

## Appraisal Policy

**Revised 2017**  
**V.Masson**

### **Statement of Purpose:**

Appraisal at The Albany is about enabling all teachers and academy leaders, including the very best, to develop further and achieve the highest professional standards. It allows areas for improvement to be regularly identified and support to be provided to address them.

This policy should be read in conjunction with the **Capability Policy**. Where a teacher's practice is deemed to not be reaching the minimum standards required of a teacher, capability procedures will be followed where intervention and support have failed to achieve the required improvement. Capability procedures should be a last resort after a period of intervention and support has been tried. However, where intervention and support have failed to achieve the required improvement and capability procedures are deemed necessary, it is best for everyone that the process is concluded in a timely manner.

All appraisal judgements made and targets set will be cross referenced with the "Teachers' Standards in England" as published by the DFE in 2012. A copy of this can be found as an appendix to the Pay Policy. This policy should be read in conjunction with the school's **Pay Policy** which provides details of the arrangements relating to teachers' pay in accordance with the School Teachers' Pay and Conditions Document. Where teachers are eligible for pay progression, the assessment of performance throughout the cycle will be against the targets specified in appraisal documentation. This will be one basis on which the recommendation is made.

### **Aims of the Policy:**

- ☑ To ensure that the academy complies with its legal obligations set out in the 2012 appraisal legislation.
- ☑ To reflect the ACAS Code of Practice on appraisal and disciplinary procedures.
- ☑ To replace, from September 1st 2012 the statutory guidance "Capability Procedures for Teachers" issued in July 2000.
- ☑ To provide teachers with a tool that facilitates self reflection with reference to their current practice and support teachers in identifying potential areas for further professional development.
- ☑ To create a professional dialogue between teacher and appraiser which places learning at the centre of the appraisal process, reflecting on the needs of the teacher as learner thus maximising impact on learning and teaching for students.
- ☑ To ensure that by referencing the academy's developmental priorities when setting targets, each teacher has an understanding of their individual contribution to and responsibility for ongoing academy improvement.
- ☑ To ensure that appraisal is relevant to teachers' individual professional development and is not onerous or burdensome.
- ☑ To provide teachers with a developmental process that reflects the teacher's own professional aspirations as well as the developmental needs of the academy.
- ☑ To ensure that all teachers are familiar with the "Teachers Standards in England" and their relevance at all stages of their career.

☐ To outline a fair and transparent process for dealing, where appropriate, with underperformance.

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### **Rationale:**

The performance of teachers must be reviewed on an annual basis. Appraisal meetings must be completed for all teachers by 31 October and for head teachers by 31 December. The rationale for performance management at The Albany is as follows:

- ☒ Appraisal is not a passive activity. If appraisal is well constructed and delivered, it will not be seen by teachers as is something that is simply “done to them”.
- ☒ Effective appraisal supports the continuing professional development of teachers by encouraging self reflection, engaging teachers in a professional dialogue with an appraiser, identifying areas for development in line with the academy improvement plan and highlighting the “Professional Standards for Teachers”, supporting both career development and progression.
- ☒ Effective appraisal and target setting is a key tool for school improvement.

### **Guiding principles**

- ☒ Appraisal is a tool that teachers use to ensure that they continually grow and develop the skills necessary to discharge their professional duties.
- ☒ Appraisal works best when teachers reflect on their own practice and take an active role in setting targets for *their* own development.
- ☒ Effective reflection, leading to a professional dialogue and effective target setting create a culture in which all staff share responsibility for academy improvement.
- ☒ The arrangements for appraisal will link to the academy improvement priorities via the “student progress” and “teaching and learning” targets.
- ☒ The appraisal documentation is designed to be user friendly and minimise bureaucracy.
- ☒ The Governing Body is committed to ensuring consistency of treatment and fairness in the operation of appraisal.

### **Expected outcomes:**

- ☒ Every teacher will have an annual appraisal in which their successes for the previous cycle are discussed and targets for the following cycle agreed. Where the teacher is an NQT, statutory induction procedures will replace the academy appraisal cycle. At the end of the induction year, targets will be set which begin the appraisal process.
- ☒ Every teacher including Instructors will have three targets under the headings “Attainment”, “Teaching and Learning” and ‘Whole School or Departmental Contribution’. There will be an optional fourth target under the heading “Personal Development”.
- ☒ Targets will be cross referenced with the “Teachers’ Standards in England (2012) document”.
- ☒ Targets set must be specific, measurable, achievable and time bound.

## Procedures

### Section A: The Appraisal Cycle

- ☐ The performance of teachers must be appraised on an annual basis. Both the self review and appraisal interview must take place by 31st October each year and for head teachers by 31st December.
- ☐ Teachers who are employed on a fixed term contract of less than one year will have their performance appraised and targets set in accordance with the principles underpinning this policy. The length of the cycle will be determined by the duration of their contract.
- ☐ Where a teacher starts their employment at the school part-way through a cycle, the head teacher or, in the case where the teacher is the head teacher, the governing body shall determine the length of the first cycle for that teacher's appraisal, with a view to bringing this cycle into line with the cycle for all other teachers at the school as soon as possible.
- ☐ Where a teacher transfers to a new post within the school part-way through a cycle, the head teacher or, in the case where the teacher is the head teacher, the governing body shall determine whether the cycle shall begin again and whether to change the reviewer.
- ☐ It would be expected that to support teachers a mid-year review of the targets would be done in March / April.

### Section A: Appointment of Appraisers for Teachers

- ☐ Where the head teacher is not the teacher's line manager, the head teacher will delegate the duties imposed on the appraiser, in their entirety, to a relevant line manager in the leadership group or to an appraiser who is in receipt of teaching and learning responsibility payments.
- ☐ A line manager will not normally be expected to undertake more than four appraisals per cycle.
- ☐ Where a teacher has more than one line manager, the head teacher will determine which will be best placed to appraise the teacher's performance.
- ☐ Where a teacher is of the opinion that the appointed appraiser is unsuitable for professional reasons, s/he may submit a written request to the head teacher for that appraiser to be replaced, clearly stating the reasons for the request. Requests must be made by 15th October each year.
- ☐ Where it becomes apparent that the appraiser will be absent for the majority of the cycle or is unsuitable for professional reasons, the head teacher may perform the appraisal or delegate the task in their entirety to another teacher. Where this teacher is not the appraiser's line manager, the replacement appraiser will have an equivalent or higher position in the staffing structure as the teacher's line manager.
- ☐ An appraisal cycle will not begin again in the event of a reviewer being changed.
- ☐ All line managers to whom the head teacher has delegated the role of appraiser will refer to this document for guidance as to how to fulfil that role.

## Appraisal

- ☑ During the summer term of each cycle, teachers should reflect on their successes and the progress made towards their individual targets. Targets relating to student progress may need to wait until after examination results are published before being self appraised.
- ☑ By 31st October, at the latest, each year, teachers must meet with their allocated appraiser. The teacher should bring along their appraisal documentation with the “self appraisal” of the previous cycle complete. This documentation will form the basis of a professional dialogue with their appraiser.
- ☑ Good progress towards the achievement of a challenging target, even if the target has not been met in full, will be recognised.

## Target Setting:

The objectives set for each teacher will, if achieved, contribute to the academy’s plans for improving the educational provision and performance and improving the education of pupils at The Albany. This will be ensured by each teacher having three targets:

- ☑ Target one will relate to **attainment**. This target will be based on ensuring that identified groups of students make measurable and appropriate progress in relation to prior attainment data available in school. Where a teacher is responsible for an examination class, examination results will form the basis for this target. (See Appendix 1)
  
- ☑ Target two will relate to **learning and teaching**. This target will provide teachers with an opportunity to illustrate how their individual classroom practice supports whole school improvement priorities. This may include, for example, a focus on literacy across the curriculum, differentiation and providing stretch and challenge.
  
- ☑ Target three will relate to a **whole school or departmental contribution** that is outside of the teacher’s own classroom environment. This is especially important for those wanting to apply for UPS.
  
- ☑ Target four, which is optional , is a **professional development** target. This target will support colleagues in further developing their professional practice, in negotiation with their appraiser. This target may have a more individualised approach, increasing knowledge of the use of Interactive Whiteboards for example or leading a trip. It may also be more appropriate for this target to be more closely linked with whole school development planning, depending on the individual’s need.
  
- ☑ As part of the appraisal process, teachers and appraisers will give consideration to training needs, the teacher will complete the Training Request and pass a photocopy of the request to Val Masson. During this process, consideration must be given to what twilight sessions the teacher may participate in or lead, and areas of excellent practice that they wish to see modelled by other colleagues either within the academy or within our academy partners.

- ☒ Teachers must take an active role in finding appropriate training in line with appraisal targets that they have been set. This may be in house training as well as attending external courses.
- ☒ Once the appraisal paperwork is complete the teacher should keep the original copy and pass a photocopy to the Head's PA and a photocopy to their allocated reviewer.

### **Transition to Intervention**

Where there are specific concerns regarding aspects of a teacher's performance, the appraiser will meet with the teacher formally to:

- ☒ Give clear feedback to the teacher about the nature and seriousness of the concerns.
- ☒ Give the teacher the opportunity to comment and discuss concerns.
- ☒ Agree and record, in writing, intervention and support (eg. Coaching, mentoring, structured observations, work with Academy Lead Teachers) that will be provided to help address those specific concerns. This is all included in the **TIPS** (*Teacher improvement programme*) documentation
- ☒ Explain that progress will be reviewed in all cases after a period of 6 weeks or 30 working days.
- ☒ Explain that if no, or insufficient, progress is made within the six weeks/30 working day intervention period, that Capability proceedings may begin.
- ☒ A copy of the written record of intervention and support must be provided to the teacher and the head teacher.
- ☒ A range of observations will be undertaken during the intervention, where possible at least three of these should be undertaken by the SLT link for that department, at least one should be undertaken by a subject specialist (this may be the appraiser). At least one of these observations should be a joint observation for moderation purposes.

When progress is reviewed, if the appraiser is satisfied that the teacher has made, or is making sufficient improvement, the appraisal process will continue as normal with any remaining issues continuing to be addressed through the appraisal process and ongoing quality assurance monitoring.

If the appraiser is not satisfied with progress after the intervention period, the teacher will be notified, in writing, that the appraisal system will no longer apply and that their performance will be managed under the capability procedure.

### **Appeals:**

- ☒ The teacher and appraiser will seek to agree targets but, if that is not possible, the appraiser will determine the objective. The teacher may appeal against any target(s) in writing to the head teacher within 5 working days of the appraisal meeting. The head will liaise with both the teacher and appraiser and inform both of their decision, which is a final decision, without undue delay to enable progress towards set targets to begin.

**Retention of paperwork:**

☑ Documentation relating to appraisal will be retained for a minimum period of six years.

**Monitoring and evaluation:**

☑ The governing body will monitor the operation and outcomes of appraisal.

☑ The head teacher will provide the governing body with a written report on the operation of the Academy's appraisal policy annually. The report will not contain any information that would enable any individual to be identified. The report will include:

1. The operation of the appraisal policy.
2. The effectiveness of the academy's appraisal procedures.
3. Teachers' training and developmental needs.

☑ The governing body is committed to ensuring that the appraisal process is fair and non-discriminatory and the following monitoring data should be included in the head teacher's report because they represent the possible grounds for unlawful discrimination:

1. Race
2. Gender
3. Sexual orientation
4. Disability
5. Religion and belief
6. Age
7. Part-time contracts
8. Trade union membership

☑ The head teacher will also report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination under any of the categories above.

**Review of the policy:**

☑ The Governing Body will review the Appraisal policy every school year.

☑ The Governing Body will take account of the head teacher's report in its review of the Appraisal policy. The policy will be revised as required to introduce any changes in regulation and statutory guidance to ensure that it is always up to date.

☑ The Governing Body will seek to agree any revisions to the policy with the recognised trade unions having regard to the results of the consultation with all teachers.

☑ To ensure teachers are fully conversant with the Appraisal arrangements, all new teachers who join the school will be briefed on them, by their line manager, as part of their introduction to the school.

**Access to documentation**

Copies of the school improvement and development plan and SEF are published on the school's portal and/or can be obtained from the school office. These should be among the documents used to inform target setting for teachers during the appraisal meeting.