

# Tutor appraisal policy

## Greenside School



**Approved by:**

**Date:**

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## 1. Aims

This policy aims to:

- Set out the arrangements for appraising tutors, including the process and the responsibilities of individuals
- Ensure consistency and fairness across the school
- Create a process where tutor's professional development is supported and encouraged, in the context of the school's latest Ofsted report, our school development plan and the Greenside Classroom Standards expected
- Ensure tutors 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 Tutors that are employed by the school or local authority to lead small class groups, except those on contracts of less than one term, those undergoing induction and those undergoing capability procedures.

## 2. Legislation and guidance

There are no national requirements for Tutors set out by the DfE. The role of tutor has been developed at Greenside to support professional development opportunities for Teaching Assistants (TAs) and those without QTS certification.

It is felt that when directing/leading learning in the class room many of expectations expected of Teachers (Teachers Standards 2012) are appropriate, but this standard has been used as guidance for our 'greenside' approach.

This policy complies with Hertfordshire County Council Expectations.

### **3. Definitions**

In this policy, the term 'tutor' refers to classroom practitioners who lead learning throughout the day. They can management TAs in their classes and be responsible for the learning.

Tutors have not obtained QTS and are supported by a senior member of staff.

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

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

### **5. Setting objectives**

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

Objectives will:

- Supportive and remain focused on improving 'teaching skills'
- 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 improvement plan
- Fit in the '3 Ms' of target setting – Meaningful, Manageable and Measureable
- Be appropriate to the tutor's role and career experience
- Be revised if circumstances change throughout the year

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

The appraiser and tutor will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives.

### **6. Standards**

Tutors will be assessed against the Greenside Tutor Standards (Appendix 2)

Tutor's performance will also be assessed depending on their experience level, the appraiser is to clearly explain to tutor what is expected to meet the Tutor standards.

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

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

- Formal and informal lesson observations
- Observations and results from wider school activities, if applicable
- Commitment to directed events, training opportunities 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 tutors' performance. They can help identify a tutor'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'.

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 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 tutor's performance and progress against their objectives and the relevant standards.

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

Formal Observations are to be seen as supportive and should not cause added anxiety. Tutors can share concerns or worries about observations with their appraiser and in some cases another monitoring package can be decided. This has to be agreed by the Head.

Tutors 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 tutor requests them
- There are concerns that the tutor's performance is not up to standard (this may be triggered by concerns being raised of classroom practice)

- The tutor 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 tutor'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 Tutor's Standards Audit Appendix 2)
- Assess performance in the appraisal period against set objectives
- Discuss the tutor's professional development needs and identify action that should be taken
- Discuss the tutor's wellbeing, career aspirations and any difficulties they may be facing
- If necessary, discuss the tutor'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 is responsible for outlining who is responsible for appraising staff. Tutors are to be appraised by a Teacher with QTS.

Appraisal meetings will take place within the tutor'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

Tutors 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 tutor's performance against their objectives and the relevant standards
- An assessment of the tutor'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 tutor's own comments.

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

Tutors will sign the appraisal report to say they have seen it and agree with its content. Tutors can appeal to the headteacher.

A template appraisal report can be found in appendix 2.

## 11. Concerns about a tutor's performance

If it becomes clear a tutor 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, tutors whose difficulties are linked to a long-term health condition may be referred to the occupational health service. Tutors new to their role 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 tutor'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 support staff pay range will be subject to whether the tutor achieves all the objectives set and if their performance has been evidenced through the Tutor Standards Audit.

Decisions on performance pay progression will be based on the **overall** performance of the tutor and the tutor is expected to evidence their performance.

## **15. Appeals**

Pay recommendation will be contained within the Appraisal Report completed as part of the Appraisal meeting. Where a tutor 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.

The Headteacher would then review the recommendations, evidence and concerns before making final decision on pay. He would then meet with the tutor to explain his/her decision.

The Headteacher's decision is final.

## Appendix 1: appraisal timeline

Date	Action
End of July	Discuss new objectives ideas, inform tutors of the standards their performance will be assessed against
First day of autumn term	Appraisal cycle begins
November – December	Appraisal meeting held to review the previous appraisal period
31st December	Appraisal process is completed for tutors, deadline for appraisal reports 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'*

Tutor's Signature:

Appraiser's Signature:

Meeting Date:

<b>Individual Objectives</b>	<b>Actions</b>	<b>Observation details/other evidence</b>	<b>Impact Measures/Success Criteria</b>
1.			
2.			
3.			

<b>Training and Development/Support Needs</b>	
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## Review of previous performance

Individual Objectives	Career Stage	Related Standards	Assessment of performance

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

<b>Recommendation on pay progression</b>	
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<b>Tutor Comments</b>	
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### Appendix 3

### Greenside Tutor Standards Audit

These standards focus on classroom practice – they are not the only expectations of a tutor

Tutor Standard		Evidence	Areas to improve	Importance 1-most
A	<p><b>Plan and teach well</b></p> <p>1- Set high expectations which inspire, motivate and challenge learners</p> <p>2-Set goals/targets that stretch and challenge learners</p> <p>3-To set activities and tasks that encourage independence</p> <p>4-To plan in a way that looks forward and supports a long term vision for the learners</p> <p>5-To use a range of strategies in the classroom to ensure learners understand what is being taught.</p>			
B	<p><b>Use of Assessment</b></p> <p>1-To use a known assessment tools to track progress in the classroom</p> <p>2-To be confident in understanding what progress looks like for the learners in your class</p> <p>3-When possible to give learners feedback and to assess learning throughout learning opportunities</p> <p>4-To monitor the use of assessment systems to consistently track progress</p>			
C	<p><b>Manage risks</b></p> <p>1-To be confident in using de-escalation strategies in the school.</p> <p>2-To be a role model in the use of de-escalation</p> <p>3-To be able to record, monitor and track incidents of risk shown by the learners and put in place strategies to reduce their frequency</p>			
D	<p><b>Knowledge</b></p> <p>1-To attend and contribute to learning opportunities for tutors</p> <p>2-To value 'self-learning' and be happy to research new educational ideas and approaches</p> <p>-To endeavour to increase knowledge and approaches to working with learner with complex SEND</p>			