

NORHAM
ST. CEOLWULF'S
C OF E SCHOOL



Norham St Ceolwulf's

C of E First School

Appraisal Policy

2017-18

Appraisal Policy for Teachers and Support Staff

1 Purpose

This whole school appraisal policy sets out the framework for a clear and consistent assessment of the overall performance of staff 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.

This policy is effective from **1 December 2017**.

2 Scope

This policy applies to all staff, except those with fixed-term contracts of less than one term, newly qualified teachers during their induction programme, support staff within their probationary period and employees subject to the capability procedure.

3 Policy Statement

Appraisal will be a supportive and developmental process designed to ensure that all employees have the skills and support they need to carry out their role effectively. It will help to ensure that staff improve their professional practice and continue their professional development.

4 Appraisal period

The appraisal period will run for twelve months from September to August for teachers; October – September for support staff; and November to October for the headteacher.

The length of the appraisal period will be shortened when an employee starts or ends employment during the above appraisal period.

Employees with a fixed-term contract of less than one year will have their performance managed in accordance with the principles set out in this policy. The length of their appraisal period will be determined by the duration of their contract.

5 Appointing appraisers

The headteacher 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. In this school the task of appraising the headteacher, including the setting of objectives, will be delegated to a sub-group consisting of two members of the governing body.

The headteacher will decide who will appraise other employees.

6 Setting objectives

The headteacher's objectives will be set by the governing body after consultation with the external adviser. The objectives of all other employees will be set by the appraiser appointed by the headteacher.

Objectives will be set before, or as soon as practicable after, the start of each appraisal period. The objectives set will be specific, measurable, achievable, realistic and time-bound and will be appropriate to the employee's 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. Objectives may be revised if circumstances change.

The objectives set for each employee 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 be ensured by quality assuring all objectives against the school development plan.

Before the start of each appraisal period, or as soon as practicable after, 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 Teachers' Standards in force at the time.

7 Monitoring performance

7.1 Observation

This school believes that observation of classroom practice and other responsibilities, where appropriate, is important both as a way of assessing appraisee's performance in order to gain 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.

In this school teachers' performance will be regularly observed but the amount and type of 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 qualified teacher status (QTS). In addition to formal observation, headteachers 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.

Appraisees (including the headteacher) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

7.2 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 staff take responsibility for their practice through appropriate professional development. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual appraisees.

7.3 Feedback

All staff will receive constructive feedback on their performance throughout the year and as soon as practicable after any 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.

7.4 Concerns about performance

Where there are any concerns about the employee's performance the appraiser will meet the appraisee formally to:

- give clear feedback to the appraisee about the nature and the seriousness of the concerns;
- give the appraisee the opportunity to comment and discuss the concerns;
- agree any support (e.g. coaching, mentoring, structured observations) that will be provided to help address these specific concerns;

- make clear how, and by when, the appraiser will review progress – this may include revising objectives and it will be necessary to allow sufficient time for improvement. The amount of time will be reasonable in the circumstances of the case and will reflect the seriousness of the concerns; and
- explain the implications if no, or insufficient, improvement is made, which will be to stop the appraisal process and use the school's capability procedure instead.

When progress is reviewed:

- if the appraiser is satisfied that the appraisee 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; or
- if the appraiser is not satisfied that the appraisee has made, or is making, sufficient improvement, the appraisee will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the capability procedure. The appraisee will be invited to a formal capability meeting to start that procedure.

8 Reviewing performance

Each appraisee's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the headteacher, the governing body must consult the external adviser.

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 in interim meetings which will take place at a midway point.

The appraisee will receive a written appraisal report as soon as practicable following the end of each appraisal period and will have the opportunity to comment in writing on it. Appraisees will receive their written appraisal reports by 30 November (31 December for the headteacher). The appraisal report will include:

- details of the appraisee's objectives for the appraisal period in question;
- an assessment of the appraisee's performance of their role and responsibilities against their objectives and any relevant standards;
- an assessment of the appraisee's training and development needs and identification of any action that should be taken to address them;
- a recommendation on pay for teachers where there is discretion for the governing body to award performance pay;

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

9 Confidentiality and record keeping

The appraisal process will be treated with confidentiality. However, the desire for confidentiality does not override the need for the headteacher and governing body to quality assure the operation and effectiveness of the appraisal system. The headteacher will review all objectives and written appraisal records personally in order to check consistency of approach and expectation between different appraisers and to be aware of the pay recommendations that will be submitted to the governing body for decision.

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.

10 Monitoring and review

The governing body is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.

The governing body and headteacher will monitor its operation and effectiveness of the school's appraisal arrangements. The governing body will review this policy every year.