

## **Stretford High School**

### **STAFF APPRAISAL**

**Ratified by the Board of Governors: 15 October 2015**  
**Review date: October 2018**



### **Purpose**

This policy sets out the framework for a clear and consistent assessment of the overall performance of all staff, 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 staff.

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, there will be consideration of whether to commence the capability procedure.

### **Application of the policy**

This policy applies to the head teacher and to all staff 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 formal capability proceedings.

### **Appraisal**

Appraisal in this school will be a supportive and developmental process designed to ensure that all staff have the skills and support they need to carry out their role effectively. It will help to ensure that staff are able to continue to improve their professional practice and to develop.

### **The Appraisal Period**

The appraisal period will run for twelve months.

Staff 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.

Where a member of staff starts their employment at the school, or a member of staff transfers to a new post within 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 member of staff, with a view to bringing his/her cycle into line with the cycle for the other staff members as soon as possible.

### **Appointment of Appraisers**

The head teacher will be appraised by the Board of Governors, supported by a suitably skilled and/or experienced external adviser who has been appointed by the Board of Governors for that purpose.

In this school the task of appraising the head teacher, including the setting of objectives, will be delegated to a sub-group consisting of two members of the Board of Governors.

The head teacher will decide who will appraise other staff. 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.



### **Setting Objectives**

The head teacher's objectives will be set by (a sub committee of) the Board of Governors after consultation with the external adviser and the Headteacher.

Objectives for each member of staff will be set before, or as soon as practicable after, the start of each appraisal period. The objectives set for each member of staff, will be Specific, Measurable, Achievable, Realistic and Time-bound (SMART) and will be appropriate to the staff member'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. Appraisee's may at any point append their comments alongside their objectives.

The appraiser and appraisee will seek to agree the objectives. Objectives may be revised if circumstances change. The school operates a system of moderation to ensure that all appraisers are working to the same standards. Targets will be moderated across the school to ensure that they are consistent between staff members with similar experience and levels of responsibility. Should the objectives not be agreed, the final decision on allocation of objectives rests with the head teacher.

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 staff member works and it will be recognised that factors outside the staff members control may significantly affect success.

Setting more than three objectives can lead to staff members experiencing unreasonable workload and pressure, making the objectives more difficult to achieve. Therefore, other than in exceptional circumstances, no staff member will be given more than three objectives (which may include expansion points).

The objectives set for each staff member, particularly teaching staff, are intended to contribute to the school's plans for improving the school's educational provision and performance and improving the education of pupils at this school and will take into account the professional aspirations of the staff member.

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 staff return from a period of extended absence, objectives may be adjusted to allow them to readjust to their working environment.

Before, or as soon as practicable after, the start of each appraisal period, each member of staff will be informed of the standards against which that member of staff's performance in that appraisal period will be assessed. With specific regard to teachers, all teachers should be assessed against the set of standards contained in the "Teachers' Standards" document (Published by the Department for Education). The head teacher or sub committee of the Board of Governors (as appropriate) will need to consider whether certain teachers should also be assessed against other



sets of standards published by the Department for Education that are relevant to them.

Objectives for Support Staff will be derived in the main from the job description and person specification for the role and will also link to the member of staff's contribution to the School Development Plan.

## Reviewing Performance

### Observation of Teachers

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, with professionalism, integrity and courtesy, will be evaluated objectively and reported accurately and fairly and will take account of particular circumstances which may affect performance on the day.

Reasonable prior notice of the dates of observation weeks will be given.

Classroom observation will be carried out by qualified teachers.

For the purposes of appraisal, teachers' performance will be observed on an appropriate and reasonable number of occasions and will, as far as possible, be agreed by the appraiser with the appraisee based on the individual circumstances of the teacher and the overall needs of the school, including provision for exceptional circumstances where concerns have been raised about a teacher's performance, or where the teacher requests additional observation visits.

Head teachers 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 to 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.

For the purpose of professional development, feedback about lesson observations should be developmental, not simply a judgement using Ofsted grades.

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.

Teachers (including the head teacher) whose posts have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.



### **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 staff take responsibility for improving their performance through appropriate professional development. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual members of staff.

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:

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

### **Feedback**

Staff 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. Where there are concerns about any aspects of the staff member's performance the appraiser will meet the member of staff formally to:

give clear feedback to the member of staff about the nature and seriousness of the concerns;  
give the member of staff 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. It may be appropriate to revise objectives, and it will be necessary to allow sufficient time for improvement. The amount of time should reflect the seriousness of the concerns;  
explain the implications and process if no, or insufficient, improvement is made.

When progress is reviewed, 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 Capability**

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

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

### **Supporting teachers experiencing difficulty**

If an appraiser identifies through the appraisal process, or via other sources of information, for example:

- parental complaints
- a lesson observation graded 3 or 4
- concerns in relation to assessment and/or marking
- concerns in relation to pupil progress

If the difficulties experienced by a member of staff are such that, if not rectified, could lead to capability procedures, the appraiser, the head teacher, or a member of the leadership team, will, as part of the appraisal process meet the member of staff to:

- give clear written feedback to the member of staff about the nature and seriousness of the concerns;
- give the member of staff the opportunity to comment on and discuss the concerns;
- give the member of staff 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 member of staff that he/she has the right to be assisted by a trade union representative or a work colleague, and at any future meetings where capability will be discussed;
- in consultation with the member of staff 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.

(See Support Plan – appendix 5)

The member of staff's progress will continue to be monitored as part of the appraisal process and a reasonable time given for the member of staff's performance to improve. This will depend upon the circumstances, but will be for a period of six 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 member of staff 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 member of staff is performing at a level that indicates there is no longer a possibility of capability procedures being invoked the member of staff 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 member of staff 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 member of staff may be assisted by a trade union representative or work colleague and will have at least five working days' notice of the meeting.

### **Annual Assessment**

Each member of staff's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the head teacher, the sub committee of the Board of Governors must consult the external adviser.

This assessment is the end point to the annual appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year in interim meetings which will take place (*e.g. once a term*).

The member of staff 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 head teacher). The appraisal report will include:

- details of the member of staff's objectives for the appraisal period in question;
- an assessment of the member of staff's performance of their role and responsibilities against their objectives and the relevant standards;
- an assessment of the member of staff's training and 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 head teachers and by 31 October for other teachers);
- 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.

### **Appeals**

Appraisees have a right of appeal against any of the entries in the written appraisal report. Details of the appeals process are available from the head teacher or from (the sub committee of) the school Board of Governors. Where the head teacher has not been recommended for pay progression he/she will be informed by the appropriate governor.



The head teacher will notify any teacher who has not been recommended for pay progression of the date when the Board of Governors meets to consider pay recommendations, following which the teacher (and head teacher when the head has not been recommend for pay progression) may exercise the right of appeal and be accompanied by a trade union representative, or work colleague.

**Monitoring and Evaluation**

The Board of Governors and head teacher will monitor the operation and effectiveness of the school’s appraisal arrangements.

The head teacher will provide the Board of Governors with a written report on the operation of the school’s appraisal 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:

- Race
- Sex
- Sexual Orientation
- Disability
- Religion and Beliefs
- Age
- Part-time Status
- Maternity and Pregnancy

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

**Retention**

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

Appendix number	Description
1	Self assessment audit - against the Teachers’ Standards. (Career Stage Expectations document)
2	Guidelines for Objective Setting
3	Teachers’ Standards Career Stage Expectations – (suggested model with examples of sources of evidence).
4	Pro-forma for future objectives
5	Support for teachers experiencing difficulty