

Teacher Appraisal: Model Policy

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1. Model Policy for Appraising Teacher Performance

The Governing Body of _____ School
adopted this Policy on _____

It will review this Policy annually in consultation with teaching staff and recognised trade unions as appropriate.

1.1 Purpose

This Policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the head teacher, 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. It also sets out the arrangements that will apply when teachers fall below the levels of competence that are expected of them.

1.2 Application of this Policy

This Policy applies to the head teacher and to all teachers employed by the School or Local Authority, except those on contracts of less than one term, those undergoing induction (i.e. NQTs) and those who are subject to formal capability proceedings under the Teacher Capability Policy.

This Policy also applies to ... *(insert any other staff, if appropriate, or delete).*

2. Appraisal

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 help to ensure that teachers are able to continue to improve their professional practice and to develop as teachers.

2.1 The Appraisal Period

The appraisal period for teachers will run for twelve months from _____ to _____ (*insert dates: setting out any differences that exist for different categories of staff*).

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.

The School will determine whether or not to have a longer or shorter appraisal period when teachers begin or end their employment at the school within the normal appraisal period.

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 employee is the head teacher, the Governing Body shall determine whether the cycle shall begin again and whether or not to change the appraiser.

2.2 Appointing Appraisers

The head teacher 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 head teacher, including the setting of objectives, will be delegated to a sub-group consisting of two/three (*delete as appropriate*) members of the Governing Body.

The head teacher may be the appraiser for all teachers. The head teacher may delegate in its entirety, including by recommendation for pay progression, the role of appraiser to other teachers who have line management responsibility. All appraisers appointed by the head teacher will be qualified teachers with the necessary background, skills and training to undertake the role and will have current or recent teaching experience.

Where a teacher is of the opinion that their appraiser is unsuitable for professional reasons, they may submit a written request to the head teacher, or the Chair of Governors in the case of the head teacher, for that appraiser to be replaced, stating their reasons for making the request.

2.3 Setting Objectives

The head teacher's objectives will be set by the Governing Body after consultation with the external adviser.

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. The appraiser and teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives.

A Model Appraisal Form is attached. The teacher and the appraiser should seek to agree the entries to be made on the Appraisal Form. Where there is any disagreement the teacher and the appraiser should seek to resolve their differences by meeting specifically to discuss the disputed entry / entries with a view to seeking a solution. If agreement cannot be reached the appraisee's view will be recorded on the Appraisal Form.

Objectives may be revised if circumstances change.

The objectives set for each teacher 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 Improvement Plan.

In setting the objectives, appraisers will have regard to what can reasonably be expected in the context of roles, responsibilities and experience, consistent with the School's strategy for achieving a work/life balance for all staff.

The teacher may at any point append their comments alongside their objectives. Objectives may be moderated across the School to ensure that they are consistent between teachers with similar experience and levels of responsibility.

Other than in exceptional circumstances, no teacher will be given more than three objectives and within these, School objectives will be set having regard to leadership and management of the school (where applicable), the whole School Development Plan, pupil progress and professional development.

Before, or as soon as practicable after, the start of each appraisal period, 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 standards contained in the document called "Teachers' Standards" published in July 2011. The head teacher or Governing Body (as appropriate) will need to consider whether certain teachers should also be assessed against other sets of standards published by the Secretary of State that are relevant to them.

2.4 Reviewing Performance

2.4.1 Observation

This School believes that observation of classroom practice and other responsibilities is important both as a way of assessing teachers' performance in order to identify any particular strengths and areas for development they may have and of gaining useful information which can inform School improvement more generally.

Lesson observation will be carried out by those with QTS. All observation will be carried out in a supportive fashion. *(Schools may like to be more specific here about how observations will be conducted – or to refer to any separate document that clarifies how classroom observation will be conducted in their school . For example lesson observations will be conducted in accordance with the School's annual monitoring cycle).*

In this School, teachers' performance will be regularly observed but the amount and type of lesson observation will depend on the individual circumstances of the teacher and the overall needs of the School. All lesson observations should be undertaken within Appraisal Regulations and the Council's Lesson Observation: Guidance Protocol.

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

2.4.2 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 teachers take responsibility for improving their teaching through appropriate professional development. Professional development will be linked to School improvement priorities and to the ongoing professional development needs and priorities of individual teachers.

2.4.3 Feedback

Teachers will receive constructive feedback on their performance throughout the year and in line with the Council's Lesson Observation: Guidance Protocol. Feedback will highlight particular areas of strength as well as any areas that need attention.

2.4.4 Dealing with Concerns about Performance

Where there are concerns about any aspects of the teacher's performance, as opposed to points for development, 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;
- agree any support (e.g. coaching, mentoring, structured observations) that will be provided to help address those specific concerns;

- make clear how, and by when, the appraiser will review progress (it may be appropriate to revise objectives and it will be necessary to allow sufficient time for improvement. The amount of time is up to the School but should reflect the seriousness of the concerns);
- explain the implications and process if no – or insufficient – improvement is made.

A written record of any improvements required and support being provided shall be made using the Improvement and Support Action Plan Form (attached).

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 that process.

2.4.5 Transition to Capability

If no, or insufficient, improvement has been made over the relevant appraisal period, the teacher will be invited to a Transition Meeting to determine whether formal capability proceedings will be commenced or whether the appraisal process will remain in place.

Should it be determined at a Transition Meeting that formal capability proceedings do need to be commenced, the teacher will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the Teacher Capability Procedure.

The teacher may be assisted at a Transition Meeting by a companion, who may be a colleague, a trade union official or a trade union representative who has been certified by their union as being competent, and will be given at least 5 working days' notice of the meeting. If the companion is not available at the proposed meeting time and the teacher suggests another time that is reasonable and falls within 5 working days of the original time, the meeting will be postponed until the new time proposed by the teacher.

2.5 Annual Assessment

Each teacher's 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.

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 professional development needs and identification of any action that should be taken to address them;
- a recommendation on pay where that is relevant (NB – pay recommendations need to be made by 31 December for head teachers and by 31 October for other teachers);

This assessment is the end point to the annual appraisal process and a review meeting will take place, after the teacher's receipt of their appraisal report, to discuss the content of the report, any further action required and to inform objective setting for the next cycle. Performance and development priorities will be reviewed and addressed on a regular basis throughout the year and an interim meeting will normally take place during the appraisal cycle. This meeting is in addition to the regular professional dialogue, discussions and informal meetings that teachers will have with their line managers.

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

Wakefield Council

3. Supporting Documentation

1. Teachers' Standards – DfE 2011 See HR Consultancy Pages of the VLE – Teacher Appraisal “Professional Standards”
2. National Standards for Head teachers – DFES 2015 See HR Consultancy Pages of the VLE – Teacher Appraisal “Professional Standards”
3. Teacher Appraisal & Capability Process Flowchart See HR Consultancy Pages of the VLE – Teacher Appraisal
4. Model Teacher Appraisal Form and Professional Development Plan See HR Consultancy Pages of the VLE – Teacher Appraisal “Template 2”
5. Improvement and Support Action Plan See HR Consultancy Pages of the VLE – Teacher Appraisal “Template 4”

4. General Principles Underlying This policy

Confidentiality

The appraisal process will be treated with confidentiality. However, the desire for confidentiality does not override the need for the head teacher and Governing Body to quality-assure the operation and effectiveness of the appraisal system. The head teacher or appropriate colleague might review all teachers' objectives and written appraisal records personally, in order to check consistency of approach and expectation between different appraisers. The head teacher might also wish to be aware of any pay recommendations that have been made.

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 head teacher.

Delegation

Normal rules apply in respect of the delegation of functions by Governing Bodies, head teachers and Local Authorities.

Monitoring and Evaluation

The Governing Body and head teacher will monitor the operation and effectiveness of the School's appraisal arrangements.

Retention

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.