



Teacher Appraisal Policy

Birtenshaw School/College

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TEACHER APPRAISAL POLICY FOR BIRTENSHAW EDUCATION SERVICES

1. INTRODUCTION

- 1.1 This model Teacher Appraisal Policy has been prepared by the Department for Education, and has been amended for Bolton Schools. It is recommended for Education settings to use to support the implementation of the Appraisal / Performance Management arrangements as set out in The Education (School Teachers' Appraisal) (England) Regulations 2012 and replace the Education (School Teacher Performance Management) (England) Regulations 2006 (the 2006 Regulations)
- 1.2 At a local level this Model Policy has been consulted upon with members of the Teachers Associations and any deviation to the Model policy must be negotiated directly with the Teacher Association representatives and Teaching Staff employed within the school/college.
- 1.3 Revised appraisal arrangements came into force with effect from 1 September 2012. They are set out in the Education (School Teachers' Appraisal) (England) Regulations 2012 (the Appraisal Regulations).
- 1.4 From 1st September 2013 the appraisal process will be used to determine pay progression for staff currently on main pay scale and upper pay scale rates.
- 1.5 Importantly, teachers' performance will be assessed against the relevant standards (as well as against their objectives and against their role in the school/college) and as such the revised Teachers' Standards which were introduced from 1st September 2012 should be read in conjunction with this policy. The 2012 Teachers' Standards regulations are attached to this model policy at appendix 1.
- 1.6 All education settings must have both an agreed appraisal policy for teachers (including heads of service) and a policy, covering all staff, which deals with lack of capability.
- 1.7 This model policy applies only to teachers, including heads of service.
- 1.8 This Model Teacher Appraisal Policy is designed to provide a supportive and developmental framework and process to ensure that all teachers have the skills and support they need to carry out their role effectively.
- 1.9 The Education (School/college Teachers' Appraisal) (England) Regulations 2012 require that the Governing Body shall ensure that the performance of teachers and the head of service/head of service is managed and reviewed in accordance with the regulations and the school/college's performance management policy. Before establishing or revising the school/college's performance management policy the Governing Body shall seek to agree the policy with the recognised trade unions, and ensuring any subsequent changes from this model policy are communicated to all teachers.

POLICY FOR APPRAISING TEACHER PERFORMANCE AND MAKING PAY DECISIONS

The Chief Executive, on behalf of the Board adopted this policy on 1st September 2013.

It will be reviewed annually.

Purpose

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the head of service, and for supporting their development within the context of the school/college's plan for improving educational provision and performance, and the standards expected of teachers.

Within Birtenshaw all pay decisions will be made by the Chief Executive on behalf of the board.

Application of the policy

This policy covers appraisal, and applies to the head of service and to all teachers employed by the school/college, except those on contracts of less than one term and those undergoing induction (*i.e. ECTs*). Furthermore, teachers and heads of service who are currently subject to formal capability procedures are not covered within the scope of this policy.

2. THE APPRAISAL PROCEDURE

- 2.1 Appraisal in this school/college will be a supportive and developmental process designed to ensure that all teachers have the necessary skills and support they need to carry out their role effectively and one which contributes to the effective management of individuals and teams in order to achieve high levels of performance within this organisation.
- 2.2 Therefore, this organisation has developed an Appraisal (Performance Management) process in order to establish a shared understanding about what is to be achieved and an approach to leading and developing people which will ensure that it is achieved. Furthermore, it will help to ensure that teachers are able to continue to improve their professional practice and to develop as teachers.
- 2.3 As such, Performance Management is seen as a continuous cycle and all employees will be monitored, assessed and provided with feedback on their performance on a continual basis.

3. THE APPRAISAL PERIOD

- 3.1 **The appraisal period will run for twelve months** from 1st September to 31st August each year.
- 3.2 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.**

There is flexibility to have a longer or shorter appraisal period when teachers begin or end employment with a school/college

- 3.3 Where a Teacher starts their employment at the organisation part-way through a cycle, the head of service shall determine the length of the first cycle for that Teacher, with a view to bringing the cycle into line with the cycle for other teachers at the organisation as soon as possible.
- 3.4 Where a teacher transfers to a new post within the organisation part-way through a cycle, the head of service shall determine whether the cycle shall begin again.

4. APPOINTING APPRAISERS

- 4.1 **Heads of Service will be appraised by a subcommittee of the Governing Body, supported by a suitably skilled and/or experienced external adviser who has been appointed by the Governing Body for that purpose.** Prior to the appointment of the external adviser, the subcommittee of the Governing Body and head of each service should meet to discuss the suitability, skills and expertise of the external adviser who is to be appointed.
- 4.2 In this organisation the task of appraising the head of service, including the setting of objectives, will be delegated to a sub-group member of the Governing Body.
- 4.3 The head of service will decide who will appraise other teachers.
- 4.4 Where a teacher / head of service is of the opinion that the appraiser appointed under this regulation is unsuitable for professional reasons, s/he may submit a written request to the head of service / governing body for the appraiser to be replaced, stating those reasons. The final decision regarding this matter will rest with the head of service / governing body, and there is no further right of appeal.

5. SETTING OBJECTIVES

- 5.1 **The head of service's objectives will be set by the Governing Body after consultation with the external adviser.**
- 5.2 **Objectives for each teacher will be set before, or as soon as practicable after, the start of each appraisal period,** but no later than 31st October each year (31st December each year for Heads of Service). 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 and level of experience.
- 5.3 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.
- 5.4 **The objectives set for each teacher will, if achieved, contribute to the organisation's plans for improving the organisation's educational provision and performance and improving the education of pupils/learners at that organisation.**
This will be ensured by;

- 1. *Quality assuring all objectives against the appropriate improvement plan.*
- 2. *Supporting individuals Continuing Professional Development (CPD) linked to the appropriate Improvement Plan*
- 3. *Supporting on-going progress of children and adults*

- 5.5 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. The head of service 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.
- 5.6 Within this organisation normally no more than three objectives will be agreed each cycle.

6. REVIEWING PERFORMANCE

6.1 Development and support

Appraisal in this organisation is a supportive process which will be used to inform Continuing Professional Development. The organisation wishes to encourage a culture in which all teachers take responsibility for improving their performance through appropriate professional development. Professional development will be linked to improvement priorities and to the on-going professional development needs and priorities of individual teachers.

METHODS OF REVIEWING PERFORMANCE

6.2 Observation

Birtenshaw 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 improvement more generally. The organisation is committed to all observation(s) being carried out in a supportive fashion. Formal lesson observations will be carried out termly and will usually be paired observations to validate judgements and share good practice. All QTS teachers will be involved in the observation process both as teachers being observed and as observers.

- 6.3 In this organisation teachers' performance will be regularly observed according to the overall needs of both the teacher and the organisation. If issues emerged from an observation that were not part of the focus of the observation as recorded in the appraisal statement these should also be covered in the written feedback.
- 6.4 **Classroom observation will be carried out by those with QTS** and suitable experience as decided by the organisation. In addition to formal observation, heads of service 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. "Drop in" observations will take place every week as part of the

schedule of ongoing learning walks conducted by the Heads of Service. Any issues arising from these observations will be discussed with the teacher either at the time or as part of the next scheduled 1:1 meeting.

- 6.5 Teachers (including the head of service) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

6.6 Pupil/learner Progress and Outcomes

Pupil/learner progress and outcomes are a key indicator of performance management and 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 improvement more generally.

- 6.7 Pupil/learner progress and outcomes will be regularly monitored and assessed in accordance with Teachers Standards.

- 6.8 In addition, education settings may wish to refer to existing agreed policies within the organisation e.g. Teaching and Learning, Assessment and Behaviour Management Policies.

6.9 Feedback

Teachers will receive constructive written feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has come to light e.g. pupil/learner progress information. This will normally occur within 5 working days of the observation taking place, and no later than 10 days after the observation taking place.

- 6.10 Feedback will highlight particular areas of strength as well as any areas that need attention. Where there are concerns about any aspects of the teacher's performance the appraiser will meet the teacher formally and confirm details of the meeting in writing 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 (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 is up to the organisation but should reflect the seriousness of the concerns*);
- explain the implications and process if no – or insufficient – improvements are made.

6.11 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.

6.12 Link to Pay

Appraisal objectives may be used to inform pay decisions.

6.13 Transition to capability

Appraisal within this organisation will be a supportive and developmental process and throughout the academic year teachers will be monitored and assessed and as such will be provided with feedback on their performance on a continual basis.

6.14 During this assessment period, if there are concerns raised regarding performance, meeting(s) should be held with the teacher concerned to offer additional support, mentoring and guidance. These are informal meetings aimed at improving the teacher's performance to the necessary standards. Where informal intervention fails to achieve the required standards, the teacher should be made aware of this and the organisation's Performance Management Policy GP 21 should be followed.

6.15 Annual assessment

Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the head of service, the Governing Body must consult the external adviser.

6.16 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 as a minimum every 6 months (*add in alternative timescales if applicable e.g. once a term*).

6.17 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 organisation, teachers will receive their written appraisal reports by 31 October (31 December for the heads of service). **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** (*NB – pay recommendations need to be made by 31 December for head of services and by 31 October for other teachers*);

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

APPENDIX 2

Annual Performance Management Planning Statement

Name: Job Role:	Review Period: Date:
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Objectives for the forthcoming year

"The employee's objectives shall be such that, if they are achieved, they will contribute to improving the achievement of children and adults at Birtenshaw".

Objective:	How will it be achieved? (tasks involved / support / development needed)	Success / Performance criteria (including timescales)	Monitoring arrangements / evidence requirements

Arrangements for classroom observation (where included in monitoring arrangements / evidence requirements)	
Classroom observations for the specific purpose of performance management will be completed in (insert date / timescale) :	What element of performance will be observed :
Employee comments (to be completed after receipt of the draft statement and / or receipt of the final statement) :	
Signed (Employee) :	Signed (Facilitator/Manager) :
Date :	Date :

Learning and Development Annex

Continuous professional development and other support sought for the forthcoming year
Rationale for CPD/support and outcomes sought

Outline of CPD opportunities and support to be provided
Resource implications

A copy of this Annex should be passed to the person who co-ordinates professional development in the organisation.

Annual Performance Management Review Statement

Name	Date
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Reviewee	Review period
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1. Review of performance against agreed performance objectives

Objective	Summary of progress/tasks completed
Evidence of Impact/Achievement	
Final evaluation and feedback (detail the extent to which criteria(s) have been met and why)	
Objective met / not met (to be completed by reviewer)	

2. Continuing Professional Development

Impact of advice, support, training provided during review period		
Brief description of activity	Duration / dates	Impact on performance

3. Further professional development

Areas agreed for further development	
Brief description of need	CPD suggestions to meet need

4. Summary of other achievements and progress (overall performance) during review period

5. Comments about role, responsibilities, career aspirations.

The reviewee is eligible for consideration for pay progression. Yes No	
Reviewer's recommendation - Taking into account the outcomes and evidence provided in the performance review in period _ _ _ _ _ _ _ _ _ _ , pay progression on the relevant spine is / is not recommended.	
Signed (reviewee)	Signed (reviewer)
Date	Date

Appendix 3
HEAD OF SERVICE PERFORMANCE REVIEW
 Head of service Performance Management

RECORD OF MEETING WITH APPOINTED GOVERNORS AND HEAD OF SERVICE

NAME OF SCHOOL/COLLEGE	
Name of Head of service	
Names of appointed governors	
Names of appointed external advisor	
Date of Visit	

OBJECTIVE SETTING FOR Year

Objective

Success criteria

-
-
-

Monitoring arrangements:

Objective

Success criteria

-
-
-

Monitoring arrangements:

Objective

Success criteria

-
-
-

Monitoring arrangements:

Signature of Reviewee: _____ Date: _____
 Signature of Reviewer: _____ Date: _____

SPECIFIC WORK ISSUES WHICH REQUIRE FURTHER ACTION / SUPPORT

Areas of Concern			
Standards Required			
Agreed Action to Meet Requirements			
Timescale for Improvements			
Support Required			