



Appraising Staff Performance Part A

Adopted:	March 2016
Review Date:	Spring 2018
Responsible for Review:	Headteacher
Committee for Review:	Steering
Frequency of Review:	2 Years
Statutory:	No

Purpose

This policy sets out the framework for a clear and consistent assessment of the overall performance of all staff and for supporting their development within the context of the school's plan for improving educational provision and performance, and the performance standards expected of staff. The document also sets out the school's disciplinary, capability, harassment and grievance procedures.

Application of the policy

The policy is in two separate sections.

Part A of the policy, which covers appraisal, applies 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 Part B of the policy.

Part B of the policy, which sets out the formal capability and disciplinary procedures, applies to employees (including the Headteacher) about whose performance there are serious concerns that the appraisal process has been unable to address. It also sets out the formal harassment and grievance procedures.

Part A – Appraisal

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

The appraisal period

The appraisal period will run for twelve months from September to September for all members of the teaching staff and support staff employed after September 2012. Support staff whose contracts predate September 2012 will continue to be appraised from April to April.

Staff 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 members of staff begin or end employment with the school.

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.



In this school 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. The Head teacher will decide who will appraise other staff.

Setting objectives

The Headteacher's objectives will be set by the Governing Body after consultation with the external adviser.

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 colleague, will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the role and level of experience of the member of staff. The appraiser and staff member 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 member of staff will, if achieved, contribute to the school's plans for improving the school's educational provision and performance and improving the education of students at this school. This will be ensured by linking all objectives to the school improvement plan and/or faculty plans.

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 will be assessed against the DfE document called "Teachers' Standards".

Reviewing performance

Observation

This school believes that observation of classroom practice and other responsibilities is important both as a way of assessing performance in order to identify any particular strengths and areas for development and of gaining useful information which can inform school improvement more generally. All observation will be carried out in a supportive fashion. Classroom observations would not normally be in excess of three hours in any one cycle.

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, the Headteacher 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.

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 professional practice 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.

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 inform the Senior Manager with responsibility for the Appraisal process that they intend to meet the colleague formally to:

- give clear feedback about the nature and seriousness of the concerns
- give the appraisee 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
- 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

If the appraiser is not satisfied with progress, the member of staff 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.



The capability procedures will be conducted as in part B of this policy. (This part of the document also contains the procedures for disciplinary matters, harassment and grievance.)

Annual assessment

Each staff member'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.

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 bi-annually.

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, those members of staff reviewed in September will receive their written appraisal reports by 30th September (31 December for the Headteacher). Those reviewed in April will receive theirs by the end of May. The appraisal report will include:

- details of the objectives for the appraisal period in question
- an assessment of performance against objectives and the relevant standards
- an assessment of training and development needs and identification of any action that should be taken to address them
- a recommendation on pay where that is relevant.

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

Right of Appeal

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 Headteacher or from the school's governing body. Where the Headteacher has not been recommended for pay progression, he/she will be informed by the appropriate governor. The Head will notify any teacher who has not been recommended for pay progression of the date when the governing body meets to consider pay recommendations, following which the teacher (and Headteacher when the Head has not been recommended for pay progression) may exercise the right of appeal, assisted by a companion if required.