



Coton-in-the Elms C of E Primary School

Teachers' Appraisal Policy

Version	Last Review	Reviewed by	Next review	Comments
3	September 2022	L. McIntosh	September 2023	
4	September 2023	L. McIntosh	September 2024	Changed 3 governor members to sit on Headteachers performance management to 2 governors members, due to size of the governing board.
5	April 2024	L. McIntosh	April 2025	Reviewed and considered in line with changes to performance related pay.
6	March 2026	K. Burton	March 2027	Reviewed. Highlight removed

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1. Purpose

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the headteacher, and for supporting their development within the context of the school's plan for improving educational provision, performance and the standards expected of teachers. The school is committed to providing high quality professional development that supports pupils in achieving their potential. The policy is intended to reflect the principles of fairness, equity and confidentiality.

2. Application of the Policy

The policy applies to the headteacher and to all teachers employed by the school, except those on contracts of less than one term, those undergoing an induction period, in accordance with the induction arrangements for school teachers (i.e., Early Career Teachers), and those subject to the Formal Competence Procedures. (Wherever school terms are cited in this policy, this refers to the standard 3 term school year)

Appraisal in this school will be a supportive and developmental process designed to ensure that all teachers have the skills and support they need to carry out their role effectively. It will contribute to ensuring that teachers are able to continue to improve their professional practice and to develop as teachers.

This policy is complemented by the School's Pay Policy which details arrangements relating to the determination of teachers' pay, in accordance with the School Teachers' Pay and Conditions Document (STPCD). The pay policy contains the procedure for appeals against pay decisions.

The appraisal procedure will address any concerns that are raised about a teacher's performance. If the concerns cannot be resolved through this process, there will be consideration of whether to commence the formal competence procedure. This Appraisal Policy dovetails with the School's procedure for dealing with situations where a teacher's level of competence falls below expectations, as detailed in the adopted Formal Competence Procedure. In line with the new government legislation, teachers' pay will not be related to performance.

Targets are set in line with the School Improvement Plan, and professional development is identified on individual's targets.

Teaching Assistants and other support staff will also be part of the appraisal process.

3. Appraisal

The appraisal period will run from October, once all targets have been set. Targets will be reviewed at the end of the academic year or early in the next autumn term.

Teachers who are employed on a fixed term contract of less than one year will have their performance managed in accordance with the principles underpinning this policy. The length of the period will be determined by the duration of their contract.

Where a teacher begins employment with the school the Governing Body may determine that the initial appraisal period in respect of that teacher is shorter or longer than 12 months. 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 headteacher, the Governing Body shall

determine the length of the first appraisal cycle, with a view to bringing the cycle into line with that for other teachers at the school as soon as possible.

Appointing Appraisers

Headteacher

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. Should one member of the sub-group be unable to attend the appraisal meeting, it may proceed with a nominated alternate from the governing board. If the headteacher is of the opinion that one of the sub-group is unsuitable to act as his/her appraiser, he/she may write to the Chair of Governors to request that they be replaced, giving reasons. The chair will reply in writing with their decision. (Advice can be sought from HR services purchased by the school.)

Teachers

The headteacher will decide who will appraise other teachers. Where teachers have a concern about their nominated appraiser, they may write to the headteacher, giving reasons. Where legitimate concerns are raised these will be carefully considered by the headteacher and an alternative appraiser may be offered, if possible. It is anticipated that appraisers will be those who hold some management role in relation to the teacher, unless the headteacher has reason to nominate another appropriate appraiser. The nominated appraiser will hold an appropriate position in the staffing structure and have the necessary, knowledge, skills and experience to undertake the role. If, for any reason, the nominated appraiser is unable to conduct the role, an appropriately experienced alternative colleague will be appointed.

Where there are concerns about a teacher's performance, and the headteacher is not the appraiser, the headteacher may consider undertaking the role or appoint an alternative senior member of staff, or perform the duties of appraiser themselves.

Setting Objectives

The headteacher's objectives will be set by the Governing Body sub-group after consultation with the external adviser and the headteacher. Should agreement not be reached between the headteacher and governors, the sub-group of governors may determine the objectives. In line with the section on representation and appeals, if the headteacher believes the objectives are not suitable he/she should raise the matter with the Chair of Governors in writing, in the first instance.

Objectives for each teacher will be set before, or as soon as practicable after, the start of each appraisal period. The objectives set for each teacher, will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the teacher's role and level of experience. In setting the objectives, appraisers will have regard to the context of the teacher and the demands of the objectives, consistent with the school's approach to promoting staff wellbeing.

The appraiser and appraisee will seek to agree the objectives. Objectives may be revised if circumstances change. The Headteacher will moderate the appraisal process to ensure

objectives are consistent between teachers with similar experience and levels of responsibility. If agreement cannot be reached between the appraiser and appraisee, the appraiser will determine the objectives but the final decision rests with the headteacher, through the moderation process.

The measures of success for meeting the objectives should be made clear to the teacher and recorded. Teachers and their appraisers may identify expected sources of evidence for achievement of objectives and fulfilment of relevant standards but this will not preclude the addition of other sources of relevant information that may become available.

The objectives set for each teacher will, if achieved, contribute to improving the education of pupils at the school and the implementation of any plan of the Governing Body designed to improve educational provision and performance. This will be ensured by the headteacher (or for the headteacher's objectives, by the sub-group with the external adviser's help) quality assuring all objectives against the school improvement plan. The teacher's professional aspirations will be taken into account when setting objectives.

There is no defined number of objectives to be set for each teacher. It is recognised that some objectives incorporate greater scope and breadth than others. It is expected that objectives will reflect the range of each teacher's role, responsibilities and working time. (School generally set three targets for teaching staff: one relating to standards, one relating to their responsibility e.g. a curriculum area and one linked to their professional development or personal need relating to their role. UPS teachers, should have a target that enables them to make a substantial and sustained impact across the school.)

Appraisers will consider whether reasonable adjustments to the objectives are appropriate, in the light of an individual's circumstances, for instance where the teacher has a disability or has experienced long term absence.

Before, or as soon as practicable after, the start of each appraisal period, each teacher/head teacher will be informed of the standards against which that teacher's performance in that appraisal period will be assessed. All teachers, including headteachers who teach, must be assessed against the set of standards contained in the document called "Teachers' Standards" which came into effect from September 2012 and, where relevant, against other sets of standards published by the Secretary of State that are relevant to them.

Observation

This school believes that whilst observation of classroom practice and other responsibilities is important in assessing teachers' performance, it is merely a snapshot of someone's practice. A maximum of 3 formal lesson observations will be scheduled for the academic year, which will last no longer than 1 hour. Learning walks (or 'drop ins') will be used as a more regular way of reviewing the strengths and identifying areas to develop to support a teacher in improving their practice.

The length and frequency of "drop in" observations will vary depending on specific circumstances but will not replicate the length of formal observations. Records of 'drop ins' will only be referenced in the appraisal process where a significant concern arises, which has also been identified in other evidence, such that the appraiser calls a formal meeting to address concerns regarding potential underperformance.

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

It is recognised that there are a variety of other sources of evidence to indicate the quality and impact of teaching in individual classes, key stages, teams, subjects and departments. The school aims to utilise a range of data, which is carefully evaluated, to identify progress, attainment and areas for improvement. Classroom observation is particularly important in identifying the specific strengths and areas for development of individual teachers. The school is committed to providing accurate feedback in order for teachers to benefit from support that is tailored to their professional development needs. The planned and focused sharing of staff's strengths, to enhance the skills of colleagues, is believed to be one of the most powerful strategies for continuing professional development, promoting a culture of collaborative reflective practice.

Feedback will be provided, referenced against the Teachers' Standards (and other standards relevant to the individual) and appropriate development activities identified. Observations may also be graded using Ofsted criteria, in order for the school leadership to undertake necessary preparation for Inspection.

Development and Support

Appraisal is a supportive process which will be used to inform continuing professional development (CPD). The school wishes to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development. Opportunities for professional development will be linked to school improvement priorities and to the ongoing development needs and priorities of individual teachers. Teachers will be expected to evaluate the impact of their CPD and share their learning with colleagues, where appropriate, in line with the school's approach to CPD. Self-evaluation of performance against the Teachers' Standards and their own objectives will be facilitated. (Schools may wish to put 'incorporated into the appraisal process' instead)

The school's CPD programme will be informed by the training and development needs identified as part of the appraisal process. The Governing Body will take account of the resources needed for the operation of the appraisal process, in setting the school budget annually.

Where there are competing demands on the school budget with regard to the provision of CPD, a decision on the relative priority will be informed by the extent to which:

- a) The training/support will help the school achieve its priorities;
- b) The identified CPD is essential for the appraisee to meet their objectives.

Account will be taken and the annual review of performance of whether the support/development recorded in the planning statement has been delivered.

Feedback and In-Year Monitoring

The appraiser and teacher will confirm to each other when any piece of evidence to be cited for appraisal purposes is identified.

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

An in-year monitoring meeting to review targets is not necessary, however the school uses this as good practice to spend time with the reviewee to look at progress towards the targets set and identify any further support that might be needed. At this point the amendment of

objectives may take place if someone's role has changed significantly and the original target is no longer relevant.

If the achievement of objectives is not on track or other significant issues, in relation to meeting the Teachers' Standards are identified, an informal support plan will be written to support the teacher in addressing the areas of concern.

Refer to section on 'teachers experiencing difficulties' for the process of dealing with concerns about potential underperformance.

Annual Assessment

Each teacher's (& headteachers) performance will be formally assessed in respect of each appraisal period. In assessing the performance of the head teacher, 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, usually once a term. There should be no surprises concerning the overall assessment of a teacher's performance at the annual review meeting.

The Governing Body or headteacher must,

- a) Assess the teacher's performance of their role and responsibilities during the appraisal period against,
 - The standards applicable to that teacher;
 - The teacher's objectives;
- b) Assess the teacher's professional development needs and identify any action that should be taken to address them.

The teacher will receive as soon as practicable, following the end of each appraisal period – and have the opportunity to comment in writing on - a written appraisal report. In this school, teachers will receive their written appraisal reports by 31 October (31 December for the head teacher). The appraisal report will include:

- Details of the teacher's objectives for the appraisal period in question;
- An assessment of the teacher's performance of their role and responsibilities against their objectives and the relevant standards;
- An assessment of the teacher's training and development needs and identification of any action that should be taken to address them;
- A space for the teacher's own comments;

The assessment of performance and of training and development needs will inform the planning process for the following appraisal period. It is expected that the discussion will include the utilisation and impact of training and development undertaken and any contribution the teacher has made to the development of a colleague(s). Appraisers may include reference to any significant impact in the appraisal report.

Pay Progression – refer also to the school's pay policy

Pay progression is now not related to performance.

Representation and Appeals

Any recommendation on pay will be referred by the headteacher to the Pay Committee (or other committee designated in the school's decisions concerning delegation of powers) of the

Governing Body. The procedure for a teacher to make representations concerning a pay decision, or to appeal, is contained in the school's Pay Policy.

If a teacher wishes to request changes, or raise concerns, about any other aspect of the appraisal process and documentation they should write to the head teacher setting out their grounds within 10 days of receiving the statement of objectives and appraisal review statement. The headteacher will, if necessary, meet with the teacher and then determine whether any action should be taken or changes made. If the headteacher is the appraiser of the teacher, the letter should be submitted to the Chair of Governors, if the teacher is unable to resolve the matter informally with the head teacher. Likewise a headteacher would write to the Chair with any concerns. The Chair of Governors may be advised by the school's Human Resources provider, when meeting with the teacher, if necessary, and reaching a decision on the representations. If the teacher (or headteacher, if they have made representations concerning their Appraisal statement) remains unhappy they may appeal to a governors' committee, convened for the purpose. The appeal will follow the same process as detailed in the pay policy for pay appeals

4. Teachers Experiencing Difficulties – refer also to the Capability policy

When responding to a teacher who is experiencing difficulties in meeting the requirements of their role and/or the Teachers' Standards (or other relevant standards), action will be taken to provide support and guidance, through the appraisal process, to enable their performance to improve and meet expectations.

If an appraiser identifies through the appraisal process, or through other sources of information (e.g. complaints), that a teacher is experiencing difficulties such that, if not rectified, there will be detriment to the educational provision delivered to pupils and/or the formal competence procedure may be implemented, the appraiser will inform the Head teacher, who will decide whether to appoint a new appraiser.

Where there are concerns about any aspects of the teacher's performance the appraiser will meet 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 the concerns;
- Make mutually suitable arrangements, or give 5 working days' notice, to meet the teacher to discuss targets for improvement and any support (e.g., coaching, mentoring, structured observations), that will be provided to help address those specific concerns;
- In consultation with the teacher at the above meeting, establish an action plan with clear expectations, success criteria and support to be provided;
- Make clear in the plan how, and by when, the appraiser will review progress. It may be decided to revise objectives, and it will be necessary to define sufficient time for the necessary improvement (the amount of time will reflect the nature of the improvement required and the seriousness of the concerns);
- Explain the implications and process if no – or insufficient – improvement is made.

The teacher's progress will continue to be monitored as part of the appraisal process and as detailed in the plan. The provision of the support will also be monitored. During this period the teacher will be given feedback on progress and arrangements will be made to adjust the programme if there is good reason to do so. The period identified for the teacher's performance to improve and meet the standards needs to be reasonable and will depend on the circumstances.

When progress is reviewed at the conclusion of the period identified, 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 that process. The teacher should be informed at the formal review meeting that no longer is there consideration of invoking the formal competence procedure.

Transition to Competence Procedure

If the appraiser is not satisfied with progress, the teacher will be notified in writing that a meeting to determine whether the formal competence procedure needs to be applied. They will be informed that if this decision is taken then the appraisal system will no longer apply and that their performance will be managed under the competence procedure. The appraiser will consult with the headteacher when contemplating this action (or designated alternative senior staff member).

Refer to Formal Competence Procedure for further details of conducting the formal meeting to consider application of the procedure. The teacher will receive at least 5 working days' notice of the meeting and may be assisted by a trade union representative or work colleague. The headteacher will consider whether to appoint another appropriate appraiser, in the circumstances, or perform the role themselves.

5. Monitoring and Evaluation of the Process & Policy

The Appeal process will be treated with confidentiality. However, the desire for confidentiality does not override the need for Quality Assurance of the operation and effectiveness of the appraisal system. The headteacher may review all teachers' objectives and appraisal records in order to check consistency of approach and expectation between different appraisers and to ensure that they comply with the policy. In addition, only the teacher's line manager will be provided with access to the objectives and appraisal report, where it is necessary to enable the line manager to discharge their duties. The teacher will be informed when their appraisal report has been shared with a senior colleague.

The headteacher will make arrangements for the details of training and development needs to be communicated to anyone with responsibility in the school for the delivery of continuous professional development.

The Governing Body will monitor and evaluate the policy.

The headteacher will communicate to the Governing Body annually about any significant incidence of teachers not being provided with CPD, which was identified as necessary to the delivery of their objectives or where a teacher has been underperforming. This information must be anonymised and is deemed confidential in the minutes of the meeting.

6. General Principles Underlying This policy

Confidentiality

The appraisal and formal competence processes 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.

Consistency of Treatment and Fairness

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

Definitions

Unless indicated otherwise, all references to “teacher” include the headteacher.

Delegation

Normal rules apply in respect of the delegation of functions by governing bodies, head teachers and local authorities.

Retention

The governing body and headteacher will ensure that all written appraisal records are retained as per the Records and Retention Policy