



**HIGH WELL SCHOOL**  
Preparing for Positive Futures

# Teacher Appraisal Policy

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## **1. Policy for Appraising Teacher Performance**

The Governing Body of High Well School adopted this Policy on 31<sup>st</sup> October 2022.

This policy will be reviewed annually and shared with stakeholders 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.

The intention of this process is to develop progression with High Well School and where staff are eligible for pay progression, the assessment of performance throughout the cycle against performance criteria will form the basis on which the recommendation is made by the appraiser.

An appraisal gives each member of staff an opportunity to discuss and review with their leadership link the progress and achievements they have made in the appraisal cycle year and to discuss any CPD and developmental opportunities that may arise. Appraisals should also reinforce equality policies and staff responsibilities.

The scheme aims to improve performance standards within High Well School holistically, while at the same time developing the school's teaching workforce to reach their full potential. The appointed leadership link should ensure and maintain that lines of communication are always open and performance/ development priorities are reviewed and addressed on a regular basis throughout the appraisal cycle and interim meetings which will take place (e.g. once a term).

### **1.2 Application of this Policy**

This Policy applies to the Head Teacher and to all teachers employed by the school, except those on contracts of less than one term, those undergoing induction (i.e., Early Careers Teachers (ECTs) and those who are subject to formal capability proceedings under the Teachers' Capability Procedure.

### **1.3 Data Protection**

High Well School and the local authority processes personal information/data collected in the application of this policy in accordance with the legal obligations set out in the UK General Data Regulation 2016 (UK GDPR) and the Protection Act 2018 (DPA), which are confirmed within the School's Retention and Disposal Policy Schedule.

Information/ data specifically obtained to address issues raised under this policy is held securely and accessed by, and disclosed to, individuals only for the purposes of addressing these issues. Inappropriate access or disclosure of an employee's personal information/data constitutes an information security incident and should be reported in

accordance with High Well School's Retention and Disposal Schedule immediately. It may also constitute a matter which will be considered in accordance with the school's Disciplinary Policy, located within School Pod and the school's website.

## **2. Appraisal**

Appraisal at High Well School will be a supportive and developmental process designed to ensure that all our talented 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 Cycle**

The appraisal period for teachers will run for twelve months from 1 September to 31 August each year.

Teachers who are employed on a temporary 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 and an individual teacher's objectives should take account of the length of contract. However, those on contracts of less than one term are not bound by this policy as previously stated.

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 an appraisal 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 Appointment of Appraisers**

The Head Teacher will be appraised by members of the Governing Body, supported by a suitably experienced external advisor who has been appointed annually by the Governing Body for that purpose.

The Governing Body has determined that the task of appraising the Head Teacher, including the setting of objectives, will be delegated to a sub-group consisting of two/three members of the Governing Body.

The Head Teacher has the overall decision as to who will appraise other teachers. Consequently, the Head Teacher may either be the appraiser for all teachers or may delegate in its entirety, including by recommendation for pay progression, the role of appraiser to other members of the senior leadership team who have leadership link responsibility for teachers. 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 or there is a vested interest in relation to a teacher e.g. a personal relationship, 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, which will be suitably considered, and an alternative appraiser will be appointed where possible. A copy of the request and outcome will be maintained by the school's HR Manager with the teacher's HR file.

For the purpose of this section, a personal relationship includes, but is not limited to:

- a personal friend or mentee / mentor or similar;
- a former / current business associate;
- a current or previous non-co-habiting partner, partner by marriage, civil partnership, or co-habiting arrangement;
- immediate family members including those not related through blood;
- extended family members including those not related through blood;

Where it becomes apparent that the appraiser will be absent for the majority of the appraisal cycle or is unsuitable for professional reasons the Head Teacher will ensure another appraiser is assigned. Where this member of staff is not the teacher's leadership link the member of staff will have an equivalent or higher status in the staffing structure as the member of staff's line manager.

A performance cycle will not begin again in the event of the appraiser being changed.

The Appraiser will ensure that they are appropriately prepared and equipped for the Appraisal meeting.

A formal invite to the Appraisal Meeting providing the teacher with clear instruction of what they need to prepare for their appraisal should be sent giving 5 working days' notice.

### **2.3 Setting Objectives**

The Head Teacher 's objectives will be set by the Governing Body after consultation with the external advisor. The Governing Body has a duty to have regard to the work-life balance of the Head Teacher and objectives will reflect this.

Before, or as soon as practicable after, the start of each appraisal period, each teacher will be informed of the standards against which their objectives and 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 objectives set for each teacher, will be Specific, Measurable, Achievable, Realistic and Time-bound (SMART) and will be appropriate to the teacher's role and level of experience.

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 e.g., SEND Code of Practice, TLR, DSL responsibilities.

Objectives and performance management discussions will not be based on teacher generated data and predictions, or solely on the assessment data for a single group of

pupils. Objectives can be set in relation to robust assessment data; however, these will not be used in isolation and other factors will also be considered when making decisions about pay progression. The appraiser and teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives should be revised if circumstances change during the course of the appraisal cycle, which will be discussed and reviewed on a case-by-case basis.

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 teacher's view will be recorded on the Appraisal Form.

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 the school. This will be ensured by quality assuring all objectives against the published School Development Plan (SDP).

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. The Senior Leadership Team will ensure that objectives will 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, the whole School Development Plan, pupil progress and professional development.

### **2.4 Reviewing Performance**

All teachers should expect to have their performance of their duties and responsibilities observed and assessed during each appraisal cycle.

#### **The purpose of the review meeting will be to:**

- Assess the extent to which the teacher is progressing in order to meeting their objectives.
- If necessary, identify the need for additional support, training or development and how this will be met, in order to achieve these.

As soon as practicable following the appraisal, the appraiser should produce a written Appraisal Form, which will have been drawn up during the discussion between reviewer and reviewee.

### **The Appraisal Form will include:**

- Details of the objectives which were agreed for the appraisal period in question.
- An assessment of the employee's performance against their objectives to date.
- An assessment of an employee's professional development needs and identification of any action that should be taken to meet them.

#### **2.4.1 Observation**

High Well 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 and enable teachers to learn from each other and collaborate.

Lesson observation will be carried out by those with QTS. All observations will be carried out in a supportive way and not add to teacher workload. For example, lesson observations will be conducted in accordance with the school's annual monitoring cycle, namely QA).

At High Well 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 High Well. All lesson observations should be undertaken within Appraisal Regulations and the Lesson Observation Guidance detailed within this policy.

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 determine decisions on pay progression and inform continuing professional development. The school expects all teachers to take responsibility for improving their teaching through appropriate professional development (i.e. keeping up to date with statutory changes and embracing CPD opportunities etc.)

Professional development will be linked to the school development 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 and progression towards their objectives throughout the year and as soon as practicable after observation has taken place or other evidence has come to light. Initially teacher's will ordinarily receive verbal feedback followed by a written summary. The feedback will highlight particular areas of strength as well as offering constructive feedback on how improvements can be made in any areas that require further development.

The feedback is a two-way process and should be used to exchange views about what has happened, how a teacher feel they can improve and to request support they need from their leadership link to help their performance.

### **2.4.4 Evidence**

The range and level of evidence collected for appraisal and pay determinations purposes will always be proportionate and minimise workload.

### **2.5 Annual Assessment**

Each teacher's overall performance will be formally assessed through meeting with their appraiser at the end of the appraisal cycle.

In assessing the performance of the Head Teacher, the Governing Body will consult the external advisor.

The teacher should provide evidence for the meeting in order to identify the level of performance achieved:

**The appraiser should prepare by making sure they have a copy of the following:**

- Job Specification / person specification
- Any objectives which were set at last year's appraisal
- A copy of the previous appraisal document
- A record of any CPD over the last 12 months

The teacher should prepare for the meeting by reviewing the objectives set during the previous appraisal cycle and considering what evidence is available to their progress and impact. The range and level of evidence collected for appraisal and pay determination purposes should always be proportionate.

The appraisal meeting should be planned in advance. Appraisers will give at least 5 working days' notice of the Annual Assessment Meeting to enable them to prepare.

The meeting should take place in a confidential and quiet location which is free from interruptions or disturbance.

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 Form. In this School, teachers will receive their written Appraisal Form by 31<sup>st</sup> October (31<sup>st</sup> December for the Head Teacher ). The Appraisal Form 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 it is relevant



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

### 3. Dealing with Concerns about Performance - Formal Feedback Meeting

Where there are concerns about any aspects of the teacher's performance, as opposed to points for development, the appraiser will arrange a **Formal Feedback Meeting** with the teacher 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.
- Set clear objectives for required improvement.
- Agree any support (e.g., coaching, mentoring, structured observations) that will be provided to help address those specific concerns.
- A Complete an Improvement and Support Action Plan Form to formally record the improvements required and support being provided.
- 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
  - impact on pay progression
  - move into the formal capability process
    - Written/ Final Written Warning outcome
    - Dismissal outcome
- Set a date and time for the Formal Feedback Review Meeting which should be scheduled to coincide with the end of the review period identified in the Improvement and Support Action Plan.

The teacher may be assisted at the Formal Feedback 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.

The Improvement and Support Action Plan will be signed by the individual and the appraiser.

Where further evidence or clarity is sought by the Head Teacher, which the teacher can provide, reasonable time will be given.

### 4. Formal Feedback Review Meeting

The purpose of Formal Feedback Review Meeting is to assess the evidence collated during the review period both from the appraiser, the employee and their representative

viewpoints and to establish as to which of the following options/ outcomes will be appropriate based on the evidence presented:

- Return and be managed through the normal appraisal process (see 1 below);
- Extend the review period (see 2 below);
- Move into the formal capability process (see 3 below)

1. Should it be determined at the Formal Feedback Review Meeting 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 will be notified in writing that they have made sufficient improvement and that their performance will be managed through the normal appraisal process.

2. Should it be determined at the Formal Feedback Review Meeting that the teacher is making some improvement but requires a further period of time then the Improvement and Support Plan the review period can be extended to allow the teacher to make the improvement required.

The revised timeframe and the key targets to be met should be clearly identified at the meeting and recorded in the Improvement and Support Plan. A date and time should be set for a further Formal Feedback Review Meeting to take place.

3. Should it be determined at the Formal Feedback Review Meeting that no, or insufficient, improvement has been made within the formal review period set out in the Improvement and Support Plan then formal capability proceedings will be initiated. After seeking HR advice from the HR Manager, the Head Teacher will provide information on the next steps to be taken as well as arrange for a capability hearing to take place in accordance with the Teachers' Capability Procedure.

The teacher will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the Teachers' Capability Procedure.

The teacher may again be assisted at the Formal Feedback Review 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.

## **5. General Principles Underlying this policy**

### **5.1 Confidentiality**

The appraisal process will be treated with strict confidentiality at all times. 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 other appropriate senior leadership team colleagues may review all teachers' objectives and written appraisal records personally, in order

to calibrate, check consistency of approach and expectation between different appraisers. The Head Teacher and members of the senior leadership team will be aware of any pay recommendations that have been made.

## **5.2 Consistency of Treatment and Fairness**

The Governing Body is committed to ensuring consistency of treatment and fairness. It will abide by all relevant equality legislation, including the duty to make reasonable adjustments for disabled teachers. The Governing Body is aware of the guidance on the Equality Act 2010 issued by the Department of Education.

## **5.3 Definitions**

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

## **5.4 Delegation**

Normal rules apply in respect of the delegation of functions by Governing Bodies and Head Teacher.

## **5.5 Monitoring and Evaluation**

The Governing Body, Head Teacher and HR Manager will monitor the operation and effectiveness of the school’s appraisal arrangements. This will include ensuring that the arrangements minimise the impact on workload for all parties involved.

## **5.6 Retention**

The Governing Body and Head Teacher will ensure that all written appraisal records are retained in a secure place in line with the school’s Retention and Disposal Schedule (current year + 6 years unless the issues relate to safeguarding when the documentation should be retained until the employee reaches 100 in age). All documentation listed to be destroyed should be undertaken with the strictest of confidentiality. The school’s

## **5.7 Sickness**

In cases where a teacher is absent for a significant period of time during the appraisal cycle, the school will undertake to incorporate any adjustments which can reasonably be made, and any performance evidence/ review will be based on the working period accumulated within the appraisal cycle.

Where an appraiser is unable to attain any evidence of performance during the appraisal cycle to ascertain pay progression the teacher will have the opportunity to provide any evidence they wish to be taken into consideration.

Where a long-term sickness absence appears to have been triggered by the commencement of monitoring performance at any stage of the procedure, the case will be dealt with in accordance with High Well School’s Sickness Absence Policy and advice sought from the HR Manager and other services such as a referral to

Occupational Health Unit to assess the teacher’s health and fitness for continued employment and appropriateness or otherwise of continuing with appraisal monitoring.

### 5.8 Maternity

For a teacher on maternity leave or prior to maternity leave, there will be flexibility in the objective setting process. Consequently, any performance evidence/ review/ pay will be based on the working period accumulated within the appraisal cycle.

Where an appraiser is unable to attain any evidence of performance during the appraisal cycle to ascertain pay progression the teacher will have the opportunity to provide any evidence they wish to be taken into consideration.

High Well School will not require a teacher on maternity to use Keeping in Touch (KIT) days for the purposes of appraisal process.

## 6. Supporting Documentation

The school’s HR Manager will be responsible for the wording, issuing and retention of appraisal and capability documentation in line with High Well School’s retention policy. Example templates will be held in the leadership link toolkit.

<i>Teachers’ Standards – DfE 2011</i>
<i>National Head Teachers’ Standards - DfE 2020</i>
<i>Appraisal Roles and Responsibilities</i>
<i>Appraisal Preparation Checklist for Appraisers</i>
<i>Teacher Appraisal &amp; Capability Process Flowchart</i>
<i>Invite to Appraisal Meeting</i>
<i>Model Teacher Appraisal Form and Professional Development Plan</i>
<i>Lesson Observation Guidance Protocol</i>
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