roberts Sharon Ridgway Rebecca Collins Natasha Roberts
Sarah Dawes	Jo Rainbow Laura Carter Tasmin Rumney Heather Ulanowski
Mandy Stewart	Vicky Smith Adele Smith