



PARK HOUSE SCHOOL & SPORTS COLLEGE
APPRAISAL POLICY

Document Ref:	B&W/A/102014	Date Created:	October 2013
Version:	1	Date Modified:	October 2014
Review due:	Autumn 2015	Reviewing Body:	B&W
Author:	Derek Peaple	Sign & Date:	
Headteacher:	Derek Peaple	Sign & Date:	
Review Body Chair:	Eileen Selsey	Sign & Date:	

CHANGE HISTORY		
Version	Date	Description
Issue 1	March 2014	Revised Policy
Issue 2	October 2014	Alignment to Appraisal Policy
Issue 3		

LINKED DOCUMENTS
Pay Policy

Park House School Policy for Appraising Teacher Performance

The Governing Body of Park House School adopted this policy on 2 October 2014. It will review it *annually*.

1. Purpose

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the headteacher, 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. Capability is however subject to a separate policy and procedure.

The policy reflects an approach based on principles of fairness, equity and confidentiality and a commitment to the provision of high quality professional development as determined by the appraisal process.

2. Links to Pay Policy and Pay Progression

Pay progression is a function of meeting Appraisal Objectives, which include evidence from lesson observation and the Teachers' Standards. Where teachers are eligible for pay progression, assessment against the performance objectives within the statement, which include the Teachers' Standards, will be the basis on which the recommendation is made by the appraiser to the Headteacher and Governing Body for approval. Procedures are set out in the School's Pay Policy (October 2013).

3. Links to School Improvement and School Self- Evaluation

The appraisal process is a key source of information for school self-evaluation and the wider school improvement process. Appraisees' objectives will therefore be aligned with the priorities identified in the school's annual development plan, as well as reflecting appraisees' professional aspirations.

4. Application of the policy

This policy, which covers appraisal, applies to the headteacher and to all teachers employed by the school, except those on contracts of less than one term, those undergoing induction (*i.e.* NQTs) and those who are subject to the separate Capability Policy.

The principles and timescales of the policy, and its links to the school improvement and self-evaluation process also apply to non-teaching staff.

5. Principle

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.

6. The appraisal period

The appraisal period will run for twelve months from 1st September to 31 August
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 exercise reasonable flexibility with regard to a longer or shorter appraisal period when teachers begin or end employment with the school part way through a cycle. For a teacher starting employment part way through the cycle, the headteacher will determine the length of the first cycle for that teacher, with a view to bringing the cycle into line with that for other teachers at the school as soon as possible.

Where a teacher transfers to a new post within the school part way through a cycle, the headteacher shall determine whether the cycle shall begin again and whether to change the appraiser.

7. Appointing appraisers

The headteacher 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, and ideally who has had leadership experience in a similar school.

In this school the task of appraising the headteacher, including the setting of objectives, will be delegated to a sub-group consisting of *three* members of the Governing Body. The headteacher will decide who will appraise other teachers.

All appraisers appointed by the headteacher will have qualified teacher status and relevant experience. The teacher's line manager or, in the case of larger departments, another senior person in the teacher's subject area such as the Second or Third in department will normally be their appraiser. If they are unable to conduct the appraisal, an appropriately experienced appraiser will be appointed in their place. If legitimate concerns are raised about the choice of appraiser, these will be carefully considered and, if the headteacher (or, in the case of the headteacher, the governing body) considers these concerns to be valid, an alternative appraiser will be offered.

All appraisers will be provided with preparation and training to enable them to discharge their role appropriately. This will take place in directed time and not PPA. The process has been assessed so that it does not add to the workload of the appraiser or appraisee.

8. Setting objectives

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

In preparation for setting objectives at the Appraisal Review meeting, teachers will review progress against their previous year's objectives and may wish to complete a self-audit against the Teachers' Standards in order to help with this process. This may be done in conjunction with the subject self-evaluation activities which take place on the start of term training days.

The objectives set will be rigorous, challenging, achievable, time-bound, fair and equitable in relation to teachers with similar roles/responsibilities and experience. The objectives will also take account of the teacher's professional aspirations and any relevant pay progression criteria. They should be such that, if they are achieved, they will contribute to improving the progress of students at the school.

Objectives will therefore focus on the impact of actions on student progress and attainment.

At Park House, all teachers will have **three** SMARTID (Specific, Measurable, Achievable, Realistic, Time-bound, Impactful and Differentiated) objectives, to include:

- a student progress objective
- a subject-based objective aligned to the Departmental or School Development Plan

- a professional development objective which may be related to the Teachers' Standards and/or the progress and subject objective

All teachers with a Teaching and Learning Responsibility (TLR), or those on the Leadership Spine, will have an objective related to their leadership responsibilities, which may, if appropriate be linked to their subject-based objective.

Progress objectives may be differentiated across a one-, two- or three-year period. Where the objective extends over more than one year, appropriate end of year milestones will be set.

The appraiser and teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. 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. This will be ensured by the following quality assurance measures:

- Checking that objectives are set appropriately and consistently for different categories of staff, e.g. Heads of Department, Heads of Learning, Classroom Teachers through moderation of a random sample of statements by the Headteacher
- Confirming they are consistent with the School Development Plan
- Ensuring that they are written in such a way that measuring success can be done objectively

9. Reviewing performance

9.1 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. All observation will be carried out in a supportive fashion.

The total period of lesson observation for any teacher will not exceed three hours per cycle and will include:

- One identified observation primarily focused on objective(s) set as part of the appraisal process
- One observation undertaken by the Head of Department or, in the case of a Head of Department, the SLT Line Manager to support departmental improvement as identified within their objectives

On a voluntary basis, staff may additionally take advantage of coaching support provided by the team of Senior Learning Coaches making use of the 'Star lesson' system of remote lesson observation and review.

The protocol for lesson observation is set out fully in Appendix 1.

Classroom observation will be carried out by those with QTS. In addition to formal observation, the headteacher *or other leaders with responsibility for teaching standards* may "drop in" in order to evaluate the standards of teaching and to check that high standards of professional performance are established and maintained.

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

9.2 Development and support

Appraisal at Park House is a supportive process which will be used to inform continuing professional development. Park House wishes to encourage a culture in which all teachers take responsibility for improving their teaching and share good practice through appropriate professional development and coaching opportunities, including those provided by Star Lesson. Professional development will be linked to school improvement priorities and to the on-going professional development needs and priorities of individual teachers.

9.3 Feedback

Teachers 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 will highlight particular areas of strength as well as any areas that need attention. The timescales for feedback are fully set out in Appendix 1, with oral feedback provided no later than the end of the working day that the observation was undertaken and written feedback within five working days.

10. Teachers experiencing difficulties

As indicated in 8.1 above, appraisal at Park House will be used a positive opportunity to identify best practice. However, it may also identify situations where performance falls below expected standards.

This policy distinguishes between 'routine' feedback, such as constructive identification of particular strengths and areas for improvement and situations where a teacher's performance falls below expected standards. Where there are concerns about any aspects of the teacher's performance based on the evidence collected through the appraisal process 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, including the mention of objectives and agreed timescales for the revision of performance
- explain the implications and process if no – or insufficient – improvement is made

Meetings of this type may be triggered by the identification of concerns related to inadequate practice through lesson observation. In addition to the appraiser, the headteacher will determine on an individual basis whether a more senior staff should be involved in the meeting. The teacher subject to the concerns may be assisted by a friend or union representative if they wish to be.

When progress is reviewed after an appropriate and agreed period of time and support, 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.

10.1 Transition to capability

If the appraiser is not satisfied with progress, the teacher will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the capability procedure, and will be invited to a formal capability meeting. The capability procedures will be conducted as per the School's separate Capability Policy.

11. Annual assessment

Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the headteacher, the Governing Body must consult the external adviser.

This assessment is the end point to the annual appraisal process. 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 headteacher). 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 headteachers and by 31 October for other teachers and teachers are not required to submit any additional evidence to support pay progression unless they choose to do so);
- any comments which the teacher may wish to make

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

12. Appeal

Appraisees have a right to appeal against any of the entries in the written appraisal report. Details of the appeals process are available from the headteacher or from the school governing body. Where the headteacher has not been recommended for pay progression, he/she will be informed by the appropriate governor. The headteacher will notify any teacher who has not been recommended for pay progression of the date when the governing body meets to consider pay recommendations, following which the teacher (and headteacher when the Headteacher has not been recommended for pay progression) may exercise the right of appeal, assisted by a union representative or companion if required.

13. Confidentiality

Confidentiality underpins the entire appraisal process at Park House. Only the appraisee, appraiser and headteacher will have access to the appraisee's statement. However, there will be need to share some of the details with governors and other key members of staff for a variety of reasons, which include:

- planning continuing professional development
- making efficient use of aggregated lesson observation information for a variety of school leadership purposes
- quality assurance
- overall monitoring of the system and its effectiveness
- During Ofsted inspection, in relation to the investigation of the effectiveness of the school's appraisal policy and processes in tackling deficiencies in performance. In doing so, however, the confidentiality of the process for individuals will not be compromised

14. Retention

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

15. Monitoring, Evaluation and Review

The governing body will monitor, evaluate and review the operation and outcomes of the Appraisal policy and procedures on an annual basis. In doing so, it will take account of an annual report prepared by the Headteacher which, without containing any information that would enable any individual to be identified, will include:

- the operation of the policy and procedures
- the effectiveness of the policy in relation to school improvement
- training and development needs
- recommendations for review and revisions to the policy

The governing body is committed to ensuring that the appraisal process is fair and non-discriminatory, and the following monitoring data will be included in the headteacher's report:

- Race
- Sex
- Sexual orientation
- Disability
- Religion of belief
- Age
- Part-time contracts
- Trade union membership

The Headteacher will also report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination under any of the categories above.

The governing body will discuss any revisions to the policy with the recognised trade unions.

Appendix 1 – Classroom Observation protocol

The Governing Body is committed to ensuring that classroom 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
- seek to reach agreement in advance on how classroom observations are to be carried out

The total period for classroom observation arranged for any teacher will not exceed three hours per cycle, having regard to the individual circumstances of the teacher. Teachers will be consulted on the pattern of observation that they can accept annually.

The arrangements for classroom observation will as far as possible, be included in the planning statement at the start of the cycle and will include the amount of observation and specify its primary purpose, duration, any particular aspects of the teacher's performance to be assessed, when during the performance management cycle the observation will take place and who will conduct the observation at least five working days in advance.

Information gathered during the observation will be used, as appropriate, for a variety of purposes, including informing school self-evaluation and school-improvement strategies. Information gathered from classroom observation will assist the headteacher in the exercise of his duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained.

In keeping with the commitment to supportive and developmental classroom observation, those being observed will be notified in advance.

Classroom observations will only be undertaken by persons with qualified teacher status (QTS). Classroom observation will only be undertaken by those who have had adequate preparation and who have the appropriate professional skills to undertake observation and to provide constructive oral and written feedback and support, in the context of professional dialogue between colleagues.

Planning for observation will take place at the start of the appraisal cycle and will include:

- the amount of observation
- the focus of the observation
- the duration of the observation
- when during the cycle the observation will take place; and
- who will conduct the observation

In order to keep classroom observation to a minimum, and to support efforts to streamline data collection and minimise workload burdens on teachers, the information gathered will be used for multiple purposes, including informing school self-evaluation & school improvement. This will enable the headteacher to discharge their duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained

Before any classroom observation is conducted there will be the chance for the reviewer and teacher to meet within directed time in order that the context of the lesson to be observed can be discussed

Oral feedback will be given as soon as possible after the observation. Written feedback will be provided within five working days of the observation taking place. If issues emerged from an observation that were

not part of the focus of the observation as recorded in the planning and review statement, these should also be covered in the written feedback and the appropriate action discussed with the teacher.

The written record of feedback will be provided in five working days and include the date on which the observation took place, the lesson observed and the length of the observation. The teacher has the right to append written comments on the feedback document. No written notes in addition to the written feedback will be kept. The appraiser will be given sufficient time within the school day to put in written form the conclusions agreed with the appraisee on the outcomes of the lesson

Teacher will have access to all written accounts of the observation after their lessons and, if they request, copies will be provided

Drop-ins, where conducted, will only be undertaken by members of the Senior Leadership Team.

In addition, the 'Star Lesson' system enables staff on a voluntary basis to video all or part of their lesson for subsequent focused observation and review by a mutually agreed Learning Coach.

