



# **Performance Appraisal Policy for Tutors, Instructors, Specialist Assistants, Creative Practitioners, Sports Coaches and Nursery Nurses**

## **INTRODUCTION**

'Performance management recognises and values the strengths of each Tutor, Instructor, Specialist Assistant, Creative Practitioners, Sports Coaches and Nursery Nurse and supports them in developing their expertise so that they can be even more effective. As such, it is at the very heart of school improvement. All Tutors, Instructors, Specialist Assistant, Instructors, Sports Coaches and Nursery Nurses need regular feedback on their professional practice and some will, at times, need support to develop areas of weakness.

This policy and its accompanying procedures seek to ensure that all Tutors, Instructors, Tutors, Specialist Assistants, Creative Practitioners, Sports Coaches and Nursery Nurses feel the annual appraisal made of them is fair and consistent and that they are properly supported in their professional development. It complies fully with new statutory regulations for teacher appraisal whilst offering schools flexibility to tailor the policy and procedures to meet their differing individual needs.

This policy is based upon that developed by Hertfordshire County Council in collaboration with The Educate Services for all Hertfordshire Schools.

The Hertfordshire policy aims to provide a fair and consistent overall framework within which schools can operate. It is understood that both local networks and individual schools may wish to commission further specialist help in finalising policy wording and establishing procedures and paperwork for September 2012 and beyond

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## **1 PURPOSE**

This policy sets out the framework for a clear and consistent assessment of the overall performance of Tutors, Specialist Assistants, Coaches and Nursery Nurses, 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 Tutors, Specialist Assistants, Coaches and Nursery Nurses. It also sets out the arrangements that will apply when Tutors, Specialist Assistants, Creative Practitioners, Sports Coaches and Nursery Nurses fall below the levels of competence that are expected of them.

## **2 APPLICATION OF THE POLICY**

2.1 The policy covers appraisal applies to all Tutors, Specialist Assistants, Instructors, Sports Coaches and Nursery Nurses employed by the school or local authority, except those on contracts of less than one term, those undergoing induction and those who are subject to the school's capability policy

## **3 TEACHER APPRAISAL**

3.1 Appraisal in this school will be a supportive and developmental process designed to ensure that all Tutors, Specialist Assistants, Creative Practitioners, Coaches and Nursery Nurses have the skills and support they need to carry out their role effectively. It will help to ensure that Tutors, Specialist Assistants, Creative Practitioners, Coaches and Nursery Nurses are able to continue to improve their professional practice and to develop as Tutors, Specialist Assistants, Coaches and Nursery Nurses.

### **3.2 The appraisal period**

The appraisal period will run for twelve months from 1 September to 31 August (these are recommendations to link with pay decisions, but you are free to choose your own dates)

3.2.1 The annual audit against national standards will be completed no later than 31<sup>st</sup> July in each appraisal period (again, this is a recommendation only)

3.2.2 Tutors, Specialist Assistants, Coaches and Nursery Nurses 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.

### **3.3 Appointment of Appraisers**

3.3.1 The head teacher will decide who will appraise other Tutors, Specialist Assistants, Creative Practitioners, Sports Coaches and Nursery Nurses. In this school, this will normally include

- The head teacher
- Members of the senior leadership team
- The teacher with a clear line management overview of a work. All those who observe lessons as part of appraisal must have qualified teacher status (QTS).

### **3.4 Setting objectives**

- 3.4.1 Objectives for each Tutor, Specialist Assistant, Creative Practitioners, Sports Coach and Nursery Nurse, will be set before, or as soon as practicable after, the start of each appraisal period. The objectives will be linked to the relevant standards, will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to their role and level of experience. The appraiser and appraisee will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives, and the tutor, specialist assistants, Creative Practitioner, sports coach and nursery nurse may record their comments in writing as an appendix to the appraisal statement. Objectives may be revised if circumstances change.
- 3.4.3 The objectives set for each tutor, specialist assistant, Creative Practitioner, Sports Coach and Nursery Nurse 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 link will be made:
- By ensuring that the pupil progress objective (all Tutors, Specialist Assistants, Creative Practitioners, Coaches and Nursery Nurses ) addresses the key attainment priority identified by the school improvement plan;
- 3.4.4 Under normal circumstances Tutors, Specialist Assistants, Creative Practitioners, Coaches and Nursery Nurses will have a maximum of 3 objectives as indicated above. However, Tutors, Specialist Assistants, Coaches and Nursery Nurses who are found not to be meeting standards at the appropriate level by the annual standards audit may be given as many additional objectives as are required to ensure that the most appropriate support can be provided.
- 3.4.5 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 Tutors, Specialist Assistants, Creative Practitioners, Coaches and Nursery Nurses will be assessed against the set of standards contained in the document called "Tutors, Specialist Assistants, Creative Practitioners, Sports Coaches and Nursery Nurses ' Standards" published in 1<sup>st</sup> July.
- 3.4.6 The head teacher will be responsible for ensuring that the appraisal process operates consistently, that objectives are focused on school priorities and that they take account of the standards audit. 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, these concerns will be discussed with the appraiser. The objectives may require amendment following discussion

### **3.5 Reviewing performance**

### 3.5.1 **Observation**

This school believes that observation of classroom and leadership practice is important both as a way of assessing Tutors, Specialist Assistants, Creative Practitioners, Sports Coaches and Nursery Nurses 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.

3.5.2 In this school Tutors, Specialist Assistants, Creative Practitioners, Sports Coaches and Nursery Nurses ' performance will be regularly observed but the amount and type of classroom observation will depend on the individual circumstances of the tutor, specialist assistants, Creative Practitioners, Sports coach and nursery nurse and the overall needs of the school. In addition to formal observation the Head 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. Tutors, Specialist Assistants, Creative Practitioners, Sports Coaches and Nursery Nurses who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

### 3.5.3 **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 Tutors, Specialist Assistants, Creative Practitioners, Sports Coaches and Nursery Nurses 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 Tutors, Specialist Assistants, Coaches and Nursery Nurses as detailed in the section on "Setting Objectives" above.

### 3.5.4 **Feedback**

Tutors, Specialist Assistants, Creative Practitioners, Sports Coaches and Nursery Nurses 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 include discussion with the tutor, specialist assistants, coach and nursery nurse and will highlight particular areas of strength as well as any areas that need attention and will determine any appropriate action required.

3.5.5 When progress is reviewed, if the appraiser is satisfied that the tutor, specialist assistants, Creative Practitioner, Sports coach and nursery nurse 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.

### **3.6 Transition to Capability**

If the appraiser is not satisfied with progress, the tutor, specialist assistants, Creative Practitioner, Sports coach and nursery nurse will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the school's capability procedure.

### **3.7 Appraisal report**

3.7.1 As soon as practicable following the end of each appraisal period, the tutor, specialist assistants, coach and nursery nurse will receive and have the opportunity to comment in writing on - a written appraisal report. In this school, Tutors, Specialist Assistants, Creative Practitioners, Sports Coaches and Nursery Nurses, will receive their written appraisal reports no later than 30<sup>th</sup> November.

The appraisal report will include:

- details of objectives for the appraisal period in question;

The appraisal report may include:

- an assessment of the tutor, specialist assistants, Creative Practitioners, Sports coach and nursery nurse's performance of their role and responsibilities against their objectives and the relevant standards;
- an assessment of the tutor, specialist assistants, Creative Practitioners, Sports coach and nursery nurse's training and development needs and identification of any action that should be taken to address them;
- a recommendation on pay progression where that is relevant.

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

3.7.3 Recommendations on pay will be referred to the head teacher before being referred on to the Governing Body.

### **3.8 Confidentiality**

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.

### **3.9 Equality and consistency**

3.9.1 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.

3.9.3 The Governing Body is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.

### **3.10 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.

## Appendix A –Standards Audit



### **CONFIDENTIAL**

### **TUTORS, SPECIALIST ASSISTANTS, INSTRUCTORS CREATIVE PRACTITIONERS SPORTS COACHES AND NURSERY NURSES ' STANDARDS AUDIT AND PROFESSIONAL DEVELOPMENT OBJECTIVE PLANNER**

**NAME..... DATE.....**

<b>Standard</b>	<b>+</b> *	<b>-</b> *
1.1. Set high expectations which inspire, motivate and challenge pupils <ol style="list-style-type: none"> <li>1. Establish a safe and stimulating environment for pupils, rooted in mutual respect</li> <li>2. Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</li> <li>3. Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils</li> </ol>		
1.2. Promote good progress and outcomes by pupils <ol style="list-style-type: none"> <li>1. Be accountable for pupils' attainment, progress and outcomes</li> <li>2. Plan teaching to build on pupils' capabilities and prior knowledge</li> <li>3. Guide pupils to reflect on the progress they have made and their emerging needs</li> <li>4. Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</li> <li>5. Encourage pupils to take a responsible and conscientious attitude to their own work and study</li> </ol>		
1.3. Demonstrate good subject and curriculum knowledge <ol style="list-style-type: none"> <li>1. Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject and address misunderstanding</li> </ol>		





Standard	+	-
1.3(cont'd) 2. Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the specialist subject 3. If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics 4. If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies		
1.4. Plan and teach well structured lessons 1. Impart knowledge and develop understanding through effective use of lesson time 2. Promote a love of learning and children's intellectual curiosity 3. Where appropriate plan and deliver extended activities to consolidate and extend the knowledge and understanding pupils have acquired 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)		
1.5. Adapt teaching to respond to the strengths and needs of all pupils 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		



Standard	+	-
<p>1.6. Make accurate and productive use of assessment</p> <ol style="list-style-type: none"> <li>1. Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</li> <li>2. Make use of formative and summative assessment to secure pupils' progress</li> <li>3. Use relevant data to monitor progress, set targets, and plan subsequent lessons</li> <li>4. Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback</li> </ol>		
<p>1.7 Manage behaviour effectively to ensure a good and safe learning environment</p> <ol style="list-style-type: none"> <li>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</li> <li>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</li> <li>3. Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them</li> <li>4. Maintain good relationships with pupils, exercise appropriate authority and act decisively where necessary</li> </ol>		
<p>1.8 Fulfil wider professional responsibilities</p> <ol style="list-style-type: none"> <li>1. Make a positive contribution to the wider life and ethos of the school</li> <li>2. Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</li> <li>3. Deploy support staff effectively</li> <li>4. Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</li> <li>5. Communicate effectively with parents with regard to pupils' achievements and well-being</li> </ol>		



<b>Part 2 Personal and Professional Conduct</b> <b>The following statements define the behaviour and attitudes which set the required standard for conduct</b>	+**	-**
<p>2.1. Tutors, Specialist Assistants, Creative Practitioners, Sports Coaches and Nursery Nurses 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"> <li>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</li> <li>2. Having regard to the need to safeguard pupils’ well-being, in accordance with statutory provisions</li> <li>3. Showing tolerance of and respect for the rights of others</li> <li>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</li> <li>5. Ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law</li> </ol> <p>2.2 Tutors, Specialist Assistants, Creative Practitioners, Sports Coaches and Nursery Nurses 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>		

## **Appendix B: Provision of Additional Support Where National Standards Are Not Met**

Where standards are found not to be met at the appropriate professional skills level during the audit, special arrangements will be made to ensure that the appropriate support can be provided. These may include:

- The appointment of an appraiser from the senior leadership team;
- The setting of an appropriate number of additional performance management objectives above the school norm;
- Further lesson observations, many or all of which may be unannounced.

Where information comes to light during the course of an appraisal cycle that leads the head to conclude that national standards are not met at the appropriate professional skills level, these new arrangements, which may include a change of appraiser, will come into force as soon as possible after the decision has been made.

Where standards are identified as not being met at the appropriate career stage expectation level by either means, performance objectives will be action planned to a much shorter timescale – typically one term, but less if the head decides the situation warrants this. At the end of each such period, progress will be reviewed – and a decision made on whether:

- To end the support programme and resume normal appraisal arrangements;
- To continue to provide support within appraisal by setting further short-term objectives;

To suspend performance appraisal and move immediately into the formal capability procedure.

# APPENDIX C: Tutors, Specialist Assistants, Creative Practitioners, Sports Coaches and Nursery Nurses ' Planning and Review Statement and Annual Appraisal Report

Teacher's Name \_\_\_\_\_

Appraiser's Name \_\_\_\_\_

Teacher's Signature:

Appraiser's Signature:

Meeting Date:

Individual Objectives	Actions	Observation details/other evidence	Impact Measures/Success Criteria
1.			
2.			
3.			
<b>Training and Development/Support Needs</b>			

## 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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## APPENDIX D : Flowchart of Annual Appraisal Cycle

