

## APPRAISAL POLICY

Date of Issue	October 2022
Review Date	October 2024
Ratified by	Policy Committee
Date	November 2022
Produced by	School
SLT Responsible	Headteacher
Signature of Chair	
Signature of Headteacher	

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## **1. Purpose**

This policy sets out the framework for a clear and consistent assessment of the overall performance of all staff, including the Headteacher, and for supporting their development within the context of the school's plan for improving educational provision and other goals along with the performance and standards expected. It also sets out the arrangements that will apply when employees fall below the levels of competence that are expected of them.

This policy applies to the Headteacher, all teachers and all non-teaching staff employed by the school, except those on contracts of less than one term, those undergoing induction (i.e. ECTs) and those who are subject to a formal capability process.

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

## **2. The appraisal period**

The appraisal period for all staff will run for twelve months from 1 September to 31 August. Employees 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.

## **3. Appointing appraisers**

The Headteacher will be appraised by the Governing Board, supported by a suitably skilled and/or experienced external adviser who has been appointed by the Governing Board 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/three members of the Governing Board.

The Headteacher will assign line managers who will appraise other employees.

Teaching staff will not be appraised or formally observed by anyone other than an individual holding Qualified Teacher Status (QTS). Non-teaching staff may be appraised by a member of the teaching staff.

## **4. Setting objectives**

It is important that the appraisal scheme focuses upon some clear objectives so that the effort it demands from both appraisers and appraisees can be directed towards specific outcomes. The benefits of appraisal in terms of improved communication and enhanced performance, both for the individuals involved and for the school, will be achieved only by the continuous commitment of all those involved.

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

Objectives for each employee will be set before, or as soon as practicable after, the start of each appraisal period. Some objectives may be set so that they run over a period of longer than a year. In which case discussion will also cover the expected progress to be seen within the appraisal period.

In some circumstances it may be possible to set objectives for the upcoming year in the same meeting that objectives are reviewed from the previous year.

The appraiser and employee 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 employee 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.

Some roles, such as teachers, have national standards which form a core expectation of the standards that employees fulfilling those roles will consistently meet. These standards will be considered as part of the review process and must be deemed to have been met for a cycle to be successful.

In the case of teachers they will be assessed against the Teachers' Standards, against any other sets of standards issued by the Secretary of State, and against any other professional standards relevant to their performance.

Under normal circumstances employees will have a reasonable number of objectives that is relative to the role that they undertake in the school. Common objectives will be set for all teachers and educational support staff. Separate common objectives will be set for all non-educational operational staff. Some colleagues may be set one or more short term objectives that are possible to complete within a short time period such as a term. This may result in more objectives being set but with the expectation that not all will apply to the entire year. However, employees who are found not to be meeting standards at the appropriate level may be given short term focused objectives to help structure areas of development as part of a performance improvement plan to ensure the most appropriate support can be provided. Those with leadership and management responsibilities are expected to provide more evidence in relation to each objective relative to colleagues that do not.

## **5. Reviewing performance**

### **5.1 Observation**

This school believes that observation of classroom, leadership and work 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. For non-teaching staff work scrutiny will be carried out by those with knowledge of the employee's work as far as reasonably practicable.

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 lesson visits will be carried out by those with QTS. Where non-teaching staff are delivering lessons, for cover or supervision purposes for example, lesson visits will be necessary to assess objectives where relevant.

Leaders will, as a matter of course, observe practice whilst walking around the school and visiting classrooms as part of their regular routine. Feedback from lesson visits will be emailed to the teacher within 24 hours and can be used as supporting evidence of meeting objectives. Teachers (including the Headteacher) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

Formal observation may be deemed necessary in circumstances where concerns arise where it is felt appropriate to facilitate and monitor the effectiveness of management support. This would usually be explained at the time concerns are raised with an employee.

Formal observation outlined above excludes school reviews, Ofsted visits, learning walks with a specific focus e.g. pupil premium provision or a department review. The areas excluded cover circumstances where it is a whole school or department focus rather than an individual focus.

Informal lesson visit observations and wider school or department reviews will not result in formal outcomes being given. Anything identified as an issue outside of formal observation will be revisited in accordance with this policy and the capability policy as appropriate.

## **5.2 Development and support**

Appraisal is a supportive process which will be used to inform continuing professional development. It is intended to provide clear direction towards personal objectives and school improvement priorities, so that each individual is able to achieve their potential, gain maximum job satisfaction, and contribute towards the school's success.

The school wishes to encourage a culture in which all employees take responsibility for improving their teaching/skills through appropriate professional development. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual colleagues.

To add value in identifying individual training, development and career needs, discussions on such needs should focus upon genuinely assisting the appraisee in acquiring the relevant skills, knowledge and behaviours (competencies) for them to perform well in their current role. Opportunities for advancement or alternative work may also be appropriate. This may be a focus that needs to look ahead for several years.

## **5.3 Feedback**

Employees will receive constructive feedback on their performance throughout the year and as soon as practicable after lesson visits have taken place or other evidence has come to light. This would usually be expected within 24 hours. 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 to:

- give clear feedback 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
- 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.

## **6. Transition to capability**

If the appraiser is not satisfied with progress, the employee 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 in accordance with the capability policy.

## **7. Annual assessment**

Each employee's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the Headteacher, the Governing Board recognises that it 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 by means of;

- professional dialogue
- lesson or task observations
- planning and work scrutiny
- mid-cycle review meeting with appraiser
- observation/scrutiny of leadership and management activities where appropriate
- other feedback obtained during the cycle relevant to the employee's overall performance.

The employee will collate during each appraisal period a written appraisal report.

The appraisal report will include:

- details of the employee's objectives for the appraisal period in question
- a self-assessment of the employee's performance of their role and responsibilities against their objectives and the relevant standards
- an assessment of the employee's professional development needs and identification of any action that should be taken to address them

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

Recommendations on pay will be referred to the Headteacher before being submitted to the Governing Board for consideration, in line with the School's pay policy.

Where appraisees and appraisers cannot reach agreement on the validity of evidence submitted in the written report, the matter will be referred to the Headteacher (or to the member of senior staff with delegated responsibility for the process) who will meet with the appraisee, consider all available evidence, and inform the appraisee of their decision.

Disputes concerning pay arising from the appraisal process will be dealt with through the appeal process set out in the Pay policy.

## **8. Confidentiality**

The appraisal processes will be treated with confidentiality and comply with the General Data Protection Regulation. However, the desire for confidentiality does not override the need for the Headteacher and Governing Board to quality-assure the operation and effectiveness of the appraisal system.

## **9. Consistency of treatment and fairness**

The Governing Board is committed to ensuring consistency of treatment and fairness. It will abide by all relevant equality legislation, including the duty to make reasonable adjustments for disabled teachers. The governing Board is aware of the guidance on the Equality Act issued by the Department for Education.

The Headteacher or appropriate colleague might review all objectives and written appraisal records personally, in order to check consistency of approach and expectation between different appraisers. The Headteacher or appropriate colleague will also review pay recommendations that have been made.

The Headteacher will be responsible for reporting regularly to the Governing Board on any relevant issues, including those of underperformance, arising from the annual review cycle and on any action required to address those issues. The report will enable governors to receive an overall general report of the process but will not include specific details relating to individual members of staff.

## **10. Definitions**

Unless indicated otherwise, all references to “teacher” include the Headteacher.

## **11. Delegation**

Normal rules apply in respect of the delegation of functions by governing bodies, Headteachers and local authorities.

## **12. Monitoring and evaluation**

The Governing Board and Headteacher will monitor the operation and effectiveness of the school’s appraisal arrangements. This will include, but will not be limited to, monitoring of pay progression against protected characteristics (where known) as well as by pay range, full and part time, and contract type.

## **13. Retention**

The Governing Board and Headteacher will ensure all written appraisal records are retained in a secure place for six years and then destroyed.



Name:

Appraiser:

**Appraisal at Fearnhill, 2022-2023**

**The first time you open this document, click, 'file' 'make a copy', name it as your initials appraisal (e.g. TSR appraisal) and save in your own Google Drive. Also set as a bookmark in your browser. Then delete this text. You will now be able to edit your appraisal throughout the year.**

The purpose of appraisal at Fearnhill is twofold: firstly, appraisal unites all staff in working towards the aims of the school, as outlined in the School Improvement Plan; secondly, appraisal provides a framework for staff development and ensures staff are recognised for their contribution towards school improvement. To reflect this all teachers and educational operational staff at Fearnhill share the same appraisal objectives. The evidence that we gather to support our appraisal reviews will differ greatly depending on our role within the school. All staff have a crucial role to play in supporting the key aims of the school. At Fearnhill our central objective remains to remove barriers to achievement and attendance for vulnerable groups and ensure good progress by all learners. This document should be read alongside the DfE Teachers' Standards and the Fearnhill operational staff standards, to which all colleagues are expected to work according to their role.

**Appraisal objectives for all staff 2022-23**

**Student progress** – Fearnhill's central objective is ***to develop successful Fearnhill Students by removing barriers to progress, ensuring high achievement for all learners***, irrespective of their starting point. This means no student finishes Key Stage 4 with a negative progress 8 score, or Key Stage 5 with a negative value-added score. Outline the impact you have made.

*Likely evidence all staff – student attainment and progress data for Level 2 and 3 qualifications, clear examples of students knowing and remembering more over time, improved reading data for students, end points students achieve at each Key Stage.*

*Likely evidence teaching staff – details of strategies employed to support student progress in the classroom or through intervention.*

*Likely evidence operational staff – ensuring the environment is conducive to learning, arranging/delivering cover, removing administrative burdens from teachers, supporting strong links between parents and the school, supporting good communication with parents and the community, supporting student physical and mental welfare, managing financial resources to maximise support for student learning.*

Evidence:



**Vulnerable Learners** – Fearnhill’s central objective is achieved – in part - through **removal of barriers to progress**. Outline the approaches you have employed to specifically support vulnerable learners to achieve good progress given the additional barriers they often have to overcome.

*Likely evidence all staff - student attainment and progress data for Level 2 and 3 qualifications for vulnerable learners; inclusive teaching strategies and their impact; assess, plan, do review cycles for students with SEND, supporting students to achieve targets on their EHCPs; demonstrating similar expectations and aspirations for VLs as other students; use of explicit instruction, scaffolding, flexible grouping, technology and metacognitive strategies; implementing classroom routines with fidelity.*

*Likely evidence teaching staff - details of intervention/trips/differentiation/feedback/lesson obs/spending of PP money or other resources to support VLs/tutoring/building cultural capital/improving literacy/meeting needs of SEN students.*

*Likely evidence operational staff – ensuring vulnerable learners have the additional support they need; free school meals, uniform, counselling, parental support, ensuring school is a safe place, working with SEN/PP Governors, deployment of additional financial resources specifically for VLs, IT support for digitally poor students and those who need SEN laptops.*

Evidence:

**Attendance** - Fearnhill’s central objective is achieved – in part - through removal of barriers to **good attendance**. This means attendance is in line with the top 10% of similar schools. Outline the approaches you have employed specifically to support vulnerable learners to improve their attendance.

*Likely evidence – support of a named individual. What you did, modelling good attendance, phone calls home. Supporting effective monitoring and tracking of attendance.*

Evidence:

**Teaching & Learning** – Fearnhill’s first key improvement target for 2022-2023 is to **embed the culture and practice of high expectations and challenge for all members of the Fearnhill community, ensuring clarity and rigour in all our work to support students’ learning**. This means students are fully integrated into their learning and school life, confident and resilient. Outline how the quality of your work has contributed towards the school meeting this target.

*Likely evidence teaching staff – lesson visit feedback, feedback book scrutiny, student engagement & relationships with students, behaviour of classes, quality of resources produced, implementation of CPD and evidence-based approaches in the classroom.*

*Likely evidence operational staff – any activities that help teachers to teach well; IT support, behaviour support, SEN support, on call support, helping to produce/purchase teaching resources, removing*

*administrative burdens that free up teachers for lesson planning, ensuring classroom environments are set up well for learning.*

Evidence:

**CPD** – Fearnhill’s first key improvement target for 2022-2023 is to ***embed the culture and practice of high expectations and challenge for all members of the Fearnhill community***. Outline how you have taken an active role in your own professional development (including the development of your subject knowledge) and in supporting the professional development of others.

*Likely evidence – details of CPD you have accessed and/or delivered throughout the year. (e.g. T&L, leadership training, subject knowledge development, details of your focus or reading for the Independent Professional Learning (IPL), safeguarding, COSHH/CLEAPPs, medical, public health, food hygiene, IT or software training, sharing your skills with others etc.)*

Evidence:

**Curriculum** – Fearnhill’s second key target for 2022-2023 is to ensure we ***embed an ambitious curriculum, with precise identification of learning gaps and responsive teaching that delivers high achievement for all***. Outline how you have supported the development of the curriculum vision for the Fearnhill student within your subject and/or area of responsibility, given the need for flexible provision.

*Likely evidence teaching staff – Curriculum maps/conversations, contributions to departmental curriculum planning and evaluation, evidence of lesson planning, resource development, Scheme of Learning development, work scrutiny, work on diversifying your curriculum, supporting homework & SSR resource planning.*

*Likely evidence operational staff – any work to support a faculty area, transitions between Key Stages, drop-down days, communication of messages from faculties, supporting faculties with purchasing and deploying resources, helping faculties make best use of their classrooms and central areas*

Evidence:

**Assessment** - Fearnhill’s second key target for 2022-2023 is to ***embed an ambitious curriculum, with precise identification of learning gaps and responsive teaching that delivers high achievement for all***. Outline how you have used assessment information to plan learning that meets students’ needs and embedded agreed approaches in light of the whole school assessment review.

*Likely evidence teaching staff – student work, including work scrutiny of feedback books, development of valid and reliable assessment methods, use of AfL in lessons, lesson visit feedback, student progress data for qualifications, assessment reports, communication with parents.*

*Likely evidence operational staff – anything that supports exams or mocks (setting up rooms, providing early lunches, entering and paying for exams, assisting with access arrangements, IT support for exams/CATs, communicating exam arrangements, timetables, results) anything that supports parents' evenings and/or reporting to parents (communications, rooms, bookings, consortium liaison)*

Evidence:

### **Frequently Asked Questions**

#### **How is appraisal evidence recorded?**

Simply share this file with your appraiser and me (Tim Spencer). Once you have shared it we will have access to any updates you make.

#### **When does appraisal evidence need to be recorded?**

The best way to record appraisal evidence is to complete it in real time. Bookmark the file and add details at the time that you do them. This is much more straightforward than trying to remember after the event. You may find it helpful to set a weekly reminder to add evidence.

Signed \_\_\_\_\_ (appraiser)

Signed \_\_\_\_\_ (member of staff)

Date: