



West Thornton Primary Academy

Teacher Appraisal Policy

Date Created: May 2019

Date to be Reviewed: May 2020

INCLUSION AND SAFEGUARDING STATEMENT:

We are committed to building futures in a welcoming and supportive learning environment, in which all pupils feel valued and challenged to be resilient thinkers, active learners with transferable skills and have an appetite for world learning.

At West Thornton Academy all pupils are valued inspired and respected within our happy, welcoming academy community.

We set high expectations for all our pupils. Practitioners give every pupil the opportunity to experience success in their learning, by providing a relevant and challenging curriculum with an emphasis on personalised learning.

All children have unique experiences to share. At West Thornton we celebrate this diversity by valuing the contribution of all pupils and providing an environment that encourages interdependence and autonomy in their learning.

Our academy is committed to safeguarding and promoting welfare of children and expects staff to share this commitment.

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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 peer, local authority and/or Ofsted report, the school improvement 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 teaching staff employed by the school except those on contracts of less than one term, those undergoing induction and those undergoing capability procedures.

2. Legislation and guidance

As an academy, we are free to determine our own appraisal arrangements. However, where a teacher's contract specifically incorporates conditions from [The Education \(School Teachers' Appraisal\) \(England\) Regulations 2012](#), these will continue to apply due to [The Transfer of Undertakings \(Protection of Employment\) \(TUPE\) Regulations 2006](#), which protect employees' terms and conditions when a maintained school becomes an academy.

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

This policy complies with our funding agreement and articles of association.

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.

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

It is anticipated 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, the Principal will quality assure all objectives against the school improvement plan
- Be specific, measureable, achievable, realistic and time-bound (SMART)
- Be appropriate to the teacher's role and career 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](#).

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

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
- Performance of their pupils
- Reviews of planning and marking
- Parent and pupil voice, if applicable

7.1 Observation protocol

We believe that observations are an important way of assessing 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 'drop in' observations. 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 carried out by teachers with Qualified Teacher Status
- Provide constructive feedback
- Remain confidential to those who need to know details as part of their jobs

7.2 'Drop in' observations

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

Notice of 'drop in' observations will be given at the beginning of the week in which they commence or the week before if specific sessions in zones is planned.

They will usually last around 30/40 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 same day if possible but no later than the end of the following day unless the observation is carried out on a Friday.

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 several 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, unless more are required to support a staff member's performance.

Generally, verbal feedback will be given the same day or at the latest by the end of the following day unless the observation is a Friday.

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 poorly performing or poorly behaved pupils)
- 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
- Assess performance in the appraisal period against the relevant standards
- Assess performance in the appraisal period against 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 Principal's appraisal meeting will be conducted by the governing body. To support the Principal 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. *Academies, including free schools, are not required to appoint an external adviser for Headteacher appraisal, except where the terms and conditions of the Headteacher's contract specifically incorporate The Education (School Teachers' Appraisal) (England) Regulations 2012, which require the appointment of an external adviser.*

The governing body 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 Principal 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 action 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 Principal, and the Principal 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. The principal will monitor objectives and assessments to ensure consistency.

This policy will be reviewed annually

The governing body and Trust Directors will be responsible for approving this policy.

14. Links with other policies

This policy should be read in conjunction with our Capability and Pay Policies.

The Capability Policy will be used where this policy has not been able to address concerns with a teacher's performance. It applies to all staff, not just teaching staff.

The Pay Policy sets out how pay increases will be awarded, based on the results of a teacher's appraisal.

Appendix 1: Appraisal Timeline

Date	Action
End of July	Discuss and set objectives, 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

West Thornton Primary Academy

PLANNING AND REVIEW STATEMENT

To be used in conjunction with the school's Appraisal Policy

Reviewee	Reviewer	Appraisal Cycle – Year 2019 - 2020
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a) – Planning statement

To be completed at the beginning of the Appraisal Cycle.

Objective (linked to the School Improvement Plan).	Performance criteria Evidence - classroom observation and its focus and / or other evidence.	Support Train Deve
(Teachers' Standards 3,8)	Information to parents Reading for Pleasure – SLS book supply Reading Reward initiative introduced – whole school Reading assemblies Daily story telling sessions across all phases	Creative C Leader Su Access to Planning

Reviewee's signature	Date	Reviewer's signature
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Review of school year: 2019-20					
Assessment against objectives					
Objective 1:					
(Teachers' Standards ??)					
Fully achieved		Partly achieved		Not achieved	
Comments:					
Objective 2:					
(Teachers' Standards ??)					
Fully achieved		Partly achieved		Not achieved	
Comments:					
Objective 3:					
(Teachers' Standards ??)					
Fully achieved		Partly achieved		Not achieved	
Comments:					

Assessment of the reviewee's overall performance			
Standards that apply:			
Teachers' professional standards		Post-threshold teacher standards	
Advanced skills teacher standards		Excellent teacher standards	
Recommendation for pay progression (where applicable)			

Reviewee's comments			
Reviewee's signature	Date	Reviewer's signature	Date

