



## **ARBOR ACADEMY TRUST TEACHER APPRAISAL POLICY**

### **MODEL POLICY & PROCEDURE**

**(Sept 2016)**

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#### **Principles**

This policy was drafted taking into account, where relevant to appraisal, the content of the document "Principles on teacher appraisal and capability " dated April 2012 and issued jointly by the following trade unions and professional associations: ASCL, ATL, NAHT and NUT. A copy of this document is shown as appendix 1 to this policy.

## 1. Model Policy

### Purpose

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the **Head of School**, 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 details the arrangements that will apply when teachers fall below the standards expected.

### Application of the policy

**The policy, which covers appraisal, applies to the Head of School and to all teachers employed by the school or Trust, except those on contracts of less than one term, those undergoing induction (ie NQTs)**

### **School Teacher Appraisal Regulations**

Revised appraisal arrangements come into force with effect from 1 September 2012. They are set out in the Education (School Teachers' Appraisal) (England) Regulations 2012 (the Appraisal Regulations) which replace the Education (School Teacher Performance Management) (England) Regulations 2006 (the 2006 Regulations). The 2006 Regulations continue to apply to any performance management cycle which is in progress on 1 September 2012, unless the governing body or local authority decides to end that cycle early and to begin a new appraisal period starting on or after that date.

The Appraisal Regulations set out the principles that apply to teachers in all maintained schools and unattached teachers employed by a local authority, in each case where they are employed for one term or more. They retain the key elements of the 2006 Regulations but allow schools more freedom to design arrangements to suit their own individual circumstances. They provide the minimum national framework within which schools should operate and say nothing, or very little, on many subjects on which the 2006 Regulations made detailed provision.

**The Trust and its schools** must stay within the legal framework set out in the Appraisal Regulations and in other relevant legislation that affects all employers (for example legislation on equality, employment protection and data protection).

This model policy covers appraisal arrangements in the school. On 1 September 2012 it supersedes the previous performance management model policy and guidance, which had been designed to support the 2006 Regulations.

In the model policy:

**Text in bold** indicates statutory requirements contained in the Appraisal Regulations and applies to teaching staff only (unless otherwise specified)

*Text in italics* does not form part of the policy itself, but acts as additional advice for schools.

## 2. Appraisal procedure

Appraisal in **any school in the Trust** 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.

### The appraisal period

**The appraisal period will run for twelve months** from \_\_\_\_\_ to \_\_\_\_\_ *(insert dates: setting out any differences that exist for different categories of staff)*.

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.**

### Appointing appraisers

**The Head of School will be appraised by the Chief Executive, assisted by a local governor nominated by the local governing body for the school and may also include a suitably skilled and/or experienced external adviser who has been appointed by the Trust for that purpose.**

The **Head of School** will decide who will appraise other teachers.

### Setting objectives

**The Head of Schools objectives will be set by the Chief Executive after consultation with the nominated local governor and the external adviser.**

**Objectives for each teacher will be set before or as soon as practicable after, the start of each appraisal period.** The objectives set for each teacher will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the teacher's role and level of experience. 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 and improving the education of pupils at that school.** This will be ensured by ... *(for example – quality assuring all objectives against the school improvement plan)*.

**Before, or as soon as practicable after, the start of each appraisal period, each teacher will be informed of the standards against which that teacher's performance in that appraisal period will be assessed.** *All teachers should be assessed against the set of standards contained in the document called "Teachers' Standards" published in July 2011. The Head of School or local governing body (as appropriate) will need to consider whether certain teachers should also be assessed against other sets of standards published by the Secretary of State that are relevant to them. Particular attention should be given to numerical targets for children's attainment and/or progress.*

### Reviewing performance

#### Observation

**The Trust** 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.

In this school teachers' performance will be regularly observed but the amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the school. Classroom observation will be carried out by those with QTS. In addition to formal observation, head teachers or other leaders with responsibility for teaching standards may undertake impromptu observations

in order to evaluate the standards of teaching and to check that high standards of professional performance are established and maintained. The length and frequency of “drop in” observations will vary depending on specific circumstances

Teachers (including the **Head of School**) who 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 teachers take responsibility for improving their teaching through appropriate professional development. Professional development will be linked to school improvement priorities and to individual ongoing professional development needs.

## **Feedback**

Teachers will receive constructive feedback on their performance throughout the year and as soon as possible 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 development or attention.

Where there are concerns about any aspects of the teacher’s performance the appraiser will meet the teacher 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 (eg 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 is up to the school but 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 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.

## **Support for Teaching Staff**

When applying this procedure, careful consideration must be given to appropriate support that may be needed for a member of staff. In providing support to staff the following should be taken into account:

- a) A recognition that support may have a cost which should be met by the school. This may be a time cost and/or a financial cost.
- b) Notwithstanding the above, there will be limits on the level and cost of support that can reasonably be expected.
- c) The school can have reasonable expectations about the level of skill and knowledge that the teacher should already possess, having been appointed to the role. The teacher is not being trained to undertake the role, rather they are receiving guidance and support in an area or areas of their role which they currently do not fulfil to an acceptable standard.
- d) The support should be discussed with the member of staff and any comments or suggestions they have taken into account.
- e) The support that is offered should be confirmed in writing and provided in a timely fashion.

## 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 under the schools adopted capability procedure.

## Annual assessment

**Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the Head of School, the Chief Executive and local governor 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 using a range of communication methods.

**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 as soon as possible in the Autumn Term and no later than 31<sup>st</sup> Oct 2012.

### 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 training and development needs and identification of any action that should be taken to address them;**
- **a recommendation on pay where that is relevant**
- *any other comment considered to be appropriate in assisting the teacher to improve their performance e.g. provision of targeted training to meet identified needs arising from the appraisal process*

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