



**SCHOOLS MODEL PROCEDURE TEACHERS APPRAISAL
PRODUCED BY HUMAN RESOURCE DIRECTORATE TRAFFORD COUNCIL**

Version	Date
Circulation	Trade Unions recognised by Trafford Council Trafford Schools purchasing the Council's HR services via the HR SLA
Status	Consultation complete Template distributed to schools for consideration and ratification
Distribution	Via Trafford Services for Education website Emailed to schools purchasing the Council's HR services via the HR SLA
Review	This policy will be periodically reviewed in order that it remains appropriate for schools, is best practice and meet legal requirements.

Text highlighted in yellow is for schools choosing to retain performance pay.

Text highlighted in blue will require the governing body to determine the appropriate wording before the procedure is adopted.

Text in italics is for information only and should be delete before this procedure is adopted.

INTROUCTION

We are committed to supporting teachers to deliver high quality teaching and learning. We aim to promote and maintain a culture which encourages all teachers to take responsibility for improving their performance and achieving pedagogical excellence through engaging in appropriate professional development. Professional development will be linked to the school's improvement plan and the ongoing professional development needs and priorities of the teacher.

Our appraisal procedure provides a clear and consistent framework which facilitates open and honest conversations about overall performance. Appraisal is a supportive and developmental process designed to ensure teachers have the skills and support they need to carry out their role effectively and continually improve their professional practice.

As well as recognising success, the appraisal process provides a safe environment to discuss and address areas of improvement. Where performance concerns arise teachers should receive informal focused support which may include coaching, mentoring, training, or additional resources.

Where performance concerns persist despite informal support provided as part of the appraisal process, it may be appropriate to address the concerns under the Capability Procedure.

SCOPE

This procedure applies to all staff employed on teachers' terms and conditions of employment except those on contracts of less than one term, early careers teachers and those who are subject to formal capability proceedings.

EQUALITY, DIVERSITY, AND INCLUSION CONSIDERATIONS

The headteacher and governors are responsible for ensuring that this policy operates in line with Equality and Diversity and Inclusion principles and the Equality Act 2010. The school is committed to ensuring that no-one is discriminated against, disadvantaged, or given preference, through membership of any particular group, however with particular regard given to the protected characteristics of: age; disability; gender reassignment; race; religion or belief; sex; sexual orientation; marriage and civil partnership, and pregnancy and maternity. This procedure will be applied fairly to all employees irrespective of their background or membership of a particular group. Where an employee has a disability, reasonable adjustments should be considered as appropriate.

THE ANNUAL APPRAISAL ASSESSMENT PERIOD

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

Performance and development priorities will be reviewed and addressed on a regular basis throughout the year during interim meetings which will usually take place mid-year. At the end of the appraisal period performance will be formally assessed and each teacher will receive a written appraisal report as soon as practicable following the end of the appraisal period and by no later than 31 October (31 December for the headteacher). Teachers will have the opportunity to comment in writing on their appraisal report. The appraisal report will include:

- details of the 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 teachers training and development needs and identification of any action that should be taken to address them;
- details of a discussion on wellbeing and workload and career progression/aspirations
- a section 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.

Teachers 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. Objectives set will take account of the length of the contract.

Where a teacher starts their employment at the school, or transfers to a new post within the school part-way through a cycle the headteacher or, in the case of the head teacher the governing body, shall determine the length of the first cycle with a view to bringing the cycle into line with the cycle above as soon as possible.

APPOINTMENT OF APPRAISERS

The headteacher 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 headteacher, including the setting of objectives, will be delegated to a sub-group consisting of two/three (*delete as appropriate*) members of the governing body. Staff or parent governors will not have any involvement in the headteacher's appraisal.

The head teacher will decide who will appraise other teachers. The appraiser will usually be the line manager. All appraisers of teachers, other than those appraising head teachers, will be qualified and currently practising teachers. Where the responsibility for appraisal has been delegated to line managers objectives will be moderated across the school to ensure:

- They are fair, equitable and consistent for those who have similar experience and similar levels of responsibility.
- Compliance with the appraisal procedure.

SETTING OBJECTIVES

Aspirational objectives will be set that will be achievable and will reflect the importance we place on wellbeing and a work life balance.

Objectives will be set before, or as soon as practicable after, the start of each appraisal period.

Objectives will be Specific, Measurable, Achievable, Realistic and Time-bound (SMART) and will be appropriate to the teacher's role and level of experience.

In setting the objectives, the appraiser 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 its development plan. To ensure workloads are manageable and objectives are achievable, other than in exceptional circumstances, no more than three objectives will be set and the use of sub-targets will be avoided

Objectives set will, if achieved, contribute to the school's plans for improving educational provision and performance and improving the education of pupils. Objectives should have a strong focus on ensuring teachers stay up to date with the latest methodologies, technologies and educational research and take into account the teacher's professional aspirations.

The agreed objectives will contain a description of what success may look like. Where use of numerical targets is appropriate, these will be reasonable, in the circumstances in which the teacher works and it will be recognised that factors outside the teacher's control may significantly affect success.

The appraiser and appraisee will seek to agree the objectives. Should agreement not be reached, the final decision on allocation of objectives rests with the headteacher. In such circumstances the teacher can record their comments/disagreement on the appraisal documentation, and this will be considered at the appraisal review.

Objectives may be revised if circumstances change. For example, when a teacher returns from a period of extended absence, it may be appropriate to adjust objectives to ensure they are attainable.

STANDARDS

The appraisal process is an assessment of overall performance.

Headteachers have the freedom to decide the standards against which they assess the performances of teachers holding QTLS schools should therefore choose:

Either

Except for those who are qualified teachers by virtue of holding and maintaining Qualified Teacher Learning and Skills (QTLS) status, teachers will be assessed against the set of standards in the Teachers' Standards document published in July 2011.

Or

All teachers will be assessed against the set of standards in the Teachers' Standards document published in July 2011.

Before, or as soon as practicable after, the start of each appraisal period, teachers will be informed of the standards against which their teaching performance in that appraisal period will be assessed.

REVIEWING PERFORMANCE

Lesson Observations

We believe observation of classroom practice and other responsibilities is important both as a way of assessing teachers' performance to identify strengths and areas for development and gaining useful information which can inform school improvement more generally. Reasonable prior notice of the date and time of observations will be given. All observations will be carried out by qualified teachers in a supportive and professional manner with integrity and courtesy. Lesson observations will be evaluated objectively and reported accurately and fairly taking account of any circumstances which may affect performance on the day.

The number of observations per appraisal cycle will depend on the overall performance of the school and the individual circumstances of the teacher, e.g. whether there are performance concerns or whether the teacher has requested additional observations.

Headteachers or other leaders with responsibility for teaching and learning standards may "drop in" or undertake other observations to evaluate the standards of teaching and learning and ensure that high standards of professional performance are established and maintained. The length and frequency of "drop in" or other observations, and the notice to be given, will vary depending on specific circumstances.

This school will use the findings of each observation for other management requirements, for example subject area reviews, thereby seeking to minimise the total number of occasions on which teachers are observed.

Other evidence

In addition to lesson observation evidence from a range of other relevant sources will be used to assess performance e.g. self-assessment, peer review, tracking pupil progress, planning and work scrutiny and other feedback received.

Teachers, including the head teacher, whose posts have responsibilities outside the classroom will also have their performance of those responsibilities observed and assessed.

DEVELOPMENT AND SUPPORT

The school's Continuous Professional Development (CPD) programme will be informed by the training and development needs identified as part of the appraisal process. As part of the budget planning process the governing body will ensure, as far as possible that , resources are available to support the schools CPD programme.

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:

- the training and support will help the school to achieve its priorities; and
- the CPD identified will contribute to an appraisee meeting their objectives.

The school's priorities will take precedence. Teachers should not be held accountable for failing to make good progress towards meeting their objective where the support recorded in the appraisal process has not been provided.

An account of the training and development needs of teachers, including instances where it has not possible to provide agreed CPD will form part of the headteacher's annual report to the governing body about the operation of the teacher appraisal process.

FEEDBACK

Teachers will receive constructive feedback on their overall performance throughout the year and as soon as practicable after each lesson observation has taken place or other evidence has come to light.

Lesson observation feedback will be developmental, not simply a judgement using Ofsted grades.

Feedback will highlight areas of strength as well as any areas of improvement.

TEACHERS EXPERIENCING DIFFICULTIES – INFORMAL SUPPORT

Except in the most serious of cases where the performance concerns are having a serious impact on pupils or the school concerns will be addressed by providing support and guidance as part of the appraisal process.

The appraiser will meet the teacher to:

- Inform the teacher that they are going to be receiving support due to performance concerns.
- Give clear and specific feedback about the nature and seriousness of the concerns.
- Give the teacher an opportunity to comment and discuss the concerns.
- Review and revise objectives where necessary and make sure objectives are clearly communicated and understood.
- Agree any support (e.g. coaching, mentoring, structured observations), that will be provided to help address the concerns.
- Identify the timescales required for improvement. It will be necessary to allow sufficient time for improvement. The amount of time should reflect the seriousness of the concerns. In most circumstances a minimum of 6 weeks will be given to improve.
- Make it clear how, and by when, the appraiser will review progress.
- Explain the implications and process if no, or insufficient, improvement is made e.g., transition to capability procedure.

Where it is apparent that a teacher's personal circumstances are contributing to performance issues, relevant support will be offered as soon as possible.

During the review period the appraiser should meet with the teacher regularly to assess progress, ensure agreed support is being provided and provide feedback.

When progress is reviewed after the agreed period, if the appraiser is satisfied that the member of staff 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.

TRANSITION TO TEACHER CAPABILITY PROCEDURE

If a teacher demonstrates serious underperformance, or has not responded to the informal support provided, they will be notified in writing that the appraisal procedure will no longer apply and that their performance will be managed under the capability procedure a copy of which should be made available.

APPEALING PAY RECOMMENDATIONS

If a teacher is dissatisfied with a pay recommendation, they should follow the appeals process as outlined in Appendix 5 of the Pay Policy.

MONITORING AND EVALUATION

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

The headteacher will provide the governing body with a written report on the operation of the school's appraisal, pay and capability policies annually. The report will not identify any individual by name. The report will include an assessment of the impact of these policies on the following protected characteristics:

- Race
- Sex
- Sexual Orientation
- Gender Reassignment
- Disability
- Religion and Beliefs
- Age
- Maternity and Pregnancy
- Marriage and Civil Partnership

The head teacher will report on whether there have been any appeals or representations on an individual or collective basis arising from the appraisal process.

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.