



Cricket Green School

Teacher Appraisal Policy



Date reviewed: September 2016

Review Date: September 2018

1. Purpose of the Policy

This policy sets out a 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 and capability that are expected of them.

The appraisal system in this school is intended to be a supportive and developmental process designed to ensure that teachers:

- have the skills and support they need to carry out their role effectively;
- can continue to improve their professional practice and to develop as teachers

2. Application of the policy

The Appraisal Policy applies to the Headteacher and to all teachers employed by the school or local authority, except those on contracts of less than one term, those undergoing induction (*ie* NQTs) and those who are subject to the Teacher Capability Procedure.

3. The Appraisal Period

The appraisal period will run for twelve months from October to October annually.

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.

4. 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.

The task of appraising the Headteacher, including the setting of objectives, will be delegated to a sub-group consisting of two or three members of the Governing Body decided at a full governing body meeting.

The Headteacher will decide who will appraise other teachers. This will be a qualified teacher and is likely to be the Deputy Headteacher.

5. Setting Objectives and Assessment against Standards

5.1 Objectives

The Headteacher's objectives will be set by the Governing Body after consultation with the School's education partner (MEP)

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 (SMART) and will be appropriate to the teacher's role, career stage 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 quality assuring all objectives against the school improvement plan.

Note: The Appraisal Regulations 2012 do not specify the number of objectives to be set. Schools may wish to state the number of objectives and good practice advice is that 3 - 4 objectives is reasonable.

5.2 Assessment against Standards

All teachers should be assessed against the set of standards contained in the document called "Teachers' Standards". The Head teacher or 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.

Where other additional sets of standards are used each teacher will be informed of the standards against which their performance in that appraisal period will be assessed before, or as soon as practicable after, the start of each appraisal period.

6. Reviewing performance

6.1 Classroom. Observation

Observation of classroom practice and other responsibilities is important, both as a way of assessing the performance of teachers 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 and within the school's observation cycle where possible.

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 "drop in" 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 Headteacher), who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

6.2 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 the ongoing professional development needs and priorities of individual teachers.

6.3 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.

6.4. Addressing performance concerns

Where there are concerns about any aspects of the teacher's performance the appraiser will arrange a planned and structured meeting with the teacher within the appraisal process 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

- Make it clear how and by when the appraiser will review progress. The amount of time set should be determined on a case by case basis but should reflect the seriousness of the concerns
- Explain the implications and process if no - or insufficient - improvement is made.

The appraisal plan will be revised as necessary to reflect any changes, such as to the objectives or planned development activities. Additional objectives may be set that are specifically relevant to supporting the teacher to meet particular national standards in a way that is appropriate to their career stage.

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 the appraisal process.

6.5. 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. They will be invited to a formal capability meeting conducted in accordance with the school's adopted Capability Procedure.

7. 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 MEP.

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 at least once a term.

The teacher will receive a written appraisal report as soon as practicable following the end of each appraisal period and will have the opportunity to respond. Teachers will receive their written appraisal reports by 31st October (31st December for the Headteacher).

The appraisal report will include:

- details of the teacher's objectives for the appraisal period in question, how they will be measured and how they link to the school improvement plan
- 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 (pay recommendations need to be made by 31st October for teachers and 31st December for the Headteacher).

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

8. Confidentiality

The appraisal process will be treated with confidentiality. However, the desire for confidentiality does not override the need for the Headteacher and the Governing Body to quality assure the operation and effectiveness of the appraisal system at scheduled governors' meetings.

9. Monitoring and Evaluation

The Governing Body and Headteacher will monitor the operation and effectiveness of the school's appraisal arrangements as follows:

- With annual meetings with the MEP to quality assure practice
- With written reports and meetings with the Governing Body

10. Retention

The Governing Body and the Headteacher will ensure that all written appraisal records are retained in a secure place.

11. Equal Opportunities

The Governing Body is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation. This policy will operate in accordance with the school's commitment to equality of opportunity and diversity.

12. Review

The Governing Body of Cricket Green School adopted this policy in September 2014. It has been reviewed annually.

Deputy Head (LJ)

Reviewed: September 2016

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