

Teacher appraisal policy

Greenside School



Approved by:

Date:

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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 the school
- Create a process where teachers' professional development is supported and encouraged, in the context of the school's latest Ofsted report, our school development 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 QTS employed by the school or local authority, except those on contracts of less than one term, those undergoing induction and those undergoing capability procedures.

2. Legislation and guidance

The minimum national requirements for teachers' appraisal in maintained schools are set out in [The Education \(School Teachers' Appraisal\) \(England\) Regulations 2012](#).

This policy is based on the [model policy](#) produced by the Department for Education (DfE).

This policy complies with Hertfordshire County Council Expectations.

3. Definitions

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

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

Tutors although teaching staff have a separate policy for Appraisal

4. The appraisal period

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

It is intended that teachers will have had their annual appraisal meeting and received their appraisal report by 31st October.

It is intended that the headteacher will have had their annual appraisal meeting and received their appraisal report by 31st 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 objectives will be set by the governing board in consultation with the external adviser (see section 9 for more information on appointing an external adviser).

Objectives will:

- Contribute to improving the education of pupils at the school and the implementation of any school improvement plans. To ensure this happens, a named appraiser will quality assure all objectives against the school development plan
- Fit in the '3 Ms' of target setting – Meaningful, Manageable and Measureable
- Be appropriate to the teacher's role and career experience (please see Appendix 4 for detail of expectations dependent on experience)
- Be revised if circumstances change throughout the year

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.

6. Standards

Teachers will be assessed against the [Teachers' Standards](#). The headteacher, and other school leaders where relevant, will also be assessed against the [National Standards of Excellence for Headteachers](#).

Appendix 3 is an Audit form that helps to assess against the standards and can be used to help to see where a target may fit.

Teachers' performance will also be assessed against the career stage expectations that we have developed. (Appendix 4)

7. Reviewing performance (including observation protocol)

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

- Formal and informal lesson observations
- Observations and results from wider school activities, if applicable
- Commitment to directed events and activities
- Performance of their pupils
- Quality of reports and other expected 'paperwork'
- Parent and pupil voice, if applicable

7.1 Observation protocol

We believe that observations are an important way of assessing and supporting 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 through planned 'learning walks'. 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 led/carried out by teachers with Qualified Teacher Status
- When possible be paired with another member of teaching staff
- Provide constructive feedback
- Will not include one word judgements on performance (Good, Outstanding etc).
- Remain confidential to those who need to know details as part of their jobs

7.2 'Drop in' observations

Drop-in observations can be conducted by SLT in order to monitor the quality of teaching and learning.

Notice of 'drop in' observations will be given, but the ask is that no extra work is to be expected. Planning will not be seen unless this is an area of focus, identified prior to the drop in.

They will usually last around five 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.

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

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.

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 receive more than three 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 concerns being raised of classroom practice)
- 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 on a regular basis throughout the year in termly meetings with the teacher's line manager.

The appraisal meeting is the end point of the annual appraisal process and will take place in the autumn term. In this meeting, the appraiser will:

- Review the relevant evidence presented by the appraisee
- Assess performance in the appraisal period against the relevant standards (using Teacher's Standards Audit Appendix 4)
- Assess performance in the appraisal period against set 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 headteacher's appraisal meeting will be conducted by the governing board. To support the headteacher appraisal, the governors will appoint an external adviser with relevant skills and experience. The adviser may be from the local authority, a neighbouring local authority, or an external consultant.

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 and will typically last for at least an hour. Scheduling appraisal meetings for an hour and a half is therefore recommended.

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 actions 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. Teachers can appeal to the headteacher, and the headteacher can appeal to the governing board, if they disagree with the contents of the report and the pay recommendation it makes.

A template appraisal report can be found in appendix 2.

11. Concerns about a teacher's performance

If it becomes clear a teacher is having difficulties at any point during the appraisal period, they will be provided with additional support.

This will begin with a meeting with their line manager, where the problem will be discussed and potential solutions identified. A performance improvement plan may be created.

The nature of the support will be based on the individual's circumstances. For example, teachers whose difficulties are linked to a long-term health condition may be referred to the occupational health service. Teachers new to the school may be given a mentor or coach.

The concerns may be of a nature that would usually involve beginning the capability procedure. In these cases, refer to our capability policy.

12. Confidentiality

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 records will be kept securely in the teacher's personnel file.

13. Monitoring arrangements

The governing board will monitor and review the effectiveness of the appraisal arrangements. SLT will monitor objectives and assessments to ensure consistency.

This policy will be reviewed every three years.

The Governing Body will be responsible for approving this policy.

14. Career/pay progression guidance

Progression on the pay range will be subject to whether the teacher achieves all the objectives set and if their performance has been evidenced through the Teacher's Standards Audit.

Decisions on performance pay progression will be based on the **overall** performance of the teacher and the teacher is expected to evidence their performance. Guidance for expected performance indicators can be found in Appendix 4.

15. Movement to the Upper Pay Range

15.1 Applications and Evidence

Any qualified teacher on the Main Pay Range may apply to be paid on the Upper Pay Range once per a year. It is the responsibility of the teacher to decide whether or not they wish to submit an application. This can be discussed with their line manager or Head prior to the start of the next Appraisal Cycle beginning.

Evidence should be submitted prior to the Appraisal meeting, in the form of a well evidenced letter/portfolio.

15.2 Evidence guidance

Progression to UPS 1 would be dependent on sustained and substantial 'outstanding' teaching and practice. This would be evidenced by meeting all the Teacher Standards fully and beginning to support others/take a further role in the school.

Progression to UPS 2/3 would depend on having a relevant/equivalent post graduate qualification (Master's Degree or NCTL, NAS equivalent), sustained outstanding teaching and practice for a period of at least two years per each range, have a further 'beyond the classroom' expectation, i.e. a line management position or a specialist responsibility and showed that they have had clear impact on the school's development. This should be evidenced and recognised by external bodies i.e. by SIP, Governors.

16. Appeals

Pay recommendation will be contained within the Appraisal Report completed as part of the Appraisal meeting. Where a teacher has concerns about the pay recommendation which cannot be resolved at the review meeting, they should include these on the review report for consideration by those responsible for making pay decisions

A teacher may make a formal appeal against the decision on pay, which must be submitted in writing within 7 calendar days of receipt of notification of the decision.

If the appraiser was not the Headteacher, then the Head would review the decision made by the appraiser in the first instance. A decision will be discussed with the teacher and a decision in writing will be given.

If the teacher was appraised by the Headteacher, or the teacher felt that decision by the Head was not appropriate then the Appeal will be heard by the Pay Appeals Committee.

The Pay Appeals Committee will be formed from within the Governing Body when needed. A meeting would normally be held within 20 working days of receipt of the written appeal. The teacher is entitled to attend the appeal meeting, to make representations and to be accompanied by a work colleague or member of a Professional Association or Trade Union.

The decision of the Appeal Committee will be notified in writing and, where the appeal is rejected, this will include a note of the evidence considered and the reasons for the decision.

The decision of the Governing Body's Pay Appeals Committee is final and there is no recourse to the staff grievance procedure.

The Headteacher shall be entitled to attend, for the purposes of providing information and advice (except in the case of his/her own salary), all proceedings of the Pay Appeals Committee.

The role of the Pay Appeal Committee is not to make judgments about the effectiveness of individual staff. It is satisfy themselves that any recommendations/decision has been made on the basis of evidence and has been made taking account of equal opportunities and that correct procedures have been followed.

Appendix 1: appraisal timeline

Date	Action
End of July	Discuss new objectives ideas, inform teachers of the standards their performance will be assessed against
First day of autumn term	Appraisal cycle begins
September – October	Appraisal meeting held to review the previous appraisal period
31 October	Appraisal process is completed for teachers, deadline for appraisal reports to be sent
31 December	Appraisal process is completed for the headteacher, deadline for appraisal report to be sent
Termly throughout the year	Meetings held to review progress
Throughout the year	Formal and drop-in observations and monitoring take place, constructive feedback is provided

Appendix 2: appraisal report template

Greenside School
'Working as one, learning together'

Teacher's Signature:

Appraiser's Signature:

Meeting Date:

Individual Objectives	Actions	Observation details/other evidence	Impact Measures/Success Criteria
1. Pupil Progress			
2. Professional Development			
3. Leadership and Management			

Training and Development/Support Needs	
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Review of previous performance

Individual Objectives	Career Stage	Related Standards	Assessment of performance

Outcome of annual audit against Standards – as identified at the start of the appraisal cycle	Numbers of Standards Met and/or Exceeded	Numbers of Standards not yet Met

Recommendation on pay progression	
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Teacher Comments	
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Appendix 3 – National Standards Audit



CONFIDENTIAL

**TEACHERS' STANDARDS AUDIT
AND PROFESSIONAL DEVELOPMENT OBJECTIVE PLANNER**

NAME..... PAY POINT..... DATE.....

Standard	Evidence	Areas to improve
<p>1.1. Set high expectations which inspire, motivate and challenge pupils</p> <ol style="list-style-type: none"> 1. Establish a safe and stimulating environment for pupils, rooted in mutual respect 2. Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions 3. Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils 		
<p>1.2. Promote good progress and outcomes by pupils</p> <ol style="list-style-type: none"> 1. Be accountable for pupils' attainment, progress and outcomes 2. Plan teaching to build on pupils' capabilities and prior knowledge 3. Guide pupils to reflect on the progress they have made and their emerging needs 4. Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching 		

5. Encourage pupils to take a responsible and conscientious attitude to their own work and study		
1.3. Demonstrate good subject and curriculum knowledge <ol style="list-style-type: none"> 1. Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject and address misunderstandings 2. Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship 		

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Standard	Evidence	Areas to improve
1.3 (cont'd) <ol style="list-style-type: none"> 3. Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulation and the correct use of standard English, whatever the teacher's specialist subject 		

<ul style="list-style-type: none"> 4. If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics 5. If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies 		
<p>1.4. Plan and teach well structured lessons</p> <ul style="list-style-type: none"> 1. Impart knowledge and develop understanding through effective use of lesson time 2. Promote a love of learning and children’s intellectual curiosity 3. Set homework and plan out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired 		
<p>Standard</p> <ul style="list-style-type: none"> 4. Reflect systematically on the effectiveness of lessons and approaches to teaching 5. Contribute to the design and provision of an engaging curriculum within the relevant subject area(s) 	Evidence	Areas to improve
<p>1.6. Make accurate and productive use of assessment</p> <p>1.5. Adapt teaching to respond to the strengths and needs of all pupils</p>		
<ul style="list-style-type: none"> 1. Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively 2. Have a secure understanding of how a range of factors can inhibit pupils’ ability to learn and how best to overcome these 3. Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development 4. Have a clear understanding of the needs of all pupils, including those with special educational needs; those with high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them 		

<p>assessment requirements</p> <ol style="list-style-type: none"> 2. Make use of formative and summative assessment to secure pupils' progress 3. Use relevant data to monitor progress, set targets, and plan subsequent lessons 4. Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback 		
<p>1.7 Manage behaviour effectively to ensure a good and safe learning environment</p> <ol style="list-style-type: none"> 1. Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy 2. Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly 3. Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them 4. Maintain good relationships with pupils, exercise appropriate authority and act decisively where necessary 		
<p>1.8 Fulfil wider professional responsibilities</p> <ol style="list-style-type: none"> 1. Make a positive contribution to the wider life and ethos of the school 2. Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support 3. Deploy support staff effectively 4. Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues 5. Communicate effectively with parents with regard to pupils' achievements and well-being 		

*+ area where you may be able to help others; - area where you may need help from others

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<p>Part 2 Personal and Professional Conduct</p> <p>The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career</p>	Evidence	Areas to improve
<p>2.1. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:</p> <ol style="list-style-type: none"> 1. Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position 2. Having regard to the need to safeguard pupils' well-being, in accordance with statutory provisions 3. Showing tolerance of and respect for the rights of others 4. 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 5. Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law <p>2.2 Teachers must have a proper and professional regard for the ethos, policies and practice of the school in which they teach, and maintain high standards in their own attendance and punctuality</p> <p>2.3 Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities</p>		

Appendix 4 – Guidance for expectations at different Pay Scale Points

Professional Area	Relevant Standards	Band 1 TEACHER			Band 2 ACCOMPLISHED TEACHER			Band 3 EXPERT TEACHER		
		M1	M2	M3	M4	M5	M6	U1	U2	U3
PROFESSIONAL PRACTICE	1.1(1);1.2(2,3,5) 1.3 (1,3) 1.4(1,2,3) 1.5 all 1.6 (1) 1.7 (1,2,3) 1.8 (3) 2.1 (2,4)	Many – but not all – aspects of teaching over time are good. ¹			All aspects of teaching over time are good. ¹			All aspects of teaching over time are outstanding. ¹		Please see Policy Section 15
PROFESSIONAL OUTCOMES	1.1(2) 1.2(1,2,3) 1.5(1) 1.6 (3,4)	With appropriate additional support from colleagues, most pupils progress in line with school expectations. ²			Most pupils progress in line with school expectations without the teacher receiving additional support. ²			Many pupils exceed school expectations. ²		Please see Policy Section 15
PROFESSIONAL RELATIONSHIPS	1.1(1) 1.6(4) 1.7(4) 1.8(2,3,5) 2.1 (1,3,4)	Positive working relationships established with pupils, colleagues and parents			These working relationships result in good progress by most groups of pupils and productive sharing of professional practice with others.			Working relationships with colleagues are characterised by a commitment to helping them overcome professional challenges		Please see Policy Section 15

Professional Area	Relevant Standards	Band 1 TEACHER			Band 2 ACCOMPLISHED TEACHER			Band 3 EXPERT TEACHER		
		M1	M2	M3	M4	M5	M6	U1	U2	U3
PROFESSIONAL DEVELOPMENT	1.2(4,5) 1.3(1,2,4,5) 1.4(5) 1.5(2,3,4) 1.6(1) 1.8(4) 2.1(2) 2.3	Develops professional practice in line with advice from more experienced colleagues			Takes a proactive role in identifying areas for professional development, accessing advice and adapting practice			Proactively leads the professional development of others in a way which leads to improved outcomes and/or progress for pupils. 3	Please see Policy Section 15	
PROFESSIONAL CONDUCT	1.1(3) 1.7(1) 1.8(1) 2.1(all) 2.2 2.3	Meets the standards for professional conduct set out in the Teachers' Standards			Meets the standards for professional conduct set out in the Teachers' Standards			Meets the standards for professional conduct set out in the Teachers' Standards	Please see Policy Section 15	