

# Kingsway Primary School

## Appraisal Policy

<b>Governor Committee Responsible:</b>	FGB	<b>Staff Lead:</b>	Head Teacher
<b>Status</b>	<b>Statutory</b>	<b>Review Cycle</b>	As determined
<b>Last Review</b>	September 2019	<b>Next Review Date</b>	July 2021

The Governing Body of Kingsway Primary School adopted this policy in October 2019 taking in to consideration the Teachers' Standards, guidance from many recognised teaching unions, the Department for Education and Gloucestershire County Council.

Unless otherwise stated, the term 'teacher' is used to represent a Teaching and Learning Responsibility (TLR) holder or teacher on the Leadership Spine.

### PURPOSE

This procedure sets out how the school will improve outcomes for children, and raise morale, by motivating staff to update their skills and improve their performance.

Effective appraisal systems underpin school development. As such, this policy:

- Contributes to the embedding of the school vision in practice.
- Aims to be simple, effective, cost-effective and non-bureaucratic.
- Focuses on the development of standards, particularly those of teaching and learning.
- Raises the expectation of personal professional development.
- Seeks to improve the quality of experience in school for all.
- Drives whole school achievement as identified in the SDP.

Where teachers are eligible for pay progression, under the most recent version of the School Teachers' Pay and Conditions Document, the assessment of performance throughout the cycle against the performance criteria specified in the objective setting document for that teacher will be the basis on which the recommendation is made by the reviewer.

The appraisal procedure will be used also to address any concerns that are raised about a teacher's performance. If concerns are such that they cannot be resolved through the appraisal process, the Capability Procedure will be invoked.

Other policies relevant to this policy are:

- Conduct Policy
- Attendance Policy (Staff)
- Sickness Absence Policy
- Capability Policy
- Grievance Policy

## APPLICATION OF THE APPRAISAL POLICY

This policy applies to the head teacher and to all qualified teachers employed at Kingsway except those on contracts of less than one term, those undergoing induction (*ie* NQTs) or teachers on capability procedures.

Appraisal in this school will be a supportive, collaborative and developmental process designed to ensure that all teachers have the skills and support they need to carry out their roles effectively; appraisals are intended to promote professional dialogue between colleagues in pursuit of improved outcomes. It will help to ensure that teachers are able to continue to improve their professional practice, remain current in their thinking and methodologies and to develop.

Performance against appraisal objectives will inform the pay decisions for teachers on any scale.

## QUALITY ASSURANCE

The school operates a system of moderation to ensure that all appraisers are working to the same standards: Appraisers meet following the target setting meeting and review both the targets agreed and the evidence base required. The scale point (M2 – UPR3) is used anonymously to enable similar expectations of teachers at similar career stages. Meetings are conducted following the mid-year and end-of-year review periods. Should the objectives not be agreed, the final decision on allocation of objectives rests with the head teacher.

The Chair of Governors will ensure the head teacher's objective statement is consistent with the school's improvement priorities and complies with the school's appraisal policy and the Regulations.

## THE APPRAISAL PERIOD

The cycle will begin with a Target Setting Meeting and will end with a Review Meeting. Mid-year review meetings may also be held if agreed and considered necessary. The purpose of the appraisal meeting is to review the employee's current job role, their performance and their future plans. More specifically, the meeting will also be an opportunity to agree objectives and discuss how the employee can contribute to the wider work of the school.

The appraisal period will be for 12 months and will begin on 1 September or following a review of the previous year. Target setting for the coming year must be completed by 31 October for school leaders and teachers and by 31 December for the head teacher. The support staff cycle will be conducted at a similar time but is not bound by the dates.

For teachers leaving before the end of the appraisal period, an appraisal meeting can be requested by the departing staff member. 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. Where appraisal targets are not set, performance will still be considered against the Teachers' Standards and the Career Development Matrix. The length of the period will be determined by the duration of their contract.

Where a teacher starts their employment at 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 the length of the first cycle for that teacher, with a view to bringing it into line with that of other teachers as soon as possible.

Where a teacher transfers to a new post within the school part-way through a cycle, the head teacher shall determine whether the process shall begin again, possibly with a new appraiser and conduct a review if deemed appropriate.

## APPOINTING APPRAISERS

All appraisers of teachers and the head teacher will be suitably trained; those appraising teachers will be qualified teachers.

### Head Teacher

The Head Teacher will be appraised by the Governing Body, supported by a suitably skilled and experienced external adviser who has been appointed by the Governing Body for that purpose.

The task of appraising the head teacher, including the setting of objectives, will be delegated to a sub-group consisting of normally 3 or 4 members of the Governing Body.

Where the head teacher is of the opinion that any of the governors appointed by the governing body is unsuitable to act as his/her appraiser, s/he may submit a written request to the Chair of Governors for that governor to be replaced, stating the reasons for the request. The Chair of Governors will have the final decision in this matter.

### **Teachers, Teaching and Learning Responsibility (TLR) holders and others on the Leadership scale**

The choice of appraiser is for the head teacher. Where teachers have an objection to the head teacher's choice, the appraiser may raise request reallocation in writing to the head teacher within 5 days of being informed. The appraisee's concerns will be carefully considered and, where possible and appropriate, an alternative appraiser will be offered. All appraisers appointed by the head teacher will be qualified teachers and will have current or recent teaching experience. The head teacher will have the final decision in this matter.

Where it becomes apparent that the appraiser appointed by the head teacher will be absent for the majority of the appraisal cycle, the head teacher may perform those duties herself/himself or delegate those duties to another suitability qualified and experienced teacher for the duration of that absence.

If the head teacher appoints an appraiser who is not the teacher's line manager, the appraiser to whom she/he delegates those duties will have an appropriate position in the staffing structure, together with the necessary background knowledge, skills and training to undertake the role.

Where a teacher is experiencing difficulties and the head teacher is not the appraiser, the head teacher may assume the role of the appraiser. (See also section on Teachers Experiencing Difficulties.)

### **SETTING OBJECTIVES**

The setting and agreement of objectives is fundamentally important to the effective operation of an appraisal system that aims to link individual performance to pay progression. The job description can be a particularly useful place to begin the process of identifying relevant objectives for each individual job holder. However, the job description is just one reference document that can be a helpful context to the process of setting and agreeing objectives. Other useful reference documents may include the School Development Plan, the school's business plan, the Ofsted School Inspection Report and the Teachers' Standards.

When setting suitably challenging objectives, those on the Leadership Spine will have appropriate reference made to the Leadership Standards (Appendix 2). The appraisal document will provide clarity on the particular objective and the outcomes required. Similarly, TLR holders will have suitably challenging leadership objectives set making use of latest guidance.

In addition, it may be prudent to allow for some flexibility in the setting and agreement of objectives to enable objectives to be set and agreed around issues that are emerging for the school. On the grounds that emerging issues are unlikely to be known at the outset of an appraisal period, objectives may need to be adjusted throughout the appraisal period so that they remain relevant to the performance of the individual and to the priorities of the school.

Objectives should be CSMART

C = Challenging

S = Specific

M = Measurable

A = Achievable

R = Relevant

T = Timed

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. Performance expectations will typically become more challenging as a teacher progresses up the pay scale. Appraisees may at any point append their comments alongside their objectives. The objectives should also take account of the teacher's professional aspirations and any relevant pay progression criteria.

The governing body must, before, or as soon as practicable after, the start of each appraisal period, in relation to a head teacher, inform the head teacher of the standards against which their performance will be assessed and set objectives for the head teacher for the appraisal period.

The head teacher must, before, or as soon as practicable after, the start of each appraisal period, in relation to every teacher employed at that school, inform the teacher of the standards against which their performance will be assessed and set objectives for the teacher for the appraisal period. Head teachers may delegate this responsibility to the relevant staff member.

The objectives must be set such that they will contribute to the improvement of a school's educational provision and performance and appraisers will therefore be expected to align individual objectives with the school's priorities.

Objectives should focus on the priorities for the school and/or individual for the duration of the appraisal cycle. Normally, staff should expect to have no more than 3 or 4 objectives. Typically, one objective will be linked to pupil progress, one or two to a school development priority and finally, one related to an area of school life to be decided by the appraiser and appraisee with due consideration of the aims of the policy. They should be such that, if they are achieved, they will contribute to improving the progress of pupils at the school.

Objectives will be set out in a planning statement, along with details of any training and support which have been agreed. The planning statement should also specify the evidence that will be collected to support the review of performance including details of the arrangements for task or classroom observation, where relevant.

Objectives may be revised if circumstances change.

Though appraisal is an assessment of overall performance of teachers and the head teacher, objectives cannot cover the full range of a teacher's roles / responsibilities. Objectives will, therefore, focus on the priorities for an individual in the cycle. At the review stage, should there be no evidence to the contrary, it will be assumed that those aspects not covered by the objectives have been carried out successfully and in accordance with school expectation.

Teachers will be invited to present a long-term career plan. The appraisal process can then consider the professional aspirations of each teacher in addition to meeting the needs of the school. The long-term career plan will be subject to change at any point in the cycle and is not binding on either party.

The appraiser will take into account the effects of an individual's circumstances, including any disability, when agreeing objectives. For example, this might include a reasonable adjustment to allow an individual slightly longer to complete a task than might otherwise be the case. When a staff member returns from a period of extended absence, objectives may be adjusted to allow them to readjust to their working environment.

The head teacher's objectives will be set by the appraisal sub-group of the Governing Body after consultation with the external adviser and the head teacher. All appraisers and appraisees should look to agree objectives; where agreement cannot be reached, the appraiser will make the final determination.

## **TEACHERS' STANDARDS**

The performance of all teachers, regardless of their career stage, will be assessed against the Teachers' Standards. The standards define the minimum level of practice expected of trainees and teachers from the point of being awarded Qualified Teacher Status (QTS).

The standards against which performance must be assessed in respect of a teacher are the set of standards articulated in the Teachers' Standards document and any other set of standards relating to teachers' performance published by the secretary of state as the governing body or head teacher determine as being applicable.

In order to meet the Teachers' Standards, a teacher will need to demonstrate that their practice is consistent with the definitions set out in Part 1 (Teaching) and Part 2 (Personal & Professional Conduct).

### ***Applying the Teachers' Standards***

Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in their work and their conduct. Teachers act with honesty and integrity, have strong subject knowledge and are self-critical. They forge positive professional relationships with those around them and work with parents in the best interests of their pupils.

### ***Teachers***

The Teachers' Standards effectively set out a 'code' of good teaching practice and professional conduct. The expectation at Kingsway is that all teaching staff will meet the expectations set out in the Standards document. All qualified teachers will therefore be evaluated against all the elements set out in the Teachers' Standards through the appraisal process.

### ***TLR holders and Leadership Group***

In addition to the Teachers' Standards, TLR holders and those on the Leadership Scale will also be assessed against the adopted Leadership Standards (Appendix 2). Expected levels of performance will be made clear to at the outset.

### ***Head teacher***

At Kingsway Primary School, the relevant elements of the Teachers' Standards will be applied to the head teacher in addition to other standards such as the Head Teachers' Standards. Support from the external advisor will be sought regarding appropriate allocation.

## **PAY PROGRESSION**

At Kingsway Primary School, all teachers can expect to receive regular, constructive feedback on their performance both at the formal appraisal reviews and at other appointed times in the year. Teachers and appraisers are active participants in this process and should work together to meet the aims of this policy. If, at any point, a teacher considers the appraisal process is not fulfilling its intentions, they should raise the matter urgently with their line manager, or with the head teacher. If an appraiser is of the view that the teacher's performance would not warrant at least incremental pay progression, or the Teachers' Standards have not been maintained at the appropriate level according to their level of experience, they should be made aware of this fact at meetings throughout the review cycle.

Where teachers are eligible for pay progression, the recommendation made by the appraiser will be based on the assessment of their performance against the agreed objectives set at the outset and the appropriate 'Standards'. Payment progression, and the extent thereof, will be decided by the governing body following recommendation from the reviewer based on the judgement of whether these objectives are met and to what extent bearing in mind all appropriate evidence and considering the statutory criteria and guidance set out in the STPCD and the relevant teacher standards.

To make incremental progress up the pay range teachers and the head teacher will need to have made good progress towards achieving their objectives and have demonstrated that they are competent in all elements of the Teachers' Standards. Teaching should be 'good', as defined by Ofsted.

If the overall appraisal evidence shows that a teacher, or the head teacher, has demonstrated exceptional performance, the governing body will consider awarding enhanced pay progression, up to a maximum of two reference points. Teaching should be 'outstanding', as defined by Ofsted.

Teachers will work with their appraisers to ensure that there is sufficient evidence to support pay recommendations. Teachers will also keep records of objectives and review them throughout the appraisal period.

Individual performance measures will be adjusted to take account of particular circumstances such as maternity, long term sickness or absence. In the event of a teacher being absent for the majority of the school year, performance in previous years will be taken into account.

The Governing Body has agreed the pay policy of the school and has considered the implications of the appraisal policy with respect to the arrangements relating to teachers' pay in accordance with the School Teachers' Pay and Conditions Document.

The Governing Body will ensure that decisions on pay progression are made by 31 December for head teachers and by 31 October for other teachers.

## **CONTINUAL PROFESSIONAL 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, through a wide range of mechanisms.

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 ensure in the budget planning that, as far as possible, resources are made available in the school budget for appropriate training, and support agreed for appraisees, maintaining access on an equitable basis.

An account of the training and development needs of teachers, including the instances where it did not prove possible to provide any agreed CPD, will form a part of the head teacher's annual report to the governing body about the operation of the appraisal process in the school.

With regard to the provision of CPD in the case of competing demands on the school budget, a decision on relative priority will be taken with regard to the extent to which:

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

Account will be taken in a review meeting of where it has not been possible for teachers to fully meet their performance criteria because the support recorded in the planning statement has not been provided.

## **ANNUAL ASSESSMENT OF PERFORMANCE**

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 appraisee will be invited to bring to the review meeting any comments and evidence against each of the objectives set and any other evidence they wish to be considered against the relevant Standards.

The teacher will receive a written appraisal review as soon as practicable following the end of each appraisal period; they will have the opportunity to comment on the report. 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 against 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 recommendation on pay progression where that is relevant
- 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.

## **GATHERING EVIDENCE**

As part of the overall appraisal process, it will be critically important for appraisees to be clear about the evidence that will be required to enable the appraiser to assess their performance and make a substantiated and evidence-based pay recommendation to the governing body.

Judgements relating to performance against objectives should be supported by evidence, agreed at the beginning of the performance cycle. Evidence could show and demonstrate a contribution towards:

- an increasing positive impact in pupil progress;
- an increasing impact on wider outcomes for pupils;
- improvement in specific elements of practice, e.g. lesson planning;
- an increasing contribution to the work at the school;
- an increasing impact on the effectiveness of staff.

The evidence gathered by a member of staff will largely be determined by the nature and scope of the agreed objectives and / or the Teachers' Standards and/or relevant Leadership Standards. Examples of evidence can be found in Kingsway Career Development Matrix (Appendix 1).

For appraisal purposes, the governing body is committed to ensuring that classroom and task observation is developmental and supportive and that those involved in the process will:

- carry out the role with professionalism, integrity and courtesy;
- evaluate objectively;
- report accurately and fairly; and
- respect the confidentiality of the information gained.

Where evidence emerges about the appraisee's performance, which gives rise to concern during the cycle, additional observations may be arranged during the cycle.

## **APPEALS**

Up to 5 working days following the objective setting, the mid-year or final review meetings, teachers and head teachers have a right of appeal against any of the entries in their planning and review statements. Details of the appeals process are covered in the school's pay policy.

## **TEACHERS EXPERIENCING DIFFICULTIES**

When working with a teacher who is experiencing difficulties, the objective is to provide support and guidance through the appraisal process in such a way that the teacher's performance improves and the problem is, therefore, resolved.

Where it is apparent that a teacher's personal circumstances are leading to difficulties at school, support will be offered as soon as possible, without waiting for the formal annual assessment.

If an appraiser identifies through the appraisal process, or via other sources of information, that the difficulties experienced by a teacher are such that, if not rectified, could lead to capability procedures the appraiser, the head teacher, or a member of the leadership team, will meet the teacher to:

- give clear written feedback to the teacher about the nature and seriousness of the concerns;
- give the teacher the opportunity to comment on and discuss the concerns;
- give the teacher at least 5 working days' notice that a meeting will be held to discuss targets for improvement alongside a programme of support, and inform the teacher that he/she has the right to be accompanied by a representative of an independent trade union or work place colleague, and at any future meetings where capability will be discussed;
- in consultation with the teacher at the above meeting, an action plan with support will be established (for example coaching, training, in-class support, mentoring, structured observations, visits to other classes or

- schools or discussions with advisory teachers), that will help address those specific concerns;
- make clear how progress will be monitored and when it will be reviewed;
- 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 a reasonable time given for the teacher's performance to improve. This will depend upon the circumstances, but will usually be for a period of 6 weeks, with appropriate support as agreed in the Action Plan, in order that the aim of recovering and improving performance can be achieved. During this monitoring period, the teacher will be given regular feedback on progress and arrangements will be made to modify the support programme if appropriate.

If sufficient progress is made, such that the teacher is performing at a level that indicates there is no longer a possibility of capability procedures being invoked, the teacher should be informed of this at a formal meeting with the appraiser or head teacher. Following this meeting the appraisal process will continue as normal.

If no, or insufficient, improvement has been made over this period, the teacher will be invited to a transition meeting to determine whether formal capability proceedings need to be commenced or the appraisal process remains in place. The teacher may be accompanied by a trade union representative or work colleague and will have at least 5 working days' notice of the meeting. The school's Capability Procedure is covered by another policy.

## **GENERAL PRINCIPLES UNDERPINNING THIS POLICY**

### **ACAS Code of Practice on Disciplinary and Grievance Procedures**

The conduct of the formal capability stage will be undertaken in accordance with the provisions of the ACAS Code of Practice.

### **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

### **Sickness**

If sickness absence appears to have been triggered by the commencement of monitoring or a formal capability procedure, the case will be dealt with in accordance with the school's absence policy and will normally be referred to the occupational health service to assess the member of staff's health and fitness for continued employment and the appropriateness or otherwise of continuing with monitoring or formal procedures. In some cases, it may be appropriate for formal procedures to continue during a period of sickness absence. However, the views of the occupational health physician will always be taken into account before a decision is reached.

### **Grievances**

Where a member of staff raises a grievance during the appraisal or capability process, the appraisal or capability process may be temporarily suspended in order to deal with the grievance. Where the grievance and appraisal or capability cases are related it may be appropriate to deal with both issues concurrently.

### **Confidentiality & Professional Relationships**

The appraisal and capability processes will be treated with confidentiality. Only the appraisee's line manager or, where s/he had more than one, each of her/his line managers will be provided with access to the appraisee's plan recorded in her/his statements. This will be done upon request and only where this is necessary to enable the line manager to discharge her/his line management responsibilities. Appraisees will be consulted on requests for access to statements in the context of this policy.

The process of gathering evidence for performance review will not compromise normal professional relationships between teachers. The governing body recognises that the reviewer will consult with, and seek to secure the agreement of, the reviewee before seeking information from other colleagues about the work of the reviewee.

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, for example, review all teachers' objectives and written appraisal records personally – 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.

### Monitoring and Evaluation

The governing body and head teacher will monitor the operation and effectiveness of the school's appraisal arrangements.

The head teacher will provide the governing body with a written report on the operation of the school's appraisal and capability policies annually to the business and management committee in term 3. The report will not identify any individual by name. The report will include an assessment of the impact of these policies on:

- Age
- Disability
- Sex
- Sexual Orientation
- Maternity & Pregnancy
- Gender reassignment
- Marriage & Civil Partnership
- Race
- Religion & Beliefs

The head teacher will report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination

### Retention

The final version of the appraisal documentation will be placed on the employee's file and a copy of their CPD made available to the school's CPD Coordinator. The sharing of such information is governed by GDPR principles.

The governing body and head teacher will ensure that all written appraisal records are retained in a secure place for 6 years and then destroyed.

### Monitoring the Effectiveness of the Policy

Annually (or when the need arises) the effectiveness of this policy will be reviewed by the coordinator, the Headteacher and the nominated governor and the necessary recommendations for improvement will be made to the Governors.

Designation	Name	Date	Signature
Chair of Governors			
Head Teacher			

## **Appendix 2**

### **Leadership Standards Adopted by Kingsway**

#### **Standard:**

#### **Leading Colleagues, Building Teams**

1. Build a vision and communicate clear purpose and sense of direction
2. Model the vision and values of the school
3. Anticipate, lead and manage change
4. Inspire, challenge, motivate and empower others to reach challenging outcomes
5. Give feedback and provide support to improve performance
6. Develop a culture of learning and continuous professional development
7. Celebrate achievement and acknowledge excellence

#### **Manage Personal Professional Development**

1. Receive and act upon feedback to build on strengths and improve personal performance

#### **Act on Evidence**

1. Evaluate, review and develop systems and structures
2. Manage and use performance data
3. Think strategically, analytically and creatively
4. Use research to support and challenge practice

#### **Developing Teaching and Learning**

1. Design, develop and deliver the curriculum
2. Use developmental models for teaching and learning
3. Create flexible and comprehensive learning opportunities for all pupils
4. Develop and use effective assessment and moderation systems
5. Achieve the best possible learning outcomes for all
6. Capitalise on appropriate sources of support and expertise

#### **Handling Accountability**

1. Work strategically with the Governing Body
2. Hold people to account and challenge underperformance
3. Consult, engage and communicate with staff, pupils, parents and carers to enhance children's learning
4. Negotiate and manage conflict, providing appropriate support

#### **Managing resources**

1. Manage the school's financial, human and physical resources
2. Create a working environment which takes account of workload and work-life balance