

Contents

2. APPLICATION	2
3. STATEMENT OF INTENT	2
4. CONFIDENTIALITY STATEMENT	2
5. HEALTH & DISABILITY	3
6. GLOSSARY OF TERMS	3
7. THE APPRAISAL PERIOD	3
8. APPOINTING APPRAISERS	3
Headteachers	3
Other teachers	4
9. SETTING OBJECTIVES	4
10. PAY PROGRESSION	5
11. REVIEWING PERFORMANCE	5
12. DEVELOPMENT AND SUPPORT	6
13. FEEDBACK	7
14. TRANSITION TO CAPABILITY	7
15. ANNUAL ASSESSMENT	7
<i>(Reviewed July 2013)</i>	9

APPRAISAL POLICY FOR TEACHERS

The Governing Body of St. Cecilia's R C High School adopted this policy on 25th October, 2012. The policy will be reviewed on an annual basis.

At St. Cecilia's, appraisal is seen as an opportunity to **celebrate** the work done by the teaching staff as well as facilitating their **entitlement** to appropriate professional development in order to bring about whole school improvement for the benefit of our pupils.

"St Cecilia's mission is to provide an excellent education for all children from the local Catholic communities and all those whose parents choose a Catholic education."

Mission statement

"We, the staff of St Cecilia's R.C. High School, all aspire to be outstanding teachers. We aim to teach at least good lessons all the time. Within the framework of our Mission Statement, we are a dedicated staff aiming to educate the whole child. Each child is an individual, valued for his/her own gifts, given by almighty God. Through our day to day work with pupils we hope that each and every child in our care will grow in faith to become a caring Catholic Christian and achieve his/her academic potential."

extract from T&L policy

1. PURPOSE

- 1.1 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 personal and professional development within the context of the school's plan for improving educational provision and performance, and the standards expected of teachers/headteachers.
- 1.2 The appraisal procedure will be used to address any initial concerns that are raised about a teacher/Headteacher's performance. If concerns are such that they cannot be resolved through this appraisal process, then consideration of whether to commence the capability procedure will be made.

2. APPLICATION

- 2.2 This policy 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 Capability Policy.
- 2.3 Separate arrangements exist for the appraisal of school support staff
[\[https://schoolsportal.lancsngfl.ac.uk/sp_atoz/service.asp?u_id=3460&strSL=A\]](https://schoolsportal.lancsngfl.ac.uk/sp_atoz/service.asp?u_id=3460&strSL=A)

3. STATEMENT OF INTENT

- 3.1 Appraisal at St Cecilia's will be a supportive and developmental process designed to ensure that all teachers/headteachers have the skills and support they need to carry out their role effectively. It will help to ensure that teachers/headteachers are able to continue to improve their professional practice and to develop as teachers/headteachers.

4. CONFIDENTIALITY STATEMENT

- 4.1 All parties involved in this policy will be expected to observe the principle of confidentiality in relation to the contents of appraisals and any documentation that arises thereof.
- 4.2 Any documentation arising from, or the content of any discussions during, appraisal meetings may be shared by the Headteacher/appraiser with individuals involved in monitoring performance, or those involved in any capability proceedings that may follow and for quality assurance/moderation purposes. The appraisee should be informed if documentation relating to their appraisal is shared.

- 4.3 Documentation arising from, or the content of any discussions during appraisal meetings, should be stored securely and not stored, either electronically or manually, in any public areas in school/on the school's computer network.

5. HEALTH & DISABILITY

- 5.1 The appraiser should consider any ongoing health or disability issues affecting the teacher/headteacher during the appraisal cycle, including the possibility of considering whether any reasonable adjustments should be made. The Occupational Health Unit can provide advice in this respect if required.

6. GLOSSARY OF TERMS

Teacher Any reference to teacher within this policy refers to the person being appraised, which may also include the Headteacher

Appraiser The person conducting the appraisal with the teacher, which may also include the relevant sub-committee of the Governing Body (in cases of Headteacher appraisal)

School day one of the 195 days of the published school year when a teacher is required to be available for work under the School Teachers' Pay and Conditions Document.

7. THE APPRAISAL PERIOD

- 7.1 The appraisal period will run for 12 months, normally from 1 September to 31 August each year.
- 7.2 Teachers/Headteachers who are employed on a fixed term contract of less than one year should 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.
- 7.3 Where a teacher/headteacher starts their employment at the school part-way through a cycle, the headteacher or, in the case where the employee is the headteacher, the Governing Body shall determine the length of the first cycle for that teacher/headteacher, with a view to bringing his/her cycle into line with the cycle for other teachers as soon as possible.
- 7.4 Where a teacher/headteacher transfers to a new post within the school part-way through a cycle, the headteacher or, in the case where the employee is the headteacher, the Governing Body shall determine whether the cycle shall begin again and whether to change the appraiser.

8. APPOINTING APPRAISERS

Headteachers

- 8.1 The Headteacher will be appraised by a sub-committee of the Governing Body, who have been delegated to perform that function, supported by a suitably skilled and experienced external adviser who has been appointed by the Governing Body for that purpose.
- 8.2 At St Cecilia's, the task of appraising the Headteacher, including the setting of objectives, will be delegated to a sub-committee (consisting of two or three members of the Governing Body). At St Cecilia's the sub-committee will consist of the Chair and Vice-Chair of Governors, a Foundation governor (clergy where available) and the LA school adviser (SIP).
- 8.3 Where a headteacher 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 for that governor to be replaced, stating the reasons for the request.

Other teachers

- 8.4 The Headteacher will decide who will appraise other teachers. However, the headteacher will carefully consider any representations from a teacher or appraiser in cases where they do not believe that the appraiser/teacher relationship is appropriate.
- 8.5 If it becomes apparent that the appraiser appointed by the headteacher will be absent for the majority of the appraisal cycle, the headteacher may perform those duties her/himself or delegate those duties to another teacher for the duration of that absence.
- 8.6 If the headteacher appoints an appraiser who is not the teacher's line manager, the appraiser to whom s/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 undertake the role of appraiser.

9. SETTING OBJECTIVES

- 9.1 At St Cecilia's, the Headteacher's objectives will be set by a sub-committee of the Governing Body in consultation with the external adviser. Objectives will be set before, or as soon as practicable after, the start of each appraisal period. The objectives set will be Specific, Measurable, Achievable, Realistic and Time-bound (SMART) and will be appropriate to the teacher/headteacher's role and level of experience.
- 9.2 The appraiser and teacher/headteacher 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. Objectives will be quality assured/moderated by SLT line managers and the headteacher to ensure that objectives set are consistent across teachers with similar experience and levels of responsibility.
- 9.3 The objectives set for each teacher/headteacher will, if achieved, contribute to the school's plans for improving the school's educational provision and performance and improving the education of pupils at that school, and will include a description of what success may look like, where this is not obvious. The objectives may also take into account the professional aspirations of the teacher.
- 9.4 The number and depth of targets should be appropriate to the teacher/Headteacher, their individual circumstances and role in school. A teacher with no leadership/management responsibilities will set a **minimum** of 2 targets (the pupil progress target plus one other linked to the school's plans for improving the school's educational provision and performance). Teachers may wish to choose one target linked to the Catholic ethos section of the School Improvement Plan. A teacher with leadership/management responsibilities will set a **minimum** of 3 targets (the pupil progress target plus one other linked to the school's plans for improving the school's educational provision and performance and one linked to their specific area of responsibility as outlined in their job description).

- 9.5 Progress against the set objectives will be monitored regularly throughout the period of appraisal. The monitoring will be dependent upon the role the teacher has in school. The appraiser will have a central role in this monitoring process.
- 9.6 The appraisal process should include an assessment against the appropriate standards. Before, or as soon as practicable after, the start of each appraisal period, each teacher will be made aware of the standards against which their performance in that appraisal period will be assessed, in order that the teacher can prepare for the appraisal meeting.
- 9.7 All teachers/headteachers should be assessed against relevant standards contained in the DfE's "Teachers' Standards", published in May 2012, which the teacher should be directed to. Certain teachers will be assessed against other sets of standards published by the Secretary of State that are relevant to them e.g. Post Threshold, AST, Excellent Teacher standards. Those on the Leadership Spine should also be assessed against the National Standards for Headteachers 2004. Qualified Teacher Learning and Skills (QTLS) holders may be assessed against the overarching professional standards for teachers in the lifelong learning sector, held by the Learning and Skills Improvement Service.

10. PAY PROGRESSION

- 10.1 Where teachers are eligible for pay progression, the recommendation made by the appraiser will be based on the assessment of their performance against the appraisal objectives. The decision made by the Pay and Performance sub-committee of the Governing Body will be based on the statutory criteria and guidance set out in the *School Teachers' Pay and Conditions Document (STPCD)* and the relevant teacher standards.
- 10.2 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 *STPCD*. 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.

11. REVIEWING PERFORMANCE

- 11.1 There are a variety of ways to assess/gather evidence of the teacher/headteacher's performance against the objectives set during the appraisal process. Classroom observation will form part of the review of performance for teachers with a classroom teaching role, as this can be an effective way of assessing teachers' performance to identify any particular strengths and areas for development they may have. It is also a method of obtaining information which can inform school improvement more generally.
- 11.2 **All observations under this policy will be carried out in a supportive fashion, with professionalism, integrity and courtesy, and should result in a professional dialogue and constructive feedback.** Verbal feedback should be provided as soon as is reasonably practicable after the observation, normally within 3 school days and written feedback within 5 school days, unless circumstances make this impossible.
- 11.3 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.

- 11.4 For the purpose of professional development, **feedback on lesson observations should be developmental, and not only a judgement using Ofsted grades.**
- 11.5 At St Cecilia's, teachers' performance will be regularly observed but the amount and type of classroom/other observation will depend on the individual circumstances of the teacher and the overall needs of the school. However, observations will not exceed three hours within the annual appraisal period and will be limited to three in number (unless the teacher is moved to a support programme.)
- 11.6 Classroom observation will be only be carried out by those with Qualified Teacher Status.
- 11.7 The school may use the findings of each observation, including appraisal observations, for other management requirements (for example subject area reviews), thereby seeking to minimise the total number of occasions when teachers are observed.
- 11.8 A draft classroom observation protocol has been produced at St Cecilia's, which provides details on the conduct of "drop in" and classroom observations. The Headteacher will consult with staff and school trade union/professional association representatives before adopting the policy.
- 11.9 Teachers (including the Headteacher) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.
- 11.10 In situations where the teacher/headteacher's performance becomes a cause for concern, additional review meetings may take place and additional support discussed, to assist the teacher/headteacher in achieving their objectives. During any additional meetings, the appraiser will clearly outline the nature of the concerns, so that the teacher/headteacher is fully aware of what is required to achieve their objectives.

12. DEVELOPMENT AND SUPPORT

- 12.1 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. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual teachers.
- 12.2 As part of the appraisal process, the impact of any continuing professional development on the teacher's performance will be assessed.
- 12.3 The School CPD programme will be informed by the training and development needs identified as part of the appraisal process. In this regard, the Governing Body will ensure that in budget planning, as far as possible, resources are made available in the school budget for appropriate development opportunities.
- 12.4 In the case of competing demands on the school budget in relation to CPD opportunities, a decision on relative priority will be taken by the headteacher with regard to the extent to which: the training and support will help the school achieve its priorities; and the CPD identified is essential for an appraisee to meet their objectives.

During the annual assessment/review meetings, account will be taken of circumstances where it has not been possible for the teacher/headteacher to

fully meet their objectives because any support recorded in the planning statement has not been provided, taking into account the reason why the support has not been provided.

13. FEEDBACK

- 13.1 Teachers/headteachers will receive **constructive feedback** on their performance throughout the year and soon after any observation has taken place or other evidence becomes available. Feedback will highlight particular areas of strength as well as any areas for further development.
- 13.2 The objectives set for each teacher/headteacher will, if achieved, contribute to St Cecilia's plans for improving its educational provision and performance and improving the education of pupils at the school. Monitoring of the progress towards objectives will be ongoing throughout the year and will be dependent upon the role the teacher has in the school.

14. TRANSITION TO CAPABILITY

- 14.1 If the appraiser is not satisfied with progress made under the appraisal policy, the teacher/headteacher will be notified in writing by the Headteacher/Chair of Governors that:
- i). the appraisal procedures will no longer apply
 - ii). that their performance will be managed under the Capability Policy
 - iii). that they will be invited to an informal capability meeting, with at least 5 school days notice
 - iv). that the matter will then be referred to a member of the School Senior Leadership Team.
- 14.2 The informal and formal capability procedures are contained within a separate Capability Policy.

15. ANNUAL ASSESSMENT

- 15.1 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.
- 15.2 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 once a term, or more frequently where there are concerns about the teacher/headteacher's performance. Some performance objectives could be carried forward into the subsequent appraisal cycle.
- 15.3 The teacher/headteacher will receive a written Appraisal Report as soon as practicable following the end of each appraisal period, and have the opportunity to add comments. At St Cecilia's, the Headteacher will receive their written appraisal report by 31 December each year and all other teachers will receive their written appraisal reports by 31 October, unless exceptional circumstances apply. The appraisal report will include:
- details and evaluation of the teacher/headteacher's objectives for the appraisal period in question;
 - an assessment of the teacher/headteacher's performance of their role and responsibilities against their objectives and the relevant standards;

- an assessment of the teacher/headteacher's future 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 Headteachers and by 31 October for all other teachers);
- performance objectives with success criteria for the next appraisal cycle
- a space where the teacher/headteacher can add their comments (if they wish).

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

APPENDIX 1

FLOWCHART SUMMARISING THE CAPABILITY PROCEDURE

