



## Teacher Appraisal Policy

*This policy meets the statutory requirement for the provision of the School Teachers' Pay and Conditions Document*

**Date approved:** September 2017  
**Date of Next Review:** Annual

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Wildmoor Heath School has adopted the Bracknell Forest Model Appraisal Policy for Teachers (see following pages)

This policy can also be found at: <http://schools.bracknell-forest.gov.uk/hr.htm>



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### Article 28

Every child has the right to an education.

### Article 29

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment

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## **PURPOSE**

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

The appraisal procedure will be used also to address any concerns that are raised about a teacher's performance. If concerns are such that they cannot be resolved through the appraisal process, there will be consideration of whether to commence the capability procedure.

The same principles apply for school support staff for which there is a separate performance management policy.

This policy should be read in conjunction with the school's pay policy which refers to national agreements on pay and conditions of service.

## **APPLICATION OF THE APPRAISAL POLICY**

This policy applies to the head teacher and to all qualified teachers employed at the school except those on contracts of less than one term and those undergoing induction (*ie NQTs*) or teachers on capability procedures

Appraisal in this school 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** normally from September to August.

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.

Where a teacher starts their employment at the school part-way through a cycle, the head teacher or, in the case where the employee is the head teacher, the governing body shall determine the length of the first cycle for that teacher, with a view to bringing his/her cycle into line with the cycle for other teachers as soon as possible.

Where a teacher transfers to a new post within the school part-way through a cycle, the head teacher or, in the case where the employee is the head teacher, the governing body shall determine whether the cycle shall begin again and whether to change the appraiser.

## **APPOINTING APPRAISERS**

The head teacher will be the reviewer for those teachers s/he directly line manages and will delegate the role of reviewer, in its entirety, to the relevant line managers for some or all other teachers. All appraisers of teachers, other than those appraising head teachers, will be suitably trained.

### **Head Teacher**

The head teacher 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 head teacher, including the setting of objectives, will be delegated to a sub-group consisting of normally 3 members of the Governing Body.

Where a head teacher 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.

### **Teachers**

The choice of appraiser is for the head teacher to determine. Where teachers have an objection to the head teacher's choice, their concerns will be carefully considered and, where appropriate, an alternative appraiser will be offered.

Where it becomes apparent that the appraiser appointed by the head teacher will be absent for the majority of the appraisal cycle, the head teacher may perform those duties herself/himself or delegate those duties to another line manager for the duration of that absence.

If the head teacher appoints an appraiser who is not the teacher's line manager, the appraiser to whom she/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. See also section on Teachers Experiencing Difficulties.

### **SETTING OBJECTIVES**

The head teacher's objectives will be set by the appraisal sub-group of the Governing Body after consultation with the external adviser and the head teacher.

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 and will be appropriate to the appraisee's role and level of experience. In setting the objectives, reviewers will have regard to what can reasonably be expected in context of roles, responsibilities and experience consistent with the school's strategy to achieve a work/life balance. With this in mind the number of objectives set would not normally be more than three other than in exceptional circumstances.

The appraiser and appraisee will seek to agree the objectives. Objectives may be revised if circumstances change. The school will seek to ensure that all appraisers are working to the same standards. Targets will be moderated across the school to ensure that they are consistent between teachers with similar experience and levels of responsibility. Should the objectives not be agreed, the final decision on allocation of objectives rests with the head teacher.

The agreed objectives will contain a description of what success may look like. Where use of numerical targets is appropriate, these will be reasonable, in the circumstances in which the teacher works and it will be recognised that factors outside teachers' control may significantly affect success.

The objectives set for each teacher are intended to 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 may take into account the professional aspirations of the teacher.

The appraiser will take into account the effects of an individual's circumstances, including any disability, when agreeing objectives. For example, this might include a reasonable adjustment to allow an individual slightly longer to complete a task than might otherwise be the case. When staff return from a period of extended absence, objectives may be adjusted to allow them to readjust to their working environment.

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. Teachers will be assessed against the appropriate set of standards contained in the document "Teachers' Standards" published in July 2011. The head teacher or governing body (as appropriate) will need to consider whether certain teachers should be assessed against other sets of standards published by the Secretary of State or other body that are relevant to them. For QTLS holders, that may include the overarching professional standards for teachers in the lifelong learning sector, held by the Learning and Skills Improvement Service.

### **PAY PROGRESSION**



Where teachers are eligible for pay progression, the recommendation made by the appraiser will be based on the assessment of their performance against the agreed objectives. The decision made by the relevant decision-making body will be based on the statutory criteria and guidance set out in the STPCD and the relevant teacher standards.

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 School Teachers' Pay and Conditions Document.

The governing body will ensure that, with the exception of the headteacher, every teacher's salary is reviewed with effect from 1 September and no later than 31 October each year. A written statement setting out their salary and any other financial benefits to which they are entitled will be provided by 31 October. The governing body will normally delegate this responsibility to the headteacher. The governing body performance review panel will review the headteacher's salary as part of the performance management/appraisal arrangements. This will be completed by 31 December and a written record sent to the headteacher. Any performance points awarded will take effect from 1 September. Reviews may take place at other times of the year to reflect any changes in circumstances or job description that lead to a change in the basis for calculating an individual's pay. A written statement will be given after any review and where applicable will give information about the basis on which it was made.

Decisions regarding pay progression will be made with reference to the teachers' appraisal reports and the pay recommendations they contain. In the case of NQTs, whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process.

It will be possible for a 'no progression' determination to be made without recourse to the capability procedure.

To be fair and transparent, assessments of performance will be properly rooted in evidence. In this school we will ensure fairness by:

- Annual monitoring of the execution and application of this policy by the Governing Body.
- Annual moderation of a sample of appraisal reports and recommendations by the school leadership team
- Providing regular training, advice and guidance for all appraisers and appraisees.

The evidence the school will use in determining pay progression will include the appraisal report and other evidence such as:

- lesson observations
- pupil progress and attainment data
- self assessment
- Any other information that the teacher wishes to present will also be considered.

Teachers' appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Governing Body, having regard to the appraisal report and taking into account advice from the senior leadership team. The Governing Body will consider its approach in the light of the school's budget and ensure that appropriate funding is allocated for pay progression at all levels.



Approved pay recommendations will normally result in pay progression by one point on the main pay scale. In exceptional cases, The Governing Body Pay Committee may determine that progression by two points on the main pay scale is deemed appropriate.

A recommendation for pay progression on the main pay scale will be made when there is strong and robust evidence to demonstrate that the teacher:

- A. Consistently meets the Teachers' Standards in their work at a level that generally meets or exceeds the expectations of a teacher at his/her career stage and level.
- B. Typically delivers secure good or better teaching over time (i.e. the normal day-to-day teaching provision is good or outstanding)
- C. Has met, or largely met, appraisal targets and objectives, and has worked pro-actively to try and mitigate any circumstances beyond his/her control which may have compromised the meeting of any objectives.
- D. Has a track record for pro-actively engaging in, and taking responsibility for developing their professional practice, including responding positively to advice, feedback, training/INSET including any individually tailored CPD offered.
- E. Consistently works to the school's vision, aims, priorities, policies, practices and procedures and makes a good contribution to the life of the school.

Where evidence in respect of point B above is not strong and robust (i.e. teaching may sometimes be good but overall requires improvement), a pay recommendation may still be made if there is strong evidence that a teacher is developing well in improving their teaching practice to the extent that securing consistently good or better teaching is achievable within a reasonable time frame given his/her career stage and level (i.e. well within the time period of the appraisal cycle), and the teacher's performance is not inadequate in any respect. In this case, all other conditions must be met. In particular, the teacher will have demonstrated a strong commitment to managing and meeting their objectives and developing their professional practice and, when setting objectives for the forthcoming year, one objective should clearly relate to securing good or better teaching overall. It follows that it is extremely unlikely that a teacher will be recommended for pay progression on this basis in successive years (i.e. the teacher's progress in developing his/her practice has not been sufficiently good enough to secure good or better teaching overall by the time of the next appraisal review).

With respect to point B, where there is no strong evidence that a teacher is developing well in improving their teaching practice to the extent that securing consistently good or better teaching then no pay progression recommendation will be made.

Discussions about standards of performance, including progress towards securing good or better teaching, should be held with the teacher during the appraisal cycle, and any concerns formally recorded as part of the Interim Review.

In certain circumstances, it may be deemed that a teacher is demonstrating exceptional performance. For exceptional performance, a teacher must be highly competent, performing at a substantial and sustained level and can demonstrate that they:

- A. Consistently meet the Teacher Standards with impact significantly above expectations and/or performance regularly exceeding expectations of a teacher at his/her career stage or level.



- B. Consistently deliver teaching that is mostly outstanding.
- C. Have met or exceeded all appraisal targets and objectives, including high impact learning outcomes.
- D. Have an excellent track record for pro-actively engaging in, and taking responsibility for successfully developing their own and other colleagues' professional practice.
- E. Consistently model the school's vision, aims, priorities, policies, practices and procedures and makes a significant contribution to the life of the school, including improving and developing the school through his/her work with other colleagues.

## **REVIEWING PERFORMANCE**

### **Observation**

The effective and efficient operation of the appraisal process requires lesson observation to be a confidential process of constructive engagement within an atmosphere of support and co-operation.

Accordingly, observations will be carried out in a supportive fashion, with professionalism, integrity and courtesy, will be evaluated objectively and reported accurately and fairly and will take account of particular circumstances which may affect performance on the day.

At least 5 working days' notice of the date and time of the observation will be given and verbal feedback provided by the end of the next school day, and written feedback within 5 working days, unless circumstances make this impossible. Where these dates cannot be achieved a mutually convenient time scale can be agreed.

Classroom observation will be carried out by qualified teachers.

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. The number and duration of appraisal observations will take account of exceptional circumstances where concerns have been raised about a teacher's performance, or where the teacher requests additional observation visits.

Head teachers or other leaders with responsibility for learning and teaching standards may "drop in" or undertake other observations to evaluate the standards of teaching and learning and to ensure that high standards of professional performance are established and maintained. The length and frequency of "drop in" or other observations, and the notice to be given, will vary depending on specific circumstances but will be in accordance with the school's classroom observation and drop-in policy.

For the purpose of professional development, feedback about lesson observation should be developmental and not simply a judgement based on the Ofsted grades.

This school will use the findings of each observation, including appraisal observations, for other management requirements (for example subject area reviews).



Teachers (including the head teacher) whose posts 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, through peer observation for example. Professional development will be linked to school improvement priorities and to the on-going professional development needs and priorities of individual teachers.

The school's CPD programme will be informed by the training and development needs identified as part of the appraisal process. The governing body will ensure in the budget planning that, as far as possible, resources are made available in the school budget for appropriate training, and support agreed for appraisees, maintaining access on an equitable basis.

An account of the training and development needs of teachers including the instances where it did not prove possible to provide any agreed CPD, may form a part of the head teacher's annual report to the governing body about the operation of the appraisal process in the school.

### **Feedback**

In this school all teachers can expect to receive regular, constructive feedback on their performance and are subject to annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice. The arrangements for teacher appraisal are set out in the school's appraisal policy.

Where there are concerns about any aspects of the teacher's performance the appraiser will meet with the teacher formally 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 appraisers will review progress (it may be appropriate to revise objectives, and it will be necessary to allow for sufficient time for improvement to be assessed.
- 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.

## **ANNUAL ASSESSMENT**





Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the head teacher, 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.

The teacher will receive as soon as practicable following the end of each appraisal period – and have the opportunity to comment on - a written appraisal report. 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 against 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 (**N.B. – pay recommendations need to be made by 31 December for head teachers and by 31 October for other teachers**);
- a space for the teacher's own comments

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

### **TEACHERS EXPERIENCING DIFFICULTIES**

When dealing with a teacher experiencing difficulties, the objective is to provide support and guidance through the appraisal process in such a way that the teacher's performance improves and the problem is, therefore, resolved.

Where it is apparent that a teacher's personal circumstances are leading to difficulties at school, support will be offered as soon as possible, without waiting for the formal annual assessment.

If an appraiser identifies through the appraisal process, or via other sources of information, for example parental complaints, that the difficulties experienced by a teacher are such that, if not rectified, could lead to further action through the school capability procedure.

### **Appeals**

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 head teacher or from the school governing body. Where the head teacher has not been recommended for pay progression he/she will be informed by the appropriate governor. The head teacher 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 head teacher when the head has not been recommended for pay progression) may exercise the right of appeal, assisted by a companion who may be a colleague, a trade union official or a trade union representative.



## **GENERAL PRINCIPLES UNDERLYING THIS POLICY**

### **Consistency of Treatment and Fairness**

The Governing Body is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.

#### **Sickness Absence**

If long term sickness absence appears to have been triggered by the commencement of monitoring or a formal capability procedure the case will be dealt with in accordance with the school's absence management procedure.

#### **Grievances**

Where a member of staff raises a grievance during the appraisal process, the process may be temporarily suspended in order to deal with the grievance.

#### **Confidentiality & Professional Relationships**

The appraisal process will be treated with confidentiality. Only the appraiser's line manager or, where s/he had more than one, each of her/his line managers will be provided with access to the appraisee's plan recorded in her/his statements. This will be done upon request and only where this is necessary to enable the line manager to discharge her/his line management responsibilities. Appraisees will be consulted on requests for access to statements in the context of this policy.

The process of gathering evidence for performance review will not compromise normal professional relationships between teachers. The governing body recognises that the reviewer will consult with, and seek to secure the agreement of, the reviewee before seeking information from other colleagues about the work of the reviewee.

However, the desire for confidentiality does not override the need for the head teacher and governing body to quality-assure the operation and effectiveness of the appraisal system. The head teacher or appropriate colleague might, for example, review all teachers' objectives and written appraisal records personally – to check consistency of approach and expectation between different appraisers. The head teacher might also wish to be aware of any pay recommendations that have been made.

#### **Monitoring and Evaluation**

The governing body and head teacher will monitor the operation and effectiveness of the school's appraisal arrangements.

The head teacher will provide the governing body with a written report on the operation of the school's appraisal policy annually. The report will not identify any individual by name. The report will include an assessment of the impact of these policies on:

- Race
- Sex
- Sexual Orientation
- Disability
- Religion and Beliefs
- Age
- Part-time Status
- Maternity and Pregnancy



The head teacher will report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination.

**Record retention**

The governing body and head teacher will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.