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Approved by: FGB	Date: 9th May 2019
Status and Review Cycle	2 yearly
Last reviewed on:	9 th May 2019
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1. Aims

Appraisal is part of the school's performance management process which is designed to help staff to meet the standards and requirements of their role and to reinforce the achievement of the school improvement plan and the school's values. This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the Headteacher, and supporting their development within the context of the school's plan for improvement, and the expected performance of teachers.

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 Ofsted report, our 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 or local authority, except those on contracts of less than one term, those undergoing induction and those undergoing capability procedures.

Appraisal is not a once a year exercise but is part of the ongoing discussions between an individual and his/her manager(s) to ensure that team and individual performance stays on track. This is a two way process which requires:

- **Individuals** - to consider their achievements in the context of their individual and other objectives and how they will continue to improve their performance and deliver the requirements of their role. For teaching staff that will include continuing to improve their teaching practice. Although performance management is a two way process, the performance of an individual is heavily dependent on the effort and attitude of the individual.
- **Managers** – to provide constructive advice and support, when appropriate during the year to help an individual to achieve his objectives and standards.

Teaching staff are required to show that they meet the Teachers' Standards, apply effective teaching and learning practices and demonstrate the skills and conduct to appropriate professional standards relevant to their role. The Teachers' Standards will be a key reference source for assessing performance.

Support staff are expected to demonstrate competence appropriate to their role and any relevant professional and/or role standards.

2. Legislation and guidance

The minimum national requirements for teachers' appraisal in maintained schools are set out in [The Education \(School Teachers' Appraisal\) \(England\) Regulations 2012](#).

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

3. Definitions

In this policy, the term 'teacher' refers to classroom teachers, middle and senior leaders, and the headteacher.

The policy does not apply to:

- Staff employed for less than one term
- teachers' during their statutory induction period as different requirements apply
- Staff on probationary periods but they may be included at the discretion of their manager
- Individuals on a government employment scheme or an apprenticeship programme who are subject to other performance management arrangements.
- An individual for whom the formal capability procedure has been implemented or who is on long term sick leave or other long term absence, garden leave or suspension.

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

It is intended that the headteacher will have had their annual appraisal meeting and received their appraisal report by 31st December.

The appraisal timeline for teaching staff is set out as follows. Dates are approximations for the sake of this document, all dates are advertised within the current school's Staff Handbook:

Date (approx.)	Performance management timeline
Sept – Oct	<ul style="list-style-type: none">• Appraiser meets with appraisee to review last PM cycle performance.• Make pay recommendations• New objectives set for next PM cycle
Oct (mid)	<ul style="list-style-type: none">• Appraisal folders submitted to Head teacher for pay appraisal
Oct (end)	<ul style="list-style-type: none">• All pay decisions ratified by governors and new objectives signed off.• Moderation/approval of objectives set for next PM cycle
Nov	<ul style="list-style-type: none">• All staff notified of pay decision and any increments backdated to start of academic year
Feb	<ul style="list-style-type: none">• Mid-year appraisal reviews 1

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 Headteacher and Deputy Headteacher will quality assure all objectives against the school improvement plan
- Be specific, measurable, 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.

If an individual changes responsibilities part way through the year, his (new) manager will determine whether to modify the objectives in the current cycle or to adjust the length of the performance cycle to bring the individual's objectives into line for future years.

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](#).

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 and lesson walkthroughs will usually be conducted by the Deputy Headteacher, member of the coaching team or head of faculty in order to monitor the quality of teaching and learning.

They will usually last around 5 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.

If the drop-in observation is a learning walk, we will use all reasonable endeavors 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 a number of 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 two 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 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. Personal Development Needs

During the year and as part of the appraisal summary, individual development needs will be discussed including, if appropriate:

- Development to improve teaching practices in the current role.
- Acquiring additional experience/skills for potential future roles.

It is recognised that not all development activities require financial resources as there are many forms of development such as project membership, coaching, mentoring, visits, guided reading. Managers will be encouraged to be creative in considering the means of effective development.

Development needs will be subject to the available budget and in the light of the key service priorities of the school.

9. Teachers Experiencing Difficulties – Performance Issues

When dealing with a teacher experiencing difficulties, the objective is to provide support and guidance through the appraisal process in such a way that the teacher's performance improves and the problem is, therefore, resolved. During the year, if a member of staff falls short of the required standards, we would expect that such shortfalls would be addressed in day to day managerial discussions and/or periodic discussions relating to appraisal. Informal warnings may be given to alert the individual to the seriousness of the issues.

Where it is apparent that a teacher's personal circumstances are leading to difficulties at school, support will be offered as soon as possible, without waiting for the formal annual assessment.

If an appraiser identifies through the appraisal process, or via other sources of information, for example parental complaints, that the difficulties experienced by a teacher are such that, if not rectified, could lead to capability procedures the appraiser, will communicate such concerns to the Headteacher, or a member of the leadership team.

The Headteacher and the Appraiser (and member of the SLT in the first instance) will decide if normal management procedures should be put in place.

A meeting will then be arranged to:

- give clear feedback to the teacher about the nature and seriousness of the concerns
- give the teacher the opportunity to comment on and discuss the concerns
- agree any support (e.g. coaching, mentoring, structured observations), that will be provided to help address those specific concerns
- make clear how progress will be monitored and when it will be reviewed and provide a copy of this in writing to the appraisee making clear how and by when the appraiser will review progress and the timescale.
- explain the implications and process if no – or insufficient – improvement is made.

Support mechanisms for staff experiencing difficulties (both within the appraisal and capability process) may include:

- Meeting regularly with a staff mentor
- Coaching programme – 'gaining ground' (see appendix)
- 1:1 teaching support
- Support with lesson planning
- Observing others
- Offer of recording lessons for support
- Taking part in a school based 'Advancing Teachers Programme'
- Taking part in an Improving Teachers Programme "gaining ground"
- Attendance and support with relevant CPD
- Support to visit other schools or other staff in school

When progress is reviewed, if the Headteacher, SLT member and 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 that process.

If those means are not effective in securing an acceptable improvement, then the issues will be considered under the appropriate process such as:

- The school's disciplinary procedure for conduct or related issues.

- The school's capability procedure if there are serious concerns about performance and/or competence due to capability, which cannot be addressed effectively by or are not deemed appropriate to the appraisal process.
- The ill-health process, if appropriate to a particular set of facts.

10. Transition to Capability

If the Headteacher is not satisfied with progress under normal management procedures, 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, and will be invited to a formal capability meeting. The teacher will be given at least 5 working days' notice that a meeting will be held to discuss targets for improvement alongside a programme of support, and inform the teacher that he/she has the right to be assisted by a trade union representative or a friend, and at any future meetings where capability will be discussed.

The issues will be managed as part of the school's Disciplinary and Capability Policy for all staff.

11. 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

12. Conducting annual appraisal meetings

The headteacher's appraisal meeting will be conducted by the governing board. To support the headteacher 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.

The governing board 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 headteacher 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.

13. 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 headteacher, and the headteacher 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.

14. 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.

14.1 Appeals Against Appraisal Summary Outcome

Individuals may appeal against the outcome of a review. In the first instance, an appeal should be discussed with or placed in writing to the reviewer's manager. The appeal should refer to all the contested points as only one appeal will be allowed per annual cycle.

Appraisees have a right of appeal against any of the entries in the written appraisal report. Details of the appeals process are available from the head of the school governing body. Where the head has not been recommended for pay progression, he/she will be informed by the appropriate governor. The head will notify any teacher who has not been recommended for pay progression of the date when the governing body meets to consider pay recommendations, following which the teacher (and the Headteacher when the head has not been recommended for pay progression) may exercise the right of appeal, assisted by a companion if required.

The final appeal in any case will be whichever occurs first of an appeal to the manager of the reviewing manager or to the Headteacher. In instances of alleged bullying or harassment, the appeal may be taken straight to the manager of the reviewer but you should also refer to the Bullying and Harassment Policy.

15. 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.

16. Monitoring arrangements

The governing board will monitor and review the effectiveness of the appraisal arrangements. The Deputy Headteacher will monitor objectives and assessments to ensure consistency.

This policy will be reviewed every two years. The governing board will be responsible for approving this policy.

17. 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 2: appraisal objectives form

CONFIDENTIAL (when completed)

APPRAISAL OBJECTIVES 2018-19

Appraisee: _____ Appraiser: _____

Date: _____

Current Career Stage: (please indicate below)

M.S. Teacher:

M1	M2	M3	M4	M5	M6
----	----	----	----	----	----

UPS Teacher:

U1	U2	U3
----	----	----

T.L.R Holder:

--

*Please specify

Responsibility in Dept:

--

Post of Responsibility in school:

--

Managing Performance of other staff:

--

Managing a team e.g. HOH/HOF:

--

Once complete, please photocopy this form. One copy to be kept by the Appraisee, one copy to be kept by the Appraiser and a copy to be passed to TBU for the personnel file.

CONFIDENTIAL (when completed)

Agreed Appraisal Objectives

Objectives for the next cycle including any relevant whole school/team objectives:

Objective	Reference to Teacher Standards	Reference to KIC SIP
Student Outcomes Across the range of teaching groups all students make good or outstanding progress from their starting points.		
Quality of Teaching		

Training/Developmental/Support needs:

Quality Assured: (JLU/TBU)

Signed: _____

Date: _____

APPRAISAL MANAGEMENT PLANNING RECORD

Agreed objective and due date to be met	Success Criteria	Actions and interim milestones incl. dates	Sources of evidence of activity, outcomes and impact

Agreed objective and due date to be met	Success Criteria	Actions and interim milestones incl. dates	Sources of evidence of activity, outcomes and impact

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Appendix 3: preparing for objectives setting

Preparing for Objectives Setting

Setting objectives that reflect exactly what you do and against which you can be assessed at year end is a critically important task. Preparation is key – ensure you take the time to help your department really think about their goals for the year and prepare for the objectives setting meeting with you, taking into account the following areas:

Whole School Priorities

- Line Manager to communicate the school's key priorities and deliverables in October and this should give a greater understanding of the whole school strategy and the department priorities for the coming year.
- This information should be used to make sure that goals are aligned to the department/faculty/overall school strategy.

Personal Objectives

- Consider what the department member personally wants to achieve this year based on their current role accountabilities and future career aspirations.

'How' Your Contribution should be delivered

- The performance management approach emphasis the 'What' and the 'How' of individual contribution.
- Discussion should include the Ash Manor Values, the behaviours and skills required to achieve the very best for the year ahead. Where appropriate agree development objectives to close any gaps in knowledge/skills and to ensure that there is sufficient growth in their role.

SMART Objectives

Specific

...objectives or goals should be clear and well defined.

Measurable

...include precise amounts, dates etc. to measure your degree of success.

Attainable

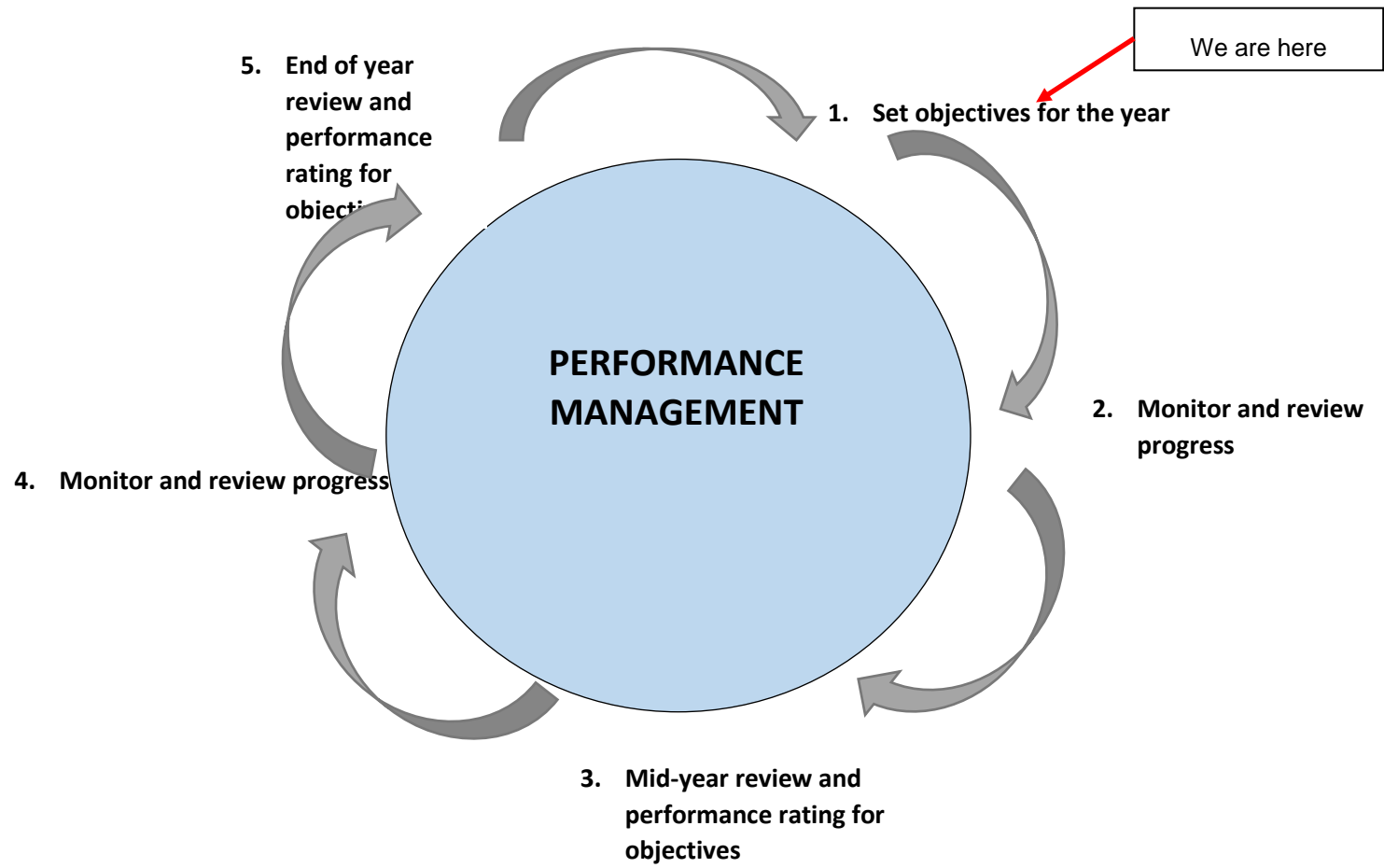
...set objectives that are stretching but can be attained.

Relevant

...objectives should be relevant to the direction you want to go in.

Time-Bound

...objectives must have a deadline.



Writing Appraisal Objectives

Language

Objectives use strong [verbs](#). Action [verbs](#) are observable and they better communicate the intent of what is to be attempted, eg To plan, write, conduct, produce, apply, revise, contract, install, select, assemble, compare, investigate, and develop etc

Avoid generalities in objective statements, be specific: to know, to understand, to deliver. The words instead needs to be active and measurable.

A **goal** can be defined as *“The purpose toward which an endeavour is directed; an objective”*. The goal is the main single aim and the objectives are the elements which put together achieve the goal.

Examples of some *Quality of teaching* objectives...

Produce resources for the 4 year 8 assessments that add challenge for the most able.

Investigate different questioning techniques by visiting 6 different colleagues, making detailed notes and implementing the strategies into your teaching.

Select 12 pupil premium students you teach in KS3, compare their learning needs and produce support materials for the Area and Volume topics.

Examples of some *Leadership* objectives...

Select the strengths of your department members and plan a programme that ensures each department member has the opportunity to share best practice once every half term.

Write a SOL for the new year 11 Romeo & Juliet curriculum ready for teaching in the autumn term 2019.

Assemble a bank of quality resources on the x drive to ensure all department members are sharing lessons and using best available resources.

Appendix 4: Whole School Coaching Programme

Whole School Coaching Programme

'Gaining Ground' 6 Week Programme

The Purpose of Coaching

Teachers who are unable/unwilling to meet the expectations established by both SLT and the teaching standards will be expected to participate in the 'Gaining Ground' programme, to raise standards. The National College for School Leadership suggests that a coaching model can bring benefits to both staff and students as well as to improving educational outcomes.

Identification

Teachers will be identified as needing to participate in the 'Gaining Ground' programme via the following:

- **Lesson Observations** – if a member of staff is identified as having not sufficiently met the teaching standards they will be invited to participate in the programme. They will meet with a member of the Lead Coaching Team who will discuss with them the identified areas of development and outline a bespoke programme of support.
- **Concerns** – Raised by stakeholders. This could include Head of Department or Department Lead, Line Managers, Students or Parents. This would need to have been identified on more than one occasion, and would be grounds for further investigation if warranted.
- **Staff** who have identified their own specific needs or training requirements who wish to allocate time to spend improving their own practice. This is something that could be discussed with the Lead Coaches and staff would be notified who oversee that particular member of staff.

Support Measures

The 'Gaining Ground' Programme is based on the GROW model of coaching which involves questioning and reflection on the staff members performance and draws on expertise to facilitate reflection and learning of their own practice.

The GROW model consists of setting a 'Goal' and defining the context of the developments to be made. This will be defined in the first meeting in conjunction with the Lead Coach. This takes in to account the 'Reality' of the context, subject, relevant history and best educational practice. This then opens up 'Options' for the member of staff and coach to explore which will form the basis of the ongoing meetings. A concrete plan of action determining improvement points, best practice and the impact of change 'Will' be concluded, leading to a visible development of best teaching practice by the member of staff.

Benefits

The use of the 'Gaining Ground' Coaching Programme is intended for staff to develop self-awareness, an increased willingness and understanding of the standards upheld by the teaching profession. In turn this will inform their practice to lead to better outcomes for students and to enable progress over time. This will also enable staff to adapt their practice to meet the needs of all learners.

Once a staff member has entered the programme a record of meetings and observations will be kept on file. This will be shared with the relevant members of staff and will be available to the staff member on request.

If after following the six week programme a member of staff is still unsuccessful in securing an acceptable lesson, this process will transition to capability. Please see the Pay and Appraisal policy for further details of this process.

Structure

Timeframe	Step	Action	Impact
	Observation	Areas of Development within the teaching standards are identified in the initial observation and feedback meeting.	Progress over time is not evident to secure justification that the teaching standards have been met. Staff member may have identified a need for change for the benefit of students within their classes.
Week 1	Initial Meeting	Lead Coach and Coachee meet to discuss the needs identified in the observation and to confer relevant training or aspects of teaching practice they would like to focus on.	Coachee has a greater understanding of how and why their own practice needs to adapt to secure progress. Coachee has strategies to further explore and a greater capacity for reflection.
Week 2	Subsequent Meeting	The Lead Coach will identify the best approach with the Coachee (e.g. Mentoring, directive, non-directive and co-coaching) to work on particular aspects of their practice, exploring strategies, options and relevant research to inform teaching ready for the next meeting/drop-in.	This allows the Lead Coach to determine the direction and pace of the changes to be implemented and create an action plan defining the parameters of the programme.
Week 3	Subsequent Meeting and/or Drop-in	A continuation of exploring aspects already identified in previous meetings or as part of the action plan.	The Coachee has their own ideas and strategies for how to make developments within lessons and therefore start to improve their practice.
Week 4	Informal Observation	The Coachee will have identified the focus of the observation and a set time and lesson will be observed to generate feedback and further action points.	Lead Coach can observe changes to practice and where the Coachee is taking ownership of their own development and reflecting on the impact this has had.
Week 5	Review	Lead Coach and Coachee discuss observation and identify and action next steps.	Coachee has greater autonomy over their own practice and recognition of how improvements can impact the students they teach and can clarify what good practice looks like in their subject.
Week 6	Observation and Feedback	Lead Coach observes lesson.	Coachee leads on lesson observation feedback. They can clearly demonstrate where the teaching standards have been met and can reflect accurately on the impact their practice has on progress over time. They also identify next steps to continue best practice.

Gaining Ground Coaching Programme Meeting

COACHEE		LEAD COACH		DATE	
ACTIONS					
NEXT STEPS					