



St. Michael's Church School  
**Teacher Appraisal Policy**

ST. MICHAEL'S CHURCH SCHOOL  
TEACHER APPRAISAL POLICY

**Review Schedule**

<b>Version</b>	<b>Author</b>	<b>Summary</b>	<b>Review Date</b>	<b>Next Review</b>
<b>1</b>	<b>Mrs R Smith</b>	<b>New Policy</b>	<b>May 2019</b>	<b>May 2021</b>

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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 Ofsted report, our school development 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 (NQT), those directly employed by an agency and those undergoing capability procedures.

## 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.

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

It is intended that the Headteacher will have had their annual appraisal meeting and received their appraisal report by 31<sup>st</sup> 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 body 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 will quality assure all objectives against the school development 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](#).

## 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
- Any additional evidence provided by the teacher to support attainment of targets

### 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 the Headteacher and/or SLT in order to monitor the quality of teaching and learning.

Notice of 'drop in' observations will be given in advance.

They will usually last around 15 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 on that day or on the following day.

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 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 3 formal observations over the year.

Generally, verbal feedback will be given on that day or on 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. 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 Headteacher's appraisal meeting will be conducted by the governing body. 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 body will typically delegate the Headteacher's appraisal to a sub-group of three governing body 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 or the Headteacher. 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 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.

### **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 body will monitor and review the effectiveness of the appraisal arrangements.

This policy will be reviewed every 2 years.

The governing body 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

<b>Date</b>	<b>Action</b>
<b>First day of autumn term</b>	Appraisal cycle begins
<b>September – October</b>	Appraisal meeting held to review the previous appraisal period
<b>31 October</b>	Appraisal process is completed for teachers, deadline for appraisal reports to be sent
<b>31 December</b>	Appraisal process is completed for the headteacher, deadline for appraisal report to be sent
<b>Termly throughout the year</b>	Meetings held to review progress
<b>Throughout the year</b>	Formal and drop-in observations and monitoring take place, constructive feedback is provided

**Appendix 2: appraisal report template**

This template can be used following appraisal meetings to send a record to the teacher.



**St. Michael's Church School**

**Performance review and professional development  
2018- 2019**

Reviewee name:	Post title:
Review period From:      To:	Reviewer name:

**Section 1: Review of the completed cycle**

<b>Review of performance against previous objectives</b>	
Objectives	Summary of tasks completed

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Evidence of impact / achievement 1. <b>Target met /exceeded /not met</b> 2. <b>Target met /exceeded/ not met</b> 3. <b>Target met /exceeded/ not met</b>	
<b>Reviewer's evaluation – extent to which criteria have been met</b> 1. Target not/ achieved 2. Target not/ achieved 3. Target not/ achieved	
<b>Review of other achievements including impact of continuous professional development (e.g. with reference to the relevant professional standards)</b>	
<b>Reviewer's evaluation</b>	

<b>Summary of evidence from classroom observation in the completed cycle</b>

**Reviewer's evaluation**

**Recommendation on pay progression (where appropriate)**

The reviewee is eligible for consideration for pay progression for:

- Main payscale progression.

Reviewer's pay progression recommendation, taking into account the relevant criteria within STPCD and the school Pay Policy: Based on the outcomes of the performance review above, pay progression on the relevant spine **has/not been awarded.**

**Section 2: Planning for the forthcoming cycle**

**Objectives for the forthcoming year**

*'The reviewee's objectives shall be such that, if they are achieved, they will contribute to improving the progress of pupils at the school.'*

Objective headline	Proposed strategies ( tasks involved and support to be provided)	Success criteria (including timescales)	Monitoring arrangements
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<b>1. Whole school/SDP priorities</b>			
<b>2. Subject Leader Target:</b>			
<b>3. Professional Development target</b> (related to professional standards)			
<ul style="list-style-type: none"> <li><b>Attendance Record: Number of days absent</b></li> </ul>			
<b>Arrangements for classroom observation</b>			
Classroom observations for the specific purpose of performance management will be completed in: <ul style="list-style-type: none"> <li>November: Classroom observation: Headteacher/SLT</li> <li>February: Headteacher/SLT/LA Advisor</li> <li>June : Headteacher/SLT</li> </ul>		<ul style="list-style-type: none"> <li>Key focus will be</li> </ul>	
<ul style="list-style-type: none"> <li><b>Staff member comments (to be completed after receipt of the draft review statement and/or receipt of the final review statement)</b></li> </ul>			

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<b>Signed (reviewee)</b>	<b>Signed (reviewer)</b>
<b>Date</b>	<b>Date</b>

**Training and Development Annex**

<b>Continuous professional development and other support sought for the forthcoming year</b>	
	Reviewer comment – rationale for CPD and outcomes sought

**A copy of this Annex should be passed to the Headteacher who co-ordinates professional development in the school.**