



Hemingford Grey SCHOOL

Appraisal Policy

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This Policy is based on a Judicium model template from August 2016

HEMINGFORD GREY PRIMARY SCHOOL

APPRAISAL PROCEDURE

About this procedure

This procedure provides a framework for a clear and consistent assessment of employee performance, and for supporting staff development within the context of the School's plan for improving educational provision and performance. It should be read in conjunction with the Pay Policy, and it also explains the process for invoking the Capability Policy where there are serious concerns about an employee's performance that the appraisal procedure has been unable to address.

This procedure applies to employees at all levels with the exception of those who are employed on a fixed term basis for less than one year, and newly qualified teachers during their induction year. It does not form part of any employee's contract of employment with the School and may be amended at any time (employees will be informed of any changes).

General principles

Appraisal in this School will be a supportive and developmental process designed to ensure that all employees have the skills and support they need to carry out their role effectively. It will also help employees to improve their professional practice and to achieve their career aspirations.

The appraisal process will be managed sensitively and with confidentiality. However this does not override the need for the School to quality-assure the operation and effectiveness of the appraisal system.

The School is committed to ensuring consistency of treatment and fairness. It will abide by all relevant equality legislation, including the duty to consider making reasonable adjustments for disabled employees.

The appraisal period

The appraisal period will run for twelve months from September to July; the cycle for support staff will run from Spring term to Spring term. Employees who are employed on a fixed term contract of less than one year will have their performance assessed in accordance with the principles underpinning this policy, but the length of the period will be determined by the duration of their contract.

Appointing appraisers

In this School the task of appraising the Headteacher, including the setting of objectives, will be carried out by a committee consisting of three members of the Governing Body who will appoint and consult with an external adviser. The Headteacher decides who will appraise other employees.

Setting objectives

Objectives for each employee will be set at or around the start of each appraisal period. The objectives will be Specific, Measurable, Achievable, Relevant and Time-bound (SMART) and will be appropriate to the employee's role and level of experience. The appraiser and employee will seek to agree the objectives, but if they cannot agree, the appraiser will determine the objectives. Objectives may be revised during the appraisal period if circumstances change. It will usually be appropriate to include a professional development objective.

When objectives are set, it should be made clear what the success criteria will be and how performance will be assessed: that is to say, how the appraiser will judge whether the objectives have been met. The objectives set for each employee will, if achieved, contribute to the School's plans for raising standards and improving the education provided to pupils.

Observations and other sources of evidence

The School believes that observation of classroom practice and other responsibilities is a useful way to assess employees' performance and to support School improvement more generally. All observation will be carried out in an open and supportive manner.

Teachers will be regularly observed and all classroom observations will be carried out by those with QTS. In addition to formal observations, the Headteacher or other senior leaders with responsibility for teaching standards may "drop in" on lessons in order to evaluate teaching and ensure that high professional standards are maintained. The duration and frequency of formal and "drop in" observations will vary depending on factors including the individual circumstances of the teacher, the needs of a particular class or subject area, and the overall objectives and priorities of the School. In addition, during the Autumn term, all teachers have the opportunity, along with the Head teacher to observe other teaching practitioners in the school.

Other employees who have responsibilities inside or outside the classroom should also expect to have their performance of those responsibilities observed. Performance will also be assessed by reference to appropriate information sources (such as pupil achievement data) and other evidence relevant to the employee's job role such as feedback, quality assurance in relation to cleanliness and hygiene.

Performance review and feedback

Employees 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 should acknowledge and praise areas of strength as well as highlighting any areas that need attention or where further support may be appropriate.

Performance should be informally reviewed on a regular basis throughout the year, as part of normal management practice. At least one formal interim review should also take place during the appraisal cycle, to assess performance against objectives and consider whether any changes need to be made.

Performance concerns and transition to capability

Where there are concerns about any aspects of an employee's performance, the appraiser or line manager will meet the member of staff to:

- give clear feedback about the nature and seriousness of the concerns;
- give the employee an opportunity to comment on and discuss the concerns;
- decide what support can be provided to help the employee to address the concerns (such as coaching, mentoring, training or opportunities to observe best practice);
- make clear how and when progress will be reviewed; and
- explain the implications if no (or insufficient) improvement is made.

This is not a formal meeting but the points above should be documented in writing after the meeting to provide clarity.

When progress is reviewed, if the appraiser or line manager is satisfied that the employee has made, or is making, sufficient improvement, the appraisal process will continue as normal, with any remaining issues being through this process. If progress is not satisfactory, the employee will be notified in writing that their performance will now be managed under the Capability Procedure and the employee will be invited to attend capability hearing.

Annual assessment

Each employee's performance will be formally assessed at or around the end of each appraisal period. The appraiser will invite the employee to an appraisal meeting, and both the appraiser and the employee will be able to provide evidence as input to the discussion. Following the appraisal meeting the employee will receive a final written appraisal report which will include:

- details of the employee's objectives for the appraisal period in question;
- an assessment of the employee's performance of their role and responsibilities against their objectives and the relevant standards;
- an assessment of the employee's continuing professional development needs and aspirations and any action that is recommended to progress them; and
- a recommendation on pay (which may include 'no progression' whether or not the member of staff has been subject to formal or informal capability action).

As outlined in the Pay Policy, decisions regarding pay increases will be made with reference to the appraisal report and the pay recommendation it contains. Members of teaching staff will be informed of any changes to their pay by 31st October which will be back dated to 1st September in line with the school's Pay Policy. Members of support staff will be notified of any changes to their pay by 31st March, which will be payable from 1st April.

Employees have a right of appeal against pay progression decisions, as set out in the Pay Policy.

The assessment of performance and an employee's professional development needs will inform the setting of objectives for the following appraisal period.

APPENDIX A: TEACHER PERFORMANCE OBJECTIVES AND STANDARDS

Teacher Objectives

Teachers' performance is assessed against the relevant standards as well as against their objectives. Objectives are likely to focus on:

- impact on pupil progress;
- impact on wider outcomes for pupils;
- improvements in specific elements of practice, such as behaviour management or lesson planning;
- Development of leadership roles;
- impact on effectiveness of teachers or other staff; and
- wider contribution to the work of the school.

Objectives provide an important basis for assessing performance, but they are not the only one. A teacher is also expected to meet all of the relevant standards.

Teachers' Standards

All teachers at this School are expected to meet the Teachers' Standards as set out in the STPCD in order to be considered good teachers, but they will not be expected to provide evidence of this for the purposes of their appraisal. If the School has concerns that a teacher may not be meeting the Teachers Standards appropriate action will be considered under either the Disciplinary or Capability procedure.

The school also requires teachers to review their performance against the school's Teaching and Learning Tool. Teachers will be expected to work predominantly in the 'Good' or 'High' bands of this tool, or, show rapid improvement from the 'Requires Improvement' Band into 'Good'.

Post Threshold Standards

Teachers on the Upper Pay Range should be able to demonstrate that they are meeting the Post Threshold Standards as set out below, and that they are continuing to meet the criteria for being paid on the Upper Pay Range, as set out in the STPCD and the School's Pay Policy.

(1) Professional Attributes

Frameworks

P1. Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

(2) Professional knowledge and understanding

Teaching and learning

P2. Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.

Assessment and monitoring

P3. Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.

P4. Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.

Subjects and curriculum

P5. Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.

Health and well-being

P6. Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.

(3) Professional skills

Planning

P7. Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.

Teaching

P8. Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.

Team working and collaboration

P9. Promote collaboration and work effectively as a team member.

P10. Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.