



# **Conisbrough Ivanhoe Primary Academy**

## **Policy for Appraising Teacher Performance**

**2015-18**

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## Policy for appraising teacher performance

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**In formulating this policy the governing body has taken account of the principles set out in the introduction to the national model policy and retained all text originally in bold from the main body of the model policy itself.**

**The Governing body of Conisbrough Ivanhoe Primary Academy adopted this policy on 3rd July 2015 it will review it in 3 years from this date.**

## **1. PURPOSE**

This policy 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 teachers. It also sets out the arrangements that will apply when teachers fall below the levels of competence that are expected of them.

## **2. APPLICATION OF THE POLICY**

The policy is in two separate sections.

2.1 This policy covers appraisal, applies to the head teacher 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 the school's capability policy.

2.2 The policy applies to all teachers including the head teacher; with the exceptions detailed in 2.1 above

## **3.0 TEACHER APPRAISAL**

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 and to develop as teachers.

### **3.1 The appraisal period**

The appraisal period will run for twelve months from 1<sup>st</sup> September to 31<sup>st</sup> August

3.1.1 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.

### **3.2 Appointing Appraisers**

- 3.2.1 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.
- 3.2.2 In this school the task of appraising the head teacher, including the setting of objectives, will be delegated to a sub-group consisting of three members of the Governing Body.
- 3.2.3 The head teacher will decide who will appraise other teachers; it will be made clear at the start of the process who the appraiser will be. In this school appraisals will be carried out by either:
- The head teacher
  - A member of the senior leadership team
  - The teacher with a clear line management overview of a teacher's work

### **3.3 Setting objectives**

- 3.3.1 The head teacher's objectives will be set by the Governing Body after consultation with the external adviser.
- 3.3.2 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.
- 3.3.3 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 link to:
- Ensuring that the pupil progress objective (for all teachers) addresses the key attainment priority identified by the school improvement plan,
  - Ensuring that the professional development objective (for all teachers) addresses the key development priority identified annual appraisal against the teachers standards,
  - Ensuring that the leadership and management objective (for all teachers who are paid leadership responsibilities) addresses the key development priority identified by examination of each leader's impact on the relevant school improvement priorities, making reference to any leadership standards that are relevant.

- 3.3.4 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 set of standards contained in the document called "Teachers' Standards" published in July 2011. See appendix A.
- 3.3.5 Teachers (in normal circumstances) will have a maximum of 3 objectives per cycle, however there may be instances where teachers who are not meeting standards that are appropriate for the level of their career, may be given additional objectives to ensure that appropriate support can be provided to them, these additional objectives will be discussed with the individual and reviewed on a regular basis to ensure that effective progress is made.
- 3.3.6 The head teacher will be responsible for ensuring that the appraisal process operates consistently and with integrity. Objectives that are set by the appraiser will be focused on school priorities. All objectives will be referred to the head teacher prior to the commencement of the cycle of monitoring. Where the head teacher has concerns about the relevance of the objectives set they will be discussed with the appraiser, if following this discussion amendments are required these will be discussed with the individual teacher.

## **3.4 Reviewing Performance**

### **3.4.1 Observation**

This school believes that observation of classroom practice and other responsibilities such as leadership 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. Arrangements for the observation of classroom and leadership practice are shown at Appendix D.

- 3.4.2 In this school teachers' performance will be regularly observed but the amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the school. Classroom observation 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. Teachers (including the head teacher) who have performance of those responsibilities observed and assessed.

### **3.4.3 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 ongoing professional development needs and priorities of individual teachers.

#### **3.4.4 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.

3.4.5 Where, following an assessment against the teacher standards or during the review cycle, there are concerns about any aspects of the teacher's performance these will be addressed via the procedure set out at Appendix E.

3.4.6 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.

### **3.5 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.

### **3.6 Annual assessment**

3.6.1 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.

3.6.2 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 by means of;

- Lesson Observations
- Planning and Work Scrutiny
- Tracking meetings and action plans
- Mid cycle review meetings with appraiser
- Observation / scrutiny of leadership and management activities where appropriate

Other feedback obtained during the cycle relevant to the teachers overall performance

3.6.3 Teachers will undertake a self-assessment against the national teachers' standards at the level that is consistent with what should reasonably be expected of that teacher, given their current role and level of experience.

3.6.3 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

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

3.6.5 Any recommendations on pay will be referred to the head teacher before being referred on to the Governing body.

### **3.7 Confidentiality**

3.7.1 Access to the written appraisal report will normally be limited to the appraisee, the appraiser, the head teacher and / or nominated member of the senior management team.

3.7.2 An overview of the evidence of the appraisal will be kept on file and shared with the member of staff. This will be anonymised when shared with any external parties outside those stated in this policy; this may include governors and ofsted.

### **3.8 Equality and Consistency**

- 3.8.1 As detailed in paragraph 3.3.6 the head teacher will have overall responsibility for the quality assurance of the appraisal process across the school. This will include ensuring the consistency and equality of application of the process throughout the school. The head teacher may delegate responsibility for monitoring consistency and equality of application to a teacher member of the senior management team.
- 3.8.2 The head teacher will be responsible for reporting regularly to the governing body on any relevant issues, including those of underperformance, arising from the annual review cycle and on any action required to address those issues. The report will enable governors to receive an overall general report of the process but will not include specific details relating to individual members of staff.
- 3.8.3 The Governing Body is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.

### **3.9 Retention of statements**

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