

ACTON CE PRIMARY ACADEMY



To develop the learners of tomorrow and equip them with the skills to flourish and succeed for nothing is impossible with God-Luke 1:37

Teacher Appraisal Policy

Confirmation that the Teacher Appraisal Policy has been discussed and approved by the Staff and Board of Directors

October 2021

To be reviewed **October 2023**

TEACHER APPRAISAL POLICY

The Governors of Acton CE Academy Primary School have adopted this appraisal policy in accordance with the Education (School Teachers' Appraisal) (England) Regulations 2012.

APPLICATION OF THE POLICY

The policy applies to the Headteacher and to all teachers employed by the school except teachers on contracts of less than one term, those undergoing induction (ie NQTs) and those who are the subject of capability procedures.

PURPOSE

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers and the Headteacher and for supporting their development needs within the context of the school's improvement document and their own professional needs. Where teachers are eligible for pay progression, the assessment of performance throughout the cycle will be the basis on which the recommendation is made by the appraiser.

This policy should be read in conjunction with the school's pay policy which provides details of the arrangements relating to teacher's pay.

LINKS TO SCHOOL IMPROVEMENT

The governors expect that the appraisal process set for all teachers and the objectives set for the leaders of the schools including the Headteacher, if achieved, will improve the education of pupils within the school and contribute to the implementation and achievement of the School Improvement Document and any other plans adopted from time to time to improve the school's education provision and performance.

CONSISTENCY OF TREATMENT AND FAIRNESS

The Governors are committed to ensuring consistency of treatment and fairness in the operation of teacher appraisal.

To ensure this the following provisions are made in relation to moderation and quality assurance.

Quality Assurance

The Headteacher has determined that she will be the appraiser for upper pay scale staff.

The HeadTeacher will be the appraiser for all other teaching staff.

The SENCo will be the appraiser for the support staff.

The Directors will review the quality assurance processes when the appraisal policy is reviewed.

STANDARDS

Teachers will be assessed against the 'Teachers' Standards' and any other standards relating to teachers' performance as the Governors and Headteacher determines is applicable to the performance of any individual teacher and that they have been informed of at the start of the appraisal period.

The Headteacher will be assessed against the National Standards for Headteachers and any other standards relating to teachers' performance as the Governors determines is applicable to their performance and that they have been informed of at the start of the appraisal period.

OBJECTIVE SETTING

The objectives set will be rigorous, challenging, achievable, time-bound, fair and equitable in relation to teachers with similar roles/responsibilities and experience, and will have regard to what can reasonably be expected of any teacher at a given point of their career progression. Governors also recognise the desirability of staff being able to achieve a satisfactory work-life balance. Objectives will take account of any relevant pay progression criteria and, where possible, the teachers' professional aspirations. They will be such that, if they are achieved, they will contribute to improving the education of pupils within the school and the implementation of any plans of the Governors and Headteacher designed to improve the school's education provision and performance.

Objectives will be set as soon as practicable after the beginning of the appraisal period. The appraiser and appraisee will seek to agree the objectives but where a joint determination cannot be made the appraiser will make the determination.

In the Trust:

- teachers, including the Headteacher, will not necessarily all have the same number of objectives and no-one will have more than 4 objectives set
- All staff will have a whole school objective.

Though appraisal is an assessment of overall performance of teachers and the Headteacher, objectives cannot cover the full range of a teacher's roles/responsibilities. Objectives will, therefore, focus on the priorities for an individual for the cycle. At the review stage teachers will also be assessed against the Teachers' Standards and any other standards relating to teachers' performance as the Governors and Headteacher determines is applicable to the performance of any individual teacher and that they have been informed of at the start of the appraisal period.

REVIEWING PROGRESS

At the end of the appraisal cycle, the appraiser will assess the performance of the teacher or Headteacher against:

- The 'Teachers' Standards' or the National Standards for Head Teachers as applicable
- Any other set of standards relating to teachers' or Headteacher's performance about which the teacher has been notified at the beginning of the appraisal period
- The objectives set
- Professional development needs.

The appraiser will also, where relevant under the School Teachers' Pay and Conditions Document, make a recommendation relating to the teacher or Headteacher's pay.

Assessment of performance against an objective will be on the basis of the performance criteria set at the beginning of the cycle. Good progress towards the achievement of a challenging progress objective even if the performance criteria have not been met in full, will be assessed favourably.

The appraisal cycle is annual, but on occasions it may be appropriate to set objectives that will cover a period over more than one cycle. In such cases, the basis on which the progress being made towards meeting the performance criteria for the objective will be assessed at the end of the first cycle and will be recorded in the report at the beginning of the next cycle.

APPRAISAL REPORT

As soon as practicable following the end of each appraisal period, teachers will be provided with a written report which will record the assessment of their performance against:

- The 'Teachers' Standards'
- any other set of standards relating to teachers' performance agreed by the Governing body and about which the teacher has been notified at the beginning of the appraisal period
- the objectives set
- any professional development needs and any action that has been taken to address these

The report will also, where relevant under the School Teachers' Pay and Conditions Document, record a recommendation relating to the teacher or Headteacher's pay.

APPEALS

Where a member of staff is dissatisfied with the application of the appraisal process (except for decisions on pay) they have recourse to the Trust's Grievance Procedure to pursue the matter.

Where a member of staff is dissatisfied with the recommendation or decision on pay, they have the right of appeal through the appeals mechanism of the Trust's Pay Policy.

CONFIDENTIALITY

The appraisal process and the reports generated under it will be treated with confidentiality at all times. The appraisee's line manager or, where s/he has more than one, each of her/his line managers and the Headteacher will be provided with access to the appraisee's plan and review recorded in her/his report.

Governors will be given access to the appraisal report of any teacher, on request and where they are being asked to make a decision on pay.

Appraisees will be told who has requested and who has been granted access to their report.

Governors directly involved in the Headteacher's appraisal and the external advisor will be provided with access to the Headteacher's planning and review record in her report. Details of the objectives will be reported to the full board of governors as soon as practicable after the beginning of the appraisal cycle. Directors not directly involved in the Headteacher's appraisal will be given access to the review of her performance, on request, and where they are being asked to make a decision on pay.

TRAINING AND SUPPORT

The school's CPD programme will be informed by the training and development needs identified during the appraisal process.

The Governors will ensure in the budget planning that, as far as possible, appropriate resources are made available in the school budget for any training and support agreed for appraisees.

An account of the training and development needs of teachers in general, including the instances where it did not prove possible to provide any agreed CPD, will form a part of the Headteacher's annual report to the Governors about the operation of appraisal in the school.

With regard to the provision of CPD in the case of competing demands on the school budget, a decision on relative priority will be taken with regard to the extent to which: (a) the identified CPD training and support is deemed as essential to the school meeting its priorities and (b) the CPD identified as essential for the appraisee to meet their objectives. The school's priorities will have precedence. Teachers should not be held accountable for failing to make good progress towards meeting their performance criteria where the support recorded in the appraisal report has not been provided.

APPOINTMENT OF APPRAISERS FOR THE EXECUTIVE HEAD TEACHER

In the school:

The Governing body and the school improvement advisor are the appraiser for the Headteacher.

Where the Headteacher is of the opinion that any of the governing body appointed by under this regulation is unsuitable for professional reasons, she may submit a written request to the Chair of governors to be replaced, stating those reasons.

Appointment of External Advisor

The Governing body will appoint an external adviser to provide advice and support in relation to the appraisal of the Headteacher. The Governors will consult the external adviser before setting the Headteacher's objectives.

APPOINTMENT OF APPRAISERS FOR TEACHERS

The Headteacher must ensure the appraisal of every other teacher employed in the school. In this school the Headteacher has decided that:

She will be the appraiser for all staff and upper pay scale staff. The SENCO will be the appraiser for all other support staff.

Where a teacher has more than one line manager the E Headteacher will determine which line manager will be best placed to manage and review the teacher's performance.

Where it becomes apparent the appraiser will be absent for the majority of the cycle, the Headteacher may perform the duties herself or delegate them to another teacher. Where this teacher is not the appraisee's line manager the teacher will have an equivalent or higher status in the staffing structure as the teacher's line manager. The appraisal cycle will not begin again in the event of the appraiser being changed.

All line managers to whom the Headteacher has delegated the role of appraiser will receive appropriate preparation for that role.

THE APPRAISAL PERIOD

The appraisal period will be 12 months.

The appraisal cycle in this school will run from September to September for all staff.

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 the provisions of this policy. The length of the cycle will be determined by the duration of their contract.

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

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

MONITORING

The Governing body will ensure that all teachers, including the Headteacher, have their performance appraised on an annual basis.

The Headteacher will provide the Governing body with a written report on the operation of the school's appraisal policy annually. The report will not contain any information which would enable any individual to be identified. The report will include:

- the operation of the appraisal policy;
- the effectiveness of the school's appraisal procedures;
- teachers' training and development needs.

Equality Impact Assessment

The Governing body is satisfied that the terms of this policy will not impact adversely on members of staff who have a protected characteristic within the meaning of the Equality Act 2010.

In addition, the governors are committed to promoting equality and will ensure that the appraisal process is fair and non-discriminatory and that monitoring data should be included in the Headteacher's report covering each of the protected characteristics within the Equality Act 2010.

The Headteacher will also report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination under any protected characteristics.

REVIEW OF THE POLICY

The Governing body will review the appraisal policy regularly.

The governors will take account of the Headteacher's report in its review of the appraisal policy. The policy will be revised as required to introduce any changes in regulation and statutory guidance to ensure that it is always up to date.

The Governors will seek to agree any revisions to the policy with the recognised trade unions having regard to the results of the consultation with all teachers.

To ensure teachers are fully conversant with the appraisal arrangements, all new teachers who join the school will be briefed on them as part of their introduction to the school.

ACCESS TO DOCUMENTATION

Copies of the School Improvement Document can be obtained from the school office.

Acton

CLASSROOM OBSERVATION PROTOCOL

CONTEXT

Headteachers and Governing Bodies/Directors are required to organise classroom observations for a range of reasons and purposes. These are underpinned in the statutory context by:

- School Teachers' Appraisal Regulations
- The School Teachers' Pay and Conditions Document (STPCD),
- National Standards for Head teachers (2004),
- Teachers' Standards 2013

PRINCIPLES

The Trust believes that:

- This protocol is applicable to classroom observations for the purposes of appraisal for teachers and those in support roles who work in the classroom and are engaged in teaching and learning activities.
- Observations may be by the Headteacher, or another member of the leadership team, by the teacher's line manager or someone familiar with the work they do and in receipt of an appropriate TLR. Only teachers with QTS may observe other teachers and appropriate training in observation skills and the provision of constructive feedback should be provided.
- We will endeavour to conduct classroom observations to achieve a range of objectives at the same time which will include appraisal and the requirements placed on the Headteacher to ensure that she monitors the standards of teaching and learning overall.
- This protocol should be understood and agreed by all those who are covered by it.

PROCEDURES

- An observation schedule will be provided to all staff detailing when and for what purpose (e.g. subject review, appraisal) individual observations will take place including the focus of the observation (e.g. management of pupils'behaviour).

As a minimum, five working days notice should be provided wherever possible. No observations should take place unannounced except within the context of the Headteacher's right to drop in to monitor standards of teaching and learning.

- Observations should be of an appropriate length to meet the declared purpose and focus and recorded in a standard format in use throughout the school for all staff groups (teachers, NQTs, support staff).

The record should be dated and as a minimum summarise the purpose and focus of the observation, the age and ability range of pupils, what happened in the classroom, the resources deployed, and any development points or follow up especially in respect of CPD needs. It should also contain an opportunity for the member of staff being observed to comment if they so wish.

Feedback both written and oral should be provided on all occasions whether the observation has been carried out by staff within the school or by NWA staff for monitoring and support purposes. In the case of oral feedback this should normally be provided within 24 hours of the observation. Written feedback should follow within 5 days.

A copy of written observations should be kept by the individual who has been observed and by the Trust in its Personnel files. Any notes taken should be destroyed in accordance with Data Protection and Freedom of Information Act requirements.

- Classroom observation should be a positive and formative activity, rather than one which is merely instrumental, focussed on improving teaching and learning. It should provide important opportunities for professional development, including coaching and mentoring.

The frequency of classroom observations should be sufficient for the required purpose and consistent with school policy and statutory requirements where applicable.

Observations should be, except where specific circumstances arise, carried out on an equitable basis. In normal circumstances the number and frequency of observations should be the same for all staff.

For NQTs the recommended frequency in normal circumstances is 6 observations over the induction period.

- Lesson Plans should be provided by the staff member, for the observer wherever possible one working day in advance of the observation taking place.
- The observer should ensure that they act discreetly and that their presence does not significantly change the normal teaching and learning context. Staff observing others whether for specific purposes such as peer support should have been provided with appropriate skills and knowledge training to enable appropriate and relevant judgements to be made which are positively expressed and genuinely developmental and linked to CPD. Due regard should be paid to the need for confidentiality in respect of the outcomes.

**REAL LIFE LEARNING ACADEMY TRUST
TEACHER APPRAISAL OBJECTIVES**

Name:

Agreed objective and date to be met	Autumn Term	Spring Term	Summer Term
Development Focus	Agreed Actions	Agreed Actions	Agreed Actions
Success Criteria	Progress and Evidence	Progress and Evidence	Progress and Evidence
Professional Development	Agreed Actions	Agreed Actions	Agreed Actions
Success Criteria	Progress and Evidence	Progress and Evidence	Progress and Evidence

Pupil Progress	Agreed Actions	Agreed Actions	Agreed Actions
Success Criteria	Progress and Evidence	Progress and Evidence	Progress and Evidence
Other Sources of Evidence/ External Feedback			
Summary Judgement			

Signed:

Appraiser

Date:

Signed:

Date:



Performance Related Pay Expectations

All staff must	
Teaching	<ul style="list-style-type: none"> • Planning is thorough, covers the real life learning curriculum and caters for all groups of pupils considering prior attainment. • All teaching and learning is good. • All planned activities are differentiated appropriately and pitched accurately to the needs of the pupils • Opportunities are regularly provided for individual learners to show what they can do • Deployment of other adults is purposeful and effective and maximises pupil progress. • Accurate subject knowledge must be delivered at all times. • All teaching and learning must be good with some outstanding. (MPS5+)
Outcomes	<ul style="list-style-type: none"> • All books are marked daily adhering to the school marking policy. • Books illustrate learning over time. • Presentation is of the highest quality. • All children make progress which can be evidenced. • Make use of summative and formative assessments. • 80-85% of children meet ARE in reading, writing and maths. • 20-25% of children exceed ARE in reading, writing and maths. • Pupil premium funding is used effectively. • All SEN paperwork is up to date and used to develop children's progress.
Learning Environment	<ul style="list-style-type: none"> • Classroom is well organised and tidy at all times. • Displays in the classroom must reflect current teaching and learning and must include: English and Maths working walls, RE, Science and Topic. • All children must be represented in the classroom. • Displays must be of a high quality, stimulating and interactive. • Reflection areas are prominent and effective in use. (Acton only)
Behaviour	<ul style="list-style-type: none"> • All pupils are engaged in their learning. • Mutual respect is clearly displayed. • There are clear expectations, boundaries and strategies for encouraging positive behaviour. • The behaviour policy is consistently applied. • Model professionalism at all times.
Subject Leadership	<ul style="list-style-type: none"> • An effective action plan has been generated based on areas for improvement within the allocated subject area. • There is clear evidence of the monitoring of the provision/outcomes in that subject. • Must have an up to date subject leader file. • Must be leading an additional whole school development (UPS1+)

Wider School Involvement	<ul style="list-style-type: none"> • Attends Summer Fair, Christmas Fair and parent evenings. Must also demonstrate attendance at a number of other school functions, helping to organise when requested. • Organises additional learning opportunities for the children. • Develop positive working relationships with parents.
Safeguarding	<ul style="list-style-type: none"> • School policy is known and applied consistently at all times. • Records of concern are completed accurately and followed up. • Risk assessments are completed for all activities required in a timely manner.
Professional Conduct	<ul style="list-style-type: none"> • Implements all policies consistently and effectively. • Dressed professionally at all times. Changing for PE as a role model for pupils. • Communicates effectively with all stakeholders. • Meets all deadlines set. • Behaviour both on and off site does not bring the school into disrepute • Applies a sensible approach to use of social media. • Maintain high standards with regard to attendance and punctuality. • Personal beliefs are not expressed in ways which exploit pupils' vulnerability.

For all staff to be awarded a pay recommendation they must:

- Meet all of the above standards plus:
- Meet the development target and professional development target of their individual performance appraisal targets as set during the first appraisal meeting. There must be evidence that everything within their capacity has been done to meet the pupil progress target as well.